School Improvement Plan

Harper Creek Middle School

Harper Creek Community Schools

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BATTLE CREEK, MI 49014-9514

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2016-2017 Harper Creek Middle School Plan

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Our student enrollment is 881 students, grades 5-8. We are located in Battle Creek, MI which is south central in the state. Our community has a mix of urban and rural characteristics. The largest challenge we have seen in the past three years is that our population of free and reduced qualified families has increased. In addition we have seen a rise in transience as well as homeless status. This has created a challenge in getting parents to attend meetings due to work schedules or lack of transportation, no matter when we try to schedule the meetings. There is also a huge difficulty that we are facing with getting students/families to get work done at home or place an emphasis or importance on getting an education.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement: Harper Creek Middle School is a safe place to experience academic success and develop good character.
Mission Statement: The staff of Harper Creek Middle School in partnership with parents and the community will promote healthy meaningful relationships. Working together, we will serve the academic, social, emotional and physical needs
of all students in a respectful and safe environment.

Beliefs Statement: We believe that all students can learn;We believe that the school and parents/family must work in partnership in order to have success; We believe that middle school students developmentally are at a difficult period in their lives and need gentle support with high expectations; We believe that students will meet the expectations set for them.

We work very hard at Harper Creek Middle School to ensure students find success academically, socially and are involved in some type of extra curricular activity. We offer multiple opportunities for students to get assistance in their academics, as well as offer many athletic teams and clubs.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Over the course of the past three years, we have made significant improvements in the opportunities that we are offering and requiring students to receive interventions. We have many staff trained and provided professional development support in the areas of secondary reading strategies across the curriculum as well as writing. As a part of our efforts in all of these areas, we have also made concerted efforts to improve our parent knowledge and involvement in curricular, intervention and schedule changes.

We will continue to focus on improving our students math skills, test taking abilities, as well the level of differentiation in all of our classrooms. Many of our teachers have been trained in the use of Kagan Instructional Strategies, which addresses classroom management as well as differentiation for instructional purposes.

The focus on having student growth goals has enable us to facilitate many discussions that focus on what is needed to support further depth into our academics and students progress.

We have moved to outcomes based report cards in Spanish and we have altered grading scales in three of our four core academic departments to be more reflective of the students' mastery of skills in those content areas. We continue to work on administering common assessments in all four content areas as well as using on-line assessments; this year science continued to administer on-line assessments. Our work in the area of curriculum development and lessons/project planning continues in all areas.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

A recent presentation to our Board of Education indicated that over fifty percent of our students, fifth through eighth grades, are involved in some type of extra curricular activity through clubs, athletics, or service related efforts.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Harper Creek Middle School staff are a part of the development of our school improvement plan throughout the school year. Staff reviewed the plan at the beginning of the year to refresh the commitments made the previous spring. Teachers discussed strategies and how these strategies would help the staff acheive their goals and improve student learning. Throughout the year, the school improvement goals were revisited to ensure implementation of strategies and to revise as neccessary.

Parent surveys were conducted to get feedback about current strategies and practices and to gauge interest in future programs and program changes.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Teachers and paraprofessionals - reviewed plan from previous year, made suggestions in how to alter the plans, evaluated what worked well and what did not, helped find research to support for the activities and strategies we were using.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Final plan is presented at Board of Education meeting. Mid-year progress is also shared at a Board of Education meeting.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

We are continuing to get an influx of students in various grades that are considered transient and identified as economically disadvantaged. The challenges that we have identified, in particular with this population are:
1) How do we engage families in the education of their children?
2) How do we teach children to value their education?
3) How do we provide parents the resources to support students at home?

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Challenges as they relate to truancy are educating the parents. In Middle School, parents are still primarily responsible for getting children toschool. As we work with our families, we have an increase of excused absences, but not necessarily a decrease in overall absences.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Challenges that we have identified as a staff are that since we lost teaming, students referrals and discipline have increased. Students are no longer shared between four core academic teachers, who previously were able to keep closer tabs on students and develop more efficient working relationships with the families. Another trend we are seeing is that students who are struggling are more intentionally giving up and making negative choices.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

It is planned to go back to a teaming schedule, which will allow students to be on a smaller team within their own grade level. In addition there is staff interest on working to more fully develop a positive peer mentoring program for incoming 5th grade students.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

There are many veteran teachers on staff. This experience and depth of content knowledge will help students academic progress. The entire administrative team was new to the building for the 2015-2016 school year. The team will begin to work on new processes and initiatives in the 2016-2017 school year.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

18 teachers have taught 10 years or less, and 33 have taught 11 years or more. We have a number of experienced teachers and a strong mentor pool. The current administrative team will begin and then sustain professional development that develops research-based instructional practices and incorporates reflection on our current students, their learning, and factors that inhibit learning and academic success for them.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The leaders in the middle school had a low rate of absence due to professional learning as well as sick days, which should positively impact student achievement. Their presence in the building and classrooms should positively support students and teachers in being able to provide constructive feedback regarding behavioral choices (students) as well as instructional and analysis strategies in using student data to drive instructional decisions for the classroom.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

A large majority of our absences are due to illness or personal leave as compared to absences due to professional development, IEPs or school-related business. We have approximately twice as many sick leave absences as we do absences for professional development purposes. Consequently, those absences could potentially have a negative impact on student achievement.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

Professional development opportunities for collaboration between departments and core teacher teams will increase with a teaming schedule

for the 2016-2017 school year.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Standard 6: Organizational Management
Standard 8: Professional Learning System

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Standard 7: Professional Learning Culture
Standard 3: Assessment

12. How might these challenges impact student achievement?

A deficeit in student assessment is detrimental to teacher instruction. Without solid assessments, it is difficult to plan instruction. This can impact student achievement in a negative manner.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Beginning in the 2016-2017 school year, each student and teaching team will have intervention/extension time built into the schedule. This intervention/extension time will occur every other day for one hour for the entire school year. Assessments in reading, math, and writing will be analyzed in order to group students on each teaching team for remediation and/or extention classes.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Students with disabilities are in the general education setting and have access to intervention programs equal to their general education peers.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Extended Learning Opportunities in the form of intervention/extension hour every other school day will be avaialable for all students at every grade level with a teaming schedule in place.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Students will be ranked within their grade level team according to assessments in reading, math, and writing. In addition, teacher recommendations will be considered. The core teaching team will meet with para support and the administrative team to break students into intervention/extension groups. Parents will be notified of their child's group via a letter home.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

CAT teams meet a minimum of four times a year. We have a District Curriculum Council that helps with vertical alignment of core content. The non-academic classes have vertical alignment through the CAT team meetings as they are typically K-12. All core CAT teams have curriculum maps that have been developed.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

Our school nurse surveys sixth grade students. Results are shared with our physical education teachers and used to drive their instructional decisions regarding activities and education as a part of their curriculum.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Harper Creek Middle School is a 5th through 8th grade building. The data shows that as students move through the grade levels in this building, they continuously increase their reading acheivement. 2014-2015 M-STEP data shows that 5th and 6th grade were at 40% proficient. The proficiency number increased to 50% in 7th grade and 53% in 8th grade. In addition, the 2014-2015 M-STEP Subgroup data shows that white and Hispanic students show a reflective upward trend. There was similar trend data in the preliminary benchmark data from the 2015-2016 M-STEP.

19b. Reading- Challenges

Students with disabilities are generally not proficient in reading and the gap between students with disabilities and students without disabilities is large. Economically disadvantaged students show positive trends in two grade levels, but an increased gap between themselves and non-economically disadvantaged students in the other two grade levels.

19c. Reading- Trends

The overall trend in reading is an upward trend. The percentage of students proficient in reading increased with each grade level taught at Harper Creek Middle School. Trends between individual student cohorts will be reported when the second year of M-STEP proficiency is released.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

In each core content classroom appropriate reading strategies are specifically taught. In ELA classrooms, students are supported with tiered intervention based on need. Harper Creek Middle School utilizes a co-teaching model as well as intervention para support within the classroom. Continued professional development on differentiation in reading will take place in the 2016-2017 school year.

Beginning in the 2016-2017 school year, students not at beginning grade level benchmark with be assessed with an in-depth assessment tool and intervention strategies will be crafted for each below grade level student based on this data. Also beginning this year, each student will be involved in a grade team level intervention/extension hour every other day. This intervention time will allow fluid grouping of students according to need.

20a. Writing- Strengths

Students at Harper Creek Middle School showed growth on their grade level district writing assessments.

20b. Writing- Challenges

Length of student writing is a challenge. Students struggle to add enough detail to give the reader a complete picture of the author's thoughts. In addition, conventions in grammar are challenging for many of our students.

20c. Writing- Trends

There is positive trend within grade levels in the area of thoughts and ideas.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Students will continue to write across curriculum by writing in all core content areas.Teaching of writing skills using a variety of different teaching concepts, strategies, and techniaques for writing while encouraging students to write in different genres or styles will take place in all ELA classrooms.

21a. Math- Strengths

Math proficiency is strongest in 6th and 8th grade based on the 2014-2015 M-STEP data. Students are strongest in math calculation.

21b. Math- Challenges

Students with disabilities are generally not proficient in math and the gap between students with disabilities and students without disabilities is significant. Economically disadvantaged students show positive trends in one grade level. A significant gap between economically disadvantaged and non-economically disadvantaged students is evident in three grade levels, but not significant in one grade level.

21c. Math- Trends

The overall trend in math is flat. The percentage of students proficient in math is relatively the same at each grade level taught at Harper Creek Middle School. Trends between individual student cohorts will be reported when the second year of M-STEP proficiency is released.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

In math classrooms, students are supported with tiered intervention based on need. Harper Creek Middle School utilizes a co-teaching model as well as intervention para support within the classroom. Continued professional development on differentiation and the use of screeners in math will take place in the 2016-2017 school year.

Beginning in the 2016-2017 school year, students will be ranked by grade team in the content area of math and intervention strategies will be crafted for each below grade level student based on this data. Also beginning this year, each student will be involved in a grade team level intervention/extension hour every other day. This intervention time will allow fluid grouping of students according to need.

22a. Science- Strengths

There is no gap between subgroups in the area of science.

22b. Science- Challenges

The overall proficiency in the area of science is very low. Significant work on district/consortium common assessments that are aligned with state and national normed tests is imperative to improve student abllity to show science content knowledge.

22c. Science- Trends

The proficiency levels in science have remained flat, without significant increase on standardized tests.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

In science classrooms, students are supported with tiered intervention based on need. Harper Creek Middle School utilizes a co-teaching model as well as intervention para support within the classroom. Continued professional development on project-based learning will take place in the 2016-2017 school year.

Beginning in the 2016-2017 school year, each student will be involved in a grade team level intervention/extension hour every other day. This intervention time will allow fluid grouping of students according to need.

23a. Social Studies- Strengths

There is a 10% increase in student proficiency on the social studies portion of the M-STEP between 5th and 8th graders at Harper Creek Middle School.

23b. Social Studies- Challenges

The overall proficiency rate for students in the area of social studies at Harper Creek Middle School is very low.

23c. Social Studies- Trends

The overall trend in social studies is an upward trend. The percentage of students proficient in social studies increased between 5th grade and 8th grade at Harper Creek Middle School. Trends between individual student cohorts will be reported when the second year of M-STEP proficiency is released.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

In social studies classrooms, students are supported with tiered intervention based on need. Harper Creek Middle School utilizes a co-teaching model as well as intervention para support within the classroom. Continued professional development on project-based learning will take place in the 2016-2017 school year.

Beginning in the 2016-2017 school year, each student will be involved in a grade team level intervention/extension hour every other day. This intervention time will allow fluid grouping of students according to need.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Relationships between students and between students and staff have the highest level of satisfaction among students with a score of 95% satisfaction.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Additional help within the school day has the lowest level of satisfaction among students with an overall rating of 72% satisfaction.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Beginning in the 2016-2017 school year, each student will be involved in a grade team level intervention/extension hour every other day. This intervention time will allow fluid grouping of students according to need. For students that are not in need of intervention, they will be placed in extension classes to explore additional concepts within core and non-core content areas.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Parents and guardians report that their children are receiving good instruction with an overall satisfaction level of 100% satisfaction.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

The area of with the lowest level of satisfaction among parents and guardians is social/emotional support services offered for their children

with a satisfaction rate of 78% satisfaction.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Beginning in the 2016-2017 school year, students will be ranked according to multiple need areas, including social and emotional needs. Intervention strategies will be crafted for each below grade level student based on this data. Also beginning this year, each student will be involved in a grade team level intervention/extension hour every other day. This intervention time will allow fluid grouping of students according to need.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

We did not collect staff perception data during the 2014-15 school year. Therefore, it is planned that staff be surveyed in the fall and the spring of the 2016-17 school year.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

We did not collect staff perception data during the 2014-15 school year. Therefore, it is planned that staff be surveyed in the fall and the spring of the 2016-17 school year.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Staff will be surveyed in the fall and the spring of the 2016-17 school year.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakholders/community?

The ease of communication with the staff at Harper Creek Middle School had the highest level of overall satisfaction among stakeholders/community with 98% satisfaction.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Non verbal communication had the lowest level of satisfaction among stakeholder/community with 79% satisfaction.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Increased communication regarding the different ways to get infomation from the school will take place in the 216-2017 school year. In addition, the administrative staff will try new ways to communicate with all stakeholder.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

The overall strength in the four kinds of data-demographic, process, achievement/outcomes and perception data is that Harper Creek Middle School has experienced teachers delivering strong instruction. The challenge is to develop and utilize the data from common assessments that are based on appropriate grade level standards to guide instruction and to create individualized interventions.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Student achievement for all students will be positively impacted by providing targeted intervention for those students that have a need and providing rigorous extension opportunities for students that have mastered grade level concepts.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Beginning in the 2016-2017 school year, students will be split into smaller teams at each grade level. This concept will allow students to move between a set group of core content teachers that will be given additional planning time devoted to helping the students on their team succeed. In addtion, each student will be involved in a grade team level intervention/extension hour every other day. This intervention time will allow fluid grouping of students according to need. During this intervention/extension time, students will be placed in classes based on a team ranking according to multiple risk factors. Then, each student with needs will be given an individual intervention plan.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	We only have 5th graders in our building within the range of this question. We monitor literacy three times a year and math at least once.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	Our website link to the AER is http://www.harpercreek.net/ and can be found under the District Resources link.	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Our counselor works with 7th graders to complete initial EDPs and 8th graders to review and update theirs.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Tammy Chapman, Human Resources, (269)441-6567, 7454 B. Drive North, Battle Creek, MI 49014	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Parent Involvement Plan 2015

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Parent Teacher Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Professional Development Plan attached	Professional Development Plan 2015-16

2016-2017 Harper Creek Middle School Plan

Overview

Plan Name

2016-2017 Harper Creek Middle School Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Harper Creek Middle School will be proficient in reading	Objectives: 1 Strategies: 3 Activities: 10	Academic	$32200
2	All students at Harper Creek Middle School will be proficient writers.	Objectives: 1 Strategies: 2 Activities: 6	Academic	$4200
3	All students at Harper Creek Middle School will be proficient in math	Objectives: 1 Strategies: 2 Activities: 10	Academic	$82000

Goal 1: All students at Harper Creek Middle School will be proficient in reading

Measurable Objective 1:

A 8% increase of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 06/30/2018 as measured by MEAP or state equivalent assessment and QRI scores..

Strategy 1:

Secondary Literacy Reading Strategies across the curriclulum - Teachers will implement Secondary Literacy Strategies across the curriculum such as explicit

instruction QAR, talk to the text, and FILA. Teacher will provide instruction to students in making connections, visualizing, making inferences, questioning, determining

importance and synthesizing. Each strategy will taught individually with at least a week of practice devoted to each common strategy determined by each content area.

Category:

Research Cited: Strategies That Work: Teaching Comprehension for Understanding and Engagement by Stephanie Harvey, Anne Goudvis; Reading for Understanding:

A Guide to Improving Reading in Middle and High School Classrooms, by Ruth Schoenbach, Cynthia Greenleaf, Christine Cziko and Lori Hurwitz; Jossey-Bass

Publishers, San Francisco, CA, ©1999. Strategic Literacy Initiative website: http://www.wested.org/StrategicLiteracy.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers that have participated in the Secondary Reading Literacy Strategies sponsored by the CISD will provide intentional professional development to MS staff to review and implement appropriate strategies with the entire staff during school improvement time.	Professional Learning	Tier 1	Implement	08/18/2014	06/08/2018	$0	General Fund	Staff trained in RA and SL.

Activity - Secondary Literacy Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Reading Apprenticeship and Secondary Literacy Strategies across the curriculum such as explicit instruction QAR, talk to the text, and FILA. Teacher will provide instruction to students in making connections, visualizing, making inferences, questioning, determining importance and synthesizing. Each strategy will taught individually with at least a week of practice devoted to each common strategy determined by each content area.	Direct Instruction	Tier 1	Monitor	08/26/2014	06/08/2018	$0	General Fund	All teachers and school administrators.

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use release time to look at data during department time to monitor student progress and make changes to instruction as necessary.	Professional Learning	Tier 1	Monitor	08/26/2014	06/08/2018	$0	General Fund	Appropriate content area teachers, co-teachers and school administrators.

Strategy 2:

Differentiated Instruction - Teachers will use differentiated instruction to meet the needs of all students at their current level and help them show growth in reading.

Category:

Research Cited: Best practices by Marzano's "Classroom Instruction that Works" A Framework for Understanding Poverty by Ruby Payne. Co-Teaching:General and Special Educators Working Together by National Desemination Center for Children with Disabilities. Inclusive Classrooms: Achieving Success for All Students bu Kathleen G. Winterman Helping At-Risk Students suceed by Tori DeAngelis American Psychological Association

Tier: Tier 1

Activity - Co-Teacher PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core ELA teachers and special education co-teachers will receive professional development in implementing co-teaching strategies in language arts classrooms to support students with IEPs and students with disabilities.	Professional Learning	Tier 2	Implement	08/29/2014	06/01/2018	$0	General Fund	Core ELA teachers and co-teachers.

Activity - Co-Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-teachers and general education ELA teachers will work together to look at student data to determine strategies to implement in order to support students with disabilities within a general education classroom setting.	Teacher Collaboration	Tier 2	Monitor	08/26/2014	06/08/2018	$0	General Fund	General education core teachers and special education teachers.

Activity - Differentiated Instruction PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers, co-teachers, and para-professionals will be provided professional development on how to successfully implement differentiated instruction in the classroom through Kagan strategies.	Professional Learning	Tier 1	Implement	08/18/2014	06/08/2018	$3000	General Fund	Staff considered by administration

Activity - Differentiated Instruction Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor level of implementation and effectiveness of implementation through observations.	Walkthrough	Tier 1	Monitor	10/01/2014	06/08/2018	$0	General Fund	All staff are responsible for implementation; administrators evaluating staff are responsible for monitoring.

Activity - Integrated technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use apps, websites, etc. through chrome books, I pads, or other forms of technology to enhance their learning through extensions as well as practice skills that may be gaps in skills.	Technology, Academic Support Program, Direct Instruction, Materials, Supplemental Materials	Tier 1	Implement	09/08/2015	06/01/2018	$0	General Fund	Instructional staff, building administrators, curriculum director and technology director.

Activity - New Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase 32 Chromebooks for each core four team and one cart to support technology integration in the classroom	Technology	Tier 1	Implement	06/15/2016	06/15/2017	$25000	General Fund	Technology director, technology support staff, teachers, middle school administration

Strategy 3:

Extended Learning Opportunities - Middle school teachers will offer extended learning opportunities through differentiated advisory groups for 5th - 8th grade below grade level.

Category:

Research Cited: At-Risk Students in After-School Programs: Outcomes and Recommendations by Susan C. Davies and Lindsay J. Peltz Closing the Gap through Extended Learning Opportunities by NEA policy brief Research Digest: Effects of Extended Opportunities by Massachusetts 2020 Education Opportunity Review of Research on Extended Learning Tim in k-12 Schools by ECONorthwest/The Chalkboard Project Improving Teaching and Learning with Data-Based Decisions: Asking the Right Questions and Acting on the Answers by Nancy Protheroe Educational Research Service How Classroom Assessments Improve Learning by Thomas R. Guskey Educational Leadership

Tier: Tier 2

Activity - Intervention/Extension Hour	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be ranked and divided into small groups to receive targeted intervention. Students not needing intervention will be moved to extension classes during that time.	Technology, Academic Support Program, Direct Instruction	Tier 3	Implement	09/06/2016	06/08/2018	$4200	Section 31a	Core teachers, special education teachers, intervention para-professionals, administration, elective teachers.

Goal 2: All students at Harper Creek Middle School will be proficient writers.

Measurable Objective 1:

A 20% increase of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/30/2018 as measured by performance on MEAP or other state equivalent assessment as well as District Writing Assessments..

Strategy 1:

Differentiated Instruction - Teachers will use differentiated instruction to meet the needs of all students at their current level and help them show growth.

Category:

Research Cited: Best practices by Marzano's "Classroom Instruction that Works" A Framework for Understanding Poverty by Ruby Payne. Co-Teaching:General and Special Educators Working Together by National Desemination Center for Children with Disabilities. Inclusive Classrooms: Achieving Success for All Students bu Kathleen G. Winterman Helping At-Risk Students suceed by Tori DeAngelis American Psychological Association
Tier: Tier 1

Activity - Co-Teacher PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core ELA teachers and special education co-teachers will receive professional development in implementing co-teaching strategies in writing classrooms to support students with IEPs and students with disabilities.	Professional Learning	Tier 2	Implement	08/26/2014	06/01/2018	$0	General Fund	Core ELA teachers and co-teachers.

Activity - Co-Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-teachers and general education ELA teachers will work together to analyze student data and determine strategies to implement in order to support students with disabilities within a general education classroom setting.	Teacher Collaboration	Tier 2	Monitor	09/02/2014	06/08/2018	$0	General Fund	General education core ELA teachers and special education teachers.

Activity - Differentiated Instruction PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, co-teachers, and para-professionals will be provided professional development on how to successfully implement differentiated instruction in the classroom through Kagan strategies.	Professional Learning	Tier 1	Implement	08/26/2014	06/08/2018	$0	General Fund	Staff considered by administration.

Activity - Differentiated Instruction Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will use data to determine the levels of differentiation needed in their classrooms.	Other	Tier 1	Monitor	09/02/2014	06/08/2018	$0	General Fund	All teachers are expected to use data to drive instructional decisions and school administrators will monitor effectiveness of implementation.

Activity - Integrated technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use apps, websites, etc. through chrome books, I pads, or other forms of technology to enhance their learning through extensions as well as practice skills that may be gaps in skills.	Technology, Academic Support Program, Direct Instruction, Materials, Supplemental Materials	Tier 1	Implement	09/08/2015	06/01/2018	$0	General Fund	Instructional staff, building administrators, curriculum director, and technology director.

Strategy 2:

Extended Learning Opportunities - Middle school teachers will offer extended learning opportunities through summer school for 5th - 8th grade at-risk eligible students.

Teachers will use data to identify skill deficits and use that to close gaps within subgroups.

Category:

Research Cited: At-Risk Students in After-School Programs: Outcomes and Recommendations by Susan C. Davies and Lindsay J. Peltz Closing the Gap through Extended Learning Opportunities by NEA policy brief Research Digest: Effects of Extended Opportunities by Massachusetts 2020 Education Opportunity Review of Research on Extended Learning Tim in k-12 Schools by ECONorthwest/The Chalkboard Project Improving Teaching and Learning with Data-Based Decisions: Asking the Right Questions and Acting on the Answers by Nancy Protheroe Educational Research Service How Classroom Assessments Improve Learning by Thomas R. Guskey Educational Leadership

Tier: Tier 2

Activity - Intervention/Extension Hour	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will be ranked and divided into small groups to receive targeted intervention. Students not needing intervention will be moved to extension classes during that time.	Direct Instruction	Tier 3	Monitor	09/06/2016	06/08/2018	$4200	Section 31a	Core teachers, special education teachers, intervention para-professionals, administration, elective teachers.

Goal 3: All students at Harper Creek Middle School will be proficient in math

Measurable Objective 1:

A 30% increase of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in math in Mathematics by 06/15/2018 as measured by proficiency on MEAP and Common Unit Assessments..

Strategy 1:

Differentiated Instruction - Teachers will use differentiated instruction to meet the needs of all students at their current level and help them show growth.

Category:

Research Cited: Best practices by Marzano's "Classroom Instruction that Works"

Kagan Institute

A Framework for Understanding Poverty by Ruby Payne.

Co-Teaching:General and Special Educators Working Together by National Desemination Center for Children with Disabilities.

Inclusive Classrooms: Achieving Success for All Students bu Kathleen G. Winterman

Helping At-Risk Students suceed by Tori DeAngelis American Psychological Association

Tier: Tier 1

Activity - Co-Teacher PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core math teachers and special education co-teachers will receive professional development in implementing co-teaching strategies in mathematics classrooms to support students with IEPs and students with disabilities.	Professional Learning	Tier 2	Implement	08/26/2014	06/08/2018	$0	Special Education	Special Education Teachers and General Education Core Math Teachers

Activity - Para-Professionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
31A paraprofessionals work under the direction of the classroom teacher to provide additional academic support/practice with small groups or one-on-one with students most at risk and 31a eligible, including those in the EDD and Hispanic sub groups	Academic Support Program	Tier 2	Monitor	09/02/2014	06/08/2018	$32000	Section 31a	31a para-professionals

Activity - Co-Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-teachers and general education math teachers will work together on strategies to implement in order to support students with disabilities within a general education classroom setting.	Teacher Collaboration	Tier 2	Monitor	09/02/2014	06/01/2018	$0	General Fund	General education core math teachers and special education teachers.

Activity - Differentiated Instruction PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, co-teachers, and para-professionals will be provided professional development on how to successfully implement differentiated instruction in the classroom through the use of Kagan strategies.	Professional Learning	Tier 1	Implement	08/18/2014	06/08/2018	$3000	General Fund	Teachers, co-teachers, para-professionals, and all other staff that has contact with core math students throughout the school day.

Activity - Differentiated Instruction Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use release time to look at data during department time to monitor student progress and make changes as necessary. Administrators will monitor effectiveness of instructional decisions as well as implementation of differentiation strategies within classrooms.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2018	$0	General Fund	Core math general education math teachers, co-teachers, and school administrators.

Activity - Intervention instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highest at-risk 5th through 8th grade students, as identified by the 31a qualifiers and established criteria for services, will received pull out intervention instruction during non-core academic instructional time. Participation in the intervention instruction will assessed at a minimum quarterly.	Direct Instruction	Tier 2	Implement	09/02/2014	06/01/2018	$0	General Fund	31a Instructional teachers highly qualified in math and paraprofessionals.

Activity - Data Driven Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the data to determine the levels of differentiation needed in their classrooms to help improve student achievement.	Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/01/2018	$0	General Fund	Core math teachers, special education teachers and administrators.

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

An instructional coach will provide professional development and support to identified teachers in fifth through eighth grade math classrooms focusing on the implementation of differentiation in the classroom and the utilization of math recovery data and strategies to address gaps in skills.	Professional Learning	Tier 1	Implement	09/02/2014	06/01/2018	$30000	Title II Part A	Instructional coach, staff identified by administration and building administrators.

Activity - Integrated technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use apps, websites, etc. through chrome books, I pads, or other forms of technology to enhance their learning through extensions as well as practice skills that may be gaps in skills.	Technology, Academic Support Program, Direct Instruction, Materials, Supplemental Materials	Tier 1	Implement	09/08/2015	06/01/2018	$0	General Fund	Instructional staff, building administrators, curriculum director and technology director.

Strategy 2:

Extended Learning Opportunities - Middle school teachers will offer extended learning opportunities after school and through summer school for 5th - 8th grade at-risk eligible students. Teachers will use data to identify skill deficits and use that to close gaps within subgroups.

Category:

Research Cited: At-Risk Students in After-School Programs: Outcomes and Recommendations by Susan C. Davies and Lindsay J. Peltz

Closing the Gap through Extended Learning Opportunities by NEA policy brief

Research Digest: Effects of Extended Opportunities by Massachusetts 2020 Education Opportunity

Review of Research on Extended Learning Tim in k-12 Schools by ECONorthwest/The Chalkboard Project

Improving Teaching and Learning with Data-Based Decisions: Asking the Right Questions and Acting on the Answers by Nancy Protheroe Educational Research Service

How Classroom Assessments Improve Learning by Thomas R. Guskey Educational Leadership

Tier: Tier 2

Activity - Intervention/Extension Hour	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be ranked and divided into small groups to receive targeted intervention. Students not needing intervention will be moved to extension classes during that time.	Direct Instruction	Tier 3	Implement	09/06/2016	06/01/2018	$17000	Section 31a	Core teachers, special education teachers, intervention para-professionals, administration, elective teachers.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Co-Teacher PD	Core math teachers and special education co-teachers will receive professional development in implementing co-teaching strategies in mathematics classrooms to support students with IEPs and students with disabilities.	Professional Learning	Tier 2	Implement	08/26/2014	06/08/2018	$0	Special Education Teachers and General Education Core Math Teachers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention/Extension Hour	Students will be ranked and divided into small groups to receive targeted intervention. Students not needing intervention will be moved to extension classes during that time.	Technology, Academic Support Program, Direct Instruction	Tier 3	Implement	09/06/2016	06/08/2018	$4200	Core teachers, special education teachers, intervention para-professionals, administration, elective teachers.

Intervention/Extension Hour	Students will be ranked and divided into small groups to receive targeted intervention. Students not needing intervention will be moved to extension classes during that time.	Direct Instruction	Tier 3	Monitor	09/06/2016	06/08/2018	$4200	Core teachers, special education teachers, intervention para-professionals, administration, elective teachers.
Intervention/Extension Hour	Students will be ranked and divided into small groups to receive targeted intervention. Students not needing intervention will be moved to extension classes during that time.	Direct Instruction	Tier 3	Implement	09/06/2016	06/01/2018	$17000	Core teachers, special education teachers, intervention para-professionals, administration, elective teachers.
Para-Professionals	31A paraprofessionals work under the direction of the classroom teacher to provide additional academic support/practice with small groups or one-on-one with students most at risk and 31a eligible, including those in the EDD and Hispanic sub groups	Academic Support Program	Tier 2	Monitor	09/02/2014	06/08/2018	$32000	31a para-professionals

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coach	An instructional coach will provide professional development and support to identified teachers in fifth through eighth grade math classrooms focusing on the implementation of differentiation in the classroom and the utilization of math recovery data and strategies to address gaps in skills.	Professional Learning	Tier 1	Implement	09/02/2014	06/01/2018	$30000	Instructional coach, staff identified by administration and building administrators.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Co-Teachers	Co-teachers and general education ELA teachers will work together to analyze student data and determine strategies to implement in order to support students with disabilities within a general education classroom setting.	Teacher Collaboration	Tier 2	Monitor	09/02/2014	06/08/2018	$0	General education core ELA teachers and special education teachers.
Integrated technology	Students will use apps, websites, etc. through chrome books, I pads, or other forms of technology to enhance their learning through extensions as well as practice skills that may be gaps in skills.	Technology, Academic Support Program, Direct Instruction, Materials, Supplemental Materials	Tier 1	Implement	09/08/2015	06/01/2018	$0	Instructional staff, building administrators, curriculum director, and technology director.
Differentiated Instruction PD	Teachers, co-teachers, and para-professionals will be provided professional development on how to successfully implement differentiated instruction in the classroom through Kagan strategies.	Professional Learning	Tier 1	Implement	08/26/2014	06/08/2018	$0	Staff considered by administration.
Differentiated Instruction Monitoring	Teachers will use release time to look at data during department time to monitor student progress and make changes as necessary. Administrators will monitor effectiveness of instructional decisions as well as implementation of differentiation strategies within classrooms.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2018	$0	Core math general education math teachers, co-teachers, and school administrators.
Co-Teacher	Co-teachers and general education math teachers will work together on strategies to implement in order to support students with disabilities within a general education classroom setting.	Teacher Collaboration	Tier 2	Monitor	09/02/2014	06/01/2018	$0	General education core math teachers and special education teachers.
Progress Monitoring	Teachers will use release time to look at data during department time to monitor student progress and make changes to instruction as necessary.	Professional Learning	Tier 1	Monitor	08/26/2014	06/08/2018	$0	Appropriate content area teachers, co-teachers and school administrators.

Intervention instruction	Highest at-risk 5th through 8th grade students, as identified by the 31a qualifiers and established criteria for services, will received pull out intervention instruction during non-core academic instructional time. Participation in the intervention instruction will assessed at a minimum quarterly.	Direct Instruction	Tier 2	Implement	09/02/2014	06/01/2018	$0	31a Instructional teachers highly qualified in math and paraprofessionals.
Differentiated Instruction Monitoring	Teachers will use data to determine the levels of differentiation needed in their classrooms.	Other	Tier 1	Monitor	09/02/2014	06/08/2018	$0	All teachers are expected to use data to drive instructional decisions and school administrators will monitor effectiveness of implementation.
Co-Teachers	Co-teachers and general education ELA teachers will work together to look at student data to determine strategies to implement in order to support students with disabilities within a general education classroom setting.	Teacher Collaboration	Tier 2	Monitor	08/26/2014	06/08/2018	$0	General education core teachers and special education teachers.
Differentiated Instruction PD	Teachers, co-teachers, and para-professionals will be provided professional development on how to successfully implement differentiated instruction in the classroom through Kagan strategies.	Professional Learning	Tier 1	Implement	08/18/2014	06/08/2018	$3000	Staff considered by administration
Differentiated Instruction Monitoring	Administrators will monitor level of implementation and effectiveness of implementation through observations.	Walkthrough	Tier 1	Monitor	10/01/2014	06/08/2018	$0	All staff are responsible for implementation; administrators evaluating staff are responsible for monitoring.

New Technology	Purchase 32 Chromebooks for each core four team and one cart to support technology integration in the classroom	Technology	Tier 1	Implement	06/15/2016	06/15/2017	$25000	Technology director, technology support staff, teachers, middle school administration
Co-Teacher PD	Core ELA teachers and special education co-teachers will receive professional development in implementing co-teaching strategies in writing classrooms to support students with IEPs and students with disabilities.	Professional Learning	Tier 2	Implement	08/26/2014	06/01/2018	$0	Core ELA teachers and co-teachers.
Differentiated Instruction PD	Teachers, co-teachers, and para-professionals will be provided professional development on how to successfully implement differentiated instruction in the classroom through the use of Kagan strategies.	Professional Learning	Tier 1	Implement	08/18/2014	06/08/2018	$3000	Teachers, co-teachers, para-professionals, and all other staff that has contact with core math students throughout the school day.
Secondary Literacy Reading Strategies	Teachers will implement Reading Apprenticeship and Secondary Literacy Strategies across the curriculum such as explicit instruction QAR, talk to the text, and FILA. Teacher will provide instruction to students in making connections, visualizing, making inferences, questioning, determining importance and synthesizing. Each strategy will taught individually with at least a week of practice devoted to each common strategy determined by each content area.	Direct Instruction	Tier 1	Monitor	08/26/2014	06/08/2018	$0	All teachers and school administrators.
Integrated technology	Students will use apps, websites, etc. through chrome books, I pads, or other forms of technology to enhance their learning through extensions as well as practice skills that may be gaps in skills.	Technology, Academic Support Program, Direct Instruction, Materials, Supplemental Materials	Tier 1	Implement	09/08/2015	06/01/2018	$0	Instructional staff, building administrators, curriculum director and technology director.

Co-Teacher PD	Core ELA teachers and special education co-teachers will receive professional development in implementing co-teaching strategies in language arts classrooms to support students with IEPs and students with disabilities.	Professional Learning	Tier 2	Implement	08/29/2014	06/01/2018	$0	Core ELA teachers and co-teachers.
Professional Development	Teachers that have participated in the Secondary Reading Literacy Strategies sponsored by the CISD will provide intentional professional development to MS staff to review and implement appropriate strategies with the entire staff during school improvement time.	Professional Learning	Tier 1	Implement	08/18/2014	06/08/2018	$0	Staff trained in RA and SL.
Data Driven Instruction	Teachers will use the data to determine the levels of differentiation needed in their classrooms to help improve student achievement.	Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/01/2018	$0	Core math teachers, special education teachers and administrators.
Integrated technology	Students will use apps, websites, etc. through chrome books, I pads, or other forms of technology to enhance their learning through extensions as well as practice skills that may be gaps in skills.	Technology, Academic Support Program, Direct Instruction, Materials, Supplemental Materials	Tier 1	Implement	09/08/2015	06/01/2018	$0	Instructional staff, building administrators, curriculum director and technology director.