School Improvement Plan

Hanover-Horton Middle School

Hanover-Horton Schools

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2013-2014 HHMS SIP

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?

Hanover-Horton encompasses approximately 75 square iles, is located in seven townships, and two counties. Over 1200 students are served by a teaching faculty of approximately 70 teachers, three administrators and around 50 support staff members. The secondary complex is located on 80 acres, mid-way between the villages of Hanover and Horton. The middle school houses grades 6 - 8. Our facilities are up to date. We recently became a Wi-Fi campus. We have beautiful athletic facilities and a state of the art Library. Our community does not have any major industry but sits approximately 15 miles from the I-94 corridor. Approximately 30% of our student population is school of choice.

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.

Our district mission statement is "Creating a Better World, One Student At A Time." Our building mission statement: "It is the mission of Hanover-Horton Middle School educational community to instill in our students self-worth, respect, responsibility and the desire to succeed throughout their lives." We believe that the Hanover-Horton Craduate will be: An effective communicator; a problem solver; technologically literate; a responsible citizen; and a healthy and fit individual. We provide our students educational opportunites throughout their K-12 career to help them fulfill these roles.

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.

OUr middle school students saw the greatest gains on the MEAP score in Jackson county for the 2012 test. We continue to score at or above the national average on the Explore test. We continuing to work to improve our achievement scores in the areas of reading, writing, math, and science. Our school improvement activites are structured so that all teachers help to achieve these goals.

Additional Information

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

Our middle school staff is extremely caring and welcoming to parents and students.

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.

Our school participates in a data retreat process in June. Department charis and other members of each department work together to develop school improvement goals addressing the areas of math, science, reading and writing. Meetings are held throughout the year to monitor the progress being made and make revisions as necessary.

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

Department chairs share the goals for each committee with all of the teaching staff. Our school improvement plan is shared with parents who have expressed interests in participating in the SIP process.

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

The AER is published annually on our school webpage. The buidling principal provides an update at a school board meeting each year.

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, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Our enrollment at the middle school has declined slightly in the last three years. As teachers retire we are absorbing many of the positions.

How do student enrollment trends affect staff recruitment?

Although our enrollment has not increased, we continue to be contacted frequently by teachers and others looking for employment. Our district continues to be a school of choice not only for students to attend but for adults to work as well.

How do student enrollment trends affect budget?

Our decling enrollment has had a significant negative affect on our budget.

How do student enrollment trends affect resource allocations?

We have had to be very fiscally conservative and responsible with our limited funding as our enrollment has declined.

How do student enrollment trends affect facility planning and maintenance?

We were fortunate to pass a sinkin fund proposal in our very supportive community. Due to this we have been able to maintain our facilities.

How do student enrollment trends affect parent/guardian involvement?

We have not seen a decrease in parent involvement.

How do student enrollment trends affect professional learning and/or public relations?

In order to try to gain the attention of perspective students, we have concentrated our efforts on marketing our school's points of pride including academic and athletic successes.

What are the challenges you noticed based on the student enrollment data?

Doing more with less. Despite less funding, our students still deserve the absolute best education we can provide. We have saught creative

ways to save our district money while trying to protect the integrity of the programs we have in place for students.

What action(s) will be taken to address these challenges?

We continue to share services when it is economically smart.

What are the challenges you noticed based on student attendance?

Our student attendance is not a concern as a whole. For the few students who have chronic attendance issues, obviously, their education is significantly impacted when they are not in session for instruction.

What action(s) will be taken to address these challenges?

Attendance is not a challenge for us.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Our sixth graders did the best in Reading; 7th graders in Writing; 8th graders in Reading according to the 2012 MEAP

Which content area(s) show a positive trend in performance?

Our 7th grade Reading scores and Writing scores have a positive trend. Both the 7th & 8th grade Math scores, additionally, have a positive trend.

In which content area(s) is student achievement above the state targets of performance?

Our 7th grade writing scores was significantly about the state average. Our 9th grade Social Studies score was also slightly above the state average.

What trends do you notice among the top 30% percent of students in each content area?

The students who perform in the top 30% of each content area also perform well in their classes and earn A's & B's.

What factors or causes contributed to improved student achievement?

We have been diligently working to implement our school improvement goals. We believe that writing, reading and graphing activities in all classrooms are helping to improve student achievement.

How do you know the factors made a positive impact on student achievement?

Our writing scores indicate that students are getting more practice in writing since they are writing in all classes, not just English.

Which content area(s) indicate the lowest levels of student achievement?

Science

Which content area(s) show a negative trend in achievement?

We had a slight drop in 7th grade Math; have been stagnant in 8th grade Reading; and have been inconsistent in 8th grade math.

In which content area(s) is student achievement below the state targets of performance?

7th & 8th grade Reading; 8th grade Math; 8th grade Science

What trends do you notice among the bottom 30% of students in each content area?

Those students who score in the bottom 30% also perform poorly in their classes.

What factors or causes contributed to the decline in student achievement?

We have had to make changes in our schedule every year for the past five years. We have had to eliminate our 6th grade Transitions class that we believe helped students with organization and study skills. We believe this has had a negative impact on our students academic success.

How do you know the factors made a negative impact on student achievement?

the number of students failing classes has increased.

What action(s) could be taken to address achievement challenges?

We are trying to offer after school tutoring for students who are struggling. All teachers are collaborating to help each content area.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?
Response:

- Female

Statement or Question: For which subgroup(s) is the achievement gap closing?*
Response:

- Male

In what content areas is the achievement gap closing for these subgroups?*

Math, Science

How do you know the achievement gap is closing?*

More males have been proficient in the past two years.

What other data support the findings?

Our Explore test results also indicate improvement.

What factors or causes contributed to the gap closing? (Internal and External)*

We hope that our focus on the school improvement plan activities is being effective.

How do you know the factors made a positive impact on student achievement?

The activities in our school improvement plan have been the major changes we have made.

What actions could be taken to continue this positive trend?

We need to continue to focus on trying to help our male population improve their reading achievement scores.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?
Response:

•None

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*
Response:

•Students with Disabilities

In what content areas is the achievement gap greater for these subgroups?*

Reading

How do you know the achievement gap is becoming greater?*

The scores indicate as such.

What other data support the findings?*

None

What factors or causes contributed to the gap increasing? (Internal and External)*

Uncertain. We have made adjustments in our teaching assignments and have started to use general ed materials in our resource room classes.

How do you know the factors lead to the gap increasing?*

We don't know for certain but these appear to be the most likely explanations.

What actions could be taken to close the achievement gap for these students?*

We have made adjustments in our teaching assignment and are implementing new reading strategies.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

N/A

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

We have a Student Assistance Team that meets once each marking period. Teachers can make recommendations to the team of students who are struggling. The team reviews the profiles of each student and determines the best interventions and programs for him. We review all 504 plans and IEPs each year with all staff.

How are students designated 'at risk of failing' identified for support services?

We identify students at risk through their MEAP scores, report card, and socio-economic status. We also review files to identify students who may be at risk due to family situations, homelessness, and foster care.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

We have a Homework Club, National Junior Honor Society, Robotics Club, Student Council and athletics.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	40.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

We publish announcements on our daily bulletin, the website, and newsletter. We use a Global Connect system to send automated messages out to parents.

Label	Question	Value
	What is the total FTE count of teachers in your school?	15.5

Label	Question	Value
	How many teachers have been teaching 0-3 years?	2.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	1.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	5.0

Label	Question	Value
	How many teachers have been teaching >15 years?	11.0

What impact might this data have on student achievement?

We have a majority of teachers who have been teaching for more than 10 years at the middle school. Our veteran teachers are comfortable with classroom management techniques and lesson planning. Their expertise and leadership helps to lead the way for our few newer teachers. The teahcers are strong in content knowledge to deliver to our students. The newer teachers come with a broader knowledge of technology. These teachers can help model the use of the latest technology for our teachers who may not have this experience. All together we combine our talents and areas of expertise to deliver the best education possible so that our students' achievement scores increase.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	29.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	161.0

What impact might this data have on student achievement?

Our 8th grade math teacher was on an extended maternity leave. We filled the temporary vacancy with a highly qualified math substitute. However, students can have a difficult time adjusting to a new staff member. There may be some impact on those students' achievement scores.

Perception Data - Students

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

Our student population consists of over 30% school of choice. Students feel welcomed, safe and valued in our school.

Which area(s) show a positive trend toward increasing student satisfaction?

Students are coming to us school of choice for our strong curriculum and caring and safe environment. Both students who reside in and outside of our district comment on our clean, well-maintained facilities.

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

Nothing indicated at this time.

Which area(s) show a trend toward decreasing student satisfaction?

Nothing indicated at this time.

What are possible causes for the patterns you have identified in student perception data?

We spend a great deal of time on our school improvement plan to help raise our student achievement scores. Because of this students are doing better and that is a positive for students who reside in our district and come to us school of choise. We have a teaching staff who genuinely cares about our students. Because of this our students continue to feel that our school is a safe and caring place to learn.

What actions will be taken to improve student satisfaction in the lowest areas?

As areas are identified we will address them at staff meetings and parent meetings.

Perception Data – Parents/Guardians

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

Our student achievement scores; our clean, well-maintained facilities; the caring staff.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Our achievement scores

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

Slow communication responses from some individual staff

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Slow communication response on the part of some staff.

What are possible causes for the patterns you have identified in parent/guardian perception data?

Staff members are overwhelmed. Sometimes a parent's priority is not the staff member's priority and it may take a little longer for the staff member to respond. Even though we live in a world of instant information and communication, sometimes parents don't realize that a staff member may not have had the opportunity to check their email or voicemail during the day.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

We addressed timely communication at our opening staff day. Our superintendent shared ways to try to increase "customer service" for our parents.

Perception Data – Teachers/Staff

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

Supportive administration; well-maintained facilities; warm, caring colleagues.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Teachers/staff have generally been satisfied with the administration, buidling and staff in the past 5 - 10 years.

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

Teachers feeling anxiety over constant changes in curriculum and schedule; trying to keep up with latest technology; budget cuts.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Budget cuts

What are possible causes for the patterns you have identified in staff perception data?

There is very little control that the staff has over the budget. They recognize that the administration is doing the best they can with what they have to work with.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

We have a Coordinated School Health Team who analyzes the data and implements activities to address the areas of need.

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

We participate in a data retreat/analysis process to determine our school improvement goals. We base our curriculum on the state adopted standards. Department chairs facilitate meetings and meet monthly with administration. Reports are given at school board meetings when major decisions or changes have been made.

What evidence do you have to indicate the extent to which the standards are being implemented?

Teachers lesson plans, unit plans, pacing guides and curriculum mapping

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
	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
	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	www.hanoverhorton.org	

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

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
	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
	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	John Denney, Superintendent 10400 Moscow Rd. Horton, MI 49246 517-563-0100	

Label	Assurance	Response	Comment	Attachment
	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.	No	We are in the process of implementing our School-Parent Involvement Plan. We are seeking feedback this year form surveys and planning meetings to imvolve parents in our decision making process.	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Parent Student Compact 2013

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes		

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Data Analysis (SDA), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1:   Needs Assessment

How was the comprehensive needs assessment conducted?

Input from the curriculum chairs, principal, staff members, and parents were used to complete the comprehensive needs assessment.

What process was used to identify children who are failing, or most at risk of failing, to meet the state core curriculum standards in the four core academic areas?

Targeted assistance selection process: Review all data including: DRA, STAR Math and Reading, Statewide assessment, quarterly pre/post assessments, teacher referral, parent referral, and report cards. Those selected are the most at risk of failing to meet standards set by state of Michigan and measured by the state assessment. All students in the bottom quartile are considered and prioritized by need.

What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

Targeted assistance selection process: Review all data including: DRA, STAR Math and Reading, Statewide assessment, quarterly pre/post assessments, teacher referral, parent referral, and report cards. Those selected are the most at risk of failing to meet standards set by state of Michigan and measured by the state assessment. All students in the bottom quartile are considered and prioritized by need.

For schools with preschool through grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

No preschool at the Middle School, it is housed at the Elementary building.

The criteria for the elementary is: Review all data including: MLPP, running records, letter/sound id, DRA, quarterly math assessments, teacher referral, parent referral, report cards, and Early Screening. Those selected are the most at risk of failing to meet standards set by state of Michigan and measured by the state assessment. All students in the bottom quartile are considered and prioritized by need.

Component 2:   Services to Eligible Students

What Title 1, Part A program services are provided to ensure eligible children receive supplemental assistance?

Students are provided small group or one-on-one time with Title I aides and a Title I teacher focusing on reading, writing, and math strategies. Some examples for reading practices are: vocabulary building activities, reading comprehension, and reading fluency activities. Writing is practiced in the content areas. For math: flash cards, computer software games, worksheets, problem solving activities and opportunities to work with math manipulatives. The classroom provided also has a dedicated computer lab with Successmaker, a researched computer program, available to every student for both reading and math.

Component 3:   Incorporated Into Existing School Program Planning

How is program planning for eligible students incorporated into the existing School Improvement planning process?

Program planning for Title I, Part A students is discussed at the planning meetings with the Title I Coordinator being a part of the planning team. Data analysis of local and state assessments are used in the planning process.

Component 4:   Instructional Strategies

Which strategies in the plan focus on helping eligible students reach the State's standards?

The strategies for additional reading and math instruction and help given by Title I Aide, and/or Title I Teacher are focused on helping the eligible students reach the State's standards. This instruction time is given in addition to the classroom teacher's instruction. Assessments are analyzed to find target areas and progress monitoring is used to ensure student success.

Which research-based methods and strategies in the plan increase the quality and quantity of instruction for eligible students?

Targeted students are given additional time to practice the skill that they are weak in with Title I Aides, or the Title Teacher. A researched computer program, Successmaker, is available to students that reinforces lessons taught for both math and reading. This software individualizes lessons based on student pre-assessments and continues to build new activities when items are completed. The Title I teacher can access reports to monitor student growth. In addition, teachers use DRA Reading Assessment for reading, and find specific skills the students need practice in. For math, quarterly pre assessments are given and additional instruction is given in the weak areas.

What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

Data analysis and progress monitoring indicates that extended learning time helps an accelerated quality curriculum. Targeted students are given additional time to practice the skill that they are weak in with Title I Aides, or the Title Teacher. Teachers use DRA Reading assessment for reading, and find specific skills the students need practice in. For math, quarterly pre assessments are given and additional instruction is given in the weak areas. Students are also assigned specific math problems using, Accelerated Math. Students can work at a comfortable pace and individual level using Accelerated Math.

What evidence indicates that students are rarely pulled from their regular classroom to receive supplemental instruction (e.g. extended learning opportunities)?

Students in the Middle School are given additional time to practice targeted areas by taking ICU classes in addition to the grade level core subject.

Component 5:   Title I and Regular Education Coordination

In what ways do ongoing coordination and integration occur between regular education and the supplemental Title 1, Part A program?

The Title I Coordinator meets with the classroom teachers at the beginning of the school year and a plan is created for each individual student and progress is monitored by the classroom teacher and the Title Coordinator. The students are re-evaluated every marking period. Data is documented and shared between the classroom teacher and the Title Coordinator.

For schools with preschool: In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?

There are no Kindergarten classes at the Middle School building. The Head Start Program is housed within the elementary and the Head Start teacher attends staff meetings and joins curriculum committees as much as possible. The Elementary Principal will meet with the Head Start teacher to keep everyone informed of the needs and expectations of the students in Head Start.

Component 6: Instruction by Highly Qualified Staff

Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement?

All Title I Paraprofessionals meet the qualifications of Highly Qualified by possessing an Associate's Degree or passing the WorkKeys test.

Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement?

All Teachers and the Title I Teacher are Highly Qualified and posses an appropriate degree for the classes they are teaching.

Component 7: High Quality and Ongoing Professional Development

What types of ongoing and sustained professional development has the staff received to work with eligible children or in the regular education program?

Department meetings are held on a monthly basis where teachers study test data of local and state assessments and collaborate on new ways of teaching subjects.

If appropriate, what types of ongoing and sustained professional development have been provided to parents, pupil services personnel, and other staff?

Title I parent meetings are held yearly. Activities are planned for two separate parent meetings for a math and reading night. Teachers and title staff attend as well as a professional in the subject area sharing reading and math strategies that parents can use at home. Dr. Marcia McEvoy, Ph. D. licensed physiologist and bullying expert for Michigan, presented bully prevention tips to all staff, and students. A separate parent meeting was also presented by Dr. McEvoy.

Component 8: Strategies to Increase Parental Involvement

How were parents involved in the design of the Targeted Assistance program plan?

All parents are invited to meet with the Title I Coordinator to be informed of the program design and to offer input during Back to School Night and Conferences.

How were parents involved in the implementation of the Targeted Assistance program plan?

All parents are invited to meet with the Title I Coordinator to be informed of the program implementation and to offer input during Back to School Night and Conferences. Our Title I program has a new website that gives suggestions for reading and math online games. Email and phone number of the Title I Teacher are given to parents to allow communication regularly.

How were parents involved in the evaluation of the Targeted Assistance program plan?

Surveys are given at the end of the year to gain parent input for evaluation.

How will the parent involvement activities be evaluated?

Surveys are given at the end of the year to gain parent input for evaluation. The teachers and Title I staff will be invited to participate in the survey as well.

How will the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) be implemented? Copy and paste the following link into your browser to view this policy - http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118.

Title I Parent Involvement
Revised 6/10/13

Strategies required to increase parent involvement:

A. Current:
1. Parent-teacher conferences twice a school year with Title I staff.

2. Have a Table at Back to School Night at the beginning of the school year to acquaint parents and allow them to make comments and suggestions about Title I and other Programs at our schools.

3. Title I personnel present at evening opportunities for parents at Back to School Night, Conferences, and a yearly informational meeting held in the evening.

4. Letters to parents as needed to inform them of the programs their children are involved in.

5. Parent invited to participate on the School Improvement Committee.

6. School /Parent compact handed out and discussed at conferences.

7. Work with Special Education during the referral process and MET

8. End of year survey of staff and parents concerning effectiveness and satisfaction with Title I services.

9. Notice posted of parent opportunities for PD in the county

B. New Strategies to improve parent involvement:

1. Make more information available to parents through the district newsletter and updated web site.

2. Creation of new structure for School Improvement with more parent involvement in the planning and evaluation.

3. Coordinate Title I parental involvement with other parent involvement activities such as PTA, March is Reading Month, and other such opportunities as occur during the school year.

4. Improve participation of parents in survey

5. Plan more PD for parents in district or in consortium and get an evaluation from them

6. Begin implementation for Host program at the Elementary - parents will be invited to read and/or work on math activities with children coordinated by the Title I Coordinator

How will the results of the evaluation be used to improve the plan?

From the survey it will be determined if it was effective. We are hopeful that parents will offer suggestions that we can use for improvement.

How was the school-parent compact developed?

The school-parent compact was developed by a committee of parents, teachers, Title I Coordinator, and building principal.

How is the parent compact used at elementary-level parent teacher conferences?

A paper copy of the compact along with Individual student academic assessment results are given to parents during conferences and are explained by the regular education teacher. The parents are asked to read the compact over with their child then sign and return it to the school.

What is the plan to provide individual student academic assessment results in a language parents can understand?

Individual student academic assessment results along with interpretation are given to parents during conferences and are explained by the regular education teacher in the preferred language of the parent.

Component 9   Coordination of Title I and Other Resources

How are the Federal, State and local programs coordinated and integrated to serve eligible children?

The Title I Coordinator is also the State and Federal Programs Coordinator for the district, including Homeless Liaison. Therefore, all programs are coordinated by one person. Also, the Title I Coordinator is part of the school and district improvement process so all of the programs are coordinated.

In what ways does the plan show coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school (e.g. violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training)?

The Title I Coordinator is also the State and Federal Programs Coordinator for the district, including Homeless Liaison. Therefore, all programs are coordinated by one person. Also, the Title I Coordinator is part of the school and district improvement process so all of the programs are coordinated.

Component 10: Ongoing Review of Student Progress

How is eligible student progress reviewed on an ongoing basis?

Students are monitored using STAR Math, STAR Reading, Accelerated Math, MEAP state assessment, SuccessMaker, and teacher observation. Not all evaluations are done by the Title I, but all evaluations are studied by the Title I Teacher and discussed with the classroom teacher.

How is the Targeted Assistance program revised to meet the needs of eligible students?

Targeted assistance selection process: Review all data on a quarterly basis including: DRA, STAR Math and Reading, Statewide assessment, quarterly pre/post assessments, teacher referral, parent referral, and report cards. Those selected are the most at risk of failing to meet standards set by state of Michigan and measured by the state assessment. All students in the bottom quartile are considered and prioritized by need.

How have teachers been trained to identify students who need additional assistance or trained on how to implement student achievement standards in the classroom?

Our district has spent professional development time on data analysis for all teaching staff. Time has been built into the schedule to discuss the data during subject area meetings, looking for ways to differentiate instruction and meet state standards. Many different assessments are given to ensure student growth.

Evaluation

How does the school evaluate at least annually the implementation of the targeted assistance program?

Student data is reviewed at the beginning of the school year by the Title I Coordinator and Title staff. Individual goals are made for each student. Progress monitoring is used several times throughout the year, and at the end of the year to ensure student growth.

How does the school evaluate the results achieved by the targeted assistance program using data from the State's annual assessments and other indicators of academic achievement?

Subject area teachers, the title I coordinator, and the building principal review the annual state assessment looking for areas of improvement. Teachers and the title I staff coordinate lessons for individual students as needed. If an entire grade level is low in an area, the grade level teachers look at the curriculum being used.

How does the school determine whether the targeted assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards?

The school determines the effectiveness of the program through progress monitoring. This data is monitored by teachers, title I staff, and the building principal.

What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the targeted assistance program?

At the end of the school year staff is encouraged to give feedback on the effectiveness of the program. Data analysis by teachers, parents, Title I Coordinator, and building principal of the local, and state assessments are used to find the weakest areas across the grade levels. A plan is made for school improvement for the following school year.

2013-2014 HHMS SIP

Overview

Plan Name

2013-2014 HHMS SIP

Plan Description

SIP 2013-2014

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 will be proficient in reading	Objectives: 4 Strategies: 2 Activities: 7	Academic	$68300
2	All students will be proficient in Mathematics.	Objectives: 3 Strategies: 3 Activities: 13	Academic	$70150
3	All students will be proficient in Science.	Objectives: 1 Strategies: 1 Activities: 10	Academic	$5150
4	All students will be proficient in writing	Objectives: 3 Strategies: 3 Activities: 12	Academic	$1700

Goal 1: All students will be proficient in reading

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by moving from 60% to 65% on the 2014 Reading MEAP in English Language Arts by 06/30/2015 as measured by 2014 MEAP.

(shared) Strategy 1:

Reading for information - All teachers will hold students accountable for reading for information.

Research Cited: Marzano, Robert J. Classroom Instruction That Works. ASCD: Alexandria, VA, 2001.

Chapter 8: Setting Objectives and Providing Feedback (Rubric for providing feedback on what students read) Pg. 100 – 101.

Harvey, Stephanie and Harvey Daniels. Comprehension & Collaboration: Inquiry Circles in Action. Heinemann: Portsmouth, NH, 2009. Chapter 11, "Open Inquiries" pg. 228.

Activity - Use of technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train staff to use technology in teaching reading in the content area (MACUL Conference)	Professional Learning	06/12/2013	06/30/2014	$1500	Title II Part A	Building Principal, Selected Content Teachers

Activity - Cross-Curricular Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train staff on cross-curricular reading activities (MAMSE $1500)	Professional Learning	06/12/2013	06/30/2014	$1500	Title II Part A	Building Principal, Selected Content Area Teachers

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize reading strategies 2 - 3 times per month	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All middle school teachers

Activity - ICU Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Utilize staff to teach ICU classes for students who scored non-proficient on the MEAP, performed poorly in class and/or are economically disadvantaged. | Academic Support Program | 06/12/2013 | 06/30/2015 | $65000 | Section 31a | Building Principal, Selected Middle School Staff |

Activity - Cross Curricular Reading Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will assign and submit to administration a close reading response once per semester	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	Building Principal, All Middle School Teachers

(shared) Strategy 2:

Reading Comprehension - All English teachers will apply research based reading comprehension strategies in their classrooms.

Research Cited: Marzano, Robert J. Classroom Instruction That Works. ASCD: Alexandria, VA, 2001.

Chapter 3: Summarizing and Note-taking (Research on how summarizing and note-taking helps comprehension) pg. 30

Fountas, Irene C. and Gay Su Pinnell. Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8. Heinemann: Portsmouth, NH, 2006.

Chapter 8: Assessing Comprehension and Fluency to Document Progress and Inform Teaching. P. 87

Activity - Reading & Writing Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will be trained in The Power of Reading & Writing Workshop with Penny Kittle	Professional Learning	06/12/2013	06/30/2014	$300	Title II Part A	Selected ELA Teachers

Activity - Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA students will research at least one informational topic per year	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All ELA Teachers

Measurable Objective 2:

100% of All Students will demonstrate a proficiency by growing one point on the Explore in English Language Arts by 06/30/2014 as measured by an increase on the Reading Explore test..

(shared) Strategy 1:

Reading for information - All teachers will hold students accountable for reading for information.

Research Cited: Marzano, Robert J. Classroom Instruction That Works. ASCD: Alexandria, VA, 2001.

Chapter 8: Setting Objectives and Providing Feedback (Rubric for providing feedback on what students read) Pg. 100 – 101.

Harvey, Stephanie and Harvey Daniels. Comprehension & Collaboration: Inquiry Circles in Action. Heinemann: Portsmouth, NH, 2009. Chapter 11, "Open Inquiries" pg. 228.

Activity - Use of technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train staff to use technology in teaching reading in the content area (MACUL Conference)	Professional Learning	06/12/2013	06/30/2014	$1500	Title II Part A	Building Principal, Selected Content Teachers

Activity - Cross-Curricular Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train staff on cross-curricular reading activities (MAMSE $1500)	Professional Learning	06/12/2013	06/30/2014	$1500	Title II Part A	Building Principal, Selected Content Area Teachers

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize reading strategies 2 - 3 times per month	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All middle school teachers

Activity - ICU Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize staff to teach ICU classes for students who scored non-proficient on the MEAP, performed poorly in class and/or are economically disadvantaged.	Academic Support Program	06/12/2013	06/30/2015	$65000	Section 31a	Building Principal, Selected Middle School Staff

Activity - Cross Curricular Reading Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will assign and submit to administration a close reading response once per semester	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	Building Principal, All Middle School Teachers

(shared) Strategy 2:

Reading Comprehension - All English teachers will apply research based reading comprehension strategies in their classrooms.

Research Cited: Marzano, Robert J. Classroom Instruction That Works. ASCD: Alexandria, VA, 2001.

Chapter 3: Summarizing and Note-taking (Research on how summarizing and note-taking helps comprehension) pg. 30

Fountas, Irene C. and Gay Su Pinnell. Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8. Heinemann: Portsmouth, NH, 2006.

Chapter 8: Assessing Comprehension and Fluency to Document Progress and Inform Teaching. P. 87

Activity - Reading & Writing Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will be trained in The Power of Reading & Writing Workshop with Penny Kittle	Professional Learning	06/12/2013	06/30/2014	$300	Title II Part A	Selected ELA Teachers

Activity - Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA students will research at least one informational topic per year	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All ELA Teachers

Measurable Objective 3:

100% of All Students will demonstrate a proficiency of one grade level on the 6th grade STAR Reading Test (or equivalent) in English Language Arts by 06/30/2014 as measured by an increase in their reading score..

(shared) Strategy 1:

Reading for information - All teachers will hold students accountable for reading for information.

Research Cited: Marzano, Robert J. Classroom Instruction That Works. ASCD: Alexandria, VA, 2001.

Chapter 8: Setting Objectives and Providing Feedback (Rubric for providing feedback on what students read) Pg. 100 – 101.

Harvey, Stephanie and Harvey Daniels. Comprehension & Collaboration: Inquiry Circles in Action. Heinemann: Portsmouth, NH, 2009. Chapter 11, "Open Inquiries" pg. 228.

Activity - Use of technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Train staff to use technology in teaching reading in the content area (MACUL Conference) | Professional Learning | 06/12/2013 | 06/30/2014 | $1500 | Title II Part A | Building Principal, Selected Content Teachers |

Activity - Cross-Curricular Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train staff on cross-curricular reading activities (MAMSE $1500)	Professional Learning	06/12/2013	06/30/2014	$1500	Title II Part A	Building Principal, Selected Content Area Teachers

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize reading strategies 2 - 3 times per month	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All middle school teachers

Activity - ICU Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize staff to teach ICU classes for students who scored non-proficient on the MEAP, performed poorly in class and/or are economically disadvantaged.	Academic Support Program	06/12/2013	06/30/2015	$65000	Section 31a	Building Principal, Selected Middle School Staff

Activity - Cross Curricular Reading Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will assign and submit to administration a close reading response once per semester	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	Building Principal, All Middle School Teachers

(shared) Strategy 2:

Reading Comprehension - All English teachers will apply research based reading comprehension strategies in their classrooms.

Research Cited: Marzano, Robert J. Classroom Instruction That Works. ASCD: Alexandria, VA, 2001.

Chapter 3: Summarizing and Note-taking (Research on how summarizing and note-taking helps comprehension) pg. 30

Fountas, Irene C. and Gay Su Pinnell. Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8. Heinemann: Portsmouth, NH,

2006.

Chapter 8: Assessing Comprehension and Fluency to Document Progress and Inform Teaching. P. 87

Activity - Reading & Writing Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will be trained in The Power of Reading & Writing Workshop with Penny Kittle	Professional Learning	06/12/2013	06/30/2014	$300	Title II Part A	Selected ELA Teachers

Activity - Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA students will research at least one informational topic per year	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All ELA Teachers

Measurable Objective 4:

100% of All Students will demonstrate a proficiency of 10% growth on teacher created literary techniques post test in English Language Arts by 06/30/2014 as measured by scoring 10% higher on the post test than on the pre test.

(shared) Strategy 1:

Reading for information - All teachers will hold students accountable for reading for information.

Research Cited: Marzano, Robert J. Classroom Instruction That Works. ASCD: Alexandria, VA, 2001.

Chapter 8: Setting Objectives and Providing Feedback (Rubric for providing feedback on what students read) Pg. 100 – 101.

Harvey, Stephanie and Harvey Daniels. Comprehension & Collaboration: Inquiry Circles in Action. Heinemann: Portsmouth, NH, 2009. Chapter 11, "Open Inquiries" pg. 228.

Activity - Use of technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train staff to use technology in teaching reading in the content area (MACUL Conference)	Professional Learning	06/12/2013	06/30/2014	$1500	Title II Part A	Building Principal, Selected Content Teachers

Activity - Cross-Curricular Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train staff on cross-curricular reading activities (MAMSE $1500)	Professional Learning	06/12/2013	06/30/2014	$1500	Title II Part A	Building Principal, Selected Content Area Teachers

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize reading strategies 2 - 3 times per month	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All middle school teachers

Activity - ICU Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize staff to teach ICU classes for students who scored non-proficient on the MEAP, performed poorly in class and/or are economically disadvantaged.	Academic Support Program	06/12/2013	06/30/2015	$65000	Section 31a	Building Principal, Selected Middle School Staff

Activity - Cross Curricular Reading Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will assign and submit to administration a close reading response once per semester	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	Building Principal, All Middle School Teachers

(shared) Strategy 2:

Reading Comprehension - All English teachers will apply research based reading comprehension strategies in their classrooms.

Research Cited: Marzano, Robert J. Classroom Instruction That Works. ASCD: Alexandria, VA, 2001.

Chapter 3: Summarizing and Note-taking (Research on how summarizing and note-taking helps comprehension) pg. 30

Fountas, Irene C. and Gay Su Pinnell. Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8. Heinemann: Portsmouth, NH, 2006.

Chapter 8: Assessing Comprehension and Fluency to Document Progress and Inform Teaching. P. 87

Activity - Reading & Writing Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will be trained in The Power of Reading & Writing Workshop with Penny Kittle	Professional Learning	06/12/2013	06/30/2014	$300	Title II Part A	Selected ELA Teachers
Activity - Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All ELA students will research at least one informational topic per year	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All ELA Teachers

Goal 2: All students will be proficient in Mathematics.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by moving from 37.1% to 39% by 6/30/14 and 39% to 42%. in Mathematics by 06/30/2015 as measured by the Math MEAP..

(shared) Strategy 1:

Differentiated Instruction - Math teachers will implement multiple means of representation within a differentiated instructional framework to increase student

engagement and learning in Mathematics.

Research Cited: Richardson, Judith, and Diane Mero. Making the Mathematics Curriculum Count: A Guide for Middle and High School Principals . 2nd. NASSP, 2011.

Print.

Marzano, Robert, and Julia Simms. Coaching Classroom Instruction. Marzano Research Library, 2013. Print.

Activity - ICU student selection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be selected for ICU math intervention class based on MEAP, STAR, classroom performance, and/or who are economically disadvantaged.	Getting Ready	06/12/2013	06/30/2014	$0	No Funding Required	MS math staff; building principal; Title I staff

Activity - AM Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math staff will participate in professional learning on the use of the Accelerated Math program	Professional Learning	06/12/2013	06/30/2014	$0	No Funding Required	MS math staff, Title I staff

Activity - Technology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math staff will participate in training to integrate technology into the math curriculum by attending the MACUL conference.	Professional Learning	06/12/2013	06/30/2014	$1000	Title II Part A	MS math staff

Activity - ICU class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Title I staff will implement ICU program for selected students for one class period of daily schedule, minimum nine week marking period | Academic Support Program | 06/12/2013 | 06/30/2014 | $65000 | Title I Part A | Title I staff |

Activity - Accelerated Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math and Title I staff will implement the use of the Accelerated Math program, including individualized remediation	Technology	06/12/2013	06/30/2014	$0	No Funding Required	Math staff, Title I staff

Activity - AM Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will administer Acclerated Math assessments to ICU students on weekly basis, with mastery level set at 80%.	Monitor	06/12/2013	06/30/2014	$0	No Funding Required	Title I staff

(shared) Strategy 2:

Common Assessments - MS math teachers will develop and revise common assessment tools correlated to the CCSS that will be used by all math teachers.

Research Cited: Richardson, Judith, and Diane Mero. Making the Mathematics Curriculum Count: A Guide for Middle and High School Principals . 2nd. NASSP, 2011. Print.

Coil, Carolyn. Differentiated Activities & Assessments Using the Common Core Standards. Pieces of Learning, 2011. Print.

Activity - Analysis of data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will analyze their data to improve instruction	Monitor	06/12/2013	06/30/2014	$400	Title II Part A	MS math staff

Activity - Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will participate in training to align curriculum and assessments with the CCSS by participating in CCSS workshops	Professional Learning	06/12/2013	06/30/2014	$2000	Title II Part A	MS math staff

Activity - MCTM Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MS math staff will attend the MCTM conference to learn about differentiated instruction and curriculum development.	Professional Learning	06/12/2013	06/30/2014	$1000	Title II Part A	MS math staff, building principal

Activity - Assessment Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MS staff will learn how to develop assessments based on the CCSS by attending the MAMSE conference.	Professional Learning	06/12/2013	06/30/2014	$750	Title II Part A	MS staff, building principal

Activity - Assessment Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will develop and revise common grade level assessments.	Getting Ready	06/12/2013	06/30/2014	$0	No Funding Required	MS math staff

(shared) Strategy 3:

Parental Involvement - MS staff will implement various opportunities for parental involvement.

Research Cited: Richardson, Judith, and Diane Mero. Making the Mathematics Curriculum Count: A Guide for Middle and High School Principals . 2nd. NASSP, 2011. Print.

Epstein, J. L., N. R. Jansorn, S. B. Sheldon, M. G. Sanders, K. C. Salinas, and B. S. Simon. School, family, and community partnerships, your handbook for action. 3rd. Thousand Oaks: Corwin Pr, 2009. Print.

Activity - Parent Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math staff will host one Math Night per year.	Parent Involvement	06/12/2013	06/30/2014	$0	No Funding Required	MS math staff, building principal

Activity - Online resource link	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will maintain a parent/student math online resource link on the school website.	Parent Involvement	06/12/2013	06/30/2014	$0	No Funding Required	MS staff, building principal, district webmaster

Measurable Objective 2:

100% of Eighth grade students will demonstrate a proficiency by moving from 43% to 45% of college readiness in Mathematics by 06/30/2014 as measured by Mathematics Explore.

(shared) Strategy 1:

Differentiated Instruction - Math teachers will implement multiple means of representation within a differentiated instructional framework to increase student engagement and learning in Mathematics.

Research Cited: Richardson, Judith, and Diane Mero. Making the Mathematics Curriculum Count: A Guide for Middle and High School Principals . 2nd. NASSP, 2011. Print.

Marzano, Robert, and Julia Simms. Coaching Classroom Instruction. Marzano Research Library, 2013. Print.

Activity - ICU student selection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be selected for ICU math intervention class based on MEAP, STAR, classroom performance, and/or who are economically disadvantaged.	Getting Ready	06/12/2013	06/30/2014	$0	No Funding Required	MS math staff; building principal; Title I staff

Activity - AM Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math staff will participate in professional learning on the use of the Accelerated Math program	Professional Learning	06/12/2013	06/30/2014	$0	No Funding Required	MS math staff, Title I staff

Activity - Technology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math staff will participate in training to integrate technology into the math curriculum by attending the MACUL conference.	Professional Learning	06/12/2013	06/30/2014	$1000	Title II Part A	MS math staff

Activity - ICU class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will implement ICU program for selected students for one class period of daily schedule, minimum nine week marking period	Academic Support Program	06/12/2013	06/30/2014	$65000	Title I Part A	Title I staff

Activity - Accelerated Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math and Title I staff will implement the use of the Accelerated Math program, including individualized remediation	Technology	06/12/2013	06/30/2014	$0	No Funding Required	Math staff, Title I staff

Activity - AM Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will administer Acclerated Math assessments to ICU students on weekly basis, with mastery level set at 80%.	Monitor	06/12/2013	06/30/2014	$0	No Funding Required	Title I staff

(shared) Strategy 2:

Common Assessments - MS math teachers will develop and revise common assessment tools correlated to the CCSS that will be used by all math teachers.

Research Cited: Richardson, Judith, and Diane Mero. Making the Mathematics Curriculum Count: A Guide for Middle and High School Principals . 2nd. NASSP, 2011. Print.

Coil, Carolyn. Differentiated Activities & Assessments Using the Common Core Standards. Pieces of Learning, 2011. Print.

Activity - Analysis of data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will analyze their data to improve instruction	Monitor	06/12/2013	06/30/2014	$400	Title II Part A	MS math staff

Activity - Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will participate in training to align curriculum and assessments with the CCSS by participating in CCSS workshops	Professional Learning	06/12/2013	06/30/2014	$2000	Title II Part A	MS math staff

Activity - MCTM Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MS math staff will attend the MCTM conference to learn about differentiated instruction and curriculum development.	Professional Learning	06/12/2013	06/30/2014	$1000	Title II Part A	MS math staff, building principal

Activity - Assessment Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MS staff will learn how to develop assessments based on the CCSS by attending the MAMSE conference.	Professional Learning	06/12/2013	06/30/2014	$750	Title II Part A	MS staff, building principal

Activity - Assessment Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will develop and revise common grade level assessments.	Getting Ready	06/12/2013	06/30/2014	$0	No Funding Required	MS math staff

(shared) Strategy 3:

Parental Involvement - MS staff will implement various opportunities for parental involvement.

Research Cited: Richardson, Judith, and Diane Mero. Making the Mathematics Curriculum Count: A Guide for Middle and High School Principals . 2nd. NASSP, 2011. Print.

Epstein, J. L., N. R. Jansorn, S. B. Sheldon, M. G. Sanders, K. C. Salinas, and B. S. Simon. School, family, and community partnerships, your handbook for action. 3rd. Thousand Oaks: Corwin Pr, 2009. Print.

Activity - Parent Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Math staff will host one Math Night per year. | Parent Involvement | 06/12/2013 | 06/30/2014 | $0 | No Funding Required | MS math staff, building principal |

Activity - Online resource link	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will maintain a parent/student math online resource link on the school website.	Parent Involvement	06/12/2013	06/30/2014	$0	No Funding Required	MS staff, building principal, district webmaster

Measurable Objective 3:

100% of All Students will demonstrate a proficiency of growth as a grade level by increasing the average test score by 10% in Mathematics by 06/30/2014 as measured by pre and post grade level assessments.

(shared) Strategy 1:

Differentiated Instruction - Math teachers will implement multiple means of representation within a differentiated instructional framework to increase student

engagement and learning in Mathematics.

Research Cited: Richardson, Judith, and Diane Mero. Making the Mathematics Curriculum Count: A Guide for Middle and High School Principals . 2nd. NASSP, 2011.

Print.

Marzano, Robert, and Julia Simms. Coaching Classroom Instruction. Marzano Research Library, 2013. Print.

Activity - ICU student selection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be selected for ICU math intervention class based on MEAP, STAR, classroom performance, and/or who are economically disadvantaged.	Getting Ready	06/12/2013	06/30/2014	$0	No Funding Required	MS math staff; building principal; Title I staff

Activity - AM Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math staff will participate in professional learning on the use of the Accelerated Math program	Professional Learning	06/12/2013	06/30/2014	$0	No Funding Required	MS math staff, Title I staff

Activity - Technology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math staff will participate in training to integrate technology into the math curriculum by attending the MACUL conference.	Professional Learning	06/12/2013	06/30/2014	$1000	Title II Part A	MS math staff

Activity - ICU class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will implement ICU program for selected students for one class period of daily schedule, minimum nine week marking period	Academic Support Program	06/12/2013	06/30/2014	$65000	Title I Part A	Title I staff

Activity - Accelerated Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math and Title I staff will implement the use of the Accelerated Math program, including individualized remediation	Technology	06/12/2013	06/30/2014	$0	No Funding Required	Math staff, Title I staff

Activity - AM Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will administer Acclerated Math assessments to ICU students on weekly basis, with mastery level set at 80%.	Monitor	06/12/2013	06/30/2014	$0	No Funding Required	Title I staff

(shared) Strategy 2:

Common Assessments - MS math teachers will develop and revise common assessment tools correlated to the CCSS that will be used by all math teachers.

Research Cited: Richardson, Judith, and Diane Mero. Making the Mathematics Curriculum Count: A Guide for Middle and High School Principals . 2nd. NASSP, 2011. Print.

Coil, Carolyn. Differentiated Activities & Assessments Using the Common Core Standards. Pieces of Learning, 2011. Print.

Activity - Analysis of data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will analyze their data to improve instruction	Monitor	06/12/2013	06/30/2014	$400	Title II Part A	MS math staff

Activity - Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will participate in training to align curriculum and assessments with the CCSS by participating in CCSS workshops	Professional Learning	06/12/2013	06/30/2014	$2000	Title II Part A	MS math staff

Activity - MCTM Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MS math staff will attend the MCTM conference to learn about differentiated instruction and curriculum development.	Professional Learning	06/12/2013	06/30/2014	$1000	Title II Part A	MS math staff, building principal

Activity - Assessment Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

MS staff will learn how to develop assessments based on the CCSS by attending the MAMSE conference.	Professional Learning	06/12/2013	06/30/2014	$750	Title II Part A	MS staff, building principal

Activity - Assessment Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will develop and revise common grade level assessments.	Getting Ready	06/12/2013	06/30/2014	$0	No Funding Required	MS math staff

(shared) Strategy 3:

Parental Involvement - MS staff will implement various opportunities for parental involvement.

Research Cited: Richardson, Judith, and Diane Mero. Making the Mathematics Curriculum Count: A Guide for Middle and High School Principals . 2nd. NASSP, 2011. Print.

Epstein, J. L., N. R. Jansorn, S. B. Sheldon, M. G. Sanders, K. C. Salinas, and B. S. Simon. School, family, and community partnerships, your handbook for action. 3rd. Thousand Oaks: Corwin Pr, 2009. Print.

Activity - Parent Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math staff will host one Math Night per year.	Parent Involvement	06/12/2013	06/30/2014	$0	No Funding Required	MS math staff, building principal

Activity - Online resource link	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will maintain a parent/student math online resource link on the school website.	Parent Involvement	06/12/2013	06/30/2014	$0	No Funding Required	MS staff, building principal, district webmaster

Goal 3: All students will be proficient in Science.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by moving from 10.0% to 13.0%   in Science by 06/30/2015 as measured by the science MEAP..

Strategy 1:

Differentiated Instruction - Teachers will implement multiple means of representation within a differentiated instructional framework to increase student engagement and learning in Science.

Research Cited: Richardson, Judith, and Diane Mero. Making the Mathematics Curriculum Count: A Guide for Middle and High School Principals . 2nd. NASSP, 2011. Print.

Marzano, Robert, and Julia Simms. Coaching Classroom Instruction. Marzano Research Library, 2013. Print.

Activity - MEAP Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To improve instruction, analyze MEAP data and develop a MEAP review curriculum based on past results.	Getting Ready	06/12/2013	06/30/2014	$300	Title II Part A	6-8 Science teachers

Activity - MEAP - like questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Find and/or develop MEAP- like practice questions.	Getting Ready	06/12/2013	06/30/2014	$0	No Funding Required	6-8 Science teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will participate in professional learning on science curriculum and instructional strategies by attending MSTA.	Professional Learning	06/12/2013	06/30/2014	$1350	Title II Part A	6-8 science teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will participate in professional learning on integrating technology into the science curriculum by attending MACUL.	Professional Learning	06/12/2013	06/30/2014	$1500	Title II Part A	6-8 selected science teachers and building principal.

Activity - Professional Learing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will participate in professional learning on changes to the science curriculum in anticipation of the upcoming NGSS roll-out.	Professional Learning	06/12/2013	06/30/2014	$2000	Title II Part A	6-8 selected science teachers and building principal

Activity - MEAP Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review specific science content prior to MEAP to increase student achievement.	Implementation	06/12/2013	06/30/2014	$0	No Funding Required	8th grade science teachers

Activity - MEAP-like Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer MEAP-like questions of the day once per week.	Implementation	06/12/2013	06/30/2014	$0	No Funding Required	6-8 science staff

Activity - Effective Test Taking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The science department will teach effective test-taking strategies.	Implementation	06/12/2013	06/30/2014	$0	No Funding Required	6-8 science staff

Activity - Graphing and Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assign a lesson involving graphing and/or data analysis using one or more resources once per semester.	Implementation	06/12/2013	06/30/2014	$0	No Funding Required	All 6-8 teachers

Activity - Graph and Data Analysis Examples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will submit to the building principal a lesson example from graphing and/or data analysis assignment once per semester.	Monitor	06/12/2013	06/30/2014	$0	No Funding Required	All 6-8 teachers

Goal 4: All students will be proficient in writing

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by maintaining 60% proficiency on MEAP 2014-2015 Writing test in English Language Arts by 06/30/2015 as measured by maintaining or increasing proficiency levels on MEAP Writing test.

(shared) Strategy 1:

Common Writing Rubric - All teachers will hold students accountable for using appropriate writing skills based on a common writing rubric.

Research Cited: Zemelman, Steven, et al. Best Practice: Today's Standards for Teaching & Learning in America's Schools. Heinemann: Portsmouth, NH. 2005.

Chapter 3: Best Practice in Writing p. 92.

Harvey, Stephanie and Harvey Daniels. Comprehension & Collaboration: Inquiry Circles in Action. Heinemann: Portsmouth, NH, 2009. Chapter 11, "Open Inquiries"

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Chapter 10, pg. 224.

Activity - Training on Common Writing Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will review how to use a common rubric with all staff	Getting Ready	06/12/2013	06/30/2014	$0	No Funding Required	All middle school staff

Activity - Use of Common Writing Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will assign and assess one writing task per semester using the common writing rubric	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All middle school staff

(shared) Strategy 2:

Organizational Structures of Writing - All English teachers will measure growth in the use of organizational structures within writing.

Research Cited: Marzano, Robert J. Classroom Instruction That Works. ASCD: Alexandria, VA, 2001.

Chapter 11: Teaching Specific Types of Knowledge – Research and Theory on Processes p. 141.

Pinnell, Gay Su and Irence C. Fountas. The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support. Heinemann: Portsmouth, NH. 2007. Section 4: Writing pg. 104.

Activity - Training for Common Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will review how to use a common rubric with all staff.	Getting Ready	06/12/2013	06/30/2014	$0	No Funding Required	All middle school staff

Activity - Data Director Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue training for Data Expert for staff on how to analyze data to drive instruction (Data Director Trainng for Data Coach)	Professional Learning	06/12/2013	06/30/2014	$200	Title II Part A	Data Coach

Activity - Use of Common Writing Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will assign and assess one writing task per semester using the common writing rubric	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All middle school staff

Activity - Grade Level Writing Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will administer a grade level writing assessment based on ACT requirements for 7th & 8th grades and MEAP requirements for 6th grade.	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All middle school ELA teachers

Activity - Pre/Post Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All ELA teachers will adminster pre & post assessments for grammar/usage and mechanics	Monitor	06/12/2013	06/30/2014	$0	No Funding Required	All ELA teachers

Activity - Explore Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 7th Grade ELA teachers will administer the Explore test in the beginning of Semester 1, end of Semester 1 and end of Semester 2. All 8th grade ELA teachers will administer the Explore test in March.	Monitor	06/12/2013	06/30/2014	$1000	General Fund	All 7th & 8th grade ELA teachers

Activity - Data Analysis to Drive Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will anaylze MEAP, Explore and locally administered tests and learn how to determine strengths and weaknesses of the curriculum and make adjustments for the following school year	Evaluation	06/12/2013	06/30/2014	$500	Title II Part A	All ELA teachers, Building Principal

(shared) Strategy 3:

Peer Editing - All MS ELA teachers will require students to participate in peer editing activities.

Research Cited: Pinnell, Gay Su and Irence C. Fountas. The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support.

Heinemann: Portsmouth, NH. 2007.

Section 4: Writing pg. 108.

  Kittle, Penny. Write Beside Them. Heinemann: Portsmouth, NH, 2008.

Chapter 5, p. 91.

Activity - Instruction in Peer Editing Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will instruct students in the process of peer editing	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All ELA staff

Activity - Peer Editing Assignments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will require students to participate in peer editing activities	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All ELA staff

Activity - Peer Editing Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th & 7th grade ELA teachers will use MEAP released student writing samples for peer editing practice	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All 6th & 7th ELA staff

Measurable Objective 2:

100% of All Students will demonstrate a proficiency by demonstrating growth of one point in English Language Arts by 06/30/2014 as measured by the Explore test in Writing.

(shared) Strategy 1:

Common Writing Rubric - All teachers will hold students accountable for using appropriate writing skills based on a common writing rubric.

Research Cited: Zemelman, Steven, et al. Best Practice: Today's Standards for Teaching & Learning in America's Schools. Heinemann: Portsmouth, NH. 2005.

Chapter 3: Best Practice in Writing p. 92.

Harvey, Stephanie and Harvey Daniels. Comprehension & Collaboration: Inquiry Circles in Action. Heinemann: Portsmouth, NH, 2009. Chapter 11, "Open Inquiries"

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Chapter 10, pg. 224.

Activity - Training on Common Writing Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will review how to use a common rubric with all staff	Getting Ready	06/12/2013	06/30/2014	$0	No Funding Required	All middle school staff

Activity - Use of Common Writing Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will assign and assess one writing task per semester using the common writing rubric	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All middle school staff

(shared) Strategy 2:

Organizational Structures of Writing - All English teachers will measure growth in the use of organizational structures within writing.

Research Cited: Marzano, Robert J. Classroom Instruction That Works. ASCD: Alexandria, VA, 2001.

Chapter 11: Teaching Specific Types of Knowledge – Research and Theory on Processes p. 141.

Pinnell, Gay Su and Irence C. Fountas. The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support. Heinemann: Portsmouth, NH. 2007. Section 4: Writing pg. 104.

Activity - Training for Common Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will review how to use a common rubric with all staff.	Getting Ready	06/12/2013	06/30/2014	$0	No Funding Required	All middle school staff

Activity - Data Director Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue training for Data Expert for staff on how to analyze data to drive instruction (Data Director Trainng for Data Coach)	Professional Learning	06/12/2013	06/30/2014	$200	Title II Part A	Data Coach

Activity - Use of Common Writing Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will assign and assess one writing task per semester using the common writing rubric	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All middle school staff

Activity - Grade Level Writing Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will administer a grade level writing assessment based on ACT requirements for 7th & 8th grades and MEAP requirements for 6th grade.	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All middle school ELA teachers

Activity - Pre/Post Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will adminster pre & post assessments for grammar/usage and mechanics	Monitor	06/12/2013	06/30/2014	$0	No Funding Required	All ELA teachers

Activity - Explore Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 7th Grade ELA teachers will administer the Explore test in the beginning of Semester 1, end of Semester 1 and end of Semester 2. All 8th grade ELA teachers will administer the Explore test in March.	Monitor	06/12/2013	06/30/2014	$1000	General Fund	All 7th & 8th grade ELA teachers

Activity - Data Analysis to Drive Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will anaylze MEAP, Explore and locally administered tests and learn how to determine strengths and weaknesses of the curriculum and make adjustments for the following school year	Evaluation	06/12/2013	06/30/2014	$500	Title II Part A	All ELA teachers, Building Principal

(shared) Strategy 3:

Peer Editing - All MS ELA teachers will require students to participate in peer editing activities.

Research Cited: Pinnell, Gay Su and Irence C. Fountas. The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support.

Heinemann: Portsmouth, NH. 2007.

Section 4: Writing pg. 108.

   Kittle, Penny. Write Beside Them. Heinemann: Portsmouth, NH, 2008.

Chapter 5, p. 91.

Activity - Instruction in Peer Editing Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will instruct students in the process of peer editing	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All ELA staff

Activity - Peer Editing Assignments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will require students to participate in peer editing activities	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All ELA staff

Activity - Peer Editing Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th & 7th grade ELA teachers will use MEAP released student writing samples for peer editing practice	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All 6th & 7th ELA staff

Measurable Objective 3:

100% of All Students will demonstrate a proficiency of 10% growth in English Language Arts by 06/30/2014 as measured by increasing their score on one pre/post diagnotistic grammar test.

(shared) Strategy 1:

Common Writing Rubric - All teachers will hold students accountable for using appropriate writing skills based on a common writing rubric.

Research Cited: Zemelman, Steven, et al. Best Practice: Today's Standards for Teaching & Learning in America's Schools. Heinemann: Portsmouth, NH. 2005.

Chapter 3: Best Practice in Writing p. 92.

Harvey, Stephanie and Harvey Daniels. Comprehension & Collaboration: Inquiry Circles in Action. Heinemann: Portsmouth, NH, 2009. Chapter 11, "Open Inquiries"

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Chapter 10, pg. 224.

Activity - Training on Common Writing Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will review how to use a common rubric with all staff	Getting Ready	06/12/2013	06/30/2014	$0	No Funding Required	All middle school staff

Activity - Use of Common Writing Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will assign and assess one writing task per semester using the common writing rubric	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All middle school staff

(shared) Strategy 2:

Organizational Structures of Writing - All English teachers will measure growth in the use of organizational structures within writing.

Research Cited: Marzano, Robert J. Classroom Instruction That Works. ASCD: Alexandria, VA, 2001.

Chapter 11: Teaching Specific Types of Knowledge – Research and Theory on Processes p. 141.

Pinnell, Gay Su and Irence C. Fountas. The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support. Heinemann: Portsmouth, NH. 2007. Section 4: Writing pg. 104.

Activity - Training for Common Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will review how to use a common rubric with all staff.	Getting Ready	06/12/2013	06/30/2014	$0	No Funding Required	All middle school staff

Activity - Data Director Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue training for Data Expert for staff on how to analyze data to drive instruction (Data Director Trainng for Data Coach)	Professional Learning	06/12/2013	06/30/2014	$200	Title II Part A	Data Coach

Activity - Use of Common Writing Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will assign and assess one writing task per semester using the common writing rubric	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All middle school staff

Activity - Grade Level Writing Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will administer a grade level writing assessment based on ACT requirements for 7th & 8th grades and MEAP requirements for 6th grade.	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All middle school ELA teachers

Activity - Pre/Post Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will adminster pre & post assessments for grammar/usage and mechanics	Monitor	06/12/2013	06/30/2014	$0	No Funding Required	All ELA teachers

Activity - Explore Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 7th Grade ELA teachers will administer the Explore test in the beginning of Semester 1, end of Semester 1 and end of Semester 2. All 8th grade ELA teachers will administer the Explore test in March.	Monitor	06/12/2013	06/30/2014	$1000	General Fund	All 7th & 8th grade ELA teachers

Activity - Data Analysis to Drive Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will anaylze MEAP, Explore and locally administered tests and learn how to determine strengths and weaknesses of the curriculum and make adjustments for the following school year	Evaluation	06/12/2013	06/30/2014	$500	Title II Part A	All ELA teachers, Building Principal

(shared) Strategy 3:

Peer Editing - All MS ELA teachers will require students to participate in peer editing activities.

Research Cited: Pinnell, Gay Su and Irence C. Fountas. The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support.

Heinemann: Portsmouth, NH. 2007.

Section 4: Writing pg. 108.

Kittle, Penny. Write Beside Them. Heinemann: Portsmouth, NH, 2008.

Chapter 5, p. 91.

Activity - Instruction in Peer Editing Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will instruct students in the process of peer editing	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All ELA staff

Activity - Peer Editing Assignments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will require students to participate in peer editing activities	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All ELA staff

Activity - Peer Editing Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th & 7th grade ELA teachers will use MEAP released student writing samples for peer editing practice	Direct Instruction	06/12/2013	06/30/2014	$0	No Funding Required	All 6th & 7th ELA staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Explore Test	All 7th Grade ELA teachers will administer the Explore test in the beginning of Semester 1, end of Semester 1 and end of Semester 2. All 8th grade ELA teachers will administer the Explore test in March.	Monitor	06/12/2013	06/30/2014	$1000	All 7th & 8th grade ELA teachers
				Total	$1000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Cross-Curricular Reading	Train staff on cross-curricular reading activities (MAMSE $1500)	Professional Learning	06/12/2013	06/30/2014	$1500	Building Principal, Selected Content Area Teachers
Data Director Training	Continue training for Data Expert for staff on how to analyze data to drive instruction (Data Director Trainng for Data Coach)	Professional Learning	06/12/2013	06/30/2014	$200	Data Coach
Analysis of data	Math teachers will analyze their data to improve instruction	Monitor	06/12/2013	06/30/2014	$400	MS math staff
Professional Learing	Science teachers will participate in professional learning on changes to the science curriculum in anticipation of the upcoming NGSS roll-out.	Professional Learning	06/12/2013	06/30/2014	$2000	6-8 selected science teachers and building principal
Reading & Writing Workshop	All ELA teachers will be trained in The Power of Reading & Writing Workshop with Penny Kittle	Professional Learning	06/12/2013	06/30/2014	$300	Selected ELA Teachers
MEAP Review	To improve instruction, analyze MEAP data and develop a MEAP review curriculum based on past results.	Getting Ready	06/12/2013	06/30/2014	$300	6-8 Science teachers
Technology Training	Math staff will participate in training to integrate technology into the math curriculum by attending the MACUL conference.	Professional Learning	06/12/2013	06/30/2014	$1000	MS math staff
Professional Learning	Science teachers will participate in professional learning on science curriculum and instructional strategies by attending MSTA.	Professional Learning	06/12/2013	06/30/2014	$1350	6-8 science teachers

Data Analysis to Drive Instruction	ELA teachers will anaylze MEAP, Explore and locally administered tests and learn how to determine strengths and weaknesses of the curriculum and make adjustments for the following school year	Evaluation	06/12/2013	06/30/2014	$500	All ELA teachers, Building Principal
Professional Learning	Science teachers will participate in professional learning on integrating technology into the science curriculum by attending MACUL.	Professional Learning	06/12/2013	06/30/2014	$1500	6-8 selected science teachers and building principal.
Use of technology	Train staff to use technology in teaching reading in the content area (MACUL Conference)	Professional Learning	06/12/2013	06/30/2014	$1500	Building Principal, Selected Content Teachers
MCTM Conference	MS math staff will attend the MCTM conference to learn about differentiated instruction and curriculum development.	Professional Learning	06/12/2013	06/30/2014	$1000	MS math staff, building principal
Curriculum Development	Math teachers will participate in training to align curriculum and assessments with the CCSS by participating in CCSS workshops	Professional Learning	06/12/2013	06/30/2014	$2000	MS math staff
Assessment Training	MS staff will learn how to develop assessments based on the CCSS by attending the MAMSE conference.	Professional Learning	06/12/2013	06/30/2014	$750	MS staff, building principal
				Total	$14300	

Section 31a

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ICU Classes	Utilize staff to teach ICU classes for students who scored non-proficient on the MEAP, performed poorly in class and/or are economically disadvantaged.	Academic Support Program	06/12/2013	06/30/2015	$65000	Building Principal, Selected Middle School Staff
				Total	$65000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of Common Writing Rubric	All staff will assign and assess one writing task per semester using the common writing rubric	Direct Instruction	06/12/2013	06/30/2014	$0	All middle school staff
AM Assessment	Title I staff will administer Acclerated Math assessments to ICU students on weekly basis, with mastery level set at 80%.	Monitor	06/12/2013	06/30/2014	$0	Title I staff

Graphing and Data Analysis	Teachers will assign a lesson involving graphing and/or data analysis using one or more resources once per semester.	Implementation	06/12/2013	06/30/2014	$0	All 6-8 teachers
Training for Common Rubric	All ELA teachers will review how to use a common rubric with all staff.	Getting Ready	06/12/2013	06/30/2014	$0	All middle school staff
Grade Level Writing Assessment	All ELA teachers will administer a grade level writing assessment based on ACT requirements for 7th & 8th grades and MEAP requirements for 6th grade.	Direct Instruction	06/12/2013	06/30/2014	$0	All middle school ELA teachers
MEAP Review	Review specific science content prior to MEAP to increase student achievement.	Implementation	06/12/2013	06/30/2014	$0	8th grade science teachers
MEAP-like Questions	Administer MEAP-like questions of the day once per week.	Implementation	06/12/2013	06/30/2014	$0	6-8 science staff
Online resource link	Teachers will maintain a parent/student math online resource link on the school website.	Parent Involvement	06/12/2013	06/30/2014	$0	MS staff, building principal, district webmaster
Peer Editing Practice	6th & 7th grade ELA teachers will use MEAP released student writing samples for peer editing practice	Direct Instruction	06/12/2013	06/30/2014	$0	All 6th & 7th ELA staff
Graph and Data Analysis Examples	Teachers will submit to the building principal a lesson example from graphing and/or data analysis assignment once per semester.	Monitor	06/12/2013	06/30/2014	$0	All 6-8 teachers
Instruction in Peer Editing Process	All ELA teachers will instruct students in the process of peer editing	Direct Instruction	06/12/2013	06/30/2014	$0	All ELA staff
Research	All ELA students will research at least one informational topic per year	Direct Instruction	06/12/2013	06/30/2014	$0	All ELA Teachers
MEAP - like questions	Find and/or develop MEAP- like practice questions.	Getting Ready	06/12/2013	06/30/2014	$0	6-8 Science teachers
ICU student selection	Students will be selected for ICU math intervention class based on MEAP, STAR, classroom performance, and/or who are economically disadvantaged.	Getting Ready	06/12/2013	06/30/2014	$0	MS math staff; building principal; Title I staff
Effective Test Taking Strategies	The science department will teach effective test-taking strategies.	Implementation	06/12/2013	06/30/2014	$0	6-8 science staff
AM Professional Learning	Math staff will participate in professional learning on the use of the Accelerated Math program	Professional Learning	06/12/2013	06/30/2014	$0	MS math staff, Title I staff
Training on Common Writing Rubric	All ELA teachers will review how to use a common rubric with all staff	Getting Ready	06/12/2013	06/30/2014	$0	All middle school staff
Cross Curricular Reading Analysis	All teachers will assign and submit to administration a close reading response once per semester	Direct Instruction	06/12/2013	06/30/2014	$0	Building Principal, All Middle School Teachers

Accelerated Math	Math and Title I staff will implement the use of the Accelerated Math program, including individualized remediation	Technology	06/12/2013	06/30/2014	$0	Math staff, Title I staff
Pre/Post Test	All ELA teachers will adminster pre & post assessments for grammar/usage and mechanics	Monitor	06/12/2013	06/30/2014	$0	All ELA teachers
Parent Math Night	Math staff will host one Math Night per year.	Parent Involvement	06/12/2013	06/30/2014	$0	MS math staff, building principal
Reading Strategies	All teachers will utilize reading strategies 2 - 3 times per month	Direct Instruction	06/12/2013	06/30/2014	$0	All middle school teachers
Peer Editing Assignments	All ELA teachers will require students to participate in peer editing activities	Direct Instruction	06/12/2013	06/30/2014	$0	All ELA staff
Use of Common Writing Rubric	All staff will assign and assess one writing task per semester using the common writing rubric	Direct Instruction	06/12/2013	06/30/2014	$0	All middle school staff
Assessment Development	Math teachers will develop and revise common grade level assessments.	Getting Ready	06/12/2013	06/30/2014	$0	MS math staff
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ICU class	Title I staff will implement ICU program for selected students for one class period of daily schedule, minimum nine week marking period	Academic Support Program	06/12/2013	06/30/2014	$65000	Title I staff
				Total	$65000	