



School Improvement Plan

East Middle School

Farmington Public School District

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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.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See goals and plans in Assist	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. 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 Comprehensive Needs Assessment addresses all four types 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: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment was conducted over a period of one year, led by our School Improvement Team. The team consisted of department chairs, core and encore subject teachers, support staff, administrators, and parents. The team examined multiple sources of data: student achievement, program/process, demographic and perception data. Throughout the process, the team kept the entire staff abreast of our progress and provided an opportunity for input at staff meetings, professional development, and department meetings, as well as through written communications. Parents were kept informed of the progress through written communications at PTSA meetings. PTSA meetings offered an opportunity for parental input as well.

Following a detailed analysis of all sources of data, the team reviewed current goals in math, reading, science, social studies and writing, and elected to maintain goals in math and ELA at the same time maintaining a focus on positive behavior and relationship supports, including PBIS. We determined that Science and Social Studies may be used as informational reading and writing sources/support. Objectives were based on our current academic standings on standardized assessments - an effort to close all achievement gaps with particular emphasis on the bottom 30%. We will continue to help all students make adequately yearly progress according to State of Michigan targets.

Strategies and activities were selected to align with the goals and objectives in our revised plan. Data examined included: NWEA, report cards, progress reports, summative and formative assessments, and end-of-unit assessments. The district is in the process of developing common assessments in various departments.

Program /Process:

Demographic - Enrollment trends over a five and ten year span were reviewed, including subgroup analysis of enrollment, mobility and attendance. During the 4 year span, the economically disadvantaged population increased from 20% to 30%.

Perception data regarding instruction for sixth, seventh and eighth grade students, staff, community and parents; student learning; and school climate and student relationships was collected through a survey last year. Feedback is solicited from teachers, staff, and parents through staff meetings and parent PTSA meetings.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Due to only having two years of MSTEP results trend data is not available.

Grade 6 ELA:

Forty-four percent of the students were proficient. Fifty-six percent were not proficient.

There were gender gaps, however with girls consistently outperformed boys. Fifty-four percent of the girls and thirty-six percent of the boys were proficient. This will impact our strategies to improve reading proficiency among boys. Among ethnic groups White or Caucasian students performed higher than other groups at 52% proficient. Hispanic were fifty percent proficient. Asian students performed with 38% of students proficient. Thirty-two percent of the black students were proficient. Two-or-more-races did not yield enough data.

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A growing issue is with economically disadvantaged students. Twenty-six percent of these students were proficient. English language learners also present significant gaps. Only 12% of student group is proficient. Students with disabilities were 8% proficient.

Grade 6 Math:

Thirty-seven percent of the students were proficient. Sixty-three percent were not proficient.

Thirty-eight percent of the girls and 37% of the boys were proficient. Among ethnic groups, Asian students consistently performed higher than other group at 64% proficient. White or Caucasian students followed with 42% proficient. Twenty-two percent of the African American students were proficient. Hispanic students were 40% proficient. Multi-race students did not yield enough data.

A growing issue is with economically disadvantaged students. Nine percent of these students were proficient. English language learners also present significant gaps. Only 22% of student group is proficient. Students with disabilities were 8% proficient.

Grade 7 ELA:

Fifty one percent of the students were proficient. Forty nine percent were not proficient.

There were gender gaps, however with girls consistently outperformed boys. Sixty percent of the girls and forty-three percent of the boys were proficient. This will impact our strategies to improve reading proficiency among boys. Among ethnic groups, Asian students consistently performed higher than other group at 70% proficient. White or Caucasian students followed with 58% proficient. Thirty-eight percent of the African American students were proficient. Multi-race students were 54% proficient. Hispanic did not yield enough data.

A growing issue is with economically disadvantaged students. Forty-five percent of these students were proficient. English language learners also present significant gaps. Only 22% of student group is proficient. Students with disabilities were 17% proficient.

Grade 7 Math:

Forty percent of the students were proficient. Sixty percent were not proficient.

Thirty-eight percent of the girls and 42% of the boys were proficient. Among ethnic groups, Asian students consistently performed higher than other group at 55% proficient. White or Caucasian students followed with 47% proficient. Twenty-seven percent of the African American students were proficient. Multi-race students were 31% proficient Hispanic students did not yield enough data.

A growing issue is with economically disadvantaged students. Twenty-five percent of these students were proficient. English language learners also present significant gaps. Only 15% of student group is proficient. Students with disabilities were 17% proficient.

Grade 8 English language arts

Forty-seven percent of the students were proficient. Fifty-three percent were not proficient.

There were gender gaps, however with girls consistently outperformed boys. Fifty-eight percent of the girls and 36% of the boys were proficient. This will impact our strategies to improve reading proficiency among boys. Among ethnic groups, Asian students consistently performed higher than other group at 81% proficient. White or Caucasian students followed with 48% proficient. Thirty percent of the African American students were proficient. Hispanic and Multi-racial students did not yield enough results.

A growing issue is with economically disadvantaged students. Eighteen of these students were proficient. English language learners also

present significant gaps. Only 20% of student group is proficient. Students with disabilities were 10% proficient.

Grade 8 Math:

Forty-five percent of the students were proficient. Fifty-five percent were not proficient.

There were gender gaps, however with girls consistently outperformed boys. Forty-six percent of the girls and 43% of the boys were proficient. Among ethnic groups, Asian students consistently performed higher than other group at 77% proficient. White or Caucasian students followed with 48% proficient. Twenty-two percent of the African American students were proficient. Hispanic and Multi-racial students did not yield enough results.

A growing issue is with economically disadvantaged students. Seventeen percent of these students were proficient. English language learners also present significant gaps. Only 11% of student group is proficient. Students with disabilities were 10% proficient.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

East maintained goals in the areas of reading, math, and equity. After identifying the priority needs of our target populations, we selected strategies to specifically address those needs. We selected strategies and developed additional support in the areas of math and reading through the implementation of specialized intervention classes during WIN (What I Need/advisory time) time to provide opportunity for individualized accelerated practices to develop greater proficiency for the targeted students. End of the year data was considered to make adjustments to the reading and math services offered during the WIN intervention time. Additional attention will be paid to subgroups that are performing at a lower level, specifically African American, low socioeconomic, English language learners and special education students.

Curriculum content areas were deemed a focus for improvement. In ELA, reading comprehension for narrative and expository text and vocabulary are of focus. In math, the focus is on proportional reasoning and solving equations. Instructional decisions are continually made as we revise our programs on an ongoing basis.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Our School Improvement Team met throughout the year to analyze many sources of data, much of it over a span of five years. Considering our changing student demographics and increasing economically disadvantaged populations, we have identified specific content areas and target subgroup populations. To address the needs of all students, but especially our targeted populations, we have focused on selected research-based strategies and activities we believe will best meet the needs of our students.

Each of the goals have two levels of strategies; those focused on the entire school populations and those focused on students that are not achieving at the desired level. These "targeted", bottom 30%, students will be identified using standardized testing, formative and summative assessments as well as teacher and/or parental recommendation.

In addition, particular attention will be paid to lower achieving subgroups to include: males in 6th, 7th and 8th grade reading, African American students in 6th, 7th and 8th grade math and reading, and English language learners, special education, and economically disadvantaged students in all areas. Within our goals, we developed strategies that address these targeted students, as well as all learners

at East.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

East is using the following schoolwide strategies to address our entire population:

- Professional Learning Teams allow teachers to analyze data, plan instruction, and implement all aspects of the curriculum with fidelity.
- Staff implement Core Curriculum lessons to strengthen informational writing, specifically in English, science and social studies classes.
- Staff uses differentiated instruction across all content areas to meet the needs of individual learners.
- Core content areas develop and use common assessments.
- Staff address different learning styles by using tools and techniques to reach all learners. For example, the use of non-linguistic representation (e.g. graphic organizers) assist visual learners, while collaborative assignments with classmates assist verbal learners.
- Technology, specifically on-line programs in reading and/or math, meet the needs of each student at his current level of performance.
- Additional help from teachers before or after school provides students the opportunity to receive tutoring.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Strategies that will increase the quantity of instruction include:

- Teachers provide mentorship, relationship-building, and academic support to targeted students during WIN.
- Reading and math workshop classes provide additional instruction by certified staff to students who are struggling in these areas. These classes are offered in lieu of an elective class.

Strategies that will increase the quality of instruction include:

- English teachers utilize the reading workshop model within their classes. This method of instruction facilitates differentiation allowing students to excel at the appropriate pace at their zone of proximal development.
- Many content area teachers have been trained have been trained in Reading Apprenticeship practices to support increased growth in literacy.
- Math and science teachers deliver instruction using inquiry based model. This method of differentiation builds on students' prior knowledge and allows for deeper understanding of the material.
- Through differentiation and data analysis, teachers provide leveled lessons that address targeted areas in all subject areas.
- East uses Response to Instruction (RTI), a school-wide reform strategy, to provide Tier 1, Tier 2, and Tier 3 instructional response to meet the diverse needs of all students in the classroom.
- Staff utilize the Marzano model of learning to identify and communicate clear learning goals and targets to encourage students to reflect on their learning.
- Professional Learning Teams allow for collaboration to strengthen the quality of instruction provided for students.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

To address the needs of our targeted population identified in the needs assessment, East is using three overarching strategies. Our

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Schoolwide Reform Model uses Professional Learning Teams (PLT), Multi-Tiered System of Supports (MTSS), and the Marzano Model of instruction to address the needs of all students.

--Professional Learning Teams are organized by grade level and subject matter. These PLTs meet weekly for the purpose of discussing assessments, analyzing data, and targeting students who need assistance.

--The MTSS 3-tiered intervention program systematically addresses student needs with increasing intervention intensity. This is accomplished through effective, differentiated instruction for all students, as well as for students needing additional assistance. Reading, writing and math intervention classes are assigned to students not achieving to standard in lieu of an elective class. East developed a schoolwide plan and staff will revise it to meet the needs of the school community.

--The Marzano model of instruction encourages all teachers to communicate a clear learning goal to their students. This provides a consistent model for students to understand the lesson focus. The model also requires students to reflect on their learning.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

--The MTSS initiative provides appropriate support for students based on the tier of support needed. East's Intervention Team (consisting of special education staff, counselors, teachers, restorative practice facilitator and administrators) meets bi-weekly to discuss, problem solve, and plan interventions for students needing an increase in instructional support.

--Tier 1 meets the needs of 80% of classroom students with in-class differentiation.

--In addition to core curriculum classes, Tier 2 students are placed in intervention classes. These classes take the place of an elective for a quarter or a semester, depending on the grade level. Students are placed in these classes based on standardized, summative and formative assessment results as well as teacher and/or parent recommendation. These classes include:

--Math Workshop - Students receive direct and on-line instruction designed to remediate and develop basic math skills that are identified.

--Reader's Workshop - Students who are reading two or more grade levels below expectation are eligible to receive additional instruction in reading.

--Tier 3 students, certified and receiving special education services, work one-on-one with teachers who are addressing the individual goals specified in their IEPs.

--WIN teachers provide mentorship, relationship-building, and academic support to targeted students daily.

5. Describe how the school determines if these needs of students are being met.

--Students are assessed upon entering the reading and math workshop classes. Formative assessments are used throughout the course to determine student growth.

--Fall, winter and spring common assessments are given to determine level of growth of all students. Individuals who require additional assistance may be assigned to a workshop class or WIN. NWEA data is used to determine grade level equivalent scores.

--Teachers collaborate with parents to ensure student needs are being met.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All instructional paraprofessionals at East Middle School meet the No Child Left Behind requirements as highly qualified. The Farmington Human Resources Department monitors certification qualifications and status to ensure that all staff meet the requirements.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers at East Middle School meet the No Child Left Behind requirements as highly qualified. The Farmington Human Resources Department monitors certification qualifications and status to ensure that all staff meet the requirements.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Our staff turnover has been low, considering the impact of the economy, enrollment changes, reconfiguration of the district, retirement, etc. We had 2 teachers retire. New staff members were added to take their places. We strive to maintain a positive atmosphere at East making it a highly desirable place to work and learn.

2. What is the experience level of key teaching and learning personnel?

East has 47 certified teachers working with students in general, bilingual and special education. As a teaching staff East has 913.5 total years of experience with an average of 16.3 years.

0-3 Years - 3

4-8 Years - 3

9-15 Years - 5

>15 Years - 36

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Our staff is proud of the professional and hard-working attitude of our team. Teacher leadership is encouraged as a significant part of our culture. The school climate is positive and student-centered. Staff are dedicated and determined with a "no excuses" approach to supporting student learning. We have a highly engaged and supportive PTSA. Teachers feel they own the student learning and school improvement process.

When we have a teaching position open, candidates apply on the Farmington district website. Applicants are sorted by certification as well as by the specific position for which they have applied. A committee consisting of school administrators, teachers and parents screen interested candidates. Selected candidates are interviewed by a school team. When possible, candidates are invited to teach a lesson.

To retain high quality teachers, maintaining a positive work environment is intentional.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

To acquire the most talented teachers and staff, employment opportunities are posted on the district website and the Oakland Schools Consortium. In previous years we have sent district representation to teacher job fairs and other employment forums; however due to the
SY 2018-2019

decline in staffing over the past few years this has not been the case in the recent past.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

East does not currently have a high turnover rate of teaching staff.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

East Middle School teachers attend conferences and workshops related to our selected goals, strategies and activities, and are encouraged to share all resources (books, technology, etc.) via their Professional Learning Teams (PLTs). They observe other classrooms to learn and share strategies, activities and best practices collaboratively. In addition, sustained professional development is provided on an ongoing basis at the building and district level. Our PD is goal-related; carefully planned and monitored to ensure it is effective and relevant to our most current data and needs of all students and our target populations.

PD that has occurred this past year and will continue throughout our next school improvement cycle include:

- Building School Improvement /Title I Overview
- Common Core and NGSS (Math/English/Science)
- Common assessments /aligning curriculum, School Improvement goal work
- NWEA results analysis
- Use of technology in the classroom, specifically with document cameras, digital projectors, and Google
- Creation /revision /evaluation of formative and summative assessments and rubrics, covering all core content areas; presented by department chairs in PLTs
- Common Core implementation, covering English, Math, and Science; presented by department chairs within PLTs
- Data analysis, covering all core content areas; presented by department chairs within PLTs
- Coordinate common assessments; align end-of-year testing
- Education African American students, training on differentiating lessons to meet the needs of this particular underachieving subgroup population led by the East Successful Strategies team
- Many of the staff have had Reader's Apprenticeship training and continue to meet on a monthly basis to collaborate
- Staff attended PD and will continue to reinforce Cultures of Thinking practices

Much of the professional development provided is the result of our reading and research from the following resources:

Strategies that Work - Stephanie Harvey and Anne Goudvis, 2000/2009

In the Zone - Nancy Atwell, 2007

I Read It, But I Don't Get It - Chris Tovani, 2000

Reading for Understanding - Cynthia Greenleaf, Ruth Schoenbach and Lynn Murphy, 2012/2015

We also have regular and informational meetings (staff meetings, PBIS department meetings, half days). Staff will be provided information regarding school culture, including behavioral data to address issues related to PBIS. Decisions will be made regarding future actions taken by staff.

Teachers will collaborate with others from Power, Warner Middle Schools and the STEAM school concerning lesson format and assessment development.

2. Describe how this professional learning is "sustained and ongoing."

PBIS is an on-going initiative. Ongoing learning about literacy practices in all content areas is essential to our growth process contributing to school improvement goals. We will continue to provide training and data analysis to determine if and how well our selected strategies are working, and what impact they have on student achievement.

Teachers continue to attend conferences, workshops and professional development aligned with their subject areas, in goal-related strategies and activities. They, in turn, share resources, materials and best practices with colleagues in grade-level or content area teams, PLTs, and in PD sessions.

Teachers are expected to collaborate frequently within their grade-level and/or content area teams, in support of our Professional Learning Team practices and philosophy. In addition, building level and district level professional development is ongoing and sustained, aligned with our identified goals, objectives, strategies and activities.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parents/families are invited to join our School Improvement Team, participate in our Advanc-ed process and district committees.

Parents/families are encouraged to provide input through surveys and open forums such as PTSA meetings, FAAPN meetings, Title 1 Parent Advisory, and others. Parents/families have a shared partnership in the building School Improvement Team at East and are involved in the organized and ongoing planning, review, and improvement of the school improvement plan and parent involvement policy.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents/families are key stakeholders in the implementation process. Subsequent to being involved in the design of the schoolwide plan, parents' roles in implementation include:

- Engaging in school-parent two-way communication for information and actions.
- Participating in parent networks to present programs and training pertaining to the education process. Parent networks might include, not exhaustively, the PTSA, Multicultural Parent Network, African American Parent Network, and enrichment activities for students.
- Parents are engaged as school volunteers in the classrooms and for schoolwide activities fostering student academic and affective skills achievement.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents are invited to be a part of the School Improvement Team and the annual evaluation process. Parent input and feedback is also sought through surveys which assist in the annual evaluation of the plan. Individual feedback throughout the school year is valuable and is encouraged. Additionally, School Improvement process is shared routinely at PTSA meetings.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	The Farmington Public School District has a Title 1 Involvement Coordinator. All of the Parent Organizations work closely with the coordinator to develop consistency throughout the district with regard to parent programs and activities. The current Parent Compacts and Policies of all Farmington Schools are closely aligned with the district Parent Involvement Policy as a result of this collaboration. East reviews our Parent Compact and Parent Involvement policy each fall with our PTSA.	

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

In order to assist with understanding of the curriculum, East Middle School personnel and the Parent Involvement Coordinators provide assistance in understanding academic content standards, the State's student academic achievement standards, the State and local academic assessments used, including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators. Parents/families are encouraged to ask questions and when deeper understanding is desired are given direction on how to access the desired information. 1118(e)(1)

East Middle School provides support, materials and training to help parents/families work with their children to improve their children's academic achievement, such as literacy training and using technology as appropriate to foster parental/family involvement by: parent/family forums, parent-teacher conferences, workshops, literacy nights, new family orientation, open house, and support for joining ListServ, MiStar and other technology based parent information sources. Parents/families are encouraged to request additional support in any areas of need and will be provided reasonable support as requested. 1118(e)(2) 1118(e)(14)

East Middle School will, with the assistance of parents and families, educate its teachers, principals and other staff in how to reach out to, communicate with and work with parents and families as equal partners, in the value and utility of contributions of parents and families and in how to implement and coordinate parent and family programs and build productive relationships between parents and families and schools by providing professional development and encouraging staff to attend parent meetings and other parent/family events. 1118(e)(3)

East Middle School coordinates and integrates parental involvement activities with parental involvement activities under the following other programs: feeder elementary school PTSAs and Title III ESL Newcomer Program. These programs utilize strategies and activities such as, but not limited to: needs assessments, home visits, monthly parent meetings, parent training and workshops, translation, community outreach and partnering with service and faith based organizations. 1118(e)(4)

East Middle School ensures that information related to the school and parent/family programs, meetings, and other activities is sent to the parents/families in a timely, understandable and uniform format, including alternative formats upon request, and to the extent possible in a language the parents/families can understand. Multiple modes of communication will be utilized including but not limited to; ListServ, building website, student planners, school phone messenger, mailings, wikis, teacher websites, teacher newsletters, personal phone calls and emails with translation (where applicable). 1118(e)(5)

Parents/families are encouraged to request additional support in any areas of need and will be provided reasonable support as requested. 1118(e)(14)

East Middle School provides opportunities for participation for all parents/families including those with limited English proficiency, parents/families with disabilities and parents/families of migratory children. East Middle School is fully ADA compliant and handicap accessible. We are prepared to make accommodations for parents with disabilities and parents who may require interpretation or translation services. At this time we do not have migrant families. Upon request, school reports as well as all relevant information are provided in a format and language that parents/families can understand. 1118(f)

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Annually, the parent involvement component of the schoolwide plan will be evaluated by families and staff for its effectiveness and content. The process will include identifying barriers that impact parent involvement and identifying policies and procedures which supported parent

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involvement. Particular attention will be given to families that are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or any groups who have traditionally experienced bias. Survey information will also be used to extrapolate perceptual data regarding our schoolwide plan.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

East will use the findings of the evaluation about its Parent Involvement Policy and the Parent Involvement Component and other activities to design strategies for more effective parent involvement. If necessary, the school will revise its parental involvement policies. Parents/families will be involved throughout this process.

The results of this evaluation will assist in the annual evaluation of the school-wide program.

8. Describe how the school-parent compact is developed.

Parents/families are involved in the creation and review of the Student-Parent-School Compact. This compact describes the expectations and responsibilities of all partners throughout the school year. The compact addresses the importance of ongoing communication, and will describe specific expectations for East, the students, and families.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

During conferences, the compact is shared with all families. It is reviewed as a tool to monitor student progress by identifying the role of the school, parent, and student for sustaining a true partnership for learning throughout the year. The compact is reviewed at subsequent conferences as applicable, to identify achievements as well as challenges.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

During the initial parent-teacher conference, the school-parent compact is reviewed as a tool to monitor student progress by identifying the role of the school, student, and parent in sustaining a true partnership for learning throughout the year. The compact is reviewed at subsequent conferences as applicable to identify achievements as well as challenges. The compact is often introduced at curriculum nights.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		East Parent School Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

East Middle School provides individual student academic assessment results in parent-friendly language, with educational terms and acronyms defined and explained as necessary, in the following manner:

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- Weekly communications through ListServ, in person and phone conversations, and fall and spring conferences. Progress reports, such as NWEA reports, are sent or personally reported to indicate growth or lack thereof for parents' continued awareness.
- Copies of local assessments are sent home with students where protocol permits to show students' performance results.
- Standardized assessments results are sent by parent letters, including MSTEP and NWEA results. School staff, translators, and parent community coordinators share the responsibility of identifying parent community needs and responding accordingly.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

East assists our incoming 6th graders with their transition to middle school in a variety of different ways. The 5th graders are bussed to East during a regular school day in the spring to participate in 6th grade orientation led by the East WEB leaders. The WEB leaders maintain their mentoring of the 6th graders throughout the summer. A combined 5th and 6th grade band, orchestra and choir concert also occurs in the spring. In the Spring, our Special Education Teachers hold a parent forum after school to meet with parents and answer questions about transitioning needs/concerns to middle school. The incoming 6th graders and outgoing 8th graders are supported with counselor visits. The week before school starts, incoming 6th graders are invited to attend 6th grade orientation. They meet with their WEB leaders, have tours of the school, practice locker combinations, and receive their schedules. All of the 8th graders participate in 'May Day' - a student conference dealing with personal and social high school issues. The 8th grade students visit a high school to experience the high school culture and to be informed about the enrichment/elective opportunities available. Eighth graders are encouraged attend an event at Schoolcraft College that provides an opportunity for 8th grade students plan for future college goals.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Parents are invited to attend orientations sponsored by our PTSA in the spring and in the fall each year for incoming 6th graders. The parents are exposed to ListServ communications, school policy, and general student expectations. The curriculum night led by the staff provides an opportunity for parents to learn more about their child's classes and for teachers to meet and share curriculum with the parents. Three parent-teacher conferences are held throughout the year for parents to have discussions with teachers about their students' academic and behavioral skill.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Throughout the Farmington Public School District, teachers are provided opportunities to participate in collaborative groups to design assessments in many subject areas. The School Improvement Team and department PLTs are currently working together to design formative and summative assessments that align with the Math and ELA Common Core standards, as well as in Science and Social Studies. Individual classroom teachers are given the discretion to administer formative assessments to drive instruction and adjust learning activities to improve student understanding. These formative assessments ensure that students are adequately prepared for the summative assessments. Classroom teachers also assess student learning through observations and authentic assessments.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers are involved in Professional Learning Teams (PLTs) where student achievement data is analyzed to improve academic success for all students. These department PLTs frequently meet to discuss and analyze formative and summative data. These findings are used to implement adjustment to curriculum instruction for all learners as well as provide interventions for student that are achieving below the desired level. Classroom teachers use a wide variety of formative assessments throughout each unit to drive quality instruction and track student learning.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

To identify sixth, seventh and eighth students experiencing difficulty mastering standards, the following criteria may be used in all subject areas: teacher observations, one-on-one conferencing, pre- and post assessments, NWEA and MSTEP scores, parent communication, collaboration with colleagues and/or Professional Learning Committees, and reviewing CA-60s. Further data is gathered by language arts teachers by reviewing student journals and formal writing, and conferring with students regarding comprehension and inference skills. The QRI assessment can be administered as determined by teachers. Students who score lower than 70% on classroom assessments, score 2 or more levels below grade level on NWEA assessments or are performing below grade level in any core subject matter are recommended for intervention.

Students who consistently score below 70% on math, English, science and social studies unit tests and common assessments are identified as struggling to reach proficiency. Identification is an on-going process done throughout each unit to assure strategies are implemented to encourage academic success.

Any student not meeting state standards or who is deemed "at risk" is provided with immediate assistance in any content area needed as outlined in the next section.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

East provides timely assistance to struggling students in a myriad of ways. Extended learning opportunities include, but are not limited to: additional intervention classes during the day in lieu of an elective class in addition to core instruction, intervention WIN, and individual tutoring with core subject teachers during lunch, before or after school.

Language Arts teachers use guided reading and writing groups, as well as one-on-one instructional time. Students who perform below grade level are provided English workshops which give additional learning time in addition to language arts classes to strengthen needed skills. The language arts teachers utilize NEWSELA to reinforce skill development in navigating non-fiction text.

Math follows a similar tiered structure within the intervention class, incorporating Moby Math, an on-line program, to provide foundation skills, increasing student ability to understand concept skills. Workshop classes are recommended each semester, in addition to assigned math classes, to students who score below grade level expectations on common assessments, the NWEA and/or are not proficient on the previous year M-Step assessment in order to strengthen concepts that are deficient.

Students with IEPs may be scheduled in co-taught classes with a certified classroom teacher and special education teacher as well as an academic skills classes in which IEP goal are addressed. Bilingual students receive assistance from paraprofessionals in the classroom as well as instruction in bilingual classes.

In addition, students who are not passing classes may be assigned to a study skills WIN to boost organizational and academic skills across subjects. They also have the opportunity to attend the after school Study Table three days a week.

Finally, technology is integrated throughout all classes, using programs such as Discovery Education, Smart Notebook, ReadNaturally, Co-Writer, Compass Learning and Text-to-Speech to help students master academic concepts.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

East teachers differentiate instruction on a daily basis. They pre-assess and confer with students to determine individual goals, assessing periodically. Teachers often group students based on individual learning needs, such as pairing strong writers together or pulling a small group to work on concept mastery. Accommodations and modifications within assignments, tests, and the learning environment are made when needed. Teachers implement notations on 504s and IEPs with fidelity, encouraging students to work toward mastery and extending time if needed. Furthermore, students use technology to reach individual goals and district benchmarks. This includes the use of individual Chromebooks and the aforementioned programs.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

All funding is supplied directly to Farmington Public Schools and then dispersed through various departments (Superintendent, Instructional Leaders, Special Education, Title 1, Business Office and Bilingual Education). The building administrators with their building leadership team make decisions based on school improvement plans and fund programs and interventions accordingly.

Our funding sources are State Funds (General Fund), Federal Funds (Title 1A, Title IIA, Title III, National School Lunch Program), and Local Funds (Farmington Youth Assistance, FEA, Farmington Foundation, Meemic, PTSA, Classroom Grants, etc.)

State Funds

The General Fund provides all basic teaching supplies, materials and staffing as well as maintenance of buildings and facilities.

Federal Funds

Title 1A is used primarily for staffing support including Interventionists and after-school programming.

Title IIA supports are used for professional development aligned to our interventions, including training on Readers Workshop.

Title III is used to support our ESL/ELL students in the building. Funds are used primarily for staffing needs and supplies.

The National School Lunch Program allows us to provide free or reduced lunch to students that qualify.

Local Funds

Local agencies, businesses and our parent organization support our school with additional materials, supplies, programs and incentives.

Farmington Youth Assistance is used to support and assist families with counseling services, parenting classes, volunteer opportunities and with coordinating family services.

The Parent Teacher Student Association provides support, both monetary and volunteer, to the school for programs such as technology enhancement.

Farmington Foundation has provided grants to teachers for technology enhancement in the classroom.

AdvancEd drives all of our school improvement planning and accountability. Our school is in compliance with Federal requirements.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

1. Comprehensive Needs Assessment: General Fund, Title 1A - Supports schoolwide planning process, school improvement team, data analysis and development of schoolwide goals.

2. Schoolwide Reform Strategies: General Fund, Title 1A, Title II, Title III, Local Resources - Supports staffing, selected schoolwide strategies, supplemental support services, after school programs, paraprofessionals, interventionists, summer programs, supplement materials and supplies.

3. Highly Qualified Staff: General Fund, Title 1A, Title III - Supports general staffing, support staff, paraprofessionals and interventionists.

4. Strategies to Attract and Retain HQ Staff: General Fund, Title 1A, Title IIA, Title III - Supports staff salaries, benefits, professional

development and teacher recruitment.

5. Professional Development: General Fund, Title 1A, Title IIA - Supports on-going and sustained professional development on schoolwide initiatives, aligned with selected goals and strategies derived from the comprehensive needs assessment.
6. Strategies to Increase Parental Involvement: General Fund, Title 1A, Title IIA - Supports parent networks, literacy training, materials, technology, parent/family forums, workshops, open house and technology based parent information sources.
7. Transition Activities: General Fund - Supports student and parent orientation/training, materials and supplies.
8. Teacher Participation in Making Assessment Decisions: General Fund, Title IA, Title IIA - Supports professional learning teams (PLTs), data analysis and professional development.
9. Timely and Additional Assistance: General Fund, Title IIA - Supports interventionists, technology, supplemental materials and supplies and after school programs.
10. Coordination and Integration of Resources: General Fund, Title IA - Supports administrative costs and Title IA administration.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

All support services will be directed at students not meeting state standards. Staff will receive specialized training to assist students in all content areas: math, reading, writing, science, and social studies. Our staff has fully engaged a PBIS (Positive Behavior Intervention Support) plan that meets the guidelines of the law. PBIS rubrics, which focus on violence prevention and preventing bully behavior, were provided for staff, students and parents. Extended learning opportunities will be provided to meet the needs of students requiring additional support and those desiring enrichment activities. We strive to identify the needs of each child and utilize the programs that best meet those needs. Children are identified for various programs based on need and eligibility according to the criteria set. We make a concerted effort to ensure that we maximize all resources and follow all local, state and federal guidelines in utilizing our resources.

In addition, East participates in the National School Lunch Program to provide free or reduced nutritious and balanced breakfast and lunch to students who meet the eligibility criteria.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

East Middle School annually evaluates the implementation of, and results achieved by, the SIP. The School Improvement Team practices the SIP cycle (gather data, study, plan, do) data is gathered and then studied to formulate the SIP. The strategies of the plan are put in place to reach the goals and objectives of the plan. The data collected and studied include NWEA, MSTEP results and district common assessments.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Department teams evaluate NWEA and other assessment data during district provided professional development days as well as during Professional Learning Team meetings after school. Individual teachers analyze data regularly to determine needed interventions for individual students.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

The data collected from NWEA results and district assessments is evaluated on an individual student and whole school basis. This information gathered is studied to determine if the students who were furthest from achieving the standards have made academic gains towards the standards.

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

If the data indicates that the students who were furthest from achieving the standards have not made academic gains towards the standards or the other goals and objectives were not met, the School Improvement Team revises the plan. The plan is revised by adding new research-based strategies and activities that will better facilitate student growth in the needed academic area. The strategies and activities that were not successful are evaluated.

East School Improvement Plan 18-19

Overview

Plan Name

East School Improvement Plan 18-19

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Achieve 72% literacy proficiency for college and career readiness and/or increase student growth to the 65th percentile (Student Growth Percentile) by 06/26/2020 as measured by state and district mandated assessments.	Objectives: 1 Strategies: 2 Activities: 12	Academic	\$18000
2	Equity Enhancing Instructional Practices	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$0
3	Achieve 70% math proficiency for college and career readiness and/or increase student growth to the 65th percentile (Student Growth Percentile) by 06/26/2020 as measured by state and district mandated assessments.	Objectives: 1 Strategies: 2 Activities: 12	Academic	\$0

Goal 1: Achieve 72% literacy proficiency for college and career readiness and/or increase student growth to the 65th percentile (Student Growth Percentile) by 06/26/2020 as measured by state and district mandated assessments.

Measurable Objective 1:

66% of All Students will demonstrate a proficiency at the 60th percentile or above in reading comprehension in English Language Arts by 06/14/2019 as measured by NWEA Reading test..

Strategy 1:

Multi-Tiered Student Support (MTSS) - Response to Intervention - Targeted students (Bottom 30%) will receive individualized and targeted intervention to build reading skills in areas of concerns.

Category: English/Language Arts

Research Cited: Integrating Differentiated Instruction & Understanding by Design: Connecting Content & Kids; Tomlinson, McTighe

Classroom Strategies that Work: Marzano

Tier: Tier 1

Activity - Study Table	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teachers will provide additional instruction before and after school for students who need assistance.	Direct Instruction	Tier 1	Monitor	08/27/2018	06/14/2019	\$8000	Title I Schoolwide	All teachers
Activity - Parent involvement and ongoing support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students and their parents will meet with the Parent/Community Coordinator periodically to discuss strategies for being more successful. All parents are invited to Title 1 Parent night.	Parent Involvement	Tier 1	Implement	08/27/2018	06/14/2019	\$10000	Title I Schoolwide	Parent Community Support coordinator.
Activity - Data literacy: analysis, monitoring and application	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use NWEA, MSTEP and formative assessment data to drive instruction. PLCs will meet regularly to review data. Staff will participate in semi-annual data digs to determine student needs.	Curriculum Development, Monitor, Academic Support Program	Tier 1		08/27/2018	06/14/2019	\$0	No Funding Required	all ELA staff

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Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide differentiated instruction to improve student comprehension. Continuous monitoring of student progress will be done under the direction of the classroom teacher for the purpose of providing timely interventions and support when students are not making adequate progress in their comprehension. On-line resources, such as Google Classroom, Compass Learning, and Quizlet will be used when appropriate. Teachers will use the reading and writing workshop formats for instruction in general English Language Arts classes. Teachers may be available for extra help for students before, after school or during lunch.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	No Funding Required	all staff
Activity - Online tools to support leveled instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students may access personalized accounts on Compass Learning, NewsELA, Language Live and/or Raz Kids to increase their reading comprehension through individualized and/or leveled reading lessons.	Curriculum Development, Technology, Direct Instruction, Academic Support Program	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	all ELA teachers
Activity - IST: Instructional Support Time/WIN	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing extra support in reading comprehension are assigned to a reading support WIN class that meets three times per week for 30 minutes in order to get targeted reading instruction. All WIN classes in the school will have a reading or math component to improve reading or math comprehension for all students.	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	No Funding Required	all staff
Activity - AARI Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students achieving 2 or more grade levels below expectation will receive targeted reading instruction in lieu of an elective class.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	General Fund	ELA Staff

Strategy 2:

Enhancing Instructional Practices - Teachers will work within their PLTS to implement best practices within their classrooms. They will use data from NWEA to determine further instructional support students need based on any learning gaps. Teachers will also analyze post test and common assessment data to help drive

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further instruction as well as determine effectiveness of assessments used. They will also work with their PLTs to develop/analyze/revise formative and/or summative assessments for each unit. Teachers will provide a reading intervention class for targeted students (bottom 30%) that display a significant deficiency in reading based on MSTEP, NWEA, QRI, and/or Fountas & Pinnell assessments in lieu of an elective to provide additional support as students work toward greater proficiency in areas of comprehension, vocabulary, and fluency. Instruction in ELA will promote the acquisition of greater proficiency in areas of reading, writing, listening, and language and speaking.

Category: English/Language Arts

Research Cited: Robert Marzano - A Handbook for Classroom Instruction that Works; Ruth Schoenbach, Cynthia Greenleaf & Lynn Murphy - Reading for Understanding; Richard Allington - Schools that Work: All Children Can Read & Write

Strategies That Work - Stephanie Harvey & Anne Goudvis

In the Zone - Nancy Atwell I Read It, But I Don't Get It - Chris Tovani

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide differentiated instruction to improve student comprehension. Continuous monitoring of student progress will be done under the direction of the classroom teacher for the purpose of providing timely interventions and support when students are not making adequate progress in their comprehension. On-line resources, such as Google Classroom, Compass Learning, and Quizlet will be used when appropriate.	Curriculum Development, Direct Instruction	Tier 1		08/27/2018	06/14/2019	\$0	No Funding Required	All Staff, co-teachers and reading interventionists
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet regularly with PLC to discuss implementation of scales and rubrics, transition to standards based grading, WIN and intervention groups, and differentiated instruction.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	all teachers
Activity - Standards and grading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement the power standards as identified by the district ELA PLT. Teachers will use Atlas to identify power standards. In addition, teachers will adhere to the basic grade fixes as identified by the BOE. Grade level departments will work towards creating and administering common assessments.	Policy and Process	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	all staff

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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
East will provide additional learning opportunities beyond the classroom for students to receive academic support. These opportunities may include English Workshop class, WIN intervention, after school Study Table, etc.	Academic Support Program	Tier 2	Monitor	08/27/2018	06/14/2019	\$0	Title I Schoolwide	FTE support
Activity - Professional Learning for Staff and Student Discourse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will engage in practices of staff and student discourse. Core practices to promote effective discourse include: providing safe, equitable environments for student discourse and using strategies to increase productive dialogue.	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers

Goal 2: Equity Enhancing Instructional Practices

Measurable Objective 1:

collaborate to achieve 85% of students reporting a positive environment by 06/14/2019 as measured by the LACO survey..

Strategy 1:

Enhancing Behavior Support/MTSS - PBIS Lessons and data interpretation will be used to promote appropriate student behavior choices. Students will feel "liked," respected, held to high expectations, encouraged to show respect for different races and ethnicities, and have trust in at least one adult.

Category: School Culture

Research Cited: Positive Behavior Support Manual - MDE

Tier: Tier 1

Activity - IST: Instructional Support Time/WIN	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide pulse reports for students weekly during WIN time to help students monitor and be reflective about their academic progress. Staff will use lessons throughout the year to promote and teach expectation based on school behavior data and staff feedback. Citizenship expectations and criteria will be taught during WIN using a citizenship matrix.	Behavioral Support Program	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	No Funding Required	All staff members
Activity - Restorative Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students struggling with behavior choices, or those appearing on office referrals will meet with the restorative practice staff to reflect on behavior choices, develop a plan of action and check in periodically as a way to monitor the plan. RP services will be utilized to repair relationships between staff and student, student and student, and staff and staff.	Behavioral Support Program	Tier 2	Monitor	08/27/2018	06/14/2019	\$0	Special Education	1 FTE
Activity - Data Analysis on Office Referrals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and staff will use data from our office referrals to develop and implement PBiS lessons, provide support for targeted students and create a plan of action to promote expected behaviors.	Behavioral Support Program	Tier 2	Monitor	08/27/2018	06/14/2019	\$0	No Funding Required	all staff and administration
Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, counselors and administrators will be asked to send home positive emails weekly to a student from each of their classes/caseloads. These emails will help increase the school/home connection and promote academic achievement and positive behavior choices.	Communication, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	All staff
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction and resources are provided based on what students need. A variety of representative resources are used. Multiple perspectives are considered to engage and provide a flexible and inclusive learning environment.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	All Staff

Strategy 2:

Equity Enhancing Instructional Practices - East cultivates a culture in which all stakeholders engage in continuous learning, collaboration, and personal growth, where all are included, respected, and feel safe.

Category: School Culture

Tier: Tier 1

Activity - Culturally Responsive Teaching Practices in a Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers meet in PLCs to collaborate on providing a positive, inclusive learning environment. All staff will participate in professional learning to examine their practices and responses to identities and cultures of all stakeholders.	Behavioral Support Program, Teacher Collaboration	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	All staff
Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In PLC meetings, staff will discuss and determine what additional support is needed to increase knowledge for all stakeholders to enhance depth of knowledge and increase achievement measures.	Academic Support Program	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	All staff
Activity - Professional Learning for Student Six Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Student Six Engagement strategies identify concrete behaviors for staff to be culturally responsive to all students, develop meaningful relationships and increase student engagement in learning. Visibility- Making every student feel acknowledged and included in the classroom. Engaging Students' Cultures- Incorporating positive elements of students' culture into classroom learning and community building Proximity- Using physical space to engage students and reduce perceived threat. Addressing Race- Talking openly about racial dynamics and how they impact the student experience. Connection to Students' Lives- Making linkages between classroom content and student experiences and perspectives. Connection to Future Selves- Helping students identify their future paths and using classroom experiences to guide students towards personal goals.	Implementation, Communication, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers Central Admin

Goal 3: Achieve 70% math proficiency for college and career readiness and/or increase student growth to the 65th percentile (Student Growth Percentile) by 06/26/2020 as measured by state and district mandated assessments.

Measurable Objective 1:

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65% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of 60th percentile or above on the 2019 NWEA Test in Mathematics by 06/14/2019 as measured by NWEA Math Test..

Strategy 1:

Enhancing Instructional Practices - Teachers will work with their PLTs to implement best practices within their classrooms. They will use data from NWEA to determine further instructional support students need based on any learning gaps. Teachers will also analyze post-test and common assessment data to help drive further instruction as well as determine effectiveness of the assessments used. They will also work with their PLTs to develop/analyze/revise formative and/or summative assessments for each unit.

Category: Mathematics

Research Cited: Common Core Mathematics in a PLC at Work / Marzano, R.J., Heflebower, T., Simms, J.A., Warrick, P., Yanoski, D.C. and Hoegh, J.K

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet regularly with weekly with the math PLC.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	All math teachers.

Activity - Standards and Grading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement the power standards as identified by the district math PLT. Teachers will use Atlas to identify the power standards. In addition, teachers will adhere to the three basic grade fixes as identified by the BOE. Grade level departments will work towards creating and administering common assessments.	Policy and Process	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	All staff.

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
East will provide additional learning opportunities beyond the classroom for students to receive academic support. These opportunities may include WIN intervention, after school Study Table, extended day/year (African American boys summer Algebra readiness program).	Academic Support Program	Tier 2	Monitor	08/27/2018	06/14/2019	\$0	Title I Schoolwide	FTE support

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will differentiate instruction to improve student comprehension of mathematical content. Continuous monitoring of student progress will be done under the direction of the classroom teacher for the purpose of providing timely interventions and support when students are not making adequate progress in their comprehension. Teachers will utilize online support of the math curriculum when available and applicable. Programs can include Compass Learning, Google Classroom, Khan Academy, etc. Teachers will implement inquiry based teaching strategies within the daily classroom instruction.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	No Funding Required	All math teachers.
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Activity - Professional Learning for Staff and Student Discourse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and students will engage in the 8 mathematical practices within discourse. Core practices to promote effective discourse include: providing safe, equitable environments for student discourse and using strategies to increase productive dialogue	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers

Activity - Professional Learning for Staff and Student Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and students will engage in the 8 mathematical practices within feedback. Core practices to promote a culture of effective feedback include: teachers will identify daily learning goals, explicitly set criteria for success and make these criteria transparent to the students, creating tasks and activities and exemplars that elicit evidence of student learning, extending thinking during discourse, providing descriptive feedback, providing opportunities for peer feedback, providing opportunities for self-assessment, providing a collaborative culture of learning, using evidence to inform instruction.	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers

Strategy 2:

Multi-Tiered Student Support (MTSS) - Response to Intervention- students in the bottom 30% based on the ACT Explore and/ or NWEA scores will receive extra instruction in math.

Parent/ Community Support- parents will receive guidance concerning their academic growth and ways to support this growth.

Category: Mathematics

Research Cited: Classroom Strategies that Work, Robert Marzano

Tier: Tier 1

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Activity - Summer Math Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
African American male student will be able to participate in a summer math program designed to better prepare them for high school math.	Academic Support Program	Tier 2	Implement	08/27/2018	06/14/2019	\$0	Title I Part A	Naomi Khalil
Activity - Parent Involvement and Ongoing Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students and their parents will meet with the Parent/Community Coordinator periodically to discuss strategies for being more successful. All parents are invited to the Title I parent night to learn about resources available to Title I students.	Parent Involvement	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	Title I Part A	Parent Community Support coordinator.
Activity - Data Literacy: Analysis, Monitoring and Application	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use NWEA, M-STEP and formative assessment data to drive instruction. PLC will discuss school data semi-annually at the district data dig day.	Curriculum Development, Monitor, Academic Support Program	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	No Funding Required	All math staff.
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use differentiated instruction to improve student comprehension of mathematical content. Continuous monitoring of student progress will be done under the direction of the classroom teacher for the purpose of providing timely interventions and support when students are not making adequate progress in their comprehension. Teachers will be available for extra help for students before, after school or during lunch.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	No Funding Required	All staff.
Activity - Online Tools to Support Leveled Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will utilize online support of the math curriculum when available and applicable. Programs can include Compass Learning, Google Classroom, Khan Academy, etc.	Curriculum Development, Technology, Direct Instruction, Academic Support Program	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	All math staff.
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Activity - IST: Instructional Support Time/ WIN	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will refer students who do not show proficiency on formative and summative assessment to math support WIN. In the math support WIN, students will work on specific standards and concepts in which they are not proficient.	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	No Funding Required	All math staff.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Restorative Practice	Students struggling with behavior choices, or those appearing on office referrals will meet with the restorative practice staff to reflect on behavior choices, develop a plan of action and check in periodically as a way to monitor the plan. RP services will be utilized to repair relationships between staff and student, student and student, and staff and staff.	Behavioral Support Program	Tier 2	Monitor	08/27/2018	06/14/2019	\$0	1 FTE

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Learning Opportunities	East will provide additional learning opportunities beyond the classroom for students to receive academic support. These opportunities may include WIN intervention, after school Study Table, extended day/year (African American boys summer Algebra readiness program).	Academic Support Program	Tier 2	Monitor	08/27/2018	06/14/2019	\$0	FTE support
Parent involvement and ongoing support	Identified students and their parents will meet with the Parent/Community Coordinator periodically to discuss strategies for being more successful. All parents are invited to Title 1 Parent night.	Parent Involvement	Tier 1	Implement	08/27/2018	06/14/2019	\$10000	Parent Community Support coordinator.
Extended Learning Opportunities	East will provide additional learning opportunities beyond the classroom for students to receive academic support. These opportunities may include English Workshop class, WIN intervention, after school Study Table, etc.	Academic Support Program	Tier 2	Monitor	08/27/2018	06/14/2019	\$0	FTE support
Study Table	Certified teachers will provide additional instruction before and after school for students who need assistance.	Direct Instruction	Tier 1	Monitor	08/27/2018	06/14/2019	\$8000	All teachers

General Fund

School Improvement Plan

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning for Staff and Student Feedback	Staff and students will engage in the 8 mathematical practices within feedback. Core practices to promote a culture of effective feedback include: teachers will identify daily learning goals, explicitly set criteria for success and make these criteria transparent to the students, creating tasks and activities and exemplars that elicit evidence of student learning, extending thinking during discourse, providing descriptive feedback, providing opportunities for peer feedback, providing opportunities for self-assessment, providing a collaborative culture of learning, using evidence to inform instruction.	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principals Teachers
Professional Learning for Student Six Engagement Strategies	The Student Six Engagement strategies identify concrete behaviors for staff to be culturally responsive to all students, develop meaningful relationships and increase student engagement in learning. Visibility- Making every student feel acknowledged and included in the classroom. Engaging Students' Cultures- Incorporating positive elements of students' culture into classroom learning and community building Proximity- Using physical space to engage students and reduce perceived threat. Addressing Race- Talking openly about racial dynamics and how they impact the student experience. Connection to Students' Lives- Making linkages between classroom content and student experiences and perspectives. Connection to Future Selves- Helping students identify their future paths and using classroom experiences to guide students towards personal goals.	Implementation, Communication, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Principals Teachers Central Admin
Professional Learning for Staff and Student Discourse	School will engage in practices of staff and student discourse. Core practices to promote effective discourse include: providing safe, equitable environments for student discourse and using strategies to increase productive dialogue.	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principals Teachers
AARI Workshop	Students achieving 2 or more grade levels below expectation will receive targeted reading instruction in lieu of an elective class.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	ELA Staff

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Professional Learning for Staff and Student Discourse	Staff and students will engage in the 8 mathematical practices within discourse. Core practices to promote effective discourse include: providing safe, equitable environments for student discourse and using strategies to increase productive dialogue	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principals Teachers
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Involvement and Ongoing Support	Identified students and their parents will meet with the Parent/Community Coordinator periodically to discuss strategies for being more successful. All parents are invited to the Title I parent night to learn about resources available to Title I students.	Parent Involvement	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	Parent Community Support coordinator.
Summer Math Program	African American male student will be able to participate in a summer math program designed to better prepare them for high school math.	Academic Support Program	Tier 2	Implement	08/27/2018	06/14/2019	\$0	Naomi Khalil

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
IST: Instructional Support Time/WIN	Students needing extra support in reading comprehension are assigned to a reading support WIN class that meets three times per week for 30 minutes in order to get targeted reading instruction. All WIN classes in the school will have a reading or math component to improve reading or math comprehension for all students.	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	all staff
Differentiated Instruction	Teachers will use differentiated instruction to improve student comprehension of mathematical content. Continuous monitoring of student progress will be done under the direction of the classroom teacher for the purpose of providing timely interventions and support when students are not making adequate progress in their comprehension. Teachers will be available for extra help for students before, after school or during lunch.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	All staff.
Data literacy: analysis, monitoring and application	Use NWEA, MSTEP and formative assessment data to drive instruction. PLCs will meet regularly to review data. Staff will participate in semi-annual data digs to determine student needs.	Curriculum Development, Monitor, Academic Support Program	Tier 1		08/27/2018	06/14/2019	\$0	all ELA staff

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Culturally Responsive Teaching Practices in a Professional Learning Communities	Teachers meet in PLCs to collaborate on providing a positive, inclusive learning environment. All staff will participate in professional learning to examine their practices and responses to identities and cultures of all stakeholders.	Behavioral Support Program, Teacher Collaboration	Tier 1	Implement	08/27/2018	06/14/2019	\$0	All staff
IST: Instructional Support Time/WIN	Teachers will provide pulse reports for students weekly during WIN time to help students monitor and be reflective about their academic progress. Staff will use lessons throughout the year to promote and teach expectation based on school behavior data and staff feedback. Citizenship expectations and criteria will be taught during WIN using a citizenship matrix.	Behavioral Support Program	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	All staff members
Extended Learning Opportunities	In PLC meetings, staff will discuss and determine what additional support is needed to increase knowledge for all stakeholders to enhance depth of knowledge and increase achievement measures.	Academic Support Program	Tier 1	Implement	08/27/2018	06/14/2019	\$0	All staff
Differentiated Instruction	Instruction and resources are provided based on what students need. A variety of representative resources are used. Multiple perspectives are considered to engage and provide a flexible and inclusive learning environment.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/27/2018	06/14/2019	\$0	All Staff
Data Literacy: Analysis, Monitoring and Application	Use NWEA, M-STEP and formative assessment data to drive instruction. PLC will discuss school data semi-annually at the district data dig day.	Curriculum Development, Monitor, Academic Support Program	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	All math staff.
Differentiated Instruction	Teachers will differentiate instruction to improve student comprehension of mathematical content. Continuous monitoring of student progress will be done under the direction of the classroom teacher for the purpose of providing timely interventions and support when students are not making adequate progress in their comprehension. Teachers will utilize online support of the math curriculum when available and applicable. Programs can include Compass Learning, Google Classroom, Khan Academy, etc. Teachers will implement inquiry based teaching strategies within the daily classroom instruction.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	All math teachers.

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Differentiated Instruction	Teachers will provide differentiated instruction to improve student comprehension. Continuous monitoring of student progress will be done under the direction of the classroom teacher for the purpose of providing timely interventions and support when students are not making adequate progress in their comprehension. On-line resources, such as Google Classroom, Compass Learning, and Quizlet will be used when appropriate. Teachers will use the reading and writing workshop formats for instruction in general English Language Arts classes. Teachers may be available for extra help for students before, after school or during lunch.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	all staff
Standards and grading	All teachers will implement the power standards as identified by the district ELA PLT. Teachers will use Atlas to identify power standards. In addition, teachers will adhere to the basic grade fixes as identified by the BOE. Grade level departments will work towards creating and administering common assessments.	Policy and Process	Tier 1	Implement	08/27/2018	06/14/2019	\$0	all staff
Data Analysis on Office Referrals	Administrators and staff will use data from our office referrals to develop and implement PBIS lessons, provide support for targeted students and create a plan of action to promote expected behaviors.	Behavioral Support Program	Tier 2	Monitor	08/27/2018	06/14/2019	\$0	all staff and administration
Parent Involvement	Teachers, counselors and administrators will be asked to send home positive emails weekly to a student from each of their classes/caseloads. These emails will help increase the school/home connection and promote academic achievement and positive behavior choices.	Communication, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/27/2018	06/14/2019	\$0	All staff
Standards and Grading	All teachers will implement the power standards as identified by the district math PLT. Teachers will use Atlas to identify the power standards. In addition, teachers will adhere to the three basic grade fixes as identified by the BOE. Grade level departments will work towards creating and administering common assessments.	Policy and Process	Tier 1	Implement	08/27/2018	06/14/2019	\$0	All staff.
Professional Learning Communities	Meet regularly with weekly with the math PLC.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/27/2018	06/14/2019	\$0	All math teachers.

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Differentiated Instruction	Teachers will provide differentiated instruction to improve student comprehension. Continuous monitoring of student progress will be done under the direction of the classroom teacher for the purpose of providing timely interventions and support when students are not making adequate progress in their comprehension. On-line resources, such as Google Classroom, Compass Learning, and Quizlet will be used when appropriate.	Curriculum Development, Direct Instruction	Tier 1		08/27/2018	06/14/2019	\$0	All Staff, co-teachers and reading interventionists
Professional Learning Communities	Meet regularly with PLC to discuss implementation of scales and rubrics, transition to standards based grading, WIN and intervention groups, and differentiated instruction.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/27/2018	06/14/2019	\$0	all teachers
Online Tools to Support Leveled Instruction	Teachers will utilize online support of the math curriculum when available and applicable. Programs can include Compass Learning, Google Classroom, Khan Academy, etc.	Curriculum Development, Technology, Direct Instruction, Academic Support Program	Tier 1	Implement	08/27/2018	06/14/2019	\$0	All math staff.
IST: Instructional Support Time/ WIN	Teachers will refer students who do not show proficiency on formative and summative assessment to math support WIN. In the math support WIN, students will work on specific standards and concepts in which they are not proficient.	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	All math staff.
Online tools to support leveled instruction	Students may access personalized accounts on Compass Learning, NewsELA, Language Live and/or Raz Kids to increase their reading comprehension through individualized and/or leveled reading lessons.	Curriculum Development, Technology, Direct Instruction, Academic Support Program	Tier 1	Implement	08/27/2018	06/14/2019	\$0	all ELA teachers