



School Improvement Plan

Power Middle School

Farmington Public School District

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Farmington Hills, MI 48335-5001

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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	

2018-19 Power School Improvement Plan

Overview

Plan Name

2018-19 Power School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Power Middle School will increase proficiency in mathematics	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
2	All students at Power Middle School will increase proficiency in reading.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
3	Power Middle school will provide an equitable learning environment	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0

Goal 1: All students at Power Middle School will increase proficiency in mathematics

Measurable Objective 1:

64% of All Students will increase student growth in skill development in Mathematics by 06/14/2019 as measured by students' individual projected RIT score on the NWEA.

Strategy 1:

Enhancing instructional practices - Teachers will participate in professional development in using Marzano Strategies as well as other researched based programs. Teachers will implement these strategies in their everyday teaching.

Category: Mathematics

Research Cited: Marzano Strategies are well researched.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be working in school-based PLCs (grade level) as well as cross-district PLTs to develop scales for standards, as well as standards-based assessments.	Teacher Collaboration, Curriculum Development, Communication, Professional Learning	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	All instructional staff
Activity - Standards Based Grading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative assessments to inform their instruction. Teachers will accept late work with no penalty. Extra credit will not be awarded to students. No pluses or minuses will be given for final grades.	Teacher Collaboration, Parent Involvement, Professional Learning, Monitor, Evaluation	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	All Instructional staff
Activity - Staff and Student Discourse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Schools will engage in practices for staff and student discourse. Core practices to promote effective discourse include: Providing safe, equitable environments for student discourse Using strategies to increase productive dialogue	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principals and Teachers
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Activity - Staff and Student Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies 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	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principals and Teachers

Activity - 8 Mathematical Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 8 Mathematical Practices gets students to engage with math in a meaningful way by not just focusing on an answer but the process. Students look for patterns to solve problems.	Teacher Collaboration, Materials, Walkthrough, Technology, Implementation, Communication, Professional Learning, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	Principals, Teachers, and Math Coaches (K-8)

Strategy 2:

MTSS - Use of MTSS framework will support learning in math.

SY 2018-2019

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Category: Learning Support Systems

Research Cited: Math Research Cited: DuFour R and Eaker R (1998) Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington: Indiana University Press. Burns, M. K., Appleton, J. J., Stehouwer, J. D. (2005). Metaanalytic review of responsiveness to intervention research: Examining fieldbased and research implemented models. Journal of Psychoeducational Assessment, 23, 381–394.

Tier: Tier 1

Activity - WIN (What I Need)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WIN time is a block of time during the day for staff to provide instructional strategies to meet the needs of ALL students which includes enrichment and intervention activities. This time will occur for 30 minutes, 5 days a week. The goal is to help reduce D's and F's.	Teacher Collaboration, Implementation, Academic Support Program, Direct Instruction	Tier 1	Implement	09/03/2018	06/14/2019	\$0	General Fund	All available instructional staff will be responsible for implementation of WIN Time within their buildings. School and District Improvement Teams will monitor progress through the continuous improvement process.

Goal 2: All students at Power Middle School will increase proficiency in reading.

Measurable Objective 1:

66% of All Students will increase student growth in reading in English Language Arts by 06/14/2019 as measured by students individual Rit score on NWEA.

Strategy 1:

Enhancing instructional practices - Teachers will participate in professional development surrounding Marzano's elements of quality instruction and implement practices into their instruction.

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Category: English/Language Arts

Research Cited: LA Research Cited: Lucy Calkins - The Art of Teaching Reading / Marie Clay - Change Over Time in Childrens Literacy Development / Irene Fountas and Gay Sue Pinnell - Guiding Readers and Writers / When Readers Struggle Teaching That Works / Teaching For Comprehending and Fluency / Jeff Wilhelm - Improving Comprehension with Think Aloud Strategies / Robert Marzano - A Handbook for Classroom Instruction that Works / Ruth Schoenbach - Reading For Understanding / Ron Richhart - Making Thinking Visible / Jeff Zwiers - Building Academic Language / Jeff Zwiers, Susan O-Hara & Robert Pritchard - Common Core Standards in Diverse Classrooms / Ruth Schoenbach, Cynthia Greenleaf & Lynn Murphy - Reading for Understanding

Tier: Tier 1

Activity - Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research validated approach for improving subject area literacy in secondary education. Content area teacher implement specific reading strategies specific to readers apprenticeship.	Direct Instruction	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	All Trained Staff

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff meet regularly with job alike groups (both within building and cross-district) to develop scales for standards and work toward common assessments.	Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	All instructional staff

Activity - Standards Based Grading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Allowing work without penalty, not linking behavior to grading, not giving extra credit, no plusses or minuses in final grades.	Teacher Collaboration, Parent Involvement, Communication, Monitor, Evaluation	Tier 1	Getting Ready	09/03/2018	06/14/2019	\$0	General Fund	All instructional staff

Activity - Staff and Student Discourse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies 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	Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principals and teachers
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Activity - Staff and Student Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies 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	Teacher Collaboration	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	staff and student

Strategy 2:

MTSS - Implement MTSS framework of reading instruction, assessment and intervention to increase comprehension in informational text.

Category: English/Language Arts

Research Cited: ELA Research Cited: Lucy Calkins - The Art of Teaching Reading / Irene Fountas and Gay Sue Pinnell - Guiding Readers and Writers / When Readers Struggle Teaching That Works / Teaching For Comprehending and Fluency / Jeff Wilhelm - Improving Comprehension with Think Aloud Strategies / Nancie Atwell - Reading in the Middle / Robert Marzano - A Handbook for Classroom Instruction that Works / DuFour R and Eaker R (1998) Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington: Indiana University Press. Burns, M. K., Appleton, J. J., Stehouwer, J. D. (2005

Multi Tier System Support

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Tier: Tier 1

Activity - WIN (What I Need)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WIN is a block of time during the day for staff to provide instructional strategies to meet the needs of ALL students which includes enrichment and intervention activities. This time will occur for 30 minutes, 5 days a week.	Academic Support Program	Tier 1	Implement	09/03/2018	06/14/2019	\$0	General Fund	All staff will be responsible for implementation of WIN Time within their buildings. School and District Improvement Teams will monitor progress through the continuous improvement process.

Goal 3: Power Middle school will provide an equitable learning environment

Measurable Objective 1:

85% of All Students will demonstrate a proficiency at reporting a positive equitable learning environment in Practical Living by 06/14/2019 as measured by LACO survey .

Strategy 1:

Enhancing instructional practices - Teachers will build positive relationships with students

Category: School Culture

Research Cited: Marzano

Tier: Tier 1

Activity - Culturally responsive teaching practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Continuing professional development to work on cultural competency.	Teacher Collaboration, Professional Learning, Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	General Fund	All staff
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Activity - Restorative Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walking through students and staff through a restorative process to repair relationships and avoid conflict and punishment.	Teacher Collaboration, Parent Involvement, Monitor, Behavioral Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$0	Special Education	Restorative Practice facilitator and all staff

Activity - Student Diversity Committees	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of diverse student groups who share their voices about the Power Middle School community. Topics include religion, race and school perception data.	Community Engagement	Tier 2	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	Staff club leaders

Activity - 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.	Teacher Collaboration, Implementation, Communication, Professional Learning, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers Central Admin

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	Walking through students and staff through a restorative process to repair relationships and avoid conflict and punishment.	Teacher Collaboration, Parent Involvement, Monitor, Behavioral Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$0	Restorative Practice facilitator and all staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Standards Based Grading	Teachers will use formative assessments to inform their instruction. Teachers will accept late work with no penalty. Extra credit will not be awarded to students. No pluses or minuses will be given for final grades.	Teacher Collaboration, Parent Involvement, Professional Learning, Monitor, Evaluation	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	All Instructional staff
Reading Apprenticeship	Research validated approach for improving subject area literacy in secondary education. Content area teacher implement specific reading strategies specific to readers apprenticeship.	Direct Instruction	Tier 1	Implement	09/03/2018	06/14/2019	\$0	All Trained Staff
Student Diversity Committees	Development of diverse student groups who share their voices about the Power Middle School community. Topics include religion, race and school perception data.	Community Engagement	Tier 2	Implement	09/03/2018	06/14/2019	\$0	Staff club leaders

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Professional Learning Communities	Teachers will be working in school-based PLCs (grade level) as well as cross-district PLTs to develop scales for standards, as well as standards-based assessments.	Teacher Collaboration, Curriculum Development, Communication, Professional Learning	Tier 1	Implement	09/03/2018	06/14/2019	\$0	All instructional staff
Professional Learning Communities	Instructional staff meet regularly with job alike groups (both within building and cross-district) to develop scales for standards and work toward common assessments.	Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	All instructional staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Standards Based Grading	Allowing work without penalty, not linking behavior to grading, not giving extra credit, no pluses or minuses in final grades.	Teacher Collaboration, Parent Involvement, Communication, Monitor, Evaluation	Tier 1	Getting Ready	09/03/2018	06/14/2019	\$0	All instructional staff
Staff and Student Discourse	Schools will engage in practices for staff and student discourse. Core practices to promote effective discourse include: Providing safe, equitable environments for student discourse Using strategies to increase productive dialogue	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principals and Teachers

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<p>Student Six Engagement Strategies</p>	<p>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.</p>	<p>Teacher Collaboration, Implementation, Communication, Professional Learning, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/27/2018</p>	<p>06/14/2019</p>	<p>\$0</p>	<p>Principals Teachers Central Admin</p>
<p>Staff and Student Discourse</p>	<p>Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies 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</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/27/2018</p>	<p>06/14/2019</p>	<p>\$0</p>	<p>Principals and teachers</p>

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Staff and Student Feedback	Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies 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	Teacher Collaboration	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	staff and student
WIN (What I Need)	WIN is a block of time during the day for staff to provide instructional strategies to meet the needs of ALL students which includes enrichment and intervention activities. This time will occur for 30 minutes, 5 days a week.	Academic Support Program	Tier 1	Implement	09/03/2018	06/14/2019	\$0	All staff will be responsible for implementation of WIN Time within their buildings. School and District Improvement Teams will monitor progress through the continuous improvement process.
Culturally responsive teaching practices	Continuing professional development to work on cultural competency.	Teacher Collaboration, Professional Learning, Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	All staff

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8 Mathematical Practices	The 8 Mathematical Practices gets students to engage with math in a meaningful way by not just focusing on an answer but the process. Students look for patterns to solve problems.	Teacher Collaboration, Materials, Walkthrough, Technology, Implementation, Communication, Professional Learning, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Principals, Teachers, and Math Coaches (K-8)
WIN (What I Need)	WIN time is a block of time during the day for staff to provide instructional strategies to meet the needs of ALL students which includes enrichment and intervention activities. This time will occur for 30 minutes, 5 days a week. The goal is to help reduce D's and F's.	Teacher Collaboration, Implementation, Academic Support Program, Direct Instruction	Tier 1	Implement	09/03/2018	06/14/2019	\$0	All available instructional staff will be responsible for implementation of WIN Time within their buildings. School and District Improvement Teams will monitor progress through the continuous improvement process.

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Staff and Student Feedback	Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies 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	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principals and Teachers
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