



# **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.

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

The current population of East is 880 students in the 7th and 8th grade. The school is located on the southeast corner of Farmington Hills, MI. The student population is currently declining in line with most of southeast Michigan. East will be an estimated 60 students less in the coming school year. Over the last 3 years the free and reduced lunch population has increased from 25% to 30%. The student population has become more transient as families have been moving in and out of the school community. East has received Title 1 funding for the past 8 years.

## **School's Purpose**

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

The Vision of East is that learning is a lifelong process for both students and adults. All students can learn in different ways and at different levels. Teachers will teach and assess in several different ways to meet all student's educational needs. We will create a safe environment, both physically and emotionally in order to foster learning. A child's education benefits from the cooperation and involvement of the student, teacher, parent and community. Our Mission statement is "We, the East Middle School Community, will provide a safe and nurturing environment with quality learning experiences, empowering all students to be enriched socially and culturally." We believe that all students can learn. We celebrate the diversity of our school population. We will provide a physically and emotionally safe environment. Cooperation and involvement of the student, teacher, parent and community is imperative for student learning. Our goals support creating an environment conducive for learning and develop high achieving students.

## **Notable Achievements and Areas of Improvement**

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

Our school continues to focus on building school culture, along with our academic goals. Reading, writing and math intervention classes, as well as study skills intervention are in place to assist students who are not being successful meeting the goals. Close monitoring of progress was kept to be sure that instruction matched the need of the student. Title 1 grant money, as well as regular staffing, was used to fund assistance for these targeted students. Teachers meet regularly with students who need assistance before and after school and during lunch. Writing is emphasized in all content areas. Reader's and Writer's Workshop format is used in all of our Language Arts classes to better meet each student's learning needs. Inquiry-based programs in math and science put a stronger focus on student writing for learning and assessing in those content areas. Staff has met to align curriculum with the newly adopted Common Core Standards.

Our MEAP scores across all grade levels and subjects have shown a general trend of improvement. The state did not administer the MEAP in the fall this year. The data from the new MSTEP will be used to guide instruction. The PBIS (Positive Behavior Intervention Support) program has been implemented. Students have been applying the attributes of Be A Titan (Be Responsible, Be Respectful, Be Kind and Be Your Best). This remains a focus on a daily basis.

Evaluation of common assessments in all core subjects has provided an opportunity for dialogue around what works best and sharing these successes with each other.

## **Additional Information**

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

The East band, orchestra and choir, of which more than 50 percent of the student body participate, all received outstanding ratings at the respective festival competitions. Students also earned outstanding ratings in the Solo & Ensemble competitions. The East Theater Department produced "A Night of One Acts" in the fall and "Shrek the Musical" in the spring with more than 150 students participating.

Our community partnerships are strong. The East Credit Union, in its 19th year of operation, continues to grow with many students opening savings accounts to save their money. East maintains a positive relationship with the LOC Federal Credit Union and many local businesses.

Despite the changing economic situation of the school the students and staff took part in a number of charitable fundraisers. Food, clothing, books and money were raised for individuals in need in the Farmington/Farmington Hills area. East maintains a pantry open to our community consisting of donated food and clothing.

Students took part in a number of different extracurricular academic activities. Students from East finished well in the PTA Reflections Program, Farmington Optimist Oratorical Competition, Technology Bot-Battle and the Farmington Battle of the Books competition, Word Masters, Science Olympiad, Math Olympiad and the Math Counts programs.

# Improvement Plan Stakeholder Involvement

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

Staff from all departments at East are invited to participate in the School Improvement planning process. Parents were recruited using Listserv email newsletter and personal invitation. Meetings were held monthly after school. Input was sought during evening PTSA meetings from parents as well. Roles and responsibilities were discussed at each meeting.

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

Staff participated as PLTs to develop goals, objectives, strategies and activities. Parents provided insight as they were created during School Improvement Team and PTSA meetings.

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

The School Improvement Plan is shared with staff during regularly occurring PLT meetings. Particular attention is paid to their involvement in the strategies and activities that promote student growth. The plan is shared with parents during one of the fall PTSA meetings. Questions are answered and shared via the school's Listserv Newsletter.

# **School Data Analysis**

## **Introduction**

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

## **Demographic Data**

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

### **Student Demographic Data**

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

The demographics of our students have changed over the past 5 years. The percentage of students at East receiving free and reduced lunch has increased by over 10%. The learning needs of our student body have changed with the demographics. Professional development has been sought to provide instructional practices to meet the needs of all learners.

### **Student Demographic Data**

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

Student attendance is not a major concern. On average 94% of students attend each day. However, some students are challenged to arrive to school on time.

### **Student Demographic Data**

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

There is disproportionality among the students we refer. Our African American boys are being disciplined at a higher percentage than other students.

### **Student Demographic Data**

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

East has provided incentives, both positive and negative, to students that are consistently tardy to school. To address these challenges, we will provide support from an Oakland County Truancy Officer, along with group support and individual counseling from Guidance Counselors. In extreme cases, home visits are conducted and outside counseling is sought to attempt to address the needs of the student and family.

We are addressing behavioral concern using restorative justice as well as PBIS school-wide strategies.

### **Teacher/School Leader(s) Demographic Data**

#### **5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what**

**impact might this have on student achievement?**

The largest amount of our teachers (73%) have been teaching for at least fifteen years. For this reason, teachers are experienced working with students with diverse learning needs and styles. Our administrators each have over 10 years of experience, providing opportunities to guide diverse staff and students. Both staff and administrators are willing to learn new techniques in order to address the changing needs of the student population.

**Teacher/School Leader(s) Demographic Data**

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

The largest amount of our teachers (41%) have been teaching over 15 years. Teachers are experienced; they have seen many different types of students. The staff is willing to learn new techniques in order to address the changing needs of the student population.

**Teacher/School Leader(s) Demographic Data**

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

Studies show that students learn best with a consistent teacher in front of them. Staff absences, regardless of reason, will have a negative impact on achievement. When non-load bearing staff and days are used for IEP's are removed the total number of Professional Learning days falls.

**Teacher/School Leader(s) Demographic Data**

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

Studies show that students learn best with a consistent teacher in front of them. Staff absences, regardless of reason, will have a negative impact on achievement.

**Teacher/School Leader(s) Demographic Data**

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

For our Special Education teachers, more IEPs have been scheduled all on the same day to eliminate multiple days of absences. Parent Forum has been created to ask questions for move up IEPs instead of creating more absences for our teachers.

Professional Development opportunities have been developed after school and on weekends to provide teachers more options for professional learning instead of during the school day.

School Leaders alternate attending School Improvement District meetings to minimize time away from the classroom.



## **Process Data**

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

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

Students and parents feel the education they receive is rigorous. They believe what they are learning is important and is supported by the teachers. Students feel supported in class. They feel they can get extra help before school, during lunch, during Titan Time, and after school. Parents feel teachers and staff are committed to their child's learning. Parents are satisfied with communication concerning their student progress and curriculum taught.

Teachers have worked hard at providing quality instruction to their students. They continually strive to improve their craft. The unity and support are regularly shared as strengths of the East staff.

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

Students identified other student's behaviors as occasionally distracting them from their instruction. Hallway disagreements creating drama has lead to lowered student satisfaction.

Parents would like more opportunities to participate in their children's classrooms. Some parents also felt that the school could do more to accommodate for the special learning needs of their children, both remedial and accelerated.

Students are taking too much liberty with their interactions with staff. There have been many disrespectful encounters.

### **12. How might these challenges impact student achievement?**

Having to address hallway or classroom behaviors takes time away from classroom instruction. This will negatively impact student achievement.

Not addressing the diverse needs of students will negatively impact achievement.

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

The school will continue to focus on the PBIS program. The School Improvement team and PBIS committee will develop trainings for staff and students that will address targeted behaviors.

Differentiated instruction will enable teachers to meet the needs of a diverse group of learners.

Teachers will seek ways to incorporate parents into their classrooms. The Proud Dads groups is in its second year of operation, creating programs like Dine and Dash, Breakfast with a Buddy, and Dodge ball, as a way to get more parents into our school.

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

All students, including students with disabilities, are eligible for interventions provided through Title 1.

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

Students can participate in a number of Math, Science and ELA extended learning activities, including, but not limited to: Math Olympiad, Science Olympiad, Math Pentathlon, Word Masters, Optimist Oratorical Competition, Optimist Essay Competition, and Battle of the Books. For students who struggle, before and after school tutoring is provided by teachers.

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

Students are identified through classroom performance, teacher and parent recommendations, test scores, and formative/summative assessments. Parents are notified of these opportunities through counselors, teachers, or administrators.

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

English, Math and Science teachers have been receiving training in implementing the Common Core and NGSS standards. Lessons have been piloted. East participated in the Pilot of the Smarter Balanced test which gave staff and students a preview of the test that will assess their knowledge of the Common Core in the future. Social Studies teachers will be involved in our Readers' Apprenticeship program next year. Administrative walk-throughs and evaluations, PLT meetings, and conversations between administration and staff ensure these programs are implemented with fidelity.

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

N/A

## **Achievement/Outcome Data**

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

### **19a. Reading- Strengths**

According to NWEA winter test results for our seventh grade students, our mean RIT score was above grade level, while our eighth grade students at grade level. For both grade, the area of vocabulary acquisition and usage was their strongest area. On last year's MEAP test, current eighth graders scored highest in the areas of word study, narrative text, informational text, and comprehension. Based on classroom observations of classroom teachers, students are coming to us with more background experience. Students use close reading strategies, inferencing, and questioning to deepen their level of understanding with text.

### **19b. Reading- Challenges**

According to winter NWEA results, students scored lowest in literature, with a mean score slightly below grade level for both seventh and eighth grade. Students struggle with providing text evidence to support a claim they are making regarding a reading passage. In addition, they struggle to provide commentary that explains how the evidence supports the claim.

### **19c. Reading- Trends**

Reading MEAP cohort scores have, over the past 3 years, increased each year from 7th to 8th grade. Last year, the 8th grade reading MEAP increased 9% over their scores as 7th graders.

## 19d. Reading- Summary

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

We are addressing these challenges in the School Improvement Plan. Our goal is to increase student understanding of informational text. Both grade levels are implementing close reading strategies gathered from book studies completed in PLT meetings. These strategies are also taught in workshop and special education classes. Additionally, core curriculum units provide multiple experiences for students to gather text evidence and provide commentary.

## 20a. Writing- Strengths

According to MEAP data from last year, personal style and spelling were areas of strength for our students, followed by writing to different genres. Students are coming to us with more background knowledge of informational writing and personal narrative.

## 20b. Writing- Challenges

Currently, we do not have a common assessment to gather data about writing. This makes it difficult to ascertain the strengths and needs of our students. We are addressing the needs of struggling writers through Writer's Workshop. These students are recommended through teacher observations, informal/formal writing assessments, and discussions with parents.

## 20c. Writing- Trends

Because upper elementary schools have been implementing the core units, students are coming to us with more experience with informational writing and personal narrative.

## 20d. Writing- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no**

**challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Informational writing is one of our School Improvement goals. Our Writer's Workshop teachers, along with our Language Arts teachers, are developing a writing assessment to evaluate student writing progress in a more uniform manner. We will continue to focus on informational writing skills in English classes, as well as targeting students who may benefit from Workshop.

### **21a. Math- Strengths**

Based on winter NWEA mean math scores, seventh grade students are at grade level. Mean scores for eighth grade are still at grade level, but leaning to beginning of the year scores. Geometry is a strength for seventh grade, while statistics and probability are strengths for eighth grade.

### **21b. Math- Challenges**

Seventh grade scored lowest on operations in algebraic thinking on the winter NWEA. Eighth grade scored lowest on real and complex number systems and geometry. These were units that were not addressed before the test was administered.

### **21c. Math- Trends**

Students are coming to us with less number sense and knowledge of basic facts. In addition, students struggle with fractions.

### **21d. Math- Summary**

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

We are addressing these challenges in the School Improvement Plan. Our goal is to increase student achievements in all mathematical areas. Both grade levels are using Moby math to differentiate instruction. These strategies are also taught in workshop and special education classes. Additionally, core curriculum units provide multiple experiences for students to practice these concepts.

### 22a. Science- Strengths

Our data is based off our district trimester common assessment finals. Last year both the 7th and 8th grade teachers saw an improvement in the number of students that scored above a C on the finals as the year progressed. This year so far, 7th grade teachers have 74% of their students scoring above a C on the finals, and 8th grade teachers have 73.8% of students scoring above a C. Additionally, in both 7th and 8th grades, all teachers have seen 100% of their students improve dramatically on the NGSS common assessment engineering practices test given.

### 22b. Science- Challenges

This year we are concerned about the trimester 3 common assessment finals. Our students will have been testing for the MSTEP and then the NWEA for 7 weeks prior to taking the final exams. We are concerned that our students will be "tested out" and perform below what they did last year.

### 22c. Science- Trends

Students continue to do better and better with our district common assessments as they take more of them and get used to taking finals. However, our students are coming to us from the upper elementary schools with absolutely no knowledge of the NGSS engineering practices, making it a necessity to review every step multiple times in multiple ways.

### 22d. Science- Summary

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

The science department will continue to train our East teachers on the NGSS practices. We will continue to implement more engineering practices, and use them throughout the different curricular units. We will also offer to train the upper elementary teachers on NGSS if they desire our help.

### 23a. Social Studies- Strengths

According to NWEA Reading test data, students showed overall growth from Fall to Winter in both grade levels. The 7th grade fall test resulted in a mean RIT of 216.8 (0.5 above the mean grade level RIT) and increased 3.3 in the winter (1.9 above the mean grade level). Respectively, the 8th grade fall test resulted in a mean RIT of 216 (3 below the mean grade level RIT) and increased 4.3 in the winter (just 0.9 below the mean grade level).

Reading Inventory data showed overall growth throughout the year as well. Fall vocabulary scores showed that only 47.5% of students earned a 3, the top score. Spring scores show that 82.4% of students earned a 3 in vocabulary, an increase of 34.9%. Fall context results illustrate that 56.25% earned the top score, while that increased by 8.5% to 64.8% in the spring. Finally, students proved inference to be another area of growth, increasing 31.1% from fall (17.5%) to spring (48.6%).

### 23b. Social Studies- Challenges

According to NWEA results, 8th grade students are entering the year below grade level in Reading and, despite narrowing the gap in the winter, are still scoring below mean grade level RIT. Despite focusing as a PLT on increasing Informational Reading scores, the NWEA Informational Reading test data was very difficult to gather and interpret.

As both 7th and 8th grade curriculum shift toward teaching Common Core, students will face the same struggle in Social Studies as they do in ELA. Students struggle with providing text evidence to support a claim they are making regarding a reading passage. In addition, they struggle to provide commentary that explains how the evidence supports the claim.

### 23c. Social Studies- Trends

Social Studies students will need to be more proficient in reading a variety of texts (1st person historical accounts, news articles, textbooks, trade books, etc.) and better writers - more adept at clearly stating claims, providing and citing supporting evidences and commentary. As a result, there will be a shift from memorizing facts and recall, characteristics and data to problem solving, drawing conclusion and making inferences. Furthermore, students will need to apply concepts and think deeper.

### 23d. Social Studies- Summary

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

We are addressing these challenges in the School Improvement Plan. Our goal is to increase student understanding of writing historical claims. Both grade levels are implementing argumentative/persuasive writing strategies developed through PLT and curriculum meetings.

Additionally, a variety of text types, including primary & secondary sources, textbooks, trade books, articles, graphs/charts, etc. will provide multiple experiences for students to gather text evidence and provide commentary.

## **Perception Data**

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

### **24a. Student Perception Data**

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

Students at East indicate the building Principal and teachers have high expectations of the students. Less than 4% of the students surveyed believed staff and administration did not have high expectations.

### **24b. Student Perception Data**

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

The students identified disrespect from students to staff and between students as being the most significant issue. Only 30% of the students felt students treated teachers with respect. When asked about the care of property, 32% felt the property of others was not treated respectfully.

### **24c. Student Perception Data**

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

Administration will make a plan to have student WEB leaders create videos, modeling respectful and disrespectful behaviors towards staff members and property, to show all students. These videos will be shown throughout the year. In addition, teachers will lead mini-lessons with their Titan Time students, focusing on the same behavioral areas.

### **25a. Parent/Guardian Perception Data**

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

Parents indicated the overall highest level of satisfaction in that children know expectations for all classes and that the school's purpose statement is clearly focused on student success. In addition, parents were highly satisfied that qualified staff support student learning and that students are provided opportunities to participate in activities that reflect their interests.

**25b. Parent/Guardian Perception Data**

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

Parents indicated the lowest satisfaction in the area of individualized instruction. They feel this is lacking in their child's education. In addition, this group also showed overall dissatisfaction regarding teachers not working as a team to help their child learn.

**25c. Parent/Guardian Perception Data**

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

Administration and teachers will begin discussions regarding the placement of at-risk students in a teaching team. In addition, professional development focusing on individualized instruction will be provided.

**26a. Teacher/Staff Perception Data**

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

Stakeholders indicated the overall highest level of satisfaction in that East Middle School has qualified staff members and that the leadership team allows staff to be stakeholders.

**26b. Teacher/Staff Perception Data**

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

Staff members indicated the overall lowest level of satisfaction in that they are lacking in data training skills. The staff also felt that the teachers do not use common grading and reporting systems.

**26c. Teacher/Staff Perception Data**

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

To improve staff satisfaction in data training we will provide more learning opportunities and ideas for gathering data and how to analyze that data. Staff will be provided opportunities to have building wide conversations about common grading systems.

**27a. Stakeholder/Community Perception Data**

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

Stakeholders indicated the overall highest level of satisfaction in that children know expectations for all classes and that the school's purpose statement is clearly focused on student success. In addition, stakeholders were highly satisfied that qualified staff support student learning and that students are provided opportunities to participate in activities that reflect their interests.

**27b. Stakeholder/Community Perception Data**

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

Stakeholders indicated the lowest satisfaction in the area of individualized instruction. The community feels this is lacking in a child's education. In addition, this group also showed overall dissatisfaction regarding teachers not working as a team to help children learn.

**27c. Stakeholder/Community Perception Data**

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

Administration and teachers will begin discussions regarding the placement of at-risk students in a teaching team. In addition, professional development focusing on individualized instruction will be provided.

## Summary

### 28a. Summary

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

Students and parents feel the education they receive is rigorous. Both groups perceive that learning is important, expectations are high and support is provided by the teachers. Parents feel teachers and staff are committed to their child's learning. Parents are satisfied with communication concerning their student's progress and curriculum taught.

Teachers have worked hard at providing quality instruction to their students. This group of teachers (73% have 15 years or more experience) continually strive to improve their craft. Unity and support are regularly shared as strengths of the East staff.

Student attendance is not a major concern. On average 94% of students attend each day.

7th grade students across curriculum were at or above grade level on NWEA tests and showed growth throughout the year. 8th grade students showed growth in all areas despite starting the year at or just below grade level. Specific student strengths include vocabulary acquisition and usage, geometry, engineering practices, drawing conclusions (7th) and comprehension of narrative and informational text, statistics, probability, engineering practices, and drawing conclusions(8th).

### 28b. Summary

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

The demographics of our students have changed over the past 5 years. The percentage of students at East receiving free and reduced lunch has increased by over 10%. The learning needs of our student body have changed with the demographics. Some students are challenged to arrive to school on time.

Students have identified other student's behaviors as occasionally distracting them from their instruction. They also feel some students are taking too much liberty with their interactions with staff. There have been many disrespectful encounters. Our African American boys are being disciplined at a higher percentage than other students.

According to winter NWEA results, students scored lowest in literature, with a mean score slightly below grade level for both seventh and eighth grade. Students struggle with providing text evidence to support a claim and to provide commentary that explains how the evidence supports the claim.

Students are coming to us with less number sense and knowledge of basic facts. In addition, students struggle with fractions. Seventh grade scored lowest on operations in algebraic thinking and eighth grade scored lowest on real and complex number systems and geometry.

According to NWEA Social Studies results, 8th grade students are entering the year below grade level in Reading and, despite narrowing the gap in the winter, are still scoring below mean grade level RIT.

### 28c. Summary

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

The challenges for the staff and students are being evaluated, considered and plans are being developed or implemented to address them.

To address tardy concerns, East has provided both positive and negative interventions from an Oakland County Truancy Officer, along with group support and individual counseling from Guidance Counselors. In extreme cases, home visits are conducted and outside counseling is sought to attempt to address the needs of the student and family.

We are addressing behavioral concerns using restorative justice as well as PBIS school-wide strategies. To address the specific issues of disrespect, administration will make a plan to have student WEB leaders create videos, modeling respectful and disrespectful behaviors towards staff members and property, to show all students. These videos will be shown throughout the year. In addition, teachers will lead mini-lessons with their Titan Time students, focusing on the same behavioral areas.

Our Reading goal is to increase student understanding of informational text. Both grade levels are implementing close reading strategies gathered from book studies completed in PLT meetings. These strategies are also taught in workshop and special education classes. We are addressing the needs of struggling writers through Writer's Workshop. Both grade levels are implementing argumentative/persuasive writing strategies developed through PLT and curriculum meetings.

We are working toward increasing student achievement in all mathematical areas where both grade levels are using Moby math to differentiate instruction. These strategies are also taught in workshop and special education classes. The science department will continue to train our East teachers on the NGSS practices. We will continue to implement more engineering practices, and use them throughout the different curricular units.

To increase the opportunity for staff to collaborate regarding specific students, Administration and teachers will begin discussions regarding the placement of at-risk students in a teaching team. In addition, professional development focusing on individualized instruction will be provided. We will provide more learning opportunities and ideas for gathering data and how to analyze that data.

# School Additional Requirements Diagnostic

## **Introduction**

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	NA. East has grades 7 and 8.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	<a href="https://www.farmington.k12.mi.us/cms/lib/MI01808718/Centricity/domain/101/annual%20reports/1314/ems_1314.pdf">https://www.farmington.k12.mi.us/cms/lib/MI01808718/Centricity/domain/101/annual%20reports/1314/ems_1314.pdf</a>	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	All of the EDP's (7th and 8th) are on file with Career Cruising which is linked to Course Planner. All EDP's are available for review if a parent/ FPS staff member wishes to evaluate student goals and pathways.	

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

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

# School Improvement Plan

East Middle School

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Barbara Fries Director of Human Resources 32500 Shiawassee Farmington, Mi 48336 248-489-3356	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		East Parent Involvement Policy 14-15

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		East Parent School Compact 14-15

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No		

# Title I Schoolwide Diagnostic

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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 all content areas at the same time maintaining a focus on positive behavior supports. 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: Student Achievement - MEAP (will become MSTEP data), NWEA, Report Cards, Progress Reports, Summative and Formative Assessments, End of Unit Tests, and District Assessments.

Program / Process - Our School Data Profile and Self Assessment.

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 - Seventh and eighth grade students, staff, community and parent perception data regarding instruction, student learning, school climate and student relationships was collected through a survey last year. Feedback is solicited from teachers, staff, and parents through staff 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?

Grade 7 Reading:

Reading proficiency varied, but there was overall improvement. In 2010, 62% of all students were proficient. In 2011, the rate climbed to 71%, and in 2012, declined slightly to 69%. 2013 resulted in 64.4% at or above standard.

There were gender gaps, however with girls consistently outperformed boys. The gap in 2010 was 7% (Girls - 65%, Boys - 58%); in 2011, it was 17% (Girls - 79%, Boys - 62%); and in 2012, it was 13% (Girls - 75%, Boys - 62%) and in 2013 the gender gap was 11%. This will impact our strategies to improve reading proficiency among boys. Among ethnic groups, Asian students consistently performed higher than other groups: 82%, 82%, 88%, 91%. White or Caucasian students followed with 66%, 74%, 77%, and 74%. Previously, black students had an average gap of 20 points below the aggregate group. Currently, black students are 16 points below the average of students who were proficient. Hispanic and Two or More Races did not yield enough data.

## School Improvement Plan

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A growing issue is with Economically Disadvantaged students, who previously performed 20-23 points below all students but have dropped to 30 points behind. English Language Learners also present significant gaps, and scored 22 - 25 points below the average. These gaps were consistent during the 4 year period.

Students with Disabilities scored lowest, ranging from 0% proficient to 16% - 25% proficiency but has shown a significant gain to 35% proficient.

### Grade 7 Math:

Math proficiency remained relatively flat. Female students achieved 10-15% higher than male students over the same period of time in both reading and math. 7th grade MEAP data was considered as baseline data, but since the tests assess learning prior to 7th grade, changes of instruction would not impact achievement scores, yet evaluating achievement scores and determining a pattern of weakness could result in modification of instruction and ultimately growth in achievement. In 2010, 51% of all students were proficient in math. In 2011, 44%, in 2012 declined to 33% and in 2013 came up slightly to 36%.

There were also gender gaps, and girls consistently outperformed boys. The gap in 2010 was 2% (Girls - 52%, Boys - 50%); in 2011, it widened to 19% (Girls - 53%, Boys - 34%); and in 2012, it was 23% (Girls - 70%, Boys - 47%). In 2013, the gender gap, though still significant, reduced to under 13 %. This will impact our strategies to improve math proficiency among boys.

Among ethnic groups, Asian students consistently performed higher than other groups: 91%, 91%, and 75%, 82%. White or Caucasian students followed with 56%, 44%, 44% and 43%. Black or African American students fell below the aggregate group with 25%, 24%, 19% and most recently, dropping to 13% proficiency. Hispanic and Two or More Races did not yield enough data.

Another notable gap was with Economically Disadvantaged students, who consistently performed at 28%, 26%, 19% and also dropping significantly to 12%. English Language Learners also present significant gaps, ranging from 25% to 21%. These gaps were consistent during the 4 year period. Students with Disabilities scored lowest, ranging from 3% proficient to 14% proficiency.

### Grade 7 Writing:

Students struggle with conventions in both narrative and informational writing. Students have excelled at mechanics such as spelling and grammar and usage. Writing proficiency stayed consistent: in 2010, 58% of all students were proficient. In 2011 and 2012, the rate remained the same at 59% but increased to 61% in 2013

Once again, there were gender gaps, as girls consistently outperformed boys. The gap in 2010 was 20% (Girls - 69%, Boys - 49%); in 2011, it was 27% (Girls - 72%, Boys - 45%); and in 2012, it was 23% (Girls - 70%, Boys - 47%). 2013 revealed a 30% gap between the girls and the boys. This will impact our strategies to improve writing proficiency among boys.

Among ethnic groups, Asian students consistently performed higher than other groups: 77%, 84%, 93% and 88%. White or Caucasian students followed with 63%, 60%, then remained at 64% for two years. Black or African American students were 13 - 21 points below the average at 41%, 45%, 41% but raised to 47% in 2013. Hispanic and Two or More Races did not yield enough data.

Another notable gap was with Economically Disadvantaged students, who performed lower at 34%, 41%, 32% and 35%. English Language Learners also present significant gaps, at 21%, 26%, 11% and 12% proficiency. Students with Disabilities scored lowest, ranging from 0% proficient to 14%.

## School Improvement Plan

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### Grade 8 Reading and Math:

Using four years of MEAP data, we noted that scores in eighth grade reading and math remained relatively flat. In math, White and Asian students consistently achieved at higher levels than African American and Hispanic students. Both male and female students' scores increased during this time. In reading and math, students who are economically disadvantaged scored significantly lower than students that were not. During the 4-year span, White students scored significantly higher when compared to African American students. Students with disabilities also achieved at a much lower rate than students without disabilities. As a whole population, more students' performance levels increased than decreased.

### Grade 8 Reading Specifics:

Reading proficiency varied, but there was overall improvement. In 2010, 63% of all students were proficient. In 2011, the rate climbed to 68% to 72% in 2012, but dropped to 64.4% in 2013.

There were gender gaps, however. Girls consistently outperformed boys. The gap in 2010 was 19% (Girls - 72%, Boys - 53%); in 2011, it was 23% (Girls - 80%, Boys - 57%); and in 2012, it was 14% (Girls - 79%, Boys - 65%). This will impact our strategies to improve reading proficiency among boys.

Among ethnic groups, Asian students consistently performed higher than other groups: 79%, 93%, 88%, 97%. White or Caucasian students followed with 68%, 73%, 77% and 82%. Black or African American students had increasing scores: 47%, 51%, 56% and 63.8% Hispanic and Two or More Races did not yield enough data.

Economically Disadvantaged scored 42%, 51%, and 56% over the 3 year span. English Language Learners rose from 15% in 2010 to 35% in 2011, 36% in 2012 and 26.3% in 2013. Students with Disabilities scored 19%, 27%, 29% and dropped to 22% in 2013.

### Grade 8 Math Specifics:

Math proficiency varied slightly over the 3 year span: in 2010, 50% of all students were proficient, in 2011, 49%, in 2012, proficiency declined slightly to 47% and declined further to 40% in 2013. Conversely, 57.6% of the students were proficient on the NWEA the same year. Girls consistently outperformed boys. The gap in 2010 was 7% (Girls - 52%, Boys - 47%); in 2011, it was 1% (Girls - 50%, Boys - 49%); and in 2012, it was 11% (Girls - 52%, Boys - 41%). This will impact our strategies to improve math proficiency among boys.

Among ethnic groups, Asian students consistently performed higher than other groups: 86%, 86%, 90% and 78.3%. White or Caucasian students followed with 56%, 58%, 49% and 47.3%. Black or African American students had proficiency rates of 24%, 19%, and 24%. Hispanic and Two or More Races did not yield enough data.

Economically Disadvantaged students' proficiency was 28% in 2010, 26% in 2011, and 25% in 2012. English Language Learners also present significant gaps, at rates of 19%, 27%, and 22%. Students with Disabilities scored lowest, with 9% proficiency in 2010, 8% in 2011, 3% in 2012 but rebounded slightly to 6% in 2013.

### Grade 8 Science:

Science proficiency has remained relatively flat over the last three years. Demographically, 17% of all students were proficient; 6% of African Americans were proficient, 20% of White or Caucasians were proficient, and 5% of Economically Disadvantaged students were proficient in 2012. In 2013, only 3.6% of the African American students were proficient while 24% of the Caucasian population were proficient. English Language Learners and Students with Disabilities struggled the most with proficiency at 0% and 4% respectively. Analyzing information, evaluating scientific explanations and demonstrating scientific concepts through models showed a decrease, while drawing conclusion showed an increase. In doing an item analysis, the following items were identified as priority areas of focus: analyzing data and reading

charts and graphs.

### **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, science, social studies, writing and positive behavior support. After identifying the priority needs of our target populations, we selected strategies to specifically address those needs. 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 identified for improvement: In ELA, comprehension of informational text and writing conventions. In math, interpreting data and drawing conclusions, and analyzing data from charts and graphs.

### **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 3 years (data before the school reconfiguration was deemed not useful). 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 target 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 2 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" students will be identified using standardized testing, formative and summative assessments as well as teacher recommendation.

In addition, particular attention will be paid to lower achieving subgroups to include: males in 7th and 8th grade reading, African American students in 7th and 8th grade math and reading and 7th grade writing, and English Language Learners and Economically Disadvantaged students in all areas. Science is a weak area for all students. Within our goals we developed strategies that address these 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.
- All content areas focus on informational writing.
- Staff implement Core Curriculum lessons to strengthen informational writing, specifically in English and Science 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 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 Titan Time.
- Readers, Writers, and Math Workshop provide additional instruction by certified staff to students that 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 and social studies teachers utilize Reader's and Writer's Workshops. This method of differentiation allows students to excel at the appropriate pace.
- 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 utilizes Marzano's Model to identify and communicate clear learning goals and encourage students to reflect on their learning.
- Professional Learning Teams allow for collaboration and 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 Schoolwide Reform Model uses Professional Learning Teams, RTI, and the Marzano Model to address the needs of all students.

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- 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.
- RTIs 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.
- Marzano's Model encourages all teachers to communicate a clear learning goal to their students. It 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.**

- RTI initiative provides appropriate support for students based on the tier of support needed. East's Intervention Team (consisting of special education staff, counselors, teachers and administrators) meets 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 an entire trimester. Students are placed in these classes based on standardized, summative and formative assessment results as well as teacher 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 receive additional instruction in reading.
  - Writer's Workshop - Students who require development in writing receive instruction in conventions, ideas and word choice
  - Study Skills - Students who are lacking study skills receive instruction in organization skills and test taking. Attention is paid to areas of lower achievement.
- Tier 3 students, certified and receiving Special Education services, work one-on-one with teachers who are addressing their individual goals in their IEPs.
- Titan Time 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 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 that require additional assistance are provided Workshop opportunities each trimester.
- Teachers work with parents to ensure student needs are being met.
- NWEA data is used to determine grade level equivalent scores.

**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 3 teachers retire, and 1 move to another school this past year (6%). 1 new staff member was added to take their places due to declining enrollment. 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 60 certified teachers working with students in general, bilingual and special education. As a teaching staff East has 1010 total years of experience with an average of 16.3 years.

0-3 Years - 0

4-8 Years - 5

9-15 Years - 17

15< Years - 35

### **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 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 specific position applied for. A committee consisting of school administrators, teachers and parents screen interested candidates. Selected candidates are interviewed by a school team. When possible, candidates are asked to come and teach a lesson.

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

The Farmington Public School District is a highly desirable place to live and work. Its prime location in Oakland County, MI draws applicants from across the country. Its proximity to major expressways, cultural experiences (libraries, theaters and museums), entertainment and historical sites offers opportunities for rich cultural experiences. In addition to offering competitive compensation and benefits, the district provides innovative professional development with opportunities for advancement and leadership, and onsite continuing education. The

district is on the cutting edge of curriculum reform and use of technology in instructional practices. There is shared ownership of key initiatives as we implement teacher evaluation reform. The staff is drawn to the diversity and uniqueness of our student body.

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 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 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 have opportunities to attend conferences and workshops throughout the year, 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 also have opportunities to observe other classrooms to learn and share strategies, activities and best practices in a collaborative environment. In addition, we have regular, ongoing and sustained professional development 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
- Book Study: "Common Core Mathematics in a PLC at Work: Grades 6-8";
- 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, PLTs, QI Coaches;
- Common Core Implementation, covering English, Math, and Science; presented by Department Chairs, PLTs, QI Coaches;
- Data Analysis, covering all core content areas; presented by Department Chairs, PLTs, QI Coaches;
- 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.

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

Strategies that Work - Stephanie Harvey & Anne Goudvis; In the Zone - Nancy Atwell, 2007; I Read It, But I Don't Get It - Chris Tovani, 2000.

We also have regular, informational meetings (staff meetings, PBIS department meetings, delayed start 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. The entire building, including teachers, administrators, support staff, bus drivers, cafeteria workers, counselors, custodians, etc.

Teachers will collaborate with others from East and Dunckel Middle School concerning lesson format and assessment development. Attention will be paid to transition to the Common Core Curriculum.

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

Our district trainings have a multiple year system in place. Common Core trainings have been staggered to follow Oakland County guidelines SY 2015-2016

## School Improvement Plan

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which is a multiple year initiative. PBIS is an on-going initiative. 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 have continued, sustained and ongoing opportunities 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 also are provided weekly collaboration time 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, Teachers are provided collaboration time to meet weekly within their grade / content area teams.

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 PTA, 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.

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 two Title 1 Involvement Coordinators. All of the Parent Organizations work closely with the Coordinators 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 5/6 Upper Elementary School PTSAs (Power and Warner) 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 schoolwide 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		

## 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, fall and spring conferences. Progress 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 7th graders with their transition to middle school in a variety of different ways. The 6th graders are bussed to East during a regular school day in the spring to participate in 7th grade orientation led by the East WEB leaders. The WEB leaders maintain their mentoring of the 6th graders throughout the summer. A combined 6th and 7th 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 7th graders and outgoing 8th graders are supported with counselor visits and an administrator swap. The week before school starts, incoming 7th graders are invited to attend 7th 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. 8th graders have the option of participating in 'Pledge for Success' - a community partnership program that prepares our 8th graders for high school and beyond and we encourage them to also 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 7th 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. The upper elementary and middle school administrators exchange responsibilities for a day as well.

## 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. Summative assessments are mandated throughout the district to evaluate common check points for all students in both Farmington Middle Schools. The School Improvement Team and Department PLTs are currently working together to design formative and summative assessments that align with the newly adopted 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. IEP Teams work with classroom teachers to select appropriate state standardized assessments for students with special needs.

### 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 trimester to drive quality instruction and track student learning.

All teachers in the Farmington district have access to the Pearson electronic database where summative assessment and standardized test data is uploaded and stored. This database allows multiple ways to sort, compare, and analyze data.

## **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 East seventh and eighth students experiencing difficulty mastering standards, the following criteria are 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, administering Fountas and Pinnell assessments, and conferring with students regarding comprehension and inference skills. Students that score lower than 70% on classroom assessments, score 2 or more levels below grade level on NWEA assessments and/or Fountas and Pinnell assessments, or are performing below grade level in any core subject matter are recommended for intervention.

In addition, Math teachers use on-line Moby Math which determines grade level performance to ascertain if students are struggling below grade level. Students that 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 trimester 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, tutoring during homeroom, and individual tutoring with core subject teachers during lunch, before and after school.

Language Arts teachers use Guided Reading and Writing Groups, as well as one on one instructional time. Students that perform below grade level are provided Readers' and Writers' Workshops which give additional learning time in addition to Language Arts classes to strengthen needed skills. Students with IEPs are scheduled in co-taught classes with a certified classroom teacher and special education teacher as well as an Academic Skills classes during with IEP goal are addressed. Bilingual students receive assistance from paraprofessionals in the classroom as well as instruction in bilingual classes.

Math follows a similar tiered structure, incorporating Moby Math, an on-line program, to provide foundational skills, increasing student ability to understand concept skills. Workshop classes are provided each trimester, in addition to assigned math classes, to students that 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.

Along with ELA and Math, Science and Social Studies classes also have co-taught sessions. In addition, students that are not passing

classes are assigned to a Study Skills class to boost organizational and academic skills across subjects. Additional small group support for students not achieving grade level skills is provided during home room.

Finally, technology is integrated throughout all classes, using programs such as Discovery Education, Smart Notebook, ReadNaturally, Co-Writer, 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 Netbooks 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, PTSA, Target Corp, Staples Office Supplies, Suburban Collection, 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 NCLB 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 is NWEA results and district common assessments. MSTEP data will be used once available.

### **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 15-16**

## **Overview**

### **Plan Name**

East School Improvement Plan 15-16

### **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 will increase their proficiency in reading.	Objectives: 1 Strategies: 6 Activities: 17	Academic	\$109400
2	All students will receive behavioral support and instruction from school personnel in a manner that fosters respect and high achievement.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$2000
3	Students will increase their math proficiency.	Objectives: 1 Strategies: 4 Activities: 16	Academic	\$9000
4	All students will increase their proficiency in expository and narrative writing.	Objectives: 1 Strategies: 6 Activities: 20	Academic	\$2000

## Goal 1: All students will increase their proficiency in reading.

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency of a 3 point increase on the 2014 NWEA test in Reading in English Language Arts by 06/12/2015 as measured by NWEA Reading test..

### Strategy 1:

Reading Intervention Class - Teachers will provide a reading intervention class for targeted students (bottom 30%) that display a significant deficiency in reading based on MEAP, NWEA, 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..

Research Cited: 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 2

Activity - Focus School Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10% of Title 1 budget set-aside for required Focus school activities to individualize instruction for the targeted bottom 30% students. To include Readers Apprenticeship.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/17/2016	\$6700	Title I Part A	Naomi Khalil

Activity - Individualized and Targeted Intervention Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students (Bottom 30%) will receive individualized and targeted intervention instruction to build reading skills in areas of concern.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/17/2016	\$93000	Title I Part A	Reading interventionist will be responsible to implement the individualized program to the targeted students.

### Strategy 2:

Reading Workshop - Teachers will conduct lessons using the Reading Workshop format in the Language Arts classes.

Research Cited: Stephanie Harvey & Anne Goudvis - Strategies that Work and

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Nancy Atwell - In the Zone

Tier:

Activity - Comprehension Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in reading comprehension strategy instruction (making connections, asking questions, making predictions, making inferences, synthesizing, visualizing, determining importance, subheadings, bold print, vocabulary, etc.).	Direct Instruction	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	All Language Arts teachers, co-teachers, and reading interventionists will be responsible for implementing this activity.

Activity - Professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize PLT and lab classroom visits to increase understanding and implementation of Common Core through Reader's Workshop.	Professional Learning	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	Quality Instruction Coach All ELA Teachers

**Strategy 3:**

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

Research Cited: The Best Schools - Armstrong, 2006 and Pyramid Response to Intervention - Buffman, Mattos, Weber, 2009

Tier: Tier 1

Activity - On-Going Parental Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents will meet with the Parent/Community Coordinator periodically to discuss strategies for being more successful.	Parent Involvement	Tier 1	Monitor	09/08/2015	06/17/2016	\$9500	Title I Part A	Parent Community Support Coordinator Counselors

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### Strategy 4:

Differentiated Instruction - East teachers will increase their knowledge and practice of using differentiated instruction to improve student comprehension of informational text.

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

Classroom Strategies that Work: Marzano

Tier:

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students' progress will be continually monitored by classroom paraprofessionals 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 of informational text.	Academic Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	All English Teachers
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in lab visits, instructional coaching and collaborative planning time to build their capacity to meet the needs of all students.	Professional Learning	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	Quality Instruction Coach All ELA teachers
Activity - Lesson planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA PLT will develop and reflect upon differentiated lessons.	Curriculum Development	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	Quality Instruction Coach All ELA teachers
Activity - Before & After School Extension	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.	Academic Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	East ELA teachers
Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will participate in a book study around PLCs using the book Common Core English Language Arts in a PLC at Work, Grades 6-8.	Professional Learning	Tier 1	Monitor	09/08/2015	06/17/2016	\$200	General Fund	ELA and SE teachers
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### Strategy 5:

Develop/Analyze/Revise Formative and Summative Assessments - Teachers will work within their PLT to develop, analyze and revise formative and summative assessments.

Research Cited: Robert Marzano The Art and Science of Teaching

Tier:

Activity - Development of Accommodated Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
East teachers will collaborate within each grade level to develop accommodations for identified students who are not achieving at the desired level.	Curriculum Development	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	All ELA and SE staff

Activity - Develop Accommodated Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
East teachers will collaborate within each grade level to develop accommodations for identified students who are not achieving at the desired level.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	East ELA and SE teachers

Activity - Creation/Revision of Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
East ELA teachers will collaborate within grade level PLTs concerning formative assessment development and revision. Attention will be paid to transition to the Common Core Curriculum.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	East ELA and SE staff

Activity - Creation/Revision of Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
East ELA teachers will collaborate within grade level PLTs concerning summative assessment development and revision. Attention will be paid to transition to the Common Core Curriculum.	Curriculum Development	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	East ELA and SE staff

Activity - Create Formative and Summative Assessment Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will create formative assessment rubrics to assess student understanding of Common Core standards.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	East ELA and SE staff
Activity - Analyze Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data from formative and summative assessments in order to inform instruction and identify students who have mastered content.	Evaluation	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	East ELA and SE staff

### Strategy 6:

Intervention- Study Skills - Students who display a need for additional academic support will be eligible for study skills intervention during an elective hour. Selection will be based on teacher recommendations, grades, and formative and summative assessments.

Research Cited: Pyramid Response to Intervention - Buffman, Mattos, Weber and The Best Schools - Armstrong

Tier:

Activity - Study Skills Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students (lowest 30%) will receive individualized and small group study skills instruction in lieu of an elective class. The focus will be on test taking, writing and reading skills, and math.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	Study Skills Teacher

## Goal 2: All students will receive behavioral support and instruction from school personnel in a manner that fosters respect and high achievement.

### Measurable Objective 1:

collaborate to create a school-wide PBIS system. Staff will use common language and strategies to address problematic student behaviors while celebrating success achieved through appropriate student behavior choices. by 06/12/2015 as measured by the school-wide "GO" trip, opportunity days, and office referral data to help drive our focus. We will use the "Be a Titan" form, citizenship reflection form, Titan tickets and staff surveys to provide a program suited for student needs.

### Strategy 1:

Student Engagement - Teachers will present PBIS Lessons and WEB Activities to help promote student engagement, including preparedness, responsibility, readiness and respect.

Research Cited: Positive Behavior Support Manual - MDE

Tier:

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Activity - Incentive Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have completed all of their work by a set deadline will celebrate with various activities throughout the afternoon. Students who need additional support and time completing the work will be given an opportunity to "catch up" in a workroom. Pulse reports are used to inform students of their risk of missing the activities. Students are given a week to catch up prior to the incentive day. Data is collected, comparing those anticipated to enter the work room one week prior to the incentive day vs. those that actually end up in the work room as a result of not getting caught up.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	All Staff
Activity - Pulse Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide pulse reports for students weekly during Titan Time. These reports will keep students informed of missing work and help provide information for teachers regarding those students that may be falling behind. These reports are used to help monitor the number of students attending incentive day events.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	Any staff member that has a Titan Time
Activity - Be A Titan Matrix Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will introduce the behavior matrix to 7th graders and review with 8th graders. Staff will use lessons throughout the year to promote and teach expectations. Staff will be asked to complete surveys in order to monitor the effectiveness and use of these lessons.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	Entire Staff
Activity - Behavior Lessons (Matrix)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide periodic lessons to students on appropriate behaviors related to Matrix expectations. Providing lessons in response to the desired effects based on school behavior data and staff feedback	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	Entire Staff

### Strategy 2:

Tracking Student Behavior Progress - Teachers will increase the number of students receiving a O, G or S in citizenship by 10%.

Research Cited: Positive Behavior Manual- Michigan DOE

Tier: Tier 1

## School Improvement Plan

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Activity - Citizenship Personal Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will reflect on their citizenship rating twice per trimester. At progress report time and at the end of the trimester, each student will have an opportunity to define their citizenship rating and describe reasons why they feel they deserve that rating. Conversations with teachers will take place regarding any discrepancies in the ratings.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All Teachers
Activity - Instruction of Citizenship Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will explain the building citizenship rubric to students and will review these criteria periodically throughout each trimester. This rubric defines the criteria necessary in order for students to receive certain citizenship scores, including an O, G, S, or N.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All Teachers
Activity - All "GO" Field Trip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who receive an O or a G in all of their classes during the first and second trimester will have an opportunity to go on a field trip to celebrate their success. The number of students that attend is collected and recorded. This information is used to provide the PBiS committee with data to help guide future lessons and instruction regarding our citizenship rubric.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$2000	General Fund	All Teachers
Activity - Data Analysis of Suspensions and Office Referrals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBiS team will use office discipline referral and suspension data to assess patterns and make decisions based on the needs throughout the school.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	PBiS committee, administration

### Goal 3: Students will increase their math proficiency.

#### Measurable Objective 1:

100% of All Students will demonstrate a proficiency of a 3 point RIT increase on the 2014 NWEA Test in Mathematics by 06/12/2015 as measured by NWEA Math Test..

#### Strategy 1:

PLT Instructional Practice - Teachers will work within their PLT to implement best practices within their classroom.

## School Improvement Plan

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Research Cited: Common Core Mathematics in a PLC at Work Grades 6-8- Briars Asturias, Foster and Gale

Classroom assessment for student learning, Pearson

Tier:

Activity - Before & After School Extension	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, or during lunch for students.	Academic Support Program			09/08/2015	06/17/2016	\$0	No Funding Required	All math teachers will provide this support.
Activity - On-line support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use on-line resources such as Moby Math to increase and reinforce math skills.	Technology			09/08/2015	06/17/2016	\$0	No Funding Required	Math teachers will facilitate student use of on-line resources.
Activity - Student Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teachers, NJHS students and WEB leaders will provide tutoring during Titan Time.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	Math Teachers, National Junior Honor Society and WEB leaders will facilitate tutoring sessions.
Activity - Study Table	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have an opportunity to receive tutoring from certified teachers after school 3 days a week.	Academic Support Program			09/08/2015	06/17/2016	\$0	No Funding Required	Teachers that volunteer to work the study table

## School Improvement Plan

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Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a book study around PLCs using the book Common Core Mathematics in a PLC at Work Grades 6-8 and Classroom Assessment for Student Learning	Professional Learning		Implement	09/08/2015	06/17/2016	\$0	No Funding Required	Math teachers

### Strategy 2:

Response to Intervention - Students in the bottom 30% based on ACT Explore and NWEA scores will receive extra instruction in math

Research Cited: Classroom Strategies that Work, Robert Marzano

Tier:

Activity - Focus School Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
15% of Title 1 Budget will be set aside for required Focus School Activities	Academic Support Program		Implement	09/08/2015	06/17/2016	\$7000	Title I Part A	Naomi Khalil

Activity - Math Intervention Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the bottom 30% based on MSTEP proficiency, NWEA scores, common assessment results and teacher recommendation will be assigned to a Math Intervention class in lieu of an elective in addition to their regularly scheduled Math classes.	Academic Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$0	General Fund	Math teachers and Math intervention teachers.

Activity - Summer Math Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
African American Male students will participate in a summer math program designed to better prepare them for high school.	Academic Support Program	Tier 2	Getting Ready	07/06/2015	07/31/2015	\$0	Title I Part A	Naomi Khalil

### Strategy 3:

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

Research Cited: The Best Schools, Armstrong, 2006

Pyramid Response to Intervention, Buffman, Mattos, Weber, 2009

Tier:

Activity - On-Going Parental Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

East Middle School

Identified students and their parents will meet with the Parent/Community Coordinator periodically to discuss strategies for being more successful.	Parent Involvement	Tier 1	Getting Ready	09/08/2015	06/17/2016	\$2000	Title I Part A	Parent Community Support Coordinator
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### Strategy 4:

PLT - Develop/Analyze/Revise Formative and Summative Assessments - Teachers will work in Professional Learning Teams to develop/analyze/revise formative and/or summative assessments for each unit.

Teachers will use data from the 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.

Research Cited: Common Core Mathematics in a PLC at Work; Timothy Kanold & Matthew Lawson

Marzano: Art and Science of Teaching

Tier:

Activity - Formative Assessment Creation/Revision	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will collaborate within a grade level concerning formative assessment development and revision. Attention will be paid to transition to the Common Core Curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All math teachers

Activity - Accommodating Formative Assesemnts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
East teachers will collaborate within each grade level to develop accommodations for identified students that are not achieving at the desired level.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	East math teachers

Activity - Create Formative Assessment Rubric	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create formative assesement rubrics to assess student understanding of Common Core standards.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All math and SE staff

Activity - Create Accommodated Formative Assessment Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify where accommodations with the developed rubric are appropriate to meet the needs of identified students that are not achieving as expected.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All math and SE staff

## School Improvement Plan

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Activity - Summative Assessment Creation/Revision	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will collaborate within a grade level concerning summative assessment development and revision. Attention will be paid to transition to the Common Core Curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All math and SE staff
Activity - Development of Accommodated Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
East teachers will collaborate within each grade level to develop accommodations for summative assessments for identified students that are not achieving at the desired level.	Professional Learning	Tier 2	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All math SE staff
Activity - Analyze Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data from formative and summative assessments in order to inform instruction and identify students that have mastered content. NWEA scores will be used to determine areas of strengths and weaknesses for students	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All math and SE staff

## Goal 4: All students will increase their proficiency in expository and narrative writing.

### Measurable Objective 1:

A 2% increase of Seventh and Eighth grade students will demonstrate a proficiency in expository and narrative writing in English Language Arts by 06/12/2015 as measured by the MEAP .

### Strategy 1:

Intervention - Study Skills - Students who display a need for additional academic support will be eligible for study skills intervention during an elective hour. Student selection is based on teacher recommendations, grades, formative and summative assessments.

Research Cited: Pyramid Response to Intervention - Buffman, Mattos, Weber and The Best Schools - Armstrong

Tier:

Activity - Study Skills Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive individualized and small group study skills instruction in lieu of an elective class. The focus will be on test taking, writing and reading skills, and math.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	Study Skills Teacher

## School Improvement Plan

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### Strategy 2:

Writing Intervention Class - Targeted students who display a need for additional support in writing based on the MEAP and/or teacher recommendation will be eligible to attend a writing intervention class.

Research Cited: In the Zone - Nancy Atwell and The Art of Teaching Writing - Lucy Calkins

Tier:

Activity - Individualized and Targeted Writing Instruction Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will receive individualized and targeted intervention instruction to build writing skills in areas of concern.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	ELA Workshop Intervention Teacher

### Strategy 3:

Writing Workshop - Students will participate in a Writing Workshop format in Language Arts classes.

Research Cited: The Art of Teaching - Lucy Calkins

Tier:

Activity - Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in teacher-directed writing conferences to improve areas of writing concern.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	All Language Arts teachers, co-teachers, and writing interventionists will be responsible for implementing this activity.

Activity - Professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize PLT and lab classroom visits to increase understanding and implementation of Common Core curriculum through writer's workshop.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All ELA teachers

## School Improvement Plan

East Middle School

Activity - Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in writing strategy instruction (pre-writing, graphic organizers, writing process, etc.).	Direct Instruction	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	All Language Arts teachers, co-teachers, and writing interventionists will be responsible for implementing this activity.

### Strategy 4:

Develop/Analyze/Revise Formative and Summative Assessments - Teachers will work within their PLT to develop, analyze and revise formative and summative assessments.

Research Cited: Robert Marzano The Art and Science of Teaching

Tier:

Activity - Create Accommodated Formative and Summative Assessment Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify where accommodations with the developed rubric are appropriate to meet the needs of identified students who are not achieving to expected levels.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All East ELA and SE staff

Activity - Create Formative and Summative Assessment Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create formative assessment rubrics to assess student understanding of Common Core standards.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	East ELA and SE staff

Activity - Creation/Revision of Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
East ELA teachers will collaborate within grade level PLTs concerning formative assessment development and revision. Attention will be paid to transition to the Common Core Curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	East ELA and SE staff

## School Improvement Plan

East Middle School

Activity - Develop Accommodated Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
East teachers will collaborate within each grade level to develop accommodations for identified students who are not achieving at the desired level.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	East ELA and SE teachers
Activity - Analyze Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data from formative and summative assessments in order to inform instruction and identify students who have mastered content.	Evaluation	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	East ELA and SE staff
Activity - Development of Accommodated Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
East teachers will collaborate within each grade level to develop accommodations for identified students who are not achieving at the desired level.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All ELA and SE staff
Activity - Creation/Revision of Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
East ELA teachers will collaborate within grade level PLTs concerning summative assessment development and revision. Attention will be paid to transition to the Common Core Curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	East ELA and SE staff

### Strategy 5:

Differentiated Instruction - East teachers will increase their knowledge and practice of using differentiated instruction to improve student writing.

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

Common Core English Language Arts in a PLC at Work, Grades 6-8 - Fisher and Frey

Differentiation: From Planning to Practice Grades 6-12; Wormeli

Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement; Marzano, Pickering, Pollock

Tier:

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA PLT will develop and reflect upon differentiated lessons.	Implementation	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All ELA teachers

## School Improvement Plan

East Middle School

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in lab visits, instructional coaching and collaborative planning time to build their capacity to meet the needs of all students.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All ELA teachers
Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students' progress will be continually monitored by classroom paraprofessionals 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 writing.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All English Teachers
Activity - Student Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teachers, paraprofessionals, NJHS and Student Council members will provide tutoring during Titan Time to any student who needs it.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All East staff, National Junior Honor Society and Student Council Members will facilitate tutoring sessions.
Activity - Before & After School Extension	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.	Academic Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	East ELA teachers
Activity - Technological Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use on-line resources such as Successmaker, Co-Writer, and Draft Builder to improve and reinforce writing skills.	Academic Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	ESL teacher and ELA Intervention Workshop Teacher

## School Improvement Plan

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Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a book study around PLCs using the book Common Core English Language Arts in a PLC at Work, Grades 6-8.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	ELA and SE teachers

### Strategy 6:

Community/Parent Support - Parents will receive guidance concerning their child's academic growth and ways to support this growth.

Research Cited: The Best Schools - Armstrong, 2006

Pyramid Response to Intervention - Buffman, Mattos, Weber, 2009

Tier:

Activity - On-Going Parental Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents will meet with the Parent/Community Coordinator periodically to discuss strategies for being more successful.	Parent Involvement	Tier 1	Implement	09/08/2015	06/17/2016	\$2000	Title I Part A	Parent Community Support Coordinator Counselors

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention Workshop	Students in the bottom 30% based on MSTEP proficiency, NWEA scores, common assessment results and teacher recommendation will be assigned to a Math Intervention class in lieu of an elective in addition to their regularly scheduled Math classes.	Academic Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$0	Math teachers and Math intervention teachers.
All "GO" Field Trip	Students who receive an O or a G in all of their classes during the first and second trimester will have an opportunity to go on a field trip to celebrate their success. The number of students that attend is collected and recorded. This information is used to provide the PBIS committee with data to help guide future lessons and instruction regarding our citizenship rubric.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$2000	All Teachers
Book Study	Teachers will participate in a book study around PLCs using the book Common Core English Language Arts in a PLC at Work, Grades 6-8.	Professional Learning	Tier 1	Monitor	09/08/2015	06/17/2016	\$200	ELA and SE teachers

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Math Program	African American Male students will participate in a summer math program designed to better prepare them for high school.	Academic Support Program	Tier 2	Getting Ready	07/06/2015	07/31/2015	\$0	Naomi Khalil
On-Going Parental Support	Students and parents will meet with the Parent/Community Coordinator periodically to discuss strategies for being more successful.	Parent Involvement	Tier 1	Implement	09/08/2015	06/17/2016	\$2000	Parent Community Support Coordinator Counselors
On-Going Parental Support	Students and parents will meet with the Parent/Community Coordinator periodically to discuss strategies for being more successful.	Parent Involvement	Tier 1	Monitor	09/08/2015	06/17/2016	\$9500	Parent Community Support Coordinator Counselors

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On-Going Parental Support	Identified students and their parents will meet with the Parent/Community Coordinator periodically to discuss strategies for being more successful.	Parent Involvement	Tier 1	Getting Ready	09/08/2015	06/17/2016	\$2000	Parent Community Support Coordinator
Focus School Activities	10% of Title 1 budget set-aside for required Focus school activities to individualize instruction for the targeted bottom 30% students. To include Readers Apprenticeship.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/17/2016	\$6700	Naomi Khalil
Focus School Activities	15% of Title 1 Budget will be set aside for required Focus School Activities	Academic Support Program		Implement	09/08/2015	06/17/2016	\$7000	Naomi Khalil
Individualized and Targeted Intervention Instruction	Targeted students (Bottom 30%) will receive individualized and targeted intervention instruction to build reading skills in areas of concern.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/17/2016	\$93000	Reading interventionist will be responsible to implement the individualized program to the targeted students.

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Lesson Planning	ELA PLT will develop and reflect upon differentiated lessons.	Implementation	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All ELA teachers
On-line support	Students will use on-line resources such as Moby Math to increase and reinforce math skills.	Technology			09/08/2015	06/17/2016	\$0	Math teachers will facilitate student use of on-line resources.
Create Formative and Summative Assessment Rubrics	Teachers will create formative assessment rubrics to assess student understanding of Common Core standards.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	East ELA and SE staff
Be A Titan Matrix Implentation	Staff will introduce the behavior matrix to 7th graders and review with 8th graders. Staff will use lessons throughout the year to promote and teach expectations. Staff will be asked to complete surveys in order to monitor the effectiveness and use of these lessons.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	Entire Staff

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Creation/Revision of Formative Assessments	East ELA teachers will collaborate within grade level PLTs concerning formative assessment development and revision. Attention will be paid to transition to the Common Core Curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	East ELA and SE staff
Develop Accommodated Formative Assessments	East teachers will collaborate within each grade level to develop accommodations for identified students who are not achieving at the desired level.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	East ELA and SE teachers
Before & After School Extension	Certified teachers will provide additional instruction before and after school for students who need assistance.	Academic Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$0	East ELA teachers
Create Formative Assessment Rubric	Teachers will create formative assessment rubrics to assess student understanding of Common Core standards.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All math and SE staff
Professional Development	Teachers will participate in lab visits, instructional coaching and collaborative planning time to build their capacity to meet the needs of all students.	Professional Learning	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	Quality Instruction Coach All ELA teachers
Progress Monitoring	Students' progress will be continually monitored by classroom paraprofessionals 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 writing.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All English Teachers
Analyze Data	Teachers will analyze data from formative and summative assessments in order to inform instruction and identify students that have mastered content. NWEA scores will be used to determine areas of strengths and weaknesses for students	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All math and SE staff
Data Analysis of Suspensions and Office Referrals	The PBiS team will use office discipline referral and suspension data to assess patterns and make decisions based on the needs throughout the school.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	PBiS committee, administration
Formative Assessment Creation/Revision	Math teachers will collaborate within a grade level concerning formative assessment development and revision. Attention will be paid to transition to the Common Core Curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All math teachers
Technological Intervention	Students will use on-line resources such as Successmaker, Co-Writer, and Draft Builder to improve and reinforce writing skills.	Academic Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	ESL teacher and ELA Intervention Workshop Teacher

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Before & After School Extension	Certified teachers will provide additional instruction before and after school, or during lunch for students.	Academic Support Program			09/08/2015	06/17/2016	\$0	All math teachers will provide this support.
Development of Accommodated Summative Assessments	East teachers will collaborate within each grade level to develop accommodations for identified students who are not achieving at the desired level.	Curriculum Development	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	All ELA and SE staff
Behavior Lessons (Matrix)	Provide periodic lessons to students on appropriate behaviors related to Matrix expectations. Providing lessons in response to the desired effects based on school behavior data and staff feedback	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	Entire Staff
Citizenship Personal Reflection	Students will reflect on their citizenship rating twice per trimester. At progress report time and at the end of the trimester, each student will have an opportunity to define their citizenship rating and describe reasons why they feel they deserve that rating. Conversations with teachers will take place regarding any discrepancies in the ratings.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All Teachers
Study Skills Class	Students will receive individualized and small group study skills instruction in lieu of an elective class. The focus will be on test taking, writing and reading skills, and math.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/17/2016	\$0	Study Skills Teacher
Book Study	Teachers will participate in a book study around PLCs using the book Common Core Mathematics in a PLC at Work Grades 6-8 and Classroom Assessment for Student Learning	Professional Learning		Implement	09/08/2015	06/17/2016	\$0	Math teachers
Instruction of Citizenship Standards	Staff will explain the building citizenship rubric to students and will review these criteria periodically throughout each trimester. This rubric defines the criteria necessary in order for students to receive certain citizenship scores, including an O, G, S, or N.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All Teachers
Book Study	Teachers will participate in a book study around PLCs using the book Common Core English Language Arts in a PLC at Work, Grades 6-8.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	ELA and SE teachers
Development of Accommodated Summative Assessments	East teachers will collaborate within each grade level to develop accommodations for summative assessments for identified students that are not achieving at the desired level.	Professional Learning	Tier 2	Implement	09/02/2014	06/12/2015	\$0	All math SE staff
Creation/Revision of Summative Assessments	East ELA teachers will collaborate within grade level PLTs concerning summative assessment development and revision. Attention will be paid to transition to the Common Core Curriculum.	Curriculum Development	Tier 1	Implement	09/02/2014	06/12/2015	\$0	East ELA and SE staff

# School Improvement Plan

East Middle School

Accommodating Formative Assessemnts	East teachers will collaborate within each grade level to develop accommodations for identified students that are not achieving at the desired level.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	East math teachers
Study Table	Students will have an opportunity to receive tutoring from certified teachers after school 3 days a week.	Academic Support Program			09/08/2015	06/17/2016	\$0	Teachers that volunteer to work the study table
Professional development	Teachers will utilize PLT and lab classroom visits to increase understanding and implementation of Common Core curriculum through writer's workshop.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All ELA teachers
Pulse Reports	Teachers will provide pulse reports for students weekly during Titan Time. These reports will keep students informed of missing work and help provide information for teachers regarding those students that may be falling behind. These reports are used to help monitor the number of students attending incentive day events.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	Any staff member that has a Titan Time
Incentive Days	Students who have completed all of their work by a set deadline will celebrate with various activities throughout the afternoon. Students who need additional support and time completing the work will be given an opportunity to "catch up" in a workroom. Pulse reports are used to inform students of their risk of missing the activities. Students are given a week to catch up prior to the incentive day. Data is collected, comparing those anticipated to enter the work room one week prior to the incentive day vs. those that actually end up in the work room as a result of not getting caught up.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	All Staff
Teacher Collaboration	Teachers will participate in lab visits, instructional coaching and collaborative planning time to build their capacity to meet the needs of all students.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All ELA teachers
Comprehension Instruction	Students will participate in reading comprehension strategy instruction (making connections, asking questions, making predictions, making inferences, synthesizing, visualizing, determining importance, subheadings, bold print, vocabulary, etc.).	Direct Instruction	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	All Language Arts teachers, co-teachers, and reading interventionists will be responsible for implementing this activity.

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Professional development	Teachers will utilize PLT and lab classroom visits to increase understanding and implementation of Common Core through Reader's Workshop.	Professional Learning	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	Quality Instruction Coach All ELA Teachers
Summative Assessment Creation/Revision	Math teachers will collaborate within a grade level concerning summative assessment development and revision. Attention will be paid to transition to the Common Core Curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All math and SE staff
Student Tutoring	Certified teachers, NJHS students and WEB leaders will provide tutoring during Titan Time.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Math Teachers, National Junior Honor Society and WEB leaders will facilitate tutoring sessions.
Progress Monitoring	Students' progress will be continually monitored by classroom paraprofessionals 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 of informational text.	Academic Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	All English Teachers
Create Formative and Summative Assessment Rubrics	Teachers will create formative assessment rubrics to assess student understanding of Common Core standards.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	East ELA and SE staff
Development of Accommodated Summative Assessments	East teachers will collaborate within each grade level to develop accommodations for identified students who are not achieving at the desired level.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All ELA and SE staff
Conferencing	Students will participate in teacher-directed writing conferences to improve areas of writing concern.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	All Language Arts teachers, co-teachers, and writing interventionists will be responsible for implementing this activity.

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Analyze Data	Teachers will analyze data from formative and summative assessments in order to inform instruction and identify students who have mastered content.	Evaluation	Tier 1	Implement	09/08/2015	06/17/2016	\$0	East ELA and SE staff
Writing Instruction	Students will participate in writing strategy instruction (pre-writing, graphic organizers, writing process, etc.).	Direct Instruction	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	All Language Arts teachers, co-teachers, and writing interventionists will be responsible for implementing this activity.
Creation/Revision of Summative Assessments	East ELA teachers will collaborate within grade level PLTs concerning summative assessment development and revision. Attention will be paid to transition to the Common Core Curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	East ELA and SE staff
Student Tutoring	Certified teachers, paraprofessionals, NJHS and Student Council members will provide tutoring during Titan Time to any student who needs it.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All East staff, National Junior Honor Society and Student Council Members will facilitate tutoring sessions.
Analyze Data	Teachers will analyze data from formative and summative assessments in order to inform instruction and identify students who have mastered content.	Evaluation	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	East ELA and SE staff
Lesson planning	ELA PLT will develop and reflect upon differentiated lessons.	Curriculum Development	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	Quality Instruction Coach All ELA teachers
Creation/Revision of Formative Assessments	East ELA teachers will collaborate within grade level PLTs concerning formative assessment development and revision. Attention will be paid to transition to the Common Core Curriculum.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	East ELA and SE staff

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Individualized and Targeted Writing Instruction Intervention	Targeted students will receive individualized and targeted intervention instruction to build writing skills in areas of concern.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/17/2016	\$0	ELA Workshop Intervention Teacher
Develop Accommodated Formative Assessments	East teachers will collaborate within each grade level to develop accommodations for identified students who are not achieving at the desired level.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	East ELA and SE teachers
Before & After School Extension	Certified teachers will provide additional instruction before and after school for students who need assistance.	Academic Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	East ELA teachers
Create Accommodated Formative and Summative Assessment Rubrics	Teachers will identify where accommodations with the developed rubric are appropriate to meet the needs of identified students who are not achieving to expected levels.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All East ELA and SE staff
Study Skills Class	Targeted students (lowest 30%) will receive individualized and small group study skills instruction in lieu of an elective class. The focus will be on test taking, writing and reading skills, and math.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/17/2016	\$0	Study Skills Teacher
Create Accommodated Formative Assessment Rubrics	Teachers will identify where accommodations with the developed rubric are appropriate to meet the needs of identified students that are not achieving as expected.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All math and SE staff