School Improvement Plan

Wyandot Middle School

Chippewa Valley Schools

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2016-2017 Wyandot Middle School School Improvement Plan

Introduction

The School Improvement Plan 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?

Wyandot Middle School lies near the southern end of Clinton Township, Michigan, an urban community covering 28.2 square miles (roughly seven miles long and four miles wide). A small portion of students live in Macomb Township to the north and some Clinton Township students attend a neighboring school district to the south. Of the roughly 100, 458 residents, 52% are female and 48% are male while 83% are white/non-Hispanic, 9.98% are Black, 2.89% are Hispanic, 2.61% are Asian, and 3.43 % are of multiple races. Twenty-five percent of the community members rent, rather than own their residence. The median household income averages $54,394 almost $6,000 above the state average. Households range from very small residences, such as mobile homes to multimillion dollar estates. Wyandot Middle School is a school-of-choice, accepting students from across the county as long as they provide their own transportation. There are approximately 3393 people per square mile and approximately 9.76% of the residents with income below 50% of the poverty level. 8.2% of the township residents are foreign born.

Wyandot Middle School consists of 942 students with 83% of them in the general education program, 17% receiving some type of special education services and 5% attending the district housed cognitively impaired program (CLP). Approximately 30% of Wyandot Middle School's students are eligible for free or reduced breakfast and lunch programs. 76% of the student body is of white/non-Hispanic descent, 14% are Black, 4.49% are Hispanic, 2.9% are Asian and 3.5% are of multiple races.

While the Clinton Township community and student population at WMS have both shown increasing diversity over the past several years, the staff diversity level has shown minimal change. The staff is a very homogeneous group of white/Non-Hispanic members with the only changes in recent years being the increase of the number of males in the teaching unit and the average age of teachers decreasing as veteran teachers retire or move on to other careers.

Unique Features & Challenges:

The most unique characteristic and also the most challenging item is that Wyandot Middle school is one of many schools in a district (along with two other districts) that receives the LOWEST foundation allowance in the county. Chippewa Valley Schools receives almost three thousand dollars less than some neighboring districts. This greatly reduces the flexibility of programming and staffing in our building.

Wyandot Middle School students live in a community of haves, have-nots and those somewhere in between. Over 30% of the students received free or reduced breakfast and lunches while some of their peers live in multimillion dollar estates. As with many districts across the nation during these trying economic times, our students find themselves travelling between blended family households, multiple families residing in one residence, single parent households, parents holding multiple jobs to make payments each month and having to assume the responsibility of caring for themselves or younger siblings while parents work evening shifts. There is a noticeable increase of grandparents raising grandchildren in the past several years.

Wyandot Middle School houses the district's middle school cognitively impaired program named CLP which stands for the Creative Learning Program. The CLP program is challenging because there are an increasing number of students every year who qualify for the program. In the past three years, the number of students has grown to approximately 50. These students are required to be integrated into our exploratory classes with general education students accompanied by a paraprofessional. Some CLP students have their own individual paraprofessional based on their own personal needs.

Challenges that exist in the community include: the high mobility rate of students during their school years; newly-enrolled students testing at two or more years below grade level in reading and/or math; increasing rate of bilingual students and lack of after school community programs for middle school students. The staff lists the following as goals in addressing as our unique challenges:

* Supporting student growth to meet grade level expectations
    * Increasing parent involvement
    * Increasing diversity of staff
    * Accommodating increasing class sizes of students with greater needs
    * Budgeting with limited availability of resources to offer needed student programs
    * Addressing increasing needs of students

Wyandot Middle School's administrative team consist of two full time and one shared administrator. The shared administrator moves between two middle schools in the district. The school improvement team also consists of two co-chairs and six teacher leaders who work together throughout the school year. The school improvement team leads staff meetings to accomplish school improvement goals.

Over the past several years, teachers were selected as "teacher leaders" through our local intermediate school district. The district is also committed to training all teachers in Classroom Instruction that Works over three year span.

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.

As noted previously, our vision and mission state respectively:

All Wyandot Middle School students will reach their full potential; the Wyandot community is committed to providing a challenging, relevant, and diverse curriculum in a safe, stimulating environment, enabling each student to become a life-long learner and a contributing member of society.

Wyandot Middle School students regularly perform nearly at or above the district averages on the state's assessments. District averages, in turn, have always been above the state averages. Gaps exist between some of the sub groups with African American special education males often performing the lowest on standardized assessments. Our goal is to help students reach their full potential, regardless of their initial performance level upon entering WMS. Students complete common building-wide assessments in core areas as well as other standardized assessments including the NWEA in math, reading and language, and the Scholastic Reading Inventory which are used to place students into appropriate advanced or remedial classes, or to recommend students for afterschool support programs . Two full time math and reading paraprofessionals provide support to at-risk students during the school day. After school tutoring along with on-line enhancement and support programs also exist for students free of charge.

The Wyandot teaching staff utilizes data warehouses (i.e. Data Director) or school folders to house and analyze changing student performance data. Caseload managers, counselors and teachers collaborate and share this information, enhancing student success. Classroom instruction is often delivered and differentiated to meet individualized student needs, interests, and learning styles. To help teachers update instructional delivery methods, professional development in keeping with data-driven best practices is regularly offered to staff throughout the school year. Programs like Successmaker are also available to teachers, allowing them to provide individualized support to all students.

Multiple clubs and programs exist to address diverse student needs and interests. Service learning provided through groups such as Helping Hands, Volunteens, and Relay for Life link Wyandot to the community. Hawk Club, Book Clubs, Chess Club, Drama, Jazz Band and Hawk Singers offer opportunites for students to explore individual talents, while Student Council and the Junior National Honor Society develop student leadership. Math Support and Homework Helper give students a chance for afterschool academic support. In keeping with addressing the needs of the whole child, staff mentors are paired with at-risk students students at the start of the year in hopes of providing students with guidance, support, and recognition. Comprehensive counseling services offering both group and individualized support are available to all students.

The Wyandot staff strives to connect school to community in a variety of ways. All community members and stakeholders are invited to attend monthly Citizen's Advisory Committee meetings to share concerns and/or hear about news from Wyandot Middle School. Meetings alternate between day (9:00 am) and evening (6:00PM) sessions, accommodating the needs of parents working different shifts. Wyandot provides an updated website, quarterly newsletters, as well as mailout messages to email subscribers, keeping parents informed and connected to school. "Parent Portal" and "Student Portal" allow parents and students twenty-four hour access to current and historical grades, giving all an opportunity to monitor progress.

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.

*Implementing Common Core and preparing students for the currently revised, computer adaptive state assessments (M Step and MI Access)

*Reductions or limited funds for ever-increasing cost for programs

*Utilizing recently available Title I funds efficiently

*Utilizing intervention programs and differentiated instruction within classes for students below grade level

*Limited parent participation

*All teachers have been or will be trained current best practices including CITW (Classroom Instruction that Works), Literacy in Action, and updating PBiS (Positive Behavior Intervention Supports)

*Building Crisis Team actively meets, trains and plans for possible crisis situations. Staff representatives participate in the District and County Crisis Teams

*Five school improvement goals will guide the instruction toward student achievement. We have one goal per content area (ie: reading, writing, math, social studies and science).

Additional Information

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

Wyandot Middle School has a high rate of student participation in extracurricular activities including sports programs, intramurals, student government, Volunteens, Relay For Life, band, choir, drama, yearbook and many other activities. There is a sense of belonging and oneness that every individual, parent, student and staff alike, experience when visiting Wyandot Middle School. Students have been successful on sports teams as well as in academic programs as witnessed in students achieving at the state and national level in various "bees".

The staff is extremely dedicated and caring, ensuring that each child not only receives an outstanding education, but worthwhile social and emotional experiences as well. The staff is dedicated and hardworking, serving well past the end of the school day either in our own building or on district, county and state committees.

Wyandot Middle School classrooms possess 21st century technology that is actively used by all staff. Teachers and students are encouraged to stay abreast of current technology in their daily tasks as either teacher or learner.

Wyandot Middle School has a multitude of partner ships with local groups through our "Volunteens" group which is open to only eighth grade students. The Volunteens work with local nursing homes, medical offices, senior centers, elementary schools, local business, veteran groups, food missions, churches and many other groups as volunteers to assist when and where needed. The group is the pride of our school and the highlight of our eighth grade awards ceremony. While some groups are limited to physical participation and/or academic achievement Volunteens is open to any eighth grade student wanting to make the world a better place.

From February 28 to March 2, 2016, Chippewa Valley Schools hosted an AdvancED External Review for system-wide accreditation. The External Review Team recommended to the AdvancED Accreditation Commission that the Chippewa Valley Schools earn the distinction of accreditation for a five-year term. The AdvancED Commission approved Accreditation in June of 2016.

The following is an excerpt from the External Review Teams' Final Report to the district:
The system is clearly focused on ensuring success for all students as evidenced by the system and schools' missions, visions, and student outcomes. A caring, trusting, and collaborative atmosphere aptly describe the culture of the system and community. The development of the system strategic plan involved a committee of over 75 persons, representing all stakeholder groups, in the development of the system's vision and mission.

Interviews highlighted the ways the governing body has set its priorities through the strategic planning process. Strong and effective leadership by the superintendent and board are very apparent with schools visibly fostering a culture that is based on shared values and beliefs about teaching and learning. The elected school board members work responsibly and effectively striving to facilitate the achievement of the vision and mission of the system. School level administrators firmly feel empowered to make decisions and lead their respective schools due to the collaborative, team approach throughout the system. Outstanding communication between and among the system and stakeholders further promotes the system's culture of caring and trust. The positivity throughout the system embodies the tradition of success in the community. A Powerful Practice identified by the team was: The system and school level leadership communicate effectively with all stakeholder groups to proactively build greater understanding and ownership of the system's vision.

The system is promoting collaboration throughout the schools by implementing system-wide curricula which is already providing increases in student academic growth. A Powerful Practice noted by the Team was: The system is committed to a quality education for all students through a laser-like focus on curriculum design, implementation and support. System level personnel have provided assistance at the schools by hiring ten curricular leaders to ensure teachers have the support and assistance needed to instruct the students in the written curriculum. Common lesson plans and common assessments along with the implementation of professional learning communities have provided formal opportunities for collegial dialogue and a common goal of student success. Teachers indicated the positive support from the system level staff and feel they receive "just in time" assistance. Other comments were, "we are all speaking a common language now'" and common lessons and assessments are "great when we have transfers within the system, the data can travel with the student." Without long waits for support, teachers feel empowered to continue learning new methods.

A major challenge for the system is funding. The system is currently the largest school system in the state that receives the lowest foundation allowance per pupil. Currently the limit for bonded indebtedness has been reached and the local ability to raise millage has been capped for many years. System leaders continue to work with county leaders to attempt to make necessary changes to free up additional funding. The system has utilized what monies were available to build new schools needed as a result of increased enrollments. Now, however, monies are needed to facilitate the maintenance of all facilities as 21st century schools.

Two Improvement Priorities resulted from the rapid growth within the school system boundaries, bringing in persons of different heritage and socio-economic levels. For years the school system community changed very little in ethnicity, socio-economic levels, or other nationalities. The effect of these changes is the need for diversity awareness and sensitivity training. In tandem with this growth is the need to allocate limited resources equitably throughout the system. As noted earlier in the report, equitable is not always equal. If portions are not equal, perceptions often are that allocations are not fair. With trust as a strength in the system, the leadership and board are on the correct path to successfully meet these challenges.

The superintendent has worked to provide a stable and proactive culture with a focus on academic achievement since the beginning of his tenure and has strived to maintain transparency as he has brought information to the Board for decisions. These Improvement Priorities are designed to build on strengths and direct the system forward. As noted above, the Team found clear evidence of a culture that is caring, trusted and dedicated to providing an excellent education for all students. The efforts of the system to address these challenges in a positive manner ensure continued improvement and increases in student success.

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 involvement was gained through several methods during professional development days, release time and staff meetings. Teachers were assigned to one of five committees. The goal was to have equal representation among all five groups from all areas of teaching. School improvement team leaders as well as academic department heads volunteered to lead committees. Our school improvement team of eight teachers met on release days to work on developing the professional learning days for the entire staff. These school improvement leaders met with their committees of teachers to involve all the teaching and professional staff in the process of school improvement. The district also allocated early release days that allowed us to have more time to work in our content areas in conjunction with our regular staff meetings. Parents have various forms of contact with our school improvement process such as CAC (Citizens Advisory Council) meetings, newsletters and School Messenger tool. School Messenger allows access to send information via text, phone call or email. The meetings in particular provide the parents and community members a forum to communicate their concerns as well as hear the progress of school improvement.

Students were provided computer lab time to complete the student school survey during the 2014-2015 school year. A printed copy was also provided for them to complete at home if needed. The National Junior Honor Society and the Student Council work with us on a regular basis to increase student involvement.

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

Teachers are involved in the training and development of the classroom strategies to be used for school and curriculum improvement including Literacy in Action!, PBiS and CITW. There is an ongoing process of data collection to show these efforts. MAP/NWEA results also have an ongoing collection of data to help facilitate the teaching as well as the interventions needed. Teachers are responsible to utilize these strategies to improve learning for all students. Data review teams in each grade level met 6 times during the school year to monitor student data and progress. At these meetings, decisions were made regarding students entering or exiting intervention and accelerated programs.

Parents have the CAC (Citizen Advisory Committee) as a way to learn information, discuss and suggest ideas for school improvement efforts. They are also encouraged to complete surveys and give feedback for our building. Parents can stay informed through newsletters, reports and information being published online at our school's website. Power School is another tool that parents and students can use to stay informed about their progress in their classes, attendance and the standards measured to show the student progress of that material.

Students can be informed of the results via online our school website, Power School, Office 365, and other teacher driven sites such as Edmodo. Students set personal goals at the start of each year for growth in their learning. They review their previous MAP testing and then set goals for achievement in learning and growth. Before each testing season, these goals are reviewed by the students.

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, in its entirety, was shared via email with all staff and housed for access in our home drive. Strand leaders then met with their committees during designated staff meeting time to continue to review and dialogue about the five school improvement goals. Time was allocated for grade level and content areas to work on progress monitoring as well as developing the strategies to meet the specific goals.

Parents met with the principal to read and discuss the report and goals. The school improvement plan will be accessible to parents via website and school messenger.

Teachers encourage students to set goals for their MAP testing so that each individual student can improve in the core areas. Our school also advertises "Strive for 5" as a way to encourage a RIT growth increase of 5 points.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	No	See attached documents for data results.	pdf

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Our expectations are that all students will be in TIER 1.

Describe the area(s) that show a positive trend in performance.

Spring 2015 to Spring 2016 NWEA data

Areas that show a positive trend when analyzing all 8th grade students are reading and math. From spring 2015 to spring 2016 the overall percentage of students who are in TIER 1 in reading went from 65% to 81%. . The percentage of students in TIER 1 for math went from 55% to 73%.

When analyzing subgroups, 8th grade at risk students who are in TIER 1 increased from 18% to 61%. They also increased in math from 32% to 36% TIER 1. ESL students increased in math from 33% to 37%. Ethnic subgroups show an increase in scores.

All 7th grade students in TIER 1 for reading increased from 62% to 69%. In math overall 7th grade students increased from 44% to 61%. 7th grade, at risk students in TIER 1 increased from 27% to 55% in reading. Ethnic subgroups and ESL show an increase in reading and math scores.

6th grade students increased from 61% to 72% in reading . In 6th grade, the number of students in TIER 1 are increasing in reading. Ethnic subgroups are also increasing. ESL students showed no changes with 61% in TIER 1 on both reading assessments and 48% in TIER 1 on both math assessments. At risk students showed an increase in reading 28% to 47% in Tier 1.

Which area(s) indicate the overall highest performance?

Overall student performance in 8th grade math is highest with a gain of 18% overall of students who are now in TIER 1. An increase of 16% in 8th grade Reading is also strong. In 7th grade reading there was an increase of 7% of students in TIER 1. In 7th grade math, there was an increase of 17%. in 6th grade there was increase of 11% of students in Tier1 in reading.

Which subgroup(s) show a trend toward increasing performance?

At risk students, ethnic sub groups, female students and male students all show a trend in increasing performance.

Between which subgroups is the achievement gap closing?

The ethnic sub groups shows a closing gap in grade 8 reading. In spring of 2015 22% of students in this sub group were in TIER 3 and in spring of 2016 11% of students were in TIER 3. In 8th grade math, at risk students went from 43% in TIER 3 to 28% in TIER 3.

Ethnic sub groups in 8th grade also show a trend towards a closing gap in math.

In grade 7 at risk students show a decline in TIER 3 in math and reading. Black, Hispanic, Multiple of Asian Ethnicity and ESL also show a decline in TIER 3 and an increase in TIER 1.

In grade 6 at risk students, ethnic and ESL sub groups all show trends of a closing achievement gap overall.

Which of the above reported findings are consistent with findings from other data sources?

All of the findings are consistent with current and previous NWEA data.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Our expectations are that all students will be in TIER 1.

In 6th grade math:
The TIER 1 students went down 1% and TIER 3 remained the same. There were not big gains from spring to spring.

In 6th grade reading:
The TIER 2 students who were Hispanic are showing a decrease from spring to spring.

In 7th grade math:
The small Hispanic population we have has 25% of them in TIER 3 (1st-10th%ile). This is not expected.

Describe the area(s) that show a negative trend in performance.

In 6th Grade math the TIER 1 went down 1% so a negative trend, but very slight.

Which area(s) indicate the overall lowest performance?

Grade 6 math with 8 math with 48% of students in TIER 1.

Grades 6 & 7 are both showing 69% of students in Tier 1.

Which subgroup(s) show a trend toward decreasing performance?

6th grade math, black students and white students both had a slight decrease for math

6th grade Hispanic students decreased in reading.

Between which subgroups is the achievement gap becoming greater?

Some data suggests that the gap between black students and white students is greater in grade 6 for math.

Some data suggests that the gap between the at-risk students in 7th grade reading and Hispanic students are the biggest gap.

Which of the above reported findings are consistent with findings from other data sources?

All findings are consistent with current and previous NWEA data. MSTEP data is not available at this time.

Report Summary

Scores By Section

Section Score
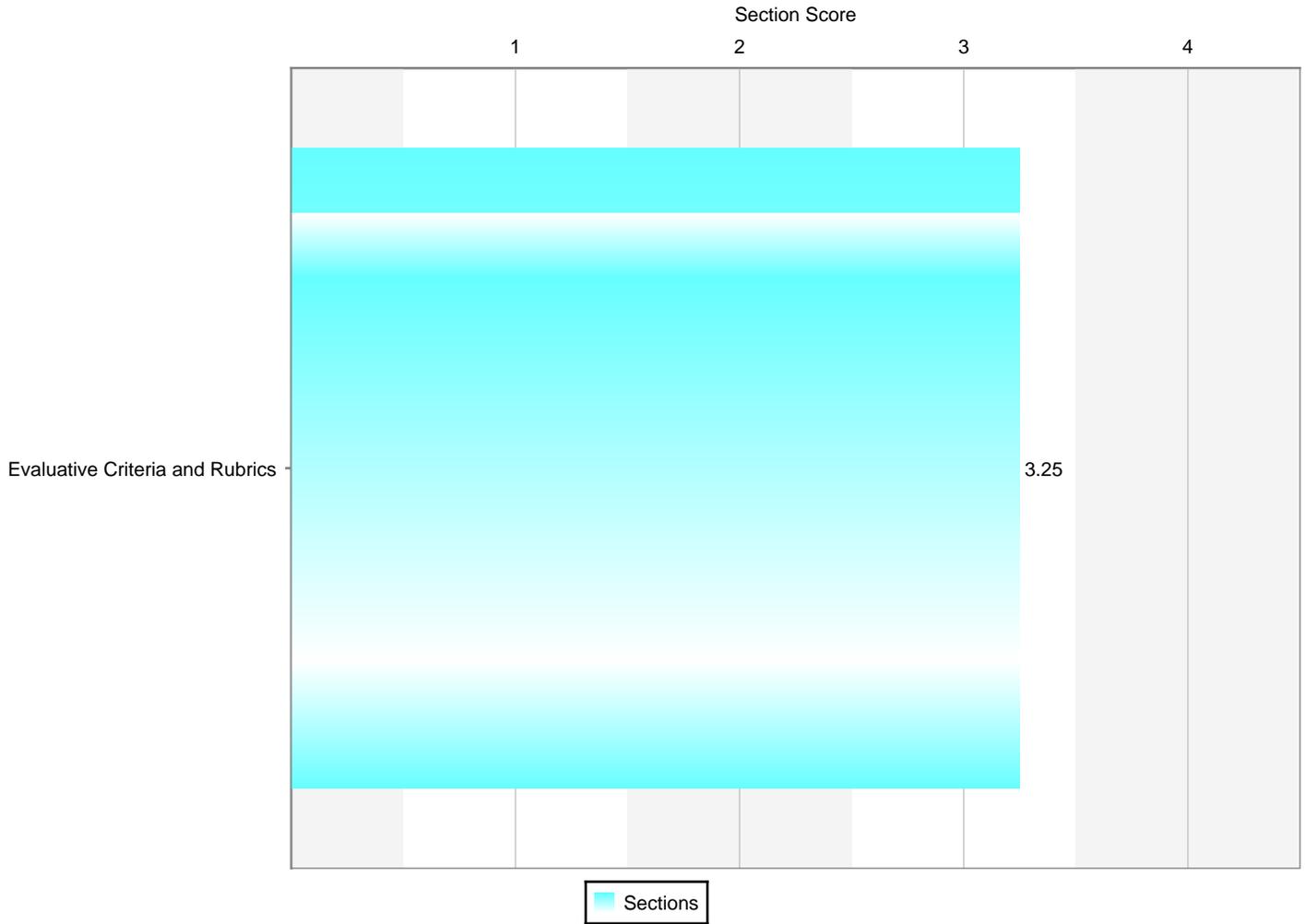
Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The Staff Survey shows our highest levels of satisfaction include the broad areas of:

Purpose and Direction

Teaching and Assessing for Learning

Resources and Support Systems

The highest level of "strongly agree" show our highest level of staff satisfaction are in the following areas:

*Our school has a continuous improvement process based on data, goals, actions and measures for growth.

*Our school's governing body or school board complies with all policies, procedures, laws and regulations.

*Our school's leaders expect staff members to hold all students to high academic standards.

*Our school's leaders hold all staff members accountable for student learning.

*Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.

*Our school's leaders provide opportunities for stakeholders to be involved in the school.

*All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.

*All teachers in our school use a variety of technologies as instructional resources.

*Our school provides qualified staff members to support student learning.

*Our school provides opportunities for students to participate in activities that interest them.

*Our school maintains facilities that contribute to a safe environment.

The parent survey results show

Parents agree that our purpose and vision are clearly focused on student success.

Parents agree that our school has a plan for improving student learning, and that our staff has high expectations for students.

Parents agree that stakeholders share the responsible for student learning with staff.

Parents strongly agree that our school communicates effectively about goals and activities, and provides opportunities for stakeholders to be involved in school activities and programs.

Parents agree that teachers provide a curriculum that meets independent students' needs and that teachers provide challenges for students. Parents agree that teachers use a variety of teaching strategies and learning activities. Parents agree that teachers work as a team to help students succeed. Parents agree that teachers provide timely feedback on student progress and grading practices. Parents agree that their children understand their expectations for learning in all classes.

Parents agree that students are given multiple assessments to measure what was taught. Parents are satisfied with the up to date resources, computers and technology in the building. Support services for students are available to meet individual student needs.

Parents are highly satisfied with the safe learning environment that our school provides. Overall, parents are satisfied with all areas of our school

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Staff has become more effective in indenting strengths and weaknesses with student's achievement. We meet as data teams and review individual reports on each student and share information with each other.

Another improvement is that our counselors are no longer in the classroom. This allows counselors to give more time to meet the needs of staff, students and parents.

We have more common assessments in science and ELA to measure growth.

PLC time is valuable when we have it provided.

Intervention programs allow students to move in and out as needed. A new intervention class entitled "Making Meaning" is new to our reading help in each grade.

Staff continues to be trained in CITW so that they can be sure to use individualized instruction. This is a 3-year district commitment to continue professional learning.

Teachers are working more as a team to support students as more content areas are becoming more specialized in their content area.

Students feel that in our school, they are treated with respect by staff. They showed strong responses in the areas of support and teaching and learning. Students feel that counselors are there for them and that teachers create positive learning environments. Almost 80% rated that they agree that our school provides a high quality education is offered.

They also feel that the school prepares them for their future high school careers.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The trend of our current reports compared to previous school improvement surveys show findings that have continued progress in Teaching and Assessing for Learning and Resources and Support Systems.

All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice. This is a huge increase from our previous external review. Our school was not as diligent in monitoring progress and assessing for learning. The design of using NWEA and having a data team who regularly meetings to monitor and review student progress has clearly helped our building grow in this area we greatly lacked in.

Our school has a plan for improving student learning, and that our staff has high expectations for students. The staff has been trained in CITW over the past three years. This is a wonderful asset for teacher training and adapting learning to all types of students.

Now that counselors are no longer teaching, we have more resources dedicated to supporting students, parents and staff. This was a nice improvement that all staff are happy about.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Staff Survey:

The overall lowest level of staff satisfaction are in the following areas:

Purpose and direction: All questions in this section show no areas of stakeholders that strongly disagree.

Governance and leadership: All questions in this section show less than 3% of stakeholders strongly disagree.

Teaching and assessing for learning: All questions in this section show less than 3% of stakeholders strongly disagree in any area.

Resources and support systems: All questions in this section show less than 2% of stakeholders strongly disagree.

Using results for continuous improvement: All questions in this section show less than 2% of stakeholders strongly disagree.

Overall this indicates that staff are generally not operating with a low level of approval but rather higher rates.

Parent Survey:

Purpose and direction: All questions in this section show less than 5% of stakeholders disagree/strongly disagree.

Governance and leadership: All questions in this section show less than 6% of stakeholders disagree/strongly disagree.

Teaching and assessment for learning has one level that shows an overall low satisfaction rate of 14% in regard to "all of my child's teachers meet his/her learning needs by individualizing instruction.

Resource and support systems: All questions in this section show less than 5% of stakeholders disagree/strongly disagree.

Using results for continuous improvement: All questions in this section show less than 5% of stakeholders disagree/strongly disagree.

Student Survey - we will break down the 4 areas noted as disagree/strongly disagree by students.

In my school, all students are treated with respect. (27%)

In my school, students treat adults with respect. (20%)

My school prepares me to deal with issues I may face in the future. (15%)

My school makes sure there is at least one adult who knows me well and shows interest in my education and future.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Overall the most negative aspects of the survey involve the cleanliness of the building bathrooms. It seems that no one wants to take responsibility for the upkeep of the bathrooms. Instead of helping to maintain the enormous job of keeping things clean, people are shifting responsibility to others. In general, most believe that overall the building is maintained but the lack of adequate custodial staff is starting to make an impact on stakeholder perceptions.

Staff rated us lower in the area where it was asked if every child is known to at least one staff member in the building. Overall, the feeling is that the mentoring program that we had in place seems to be struggling from the last time the surveys were given. Previous results indicated that staff felt our mentoring program was strong and was reaching many students. Now they feel the lack of interest is affecting the quality and fidelity of the program. The loss of Hawk time from previous years was another reason stakeholders felt the lack of interest.

What are the implications for these stakeholder perceptions?

The implications for stakeholder perceptions about decreased stakeholder satisfaction or approval are that staff, students or parents might see a lack of care and concern about these issues. If the bathrooms are not kept clean and smelling good, it can be a lack of care toward the students who have to use the bathroom. If the hallways and classrooms cannot be cleaned daily this again can be a lack of care and concern for the students and staff who work in this environment the next day or days to come. Again if kids do not feel connect to at least one staff member while at school, this student and parent could feel a lack of care about their education as well as their general welfare.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

All of the above findings are consistent with other stakeholder feedback sources. Our other sources are previous stakeholder surveys.

Report Summary

Scores By Section

Section Score

SY 2016-2017
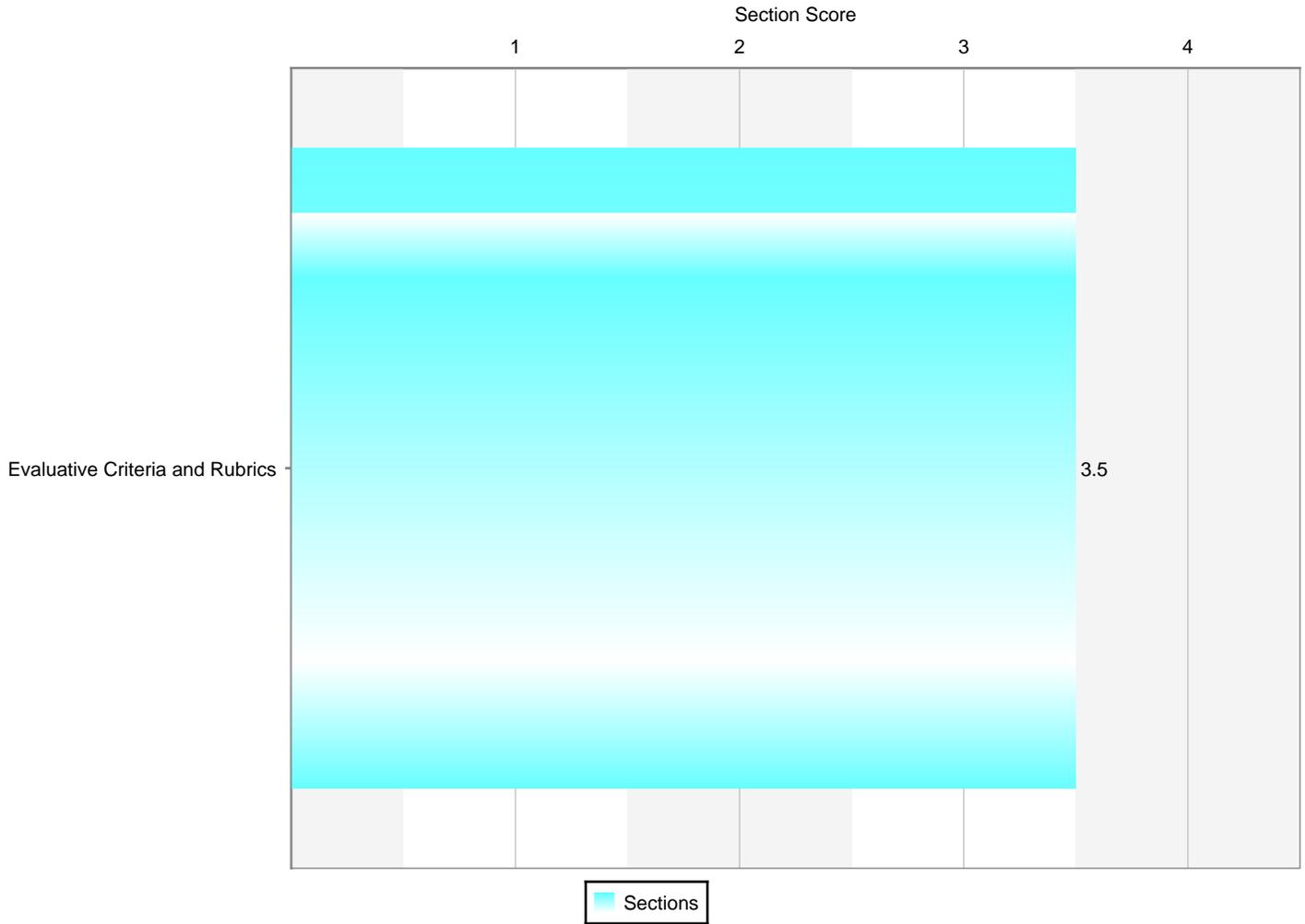
School Data Analysis

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?

While student numbers appear to have stabilized in recent years, the students/families have been more mobile than year's past. Many students have been moving in with relatives and their stay is transient. The current year has seen a slight drop in numbers, yet as time goes on, enrollments continue to be processed and enrollment should be at par with the previous year.

School of choice students have been filling seats vacated by students whose families are exiting the district/community/state.

There is an increased in the number of students receiving special educations services through an IEP or 504, demanding an increase in resource room staffing

Student Demographic Data

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

Attendance rates have been stable for students living in the community. There has been slight increase in total days absent by school of choice students, possibly due to long commutes and an increase in inclement weather days in the past two years.

Students accumulating excessive absences are met with truancy charges which sees a marked improvement in their attendance in subsequent cardmarkings.

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?

Discipline referrals have decreased in the past three years.
Total suspension days and number of students being suspended has decreased in the past three years.
There have been no expulsions in the past three years.

Challenges that exists include teaching new enrollees the basic expectations of our school as we often have more/different expectations than previous settings.

Student Demographic Data

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

Actions that have been taken to address demographic concerns include:

- Providing intensive PBIS training for teachers and staff

- Addressing attendance/tardy concerns in a timely fashion with students AND parents

- Providing tiered interventions of support for students struggling with discipline issues

- Providing introductory sessions to acclimate new and school of choice students to our school and district routines and expectations

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 2.5 member administrative team has almost forty years of collective classroom/office experience. The team works closely together to provide guidance to the least senior/experience administrator.

Each administrator attends a plethora of professional development offered at the district, county, state and national levels allowing them to stay abreast of current research, best practice and the latest trends in education.

Both factors should provide for better leadership and effective coaching for teachers allowing for increased student achievement.

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?

There have been several new hires in the past seven years. While these may be new teachers, they are provided professional development in their content area and provided mentoring support throughout their first few years of teaching. Non-tenured teachers use their IDP's to plan for appropriate personal goals to address areas of concern or weakness

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?

School leaders rarely miss any days of work. One irregularity occurred when one administrator was out for back concerns. This did not appear to impact student learning or classroom instruction.

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?

Recently there have been high numbers of absences due to teachers being our for maternity and/or medical leaves and for FMLA issues. While there have always been highly qualified substitutes in each teacher's classroom, the absence of the regular teacher would impact learning in an adverse way.

Teacher/School Leader(s) Demographic Data

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

One factor to take into consideration would be to provide subs for teachers in their absence that are familiar with current content and curriculum needs of students. Subs that are familiar to the students/building would be advantageous as would the continuity of instruction in any teachers' absence, whether it is one day or an extended absence.

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?

Areas the Self Assessment scored in the top rankings were strands:

1: Purpose and Direction

3: Teaching and Assessing for Learning

5:Using Results for Continuous Improvement

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?

Areas of the Self Assessment that showed our biggest challenges are strands:

Strand 2: Governance and Leadership

Strand 4: Resources and Support Systems

12. How might these challenges impact student achievement?

Standard 2: The governance and leadership strand focuses on the communication and support from the administrative team with staff/teachers and students. The staff are provided opportunities for open dialogue and input before decisions are made. Recent occurrences include cell phone use/policy and five step discipline plan. When teachers have buy in, they convey the message clearly and strongly to students. This gives the whole school purpose and direction. The SA feedback from stakeholders may communicate that the leadership. should focus more on achieving this more effectively. This might help positive student achievement.

Standard 4:

4.3 The school maintains facilities, services, and equipment to provide a safe, clean and healthy environment for all students and staff. While districts cannot prevent a building from aging, people perceive that it might not be a good school if it looks old, doesn't have the same improvements and characteristics. Newer schools have newly designed spaces and rooms that older buildings don't have. Student achievement could be impacted by building environment if kids do not feel comfortable in older environments or they feel distracted by the maintenance of the building.

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.

Our staff spent time giving suggestions at the end of the 2015-2016 year looking at these areas of needed improvement and made suggestions on how we move forward with making gains.

From February 28 to March 2, 2016, Chippewa Valley Schools hosted an AdvancED External Review for system-wide accreditation. T

A major challenge for the system is funding. The system is currently the largest school system in the state that receives the lowest foundation allowance per pupil. Currently the limit for bonded indebtedness has been reached and the local ability to raise millage has been capped for many years. System leaders continue to work with county leaders to attempt to make necessary changes to free up additional funding. The system has utilized what monies were available to build new schools needed as a result of increased enrollments. Now, however, monies are needed to facilitate the maintenance of all facilities as 21st century schools.

Two Improvement Priorities resulted from the rapid growth within the school system boundaries, bringing in persons of different heritage and socio-economic levels. For years the school system community changed very little in ethnicity, socio-economic levels, or other nationalities. The effect of these changes is the need for diversity awareness and sensitivity training. In tandem with this growth is the need to allocate limited resources equitably throughout the system. As noted earlier in the report, equitable is not always equal. If portions are not equal, perceptions often are that allocations are not fair. With trust as a strength in the system, the leadership and board are on the correct path to successfully meet these challenges.

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, regardless of age, gender, ability, ... are offered extended learning opportunities suited to their needs. Teachers counselors and support staff identify at-risk students and provide the best tiered intervention suited to the child's needs. Academic needs are identified by standard screeners of ALL students. Data teams identify those struggling students and work to determine the best intervention for the student which could include an intervention class, paraprofessional support, extended day programs, or computer based interventions.

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

Extended day math and ELA programs are available during the school year. Summer learning packets were shared with parents and students for online summer work. These opportunities are available to students in all grades.

District provided summer school was recommended to the bottom 30% of reading and math students.

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

NWEA scores are used to determine eligibility.   Student data teams review data to determine which students should be encouraged to participate in extended learning opportunities. Parent portal will display the schedule changes. Also moving students into Read 180 class, there is a letter sent home with students about this 2-hour block/change to the student schedule.

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?

Each administrator observes classroom instruction on a regular basis to determine what their grade level teachers are presenting and assessing. data director is used to determine what is being assessing and how students are performing on local assessment.

Teachers work closely in grade specific content PLC's to plan lessons, score assessments and interpret data to see how their students are achieving and to determine what strategies are effective within their own classrooms
The system is promoting collaboration throughout the schools by implementing system-wide curricula which is already providing increases in student academic growth. A Powerful Practice noted by the Team was: The system is committed to a quality education for all students through a laser-like focus on curriculum design, implementation and support. System level personnel have provided assistance at the schools by hiring ten curricular leaders to ensure teachers have the support and assistance needed to instruct the students in the written curriculum. Common lesson plans and common assessments along with the implementation of professional learning communities have provided formal opportunities for collegial dialogue and a common goal of student success. Teachers indicated the positive support from the system level staff and feel they receive "just in time" assistance. Other comments were, "we are all speaking a common language now'" and common lessons and assessments are "great when we have transfers within the system, the data can travel with the student." Without long waits for support, teachers feel empowered to continue learning new methods.

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.

MiPHY data is provided to all schools in our district.
Wyandot teachers were in-serviced regarding school-specific data and with a particular emphasis on the data that shows, across all drug categories, use of all substances results in student-reported lower grades.
Research shows that students are much more likely to get "D" or "F" grades if they use substances.
Drug prevention is really promotion of learning. Grants are renewed through the strong prevention coalition in the community.
Some of the data is used to present to staff and to the Reproductive Health Advisory Board to help guide decisions about content of RH materials. The committee can try to identify and target trends that put our students at risk of failing or making risky decisions.

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

Students perform well in the area of reading informational text and text structure.

19b. Reading- Challenges

Students show weakness with grammar/conventions and narrative reading.

19c. Reading- Trends

Programs are in place across the curriculum to support literacy. All teachers have been trained in Classroom Instruction that Works for a cross curricular support of literacy. New hires will still need the opportunity to be trained.

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.

Interventional and enrichment programs such as Read 180, Making Meaning and after school support are in place to address the needs of all students including the bottom 30%.

20a. Writing- Strengths

Strengths--Students show proficiency in narrative writing. Students make good use of transitions, and show basic structure in most forms of writing.

20b. Writing- Challenges

Emphasis should be put on improving effective writing argument and persuasive pieces.

20c. Writing- Trends

All grades are focusing on using evidence in informational and argument writing. The ELA council- driven effort for vertical alignment is promoting common mind maps, common writing assessments, and common writing practices.

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.

The school improvement plan directly addresses the need for increased work in argument and opinion writing, developing and using common

assessments at all grade levels.

21a. Math- Strengths

In 6th grade, Wyandot's strength is in The Real and Complex Numbers Systems. In 8th grade, Wyandot's strength is in Operations and Algebraic Thinking. The strongest areas are The Real and Complex Numbers Systems and Geometry with Operations and Algebraic Thinking just under the target.

21b. Math- Challenges

Our greatest challenge is Statistics and Probability across all grades.

21c. Math- Trends

All grades are using the math curriculum, CMP3, which is a program that builds conceptual understanding of math topics, which will better prepare our students for high school and college.

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.

The school improvement plan directly addresses the need for the opportunity for students to construct their own knowledge, thereby acquiring a deeper understanding of math concepts. This is accomplished through a change in the curriculum school wide for all students, as well as interventions for the students performing in the bottom 30%.

22a. Science- Strengths

Students show proficiency with vocabulary related to their grade level topics.

22b. Science- Challenges

Students show weakness with the Claim, Evidence, and Reasoning conclusions.

22c. Science- Trends

All grades are focusing on integrating Claim, Evidence and Reasoning conclusions into their science units. The Science Council trained the science teachers this year on how to complete CERs (Claim, Evidence and Reasoning).

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 School Improvement Plan directly addresses the need for increased work in Claim, Evidence and Reasoning conclusions to increase science proficiency.

23a. Social Studies- Strengths

Students show strength in geography skills. Students are able to read maps, charts, and graphs and to make inferences using these types of pieces.

23b. Social Studies- Challenges

Students struggle with economic concepts and their application to the real world. Students also struggle with historical content that must carry across grade levels. In 8th grade students are asked to recall and use knowledge previously presented in 5th grade in order to continue the study of American History.

23c. Social Studies- Trends

All grades are focusing on ways to "keep skills alive" through warm up tasks and review pieces presented throughout the year. The social studies council effort is being made towards vertical alignment, specifically focusing on common pacing guides, review games to promote social studies skills, and common assessments.

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.

The School Improvement Plan directly indicates a school-wide focus on using common maps, common assessments (both formative and summative), and providing practice so that students can master the skills and content of each grade level.

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?

882 students completed the school student survey. The following results are from the student surveys. Items were rated on a 4 point Likert scale with 4 being the highest.

1.   In my school programs and services are available to help me succeed. 3.87

2. In my school the purpose and expectations are clearly explained to me and my family. 3.84

3. In my school a high quality education is offered. 3.83

5. In my school teachers work together to improve student learning. 3.83

6. In my school rules are applied equally to all students. 3.71

8. In my school the principal and teachers have high expectations of me. 4.0

9. My school gives me multiple assessments to check my understanding of what was just taught. 4.08

10. My school provides me with challenging curriculum and learning experiences. 3.88

11. My school prepares me to deal with issues I may face in the future. 3.54

12. My school motivates me to learn new things. 3.63

13. My school offers opportunities for my family to become involved in school activities and my learning. 3.66

14. My school makes sure there is at least one adult who knows me well and shows interest in my education and future. 3.46

15. My school provides learning services for me according to my needs. 3.71

16. All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed. 3.86

18. All of my teachers explain their expectations for learning and behavior so I can be successful. 3.98

19. All of my teachers use tests, projects, presentations and portfolios to check my understanding of what is taught. 4.07

20. All of my teachers provide me with information about my learning and my grades. 3.89

21. All of my teachers keep my family informed of my academic progress.   3.63

22.   All of my teachers fairly grade and evaluate my work. 3.75

23.   In my school, the building and grounds are safe, clean, and provide a healthy place for learning. 3.37

25. In my school, a variety of resources are available to help me succeed (teaching staff, technology, media center) 3.86

26. In my school, computers are up to date and used by teachers to help me learn. 3.2

28. In my school, I can participate in activities that interest me. 4.08

29. In my school, I have access to counseling, career planning, and other programs to help me in school. 3.87

30. My school shares information about school success with my family and community members. 3.55

31. My school considers students' opinions when planning ways to improve the school. 3.29

32. My school prepares me for success in the next school year. 3.89

24b. Student Perception Data

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

910 students completed the school survey. The following are the lowest scored items from the student survey, based on a 4 point Likert scale.

1.   In my school all students are treated with respect. 3.02

4. In my school, students respect the property of others 2.76

7. In my school students treat adults with respect. 3.13

24. In my school, students respect the property of others. 2.93

27. In my school, students help each other even if they are not friends. 2.90

24c. Student Perception Data

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

We will review and implement our PBIS program to reinforce student respect of teachers, each other and school property.

25a. Parent/Guardian Perception Data

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

Parent Survey -   265 parents took the survey.

1-Strongly disagree

2- Disagree

3- Neutral

4- Agree

5- Strongly

Our school's purpose statement is clearly focused on student success. 4.18

Our school's purpose statement is formally reviewed and revised with involvement from parents. 3.85

Our school has established goals and a plan for improving student learning. 4.1

Our school's governing body operates responsibly and functions effectively. 3.93

Our school's governing body does not interfere with the operation or leadership of our school. 3.71

Our school has high expectations for students in all classes. 4.16

Our school shares responsibility for student learning with its stakeholders. 3.88

Our school communicates effectively about the school's goals and activities. 4.18

Our school provides opportunities for stakeholders to be involved in the school. 3.88

All of my child's teachers provide an equitable curriculum that meets his/her learning needs. 4.08

All of my child's teachers give work that challenges my child. 4.11

All of my child's teachers use a variety of teaching strategies and learning activities. 4.03

All of my child's teachers meet his/her learning needs by individualizing instruction. 3.76

All of my child's teachers work as a team to help my child learn. 3.91

All of my child's teachers help me to understand my child's progress. 4.05

All of my child's teachers keep me informed regularly of how my child is being graded. 3.94

All of my child's teachers report on my child's progress in easy to understand language. 4.09

My child sees a relationship between what is being taught and his/her everyday life. 3.77

My child knows the expectations for learning in all classes. 4.19

My child has at least one adult advocate in the school. 3.95

My child is given multiple assessments to measure his/her understanding of what was taught. 4.07

My child has up-to-date computers and other technology to learn. 4.15

My child has access to support services based on his/her identified needs. 3.88

Our school provides qualified staff members to support student learning. 4.2

Our school provides a safe learning environment. 4.28

Our school provides students with access to a variety of information resources to support their learning. 4.15

Our school provides excellent support services (e.g., counseling, and/or career planning). 3.9

Our school provides opportunities for students to participate in activities that interest them. 4.24

Our school ensures that the facilities support student learning. 4.19

Our school ensures the effective use of financial resources. 3.71

Our school ensures that instructional time is protected and interruptions are minimized. 3.93

Our school ensures that all staff members monitor and report the achievement of school goals. 4.01

My child is prepared for success in the next school year. 3.99

My child has administrators and teachers that monitor and inform me of his/her learning progress. 4.08

The open ended questions listed these areas:

Parent Portal

Staff is amazing!

Child immediately felt welcome

Teachers and administration put the students first

25b. Parent/Guardian Perception Data

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

Based on the Lickert Scale, the survey questions did not have any areas of low satisfaction.

The open ended questions shared a couple concerns:

Traffic flow through parking lot and safety

Report card format should be changed to an easier format

25c. Parent/Guardian Perception Data

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

We will continue to educate parents on the safe procedures of drop off and pick up in the parking lot.

The report card is a district issue and can be reviewed by our district committee yearly.

26a. Teacher/Staff Perception Data

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

Staff Survey -   60 staff members took the survey.

1-Strongly disagree

2- Disagree

3- Neutral

4- Agree

5- Strongly

Our school's purpose statement is clearly focused on student success. 4.44

Our school's purpose statement is formally reviewed and revised with involvement from stakeholders. 4.1

Our school's purpose statement is based on shared values and beliefs that guide decision-making.4.27

Our school's purpose statement is supported by the policies and practices adopted by the school or governing body. 4.31

Our school has a continuous improvement process based on data, goals, actions, and measures for growth. 4.49

Our school's governing body or school board complies with all policies, procedures, laws, and regulations. 4.54

Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership. 4.37

Our school's leaders support an innovative and collaborative culture. 4.24

Our school's leaders expect staff members to hold all students to high academic standards. 4.46

Our school's leaders hold themselves accountable for student learning. 4.08

Our school's leaders hold all staff members accountable for student learning. 4.28

Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning. 4.24

Our school's leaders ensure all staff members use supervisory feedback to improve student learning. 3.77

Our school's leaders engage effectively with all stakeholders about the school's purpose and direction. 3.99

Our school's leaders provide opportunities for stakeholders to be involved in the school. 4.13

All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice. 3.95

All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students. 3.94

All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. 3.94

All teachers in our school use a variety of technologies as instructional resources. 4.31

All teachers in our school use a process to inform students of their learning expectations and standards of performance. 4.2

All teachers in our school provide students with specific and timely feedback about their learning. 4.0

All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum. 3.94

All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas. 3.98

In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills. 4.12

In our school, related learning support services are provided for all students based on their needs. 3.97

In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience. 3.8

In our school, all staff members use student data to address the unique learning needs of all students. 3.89

In our school, staff members provide peer coaching to teachers. 3.71

In our school, a formal process is in place to support new staff members in their professional practice. 4.2

In our school, all staff members participate in continuous professional learning based on identified needs of the school. 4.12

In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting. 3.98

Our school provides qualified staff members to support student learning. 4.63

Our school provides instructional time and resources to support our school's goals and priorities. 4.26

Our school provides sufficient material resources to meet student needs. 3.94

Our school provides protected instructional time. 4.02

Our school provides a variety of information resources to support student learning. 4.19

Our school provides a plan for the acquisition and support of technology to support student learning. 4.18

Our school has a systematic process for collecting, analyzing, and using data. 4.31

Our school uses data to monitor student readiness and success at the next level. 4.29

Our school leaders monitor data related to student achievement. 4.4

Our school leaders monitor data related to school continuous improvement goals. 4.32

26b. Teacher/Staff Perception Data

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

Staff Survey Summary--December 2014

Staff Survey -   46 staff members took the survey.

1-Strongly disagree

2- Disagree

3- Neutral

4- Agree

5- Strongly

All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria. 3.98

All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching). 3.82

In our school, a professional learning program is designed to build capacity among all professional and support staff members. 3.98

In our school, all school personnel regularly engage families in their children's learning progress. 3.75

Our school ensures all staff members are trained in the evaluation, interpretation, and use of data. 3.31

The open-ended questions shared these concerns:

Parking lot difficult

Lack of administration in the hallways

Lack of computers for instruction

Too much emphasis placed on test scores

Heating and cooling issues prevalent

Privacy laws seem to prevent administration from sharing important information with teachers working directly with the students.

26c. Teacher/Staff Perception Data

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

The survey results were all reviewed and shared with all staff. Suggestions were given on ways to improve in our SI goals so that we can start formulating ways to grow.

27a. Stakeholder/Community Perception Data

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

Parent Survey -   32 parents took the survey.

1-Strongly disagree

2- Disagree

3- Neutral

4- Agree

5- Strongly

Our school's purpose statement is clearly focused on student success. 4.2

Our school's purpose statement is formally reviewed and revised with involvement from parents. 3.9

Our school has established goals and a plan for improving student learning. 4

Our school's governing body operates responsibly and functions effectively. 4

Our school's governing body does not interfere with the operation or leadership of our school. 4

Our school has high expectations for students in all classes. 4.1

Our school shares responsibility for student learning with its stakeholders. 4

Our school communicates effectively about the school's goals and activities. 4

Our school provides opportunities for stakeholders to be involved in the school. 4

All of my child's teachers provide an equitable curriculum that meets his/her learning needs. 4

All of my child's teachers give work that challenges my child. 4.2

All of my child's teachers use a variety of teaching strategies and learning activities. 4.2

All of my child's teachers meet his/her learning needs by individualizing instruction. 3.7

All of my child's teachers work as a team to help my child learn. 3.9

All of my child's teachers help me to understand my child's progress. 3.9

All of my child's teachers keep me informed regularly of how my child is being graded. 3.9

All of my child's teachers report on my child's progress in easy to understand language. 4.1

My child sees a relationship between what is being taught and his/her everyday life. 3.8

My child knows the expectations for learning in all classes. 4.3

My child has at least one adult advocate in the school. 4.2

My child is given multiple assessments to measure his/her understanding of what was taught. 4

My child has up-to-date computers and other technology to learn. 4.2

My child has access to support services based on his/her identified needs. 4

Our school provides qualified staff members to support student learning. 4.4

Our school provides a safe learning environment. 4.5

Our school provides students with access to a variety of information resources to support their learning. 4.4

Our school provides excellent support services (e.g., counseling, and/or career planning). 4.2

Our school provides opportunities for students to participate in activities that interest them. 4.2

Our school ensures that the facilities support student learning. 4.3

Our school ensures the effective use of financial resources. 4

Our school ensures that instructional time is protected and interruptions are minimized. 4.3

Our school ensures that all staff members monitor and report the achievement of school goals. 4.2

My child is prepared for success in the next school year. 4

My child has administrators and teachers that monitor and inform me of his/her learning progress. 4

27b. Stakeholder/Community Perception Data

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

Based on the Lickert Scale, the survey questions did not have any areas of low satisfaction.

The open ended questions shared a couple concerns:
Traffic flow through parking lot and safety
Report card format should be changed to an easier format

27c. Stakeholder/Community Perception Data

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

We will continue to educate community members on the safe procedures of drop off and pick up in the parking lot.

The report card is a district issue and can be reviewed by our district committee yearly.

Summary

28a. Summary

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

Strengths include our vertical and horizontal curriculum alignment by content area and the intervention programs offered for all at-risk students.

Challenges include students coming to us below grade level, students lacking awareness of academic and behavioral of expectations when they enroll here, and students whose parents have limited involvement in their child's schooling.

28b. Summary

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

All of the challenges could adversely impact student learning. Scores would be lower than they would be if the challenges were eliminated.

Success rates for all struggling students would increase with consistent, research based interventions provided on an on-going basis.

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?

Areas of concern for each content area were identified in our school's improvement plan. Strategies and activities were selected to best suit the needs of the struggling students' demographics.

Since the target for success has been variable (new test format, testing during a new time of year, new assessment, new curriculum being assessed...) over the past few years, it has been difficult to get valid, reliable data to measure how we are performing at the state level. NWEA results have provided a better picture of how each child is performing, how each grade level content cohort is progressing and how our school is performing overall for at least the past three years since this test has been available to us.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	DRA, district common assessments,MAP through NWEA	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The report is posted on our building website by central office staff. The link to the report is available on this website: http://www.chippewavalleyschools.org/schools/middle-schools/wyandot/	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	www.careercruising.com User name: Wyandot Password: Hawks Each individual student has a Chippewa Valley Schools user name and password unique to them for their EDP. It starts in 7th grade and is updated in 8th grade.	

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

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	The disclosure is posted on our school website, Mailout messages, school newsletter, administrative e-mails and school letterhead. NOTICE OF NONDISCRIMINATION Chippewa Valley Schools does not discriminate on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight or marital status in its programs, services, activities, or employment. Inquiries related to nondiscrimination policies should be directed to: Civil Rights Coordinator, Assistant Superintendent of Human Resources, Chippewa Valley Schools Administration, 19120 Cass Avenue, CT, MI 48038	

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Russell Maranzano Assistant Superintendent of Human Resources 19120 Cass Avenue Clinton Township, Michigan 48038 586.723.2090 NOTICE OF NONDISCRIMINATION Chippewa Valley Schools does not discriminate on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight or marital status in its programs, services, activities, or employment. Inquiries related to nondiscrimination policies should be directed to: Civil Rights Coordinator, Assistant Superintendent of Human Resources, Chippewa Valley Schools Administration, 19120 Cass Avenue, Clinton Township.	

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

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Stakeholders can get information on our school's improvement plan by attendng one of the monthly CAC's meetings or contacting any school administrator. Parents and students are invited to participate in school improvement by volunteering to be on one of the improvement committees. Evidence supporting all goals is available upon request.	

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools.   As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) 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: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The school's SI team assessed data and determined areas of success and areas of weakness to determine where gaps existed. A committee of nine staff members is involved in this process. Students and parents were invited to be involved in the process. Staff attended Facilitators of School improvement meetings offered through the local intermediate school district throughout the previous six school years. State MDOE and AdvancED, and district sessions were also attended by some of the SI team.

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

Northwest Evaluation Assessments (NWEA) were implemented and used as means of assessment and predicting student succes on standarized assessments in the areas of reading, language usage and math.
Common assessments were created for Language Arts, math, science and social studies and teachers work together to determine areas of weakness for student success. Continuous evaluation is being completed to align curriculum instruction and assessment. NWEA assessments are being administered two to three times each year.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Up to the bottom 30% of students on NWEA and state assessment in math and reading were offered various forms of support throughout the year including extended day math or reading, CMP3 math help, Khan Academy for math and reading enhancement classes and study support drop in. Online intervention programs including Xtramath.org and Success Maker were offered to any struggling students.
Teachers used classroom reports from the standardized assessments to determine where to offer differentiated instruction is needed.
Teachers used Classroom Instruction that Works (CITW) within all subject areas.

4. For schools with preschool through grade 2:   Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Not applicable to WMS.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Students are supported with four paraprofessionals in the content areas, one Title 1 specialist, extended day programs and through software (SuccessMaker, Xtra Math).

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Eligible students are offered the same strategies and interventions of the school improvement plan as the non-at-risk student population. Various building-wide, grade level and classroom specific interventions impact all students including Literacy in Action and Classroom Instruction that Works.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

Many strategies used within classrooms impact all students, including math interventions such as Xtramath.org, Successmaker, and CITW strategies. Challenge and daily review impact all students. In addition, all four content areas are impacted by close and critical reading, guided highlighted reading, and thinking map strategies.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

All strategies within the plan are research based and if implemented with fidelity will have a positive impact on student learning. (Classroom Instruction that Works, Literacy in Action)

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Students attending extended day reading programs have improved Lexile levels. Those students having an additional hour of reading support in Read 180 have improved Lexile levels of nearly 1.5 grades after 1 year's intervention.
Students are scheduled into math enhancement for one class period per day if their NWEA scores show low math performance. Some students have grown several RIT points while being a part of this class.
At risk students in math or reading are invited to attend an after school extended day program. They receive additional instruction in either math or reading to increase their performance levels.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Attendance records and students' passes indicate students are rarely pulled from core content classes. Paraprofessionals meet with students within core content classrooms or students receive support during exploratory hours. Students are invited to attend after school programs instead of during the school day. Students have the abiltiy to access web based intervention programs within school or out of school.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

The grade level data teams work to provide support for students as needed within their regular school day. Paraprofessionals and title one teachers work closely with the academic classroom teachers to limit disruption to the regular classroom routine.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Not applicable to WMS.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All paraprofessionals at WMS are highly qualified as defined by NCLB.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Alll teachers at WMS are highly qualified as defined by NCLB.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

The teaching staff has received ongoing professional development in best practices for classroom instruction as researched by Robert Marzano in Classroom Instruction That Works.
Title I Part A paraprofessionals are trained at the district level in supporting targeted assisted students. A fourth paraprofessional was added to allow additional academic support in the building.
Staff learning has continued through book studies during staff meetings and PLC time.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

PEN (Prepare Enrich and Nurter) Night is a semi-annual event that parents and students of Title I Part A eligible students are invited to participate. This is a night of breakout sessions so that parents and students together partake in the learning process.
Monthly throughout the school year parents are invited to attend CAC (Citizen Advisory Committee) meetings to stay current of the trends in education and how this effects their child/ren. Parents and community memebers are invited to share their concerns and welcome to ask any quesitons.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	The district PD plan is complete for 2016-2017. The topics include standards based grading, formative and common assessments, vertical alignment and cohort data discussions. There will also be a conference style format with various literacy topics for teachers and staff.	

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parents attending monthly CAC meetings were sought to offer input on all components of our school's SI plan. Feedback on Title 1 is on the agenda every month. School messenger and surveys are used for feedback.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents were involved in the revision of our Parent Student School Compact. All students receive a new copy of the revised Parent Student School Compact at the start of each year.
Parents attend PEN nights and CAC meetings. Parents and students use materials intended to support and supplement reading, writing and math skills.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parent input is collected monthly at CAC meetings. The parent survey also allows for anonymous feedback.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Each student will receive a copy of the CVS - WMS Parent Student School Compact. Parents will be invited to use school computers to access student records through either the student or parent portals.

5. Describe how the parent involvement activities are evaluated.

Attendance at parent events will be tracked. Parents will be surveyed and results will be compared to those of other TA schools in the district (and county and state if possible).

The SI team will review results to determine what changes need to be made to better meet the needs of our students.

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

Initially, WMS used the district created compact but eventually staff and parent input was used to revise the compact specifically to the needs of our students and building.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	See attachment for school-parent compact.	student-school compact Wyandot

8. How does the school provide individual student academic assessment results in a language parents can understand?

Bilingual paraprofessionals employed by the district or local intermediate school district have and will be used to translate correspondence with our students' parents. The translators often attend parent teacher conferences with our students and their parents. Teaching staff have used bilingual teachers to translate when calls home are required. Student assessment results (NWEA, state assements, and Explore) are shared with students and parents in age appropriate terms.

One of our district's high schools has a 2-hour infusion ESL class for learning English. We have one middle school student who attends there daily and is transported back to our building. There is a plan to incorporate an ESL program in our own building in upcoming years to allow neighboring middle school students the opportunity to travel and benefit from this class.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	This is a district policy.	Parent involvement policy

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

Not applicable to WMS.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Our district has a grants' coordinator (Mr. Scott Pitts) who ensures that each eligible building meets the requirements of local, state and federal funding.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The coordinator plans for programs to support at the middle level. He coordinates funding and district resources allowing the middle school to adequately manage funded programs.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Individual students progress will be monitored by the building Data Team, consisting of teachers, counselors, administrators and ancillary staff. NWEA data will be analyzed two to three times each year with progress monitoring ongoing within specific programs (those utilizing Successmaker).

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Funds are dispersed to provide support both within the student's school day or in their extended day by which best fits their needs.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Twenty percent of our teachers have been trained in Successmaker while 100% of the teachers will be trained in NWEA's MAP software.

Star 360, a progress monitoring tool, was implemented in intervention classes this year.

Data Director is used in some content areas when analyzing achievement.

Title I specialists are trained to support data analysis, student identification, and teacher support.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

Student data will be analyzed by the Data Team who will meet on a quarterly basis to analyze individual student progress.   Data is provided from individual program leaders and is evaluated to determine effectiveness.

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

The school's Data Team will use state assessment data to determine the bottom 30% of students and to determine areas of achievement gaps. MAP results will be used to determine which students need individualized or differentiated instruction for math, reading and language usage. The 2015 preliminary M Step Data is also available to provide general information about content areas needing revision and attention to instruction.

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

Pre- and post-intervention data from MAP (NWEA) will be analyzed to determine if strategies, activities and programs are increasing student success. Program coordinators will gather data for their own program to determine if their program (i.e. extended day programs, READ 180, math enhancement) is improving student achievement.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

The school's SI team, consisting of staff, parents and teachers will review data at the end of each academic year to determine if achievement gaps are diminishing.

2016-2017 Wyandot Middle School School Improvement Plan

Overview

Plan Name

2016-2017 Wyandot Middle School School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Wyandot Middle School will be proficient in reading.	Objectives: 1 Strategies: 2 Activities: 6	Academic	$24500
2	All students at Wyandot Middle School will increase proficiency in math.	Objectives: 2 Strategies: 6 Activities: 18	Academic	$26200
3	All students at Wyandot Middle School will increase proficiency in science.	Objectives: 1 Strategies: 2 Activities: 10	Academic	$0
4	All Wyandot Middle School students will increase their proficiency in social studies	Objectives: 1 Strategies: 2 Activities: 8	Academic	$10000
5	Wyandot students will improve in writing proficiency.	Objectives: 1 Strategies: 2 Activities: 8	Academic	$34000

Goal 1: All students at Wyandot Middle School will be proficient in reading.

Measurable Objective 1:

85% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency reading comprehension in English Language Arts by 06/28/2024 as measured by spring state assessments..

Strategy 1:

Multi-Tiered System of Support (MTSS) for Reading - The reading curriculum and resources will be reviewed for alignment with Common Core Standards. Instructional staff will be trained to use a tool box of strategies. These strategies will be used across the curriculum. Resources and materials for core reading instruction will be reviewed along with intervention programs for Tier 2 and Tier 3.

Category:

Research Cited: Afflerbach, P.Pearson, P.D., & Paris, S.G. (2008) Clarifying differences between reading skills and reading strategies. The Reading Teacher, 61, 363-373.

Beer, K., & Probst, R. (2013) Notice and Note: Strategies for Close Reading. Portsmouth, NH: Heinemen.

Calkins, C., Ehrenworth, M., & Lehman, C. (2012) Pathways to common core: Accelerated

Achievement. Portsmouth, NH: Heinemann

Common Core Standards Initiatives www.corestandards.org

Tier: Tier 1

Activity - Tier I Data Collection, Analysis, and Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will conduct standards-based assessments. Staff will input the data (NWEA) into Data Director or an Excel file on the group drive. Staff that are responsible for Language Arts will meet as a Grade Level/Department to review standards based assessment resluts. Data team will monitor student progress and identify students needing interventions.	Monitor	Tier 1	Implement	09/11/2013	06/20/2017	$500	Title I School Improvement (ISI)	Darleen Gauci, School Improvement Team, ELA Teachers, Data Team

Activity - Professional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided professional learning opportunities in order to add to their teaching tool kit.	Professional Learning	Tier 1	Implement	05/23/2013	06/20/2017	$10000	Title I Part A	Darleen Gauci, School Improvement Team, ELA Teachers

Activity - Read 180	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read 180 is an intervention class for struggling readers. It is taught through direct instruction, small group and technology based. The course is implemented to increase fluency and reading comprehension.	Technology, Direct Instruction, Academic Support Program	Tier 2	Monitor	09/03/2013	06/20/2017	$2000	Title I Part A	Data Team, Darleen Gauci, READ 180 Instructors

Activity - Language!	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct instruction is delivered to students with an identified learning disability.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/03/2013	06/20/2017	$1000	Special Education	Darleen Gauci, school improvement, resource room teachers, ancillary staff, data team

Strategy 2:

Consisient implementation of high leverage instructional strategies in Reading - Teachers will use research based strategies to increase reading proficiency.

Category:

Research Cited: Dean, C. B., Stone, B., Hubbell, E., & Pitler, H. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement (2nd ed.). Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Training and Implementation of Classroom Instruction That Works (CITW) Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement CITW strategies into their reading instructional practice to increase student engagement and learning. All teaching staff will be provided with training by the end of the 2015-2016 school year in CITW strategies through the Macomb ISD.	Direct Instruction	Tier 1	Implement	09/01/2015	06/20/2017	$10000	Title II Part A	Darleen Gauci, School Improvement Team, ELA Teaching Staff

Activity - Implementation of Cooperative Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading instructional staff will implement CITW and Kagen Cooperative Learning strategies to increase student engagement and learning.	Direct Instruction	Tier 1		09/01/2015	06/20/2017	$1000	Title II Part A	Darleen Gauci (Sims), School Improvement Team, Reading instructional staff

Goal 2: All students at Wyandot Middle School will increase proficiency in math.

Measurable Objective 1:

85% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in knowledge in Mathematics by 06/28/2024 as measured by the Spring State Assessment..

Strategy 1:

Math Curriculum and Instructional Alignment - Wyandot math teachers will align curriculum maps and report card standards to the Michigan State Standards. Teachers will also be provided training on how to create and use appropriate formative and summative assessments as well during professional development.

Category: Mathematics

Research Cited: Common Core Standards Initiative: www.corestandards.org Dufour, Richard; Eaker, Robert.

Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement (1998) ASCD Hayes Jacobs, Heidi: Curriuculum 21 - Essential Education for a Changing World (2010) ASCD

Tier: Tier 1

Activity - Curriculum Map Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will meet on several occasions with staff from other middle schools to work on and revise curriculum maps. Instruction and direction will be given each time as to what aspect of the map is the focus of each session.	Professional Learning	Tier 1	Monitor	09/01/2016	06/21/2017	$1200	Other	Darleen Gauci, School Improvement team, math teachers.

Activity - Report Card Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Report Card Committee members will meet at least once per year to record, address and include any feedback given about the new middle school report card. Commitee members with the help of all teachers will work to ensure the new report card alligns and assesses all Michigan State Standards. Teachers will be trained at professional development during the 2015-2016 school year on standards based grading.	Professional Learning	Tier 1	Implement	09/01/2016	06/21/2017	$500	Other	Darleen Gauci, School Improvement Team, Report Card Committee Members, Math Teachers

Activity - Math Investigations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide various investigations that relate to the Michigan State Standards content and practices for student participation.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/21/2017	$1000	Other	Darleen Gauci, Math Teachers

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to integrate math investigations into their math classes and share their successes and suggestions with other grade level content area.	Curriculum Development	Tier 1	Monitor	09/01/2016	06/21/2017	$1000	Other	Darleen Gauci, Math Teachers

Activity - Math XL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Using Math XL, teachers will assign online related math topics to current units to provide students with additional exposure to the math curriculum. These online units provide relevant practice and problem-solving opportunities. | Supplemental Materials, Technology | Tier 1 | Implement | 09/01/2016 | 06/21/2017 | $1000 | Other | Darleen Gauci, Math Teachers |

Strategy 2:

Parent Education to Promote Mathematics - PEN nights will be offered to build parents' capacity to support their children in Math achievement.

Category: Mathematics

Research Cited: Price, H. (2008) Mobilizing the Community to Help Students Succeed. ASCD

Tier: Tier 1

Activity - PEN Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of identified Title I students will be invited to attend a PEN Night during which they will learn Michigan State Standards strategies via learning games designed to support their children at home.	Parent Involvement	Tier 2	Monitor	09/01/2016	06/28/2024	$2000	Title I Part A	Darleen Gauci, School Improvement Team

Activity - Purchase Supplies for PEN Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building funds will be used to purchase/provide supplies, materials, and food for PEN Night to encourage parents to participate in the instructional support of their children's Math education.	Materials	Tier 2	Monitor	09/01/2016	06/21/2017	$1000	Title I Part A	Darleen Gauci, School Improvement Team

(shared) Strategy 3:

Extended Day/Year Opportunities in Math - Teachers/staff will provide after school and summer opportunities for students to improve math proficiency. Teachers/staff will work with and progress monitor at-risk and/or Title I students in both Tier 2 and Tier 3.

Category:

Research Cited: Fashola, O., "Review of Extended Day and after School Programs and Their Effectiveness." Center for research on the Education of Students Placed at Risk, October 1998.

Neal, R., "Extended School Day and Year are Under Review Across the Country," Hartland Institute, February 2008.

Tier: Tier 2

Activity - Summer Skills Math Workbooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer math workbooks are purchased for students at-risk in Tier 2 and Tier 3.	Supplemental Materials	Tier 2	Monitor	09/01/2016	06/21/2017	$6000	Title I Part A	Darleen Gauci, School Improvement Team

Activity - Extended Day Math Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-risk students will be invited to participate in an extended day math program. Program includes hands-on activities to help increase math proficiency.	Academic Support Program	Tier 2	Monitor	09/01/2016	09/01/2017	$1000	Title I School Improvement (ISI)	Darleen Gauci, School Improvement Team

(shared) Strategy 4:

A Multi-Tiered System of Support (MTSS) for Mathematics - The mathematics curriculum and resources will be reviewed for alignment with Michigan State Standards.

Math support will be provided to Tier 2 and Tier 3 students during the school day.

Category:

Research Cited: Jordan, N., (2007) The Need for Number Sense. Journal of Educational Leadership ASCXD

Kilpatrick, J., Swafford, J., & FIndell, B. (eds). (2001) Addiing it Up: Helping Children to Lean Mathematics. Washington, DC: National Academy Press

Tier: Tier 2

Activity - Math Enhancement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected at-risk students will be placed in a math enhancement class to receive intervention strategies that allow them to be more successful in their regular math classroom. This class is an hour in addition to the students' primary math class. Math enhancement teachers will utilize pre-teaching activities and incorporate activities that will give students the opportunity to review topics in these classes. Topics will be retaught when necessary.When possible, math enhancement teachers will coordinate with primary math teachers so that activities and lessons in the support class will complement the future topics and increase both student confidence and proficiency.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/21/2017	$1500	Title I Part A	Darleen Gauci, School Improvement Team

Activity - Success Maker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected at-risk students will receive intervention with the program Success Maker during the school day and after school. Staff will monitor the progress of Tier II students through Success Maker.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/21/2017	$2500	Title I Part A	Darleen Gauci

Activity - Success Maker Incentive Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are offered an incentive program based on personalized student growth goals in Success Maker.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/21/2017	$1000	Title I Part A	Darleen Gauci

Activity - Dedicated Wireless Carts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| There will be three wireless carts dedicated to SuccessMaker for the at-risk students. | Technology | Tier 2 | Monitor | 09/01/2016 | 06/21/2017 | $1000 | Title I Part A | Darleen Gauci |

Activity - Teacher Consultants and Paraeducators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Consultants and Para-educators will be used for students identified as at-risk to give one-on-one assistance.	Direct Instruction	Tier 2	Monitor	09/01/2016	06/21/2017	$1000	Other	Darleen Gauci

(shared) Strategy 5:

Consistent implementation of high leverage instructional strategies in mathematics - The math curriculum and resources will be reviewed for alignment with Michigan State Standards. Curriculum mapping will take place in all grade levels. Resources and materials for core mathematics will be reviewed along with intervention programs for Tier 2 and Tier 3 instruction.

Category:

Research Cited: Classroom Instruction that Works, McREL (2012) Reeves, Douglas A. (2010) Transforming Professional Development into Student Results. Marzano, Robert J. (2003) What Works in Schools - Translating Research into Action

Tier: Tier 2

Activity - Training and Implementation of Classroom Instruction that Works (CITW) Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will attend the seminar, "Classroom Instruction that Works" at the MISD to receive instruction on more ways to incorporate cooperative learning into their classrooms on a daily basis. The remaining teachers who have yet to attend the CITW series will be trained by the end of the 2015-2016 school year. These instructional strategies will be used to increase student engagement and learning in mathematics. CITW strategies will be used for all Tiers.	Direct Instruction	Tier 2	Monitor	09/01/2016	06/21/2017	$500	Title II Part A	Darleen Gauci, School Improvement Team

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to integrate math investigations into their math classes and share their successes and suggestions with other grade level content area teachers.	Curriculum Development	Tier 1	Monitor	09/01/2016	06/21/2017	$1000	Other	Darleen Gauci, School Improvement Team

Activity - Training and Implementation of Cooperative Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will be trained in Kagan Cooperative learning strategies.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/21/2017	$1000	Title II Part A	Darleen Gauci, School Improvement Team

Measurable Objective 2:

85% of Bottom 30% students will demonstrate a proficiency increase in Mathematics by 09/01/2022 as measured by 2016 Spring State Assessments and building progress monitoring assessments.

Strategy 1:

Parent Education to Promote and Support Mathematics - PEN nights will be offered to build parents' capacity to support their children in Math achievement.

Category:

Research Cited: Price, H. (2008) Mobilizing the Community to Help Students Succeed. ASCD

Tier: Tier 2

Activity - PEN Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Parents of identified Title I students will be invited to attend a PEN Night where they will learn Michigan State Standard strategies via learning games designed to support their children at home. | Parent Involvemen t | Tier 2 | | 09/01/2015 | 09/01/2022 | $2000 | Title I Part A | Darleen Gauci, School Improveme nt Team |

(shared) Strategy 2:

Extended Day/Year Opportunities in Math - Teachers/staff will provide after school and summer opportunities for students to improve math proficiency. Teachers/staff will work with and progress monitor at-risk and/or Title I students in both Tier 2 and Tier 3.

Category:

Research Cited: Fashola, O., "Review of Extended Day and after School Programs and Their Effectiveness." Center for research on the Education of Students Placed at Risk, October 1998.

Neal, R., "Extended School Day and Year are Under Review Across the Country," Hartland Institute, February 2008.

Tier: Tier 2

Activity - Summer Skills Math Workbooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Summer math workbooks are purchased for students at-risk in Tier 2 and Tier 3.	Supplemen tal Materials	Tier 2	Monitor	09/01/2016	06/21/2017	$6000	Title I Part A	Darleen Gauci, School Improveme nt Team

Activity - Extended Day Math Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
At-risk students will be invited to participate in an extended day math program. Program includes hands-on activities to help increase math proficiency.	Academic Support Program	Tier 2	Monitor	09/01/2016	09/01/2017	$1000	Title I School Improveme nt (ISI)	Darleen Gauci, School Improveme nt Team

(shared) Strategy 3:

A Multi-Tiered System of Support (MTSS) for Mathematics - The mathematics curriculum and resources will be reviewed for alignment with Michigan State Standards.

Math support will be provided to Tier 2 and Tier 3 students during the school day.

Category:

Research Cited: Jordan, N., (2007) The Need for Number Sense. Journal of Educational Leadership ASCXD

Kilpatrick, J., Swafford, J., & FIndell, B. (eds). (2001) Addiing it Up: Helping Children to Lean Mathematics. Washington, DC: National Academy Press

Tier: Tier 2

Activity - Math Enhancement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected at-risk students will be placed in a math enhancement class to receive intervention strategies that allow them to be more successful in their regular math classroom. This class is an hour in addition to the students' primary math class. Math enhancement teachers will utilize pre-teaching activities and incorporate activities that will give students the opportunity to review topics in these classes. Topics will be retaught when necessary.When possible, math enhancement teachers will coordinate with primary math teachers so that activities and lessons in the support class will complement the future topics and increase both student confidence and proficiency.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/21/2017	$1500	Title I Part A	Darleen Gauci, School Improvement Team

Activity - Success Maker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected at-risk students will receive intervention with the program Success Maker during the school day and after school. Staff will monitor the progress of Tier II students through Success Maker.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/21/2017	$2500	Title I Part A	Darleen Gauci

Activity - Success Maker Incentive Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are offered an incentive program based on personalized student growth goals in Success Maker.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/21/2017	$1000	Title I Part A	Darleen Gauci

Activity - Dedicated Wireless Carts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be three wireless carts dedicated to SuccessMaker for the at-risk students.	Technology	Tier 2	Monitor	09/01/2016	06/21/2017	$1000	Title I Part A	Darleen Gauci

Activity - Teacher Consultants and Paraeducators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Consultants and Para-educators will be used for students identified as at-risk to give one-on-one assistance.	Direct Instruction	Tier 2	Monitor	09/01/2016	06/21/2017	$1000	Other	Darleen Gauci

(shared) Strategy 4:

Consistent implementation of high leverage instructional strategies in mathematics - The math curriculum and resources will be reviewed for alignment with Michigan State Standards. Curriculum mapping will take place in all grade levels. Resources and materials for core mathematics will be reviewed along with intervention programs for Tier 2 and Tier 3 instruction.

Category:

Research Cited: Classroom Instruction that Works, McREL (2012) Reeves, Douglas A. (2010) Transforming Professional Development into Student Results. Marzano, Robert J. (2003) What Works in Schools - Translating Research into Action

Tier: Tier 2

Activity - Training and Implementation of Classroom Instruction that Works (CITW) Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will attend the seminar, "Classroom Instruction that Works" at the MISD to receive instruction on more ways to incorporate cooperative learning into their classrooms on a daily basis. The remaining teachers who have yet to attend the CITW series will be trained by the end of the 2015-2016 school year. These instructional strategies will be used to increase student engagement and learning in mathematics. CITW strategies will be used for all Tiers.	Direct Instruction	Tier 2	Monitor	09/01/2016	06/21/2017	$500	Title II Part A	Darleen Gauci, School Improvement Team

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to integrate math investigations into their math classes and share their successes and suggestions with other grade level content area teachers.	Curriculum Development	Tier 1	Monitor	09/01/2016	06/21/2017	$1000	Other	Darleen Gauci, School Improvement Team

Activity - Training and Implementation of Cooperative Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will be trained in Kagan Cooperative learning strategies.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/21/2017	$1000	Title II Part A	Darleen Gauci, School Improvement Team

Goal 3: All students at Wyandot Middle School will increase proficiency in science.

Measurable Objective 1:

85% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in knowledge and application in Science by 09/02/2024 as measured by common assessments and spring state assessments..

Strategy 1:

Consistent implementation of high leverage instructional strategies in Science. - The Science curriculum and resources will be reviewed for alignment with Next

Generation Science Standards (NGSS). Curriculum mapping will take place at all grade levels in affected core areas.

Category: Science

Research Cited: Jacobs, H. (1997) Mapping the Big Picture - Integrating Curriculum and Assessment K - 12

Dean, C., Hubbell, E., Pitler, H., Stone, B., (2012) Classroom Instruction That Works - Researched-based Strategies for Incresing Student Achievement-2nd Edition. ASCD/McREL

Tier: Tier 1

Activity - CITW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement CITW strategies into their Science instructional practice to increase student engagement and learning.	Direct Instruction	Tier 1	Implement	01/01/2016	06/30/2017	$0	No Funding Required	Science Teachers, Administration

Activity - Lab Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate lab experiences within their science units.	Direct Instruction	Tier 1	Implement	09/01/2016	06/30/2017	$0	No Funding Required	Science Teachers

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will include close and critical reading into their science units. | Direct Instruction | Tier 1 | Implement | 09/01/2016 | 06/30/2017 | $0 | No Funding Required | Science teachers |

Activity - Guided Highlighted Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include Guided Highlighted Reading into their science units.	Direct Instruction	Tier 1	Implement	09/01/2015	06/15/2016	$0	No Funding Required	Science Teachers

Activity - Generating and Testing Hypotheses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give students opportunities to generate and test hypotheses.	Direct Instruction	Tier 1	Getting Ready	09/01/2015	06/15/2016	$0	No Funding Required	Science Teachers

Activity - Homework and Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include opportunities within science units for students to complete homework and/or practice skills.	Direct Instruction		Evaluate	09/01/2016	06/30/2017	$0	No Funding Required	Science Teachers

Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work together on various activities including lab experiences.	Communication	Tier 1	Monitor	09/01/2016	06/30/2017	$0	No Funding Required	Science Teachers

Strategy 2:

Science Curriculum and Assessment Alignment - Curriculum maps will be developed for all grade levels and courses in Science. Consistent curriculum maps will ensure that all students receive required Science instruction. If the Next Generation Science Standards are adopted by the MDE, maps and course content will be aligned with them.

Category:

Research Cited: Jacobs, H. (1997) Mapping the Big Picture - Integrating Curriculum and Assessment K - 12

Reeves, Douglas A. . (2010) Transforming Professional Development into Student Results. ASCD

Marzano, Robert J. (2003) What Works in Schools - Translating Research into Action. ASCD.

Tier: Tier 1

Activity - Curriculum Map Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with the Science Curriculum Council to develop curriculum maps for their grade level and topic.	Curriculum Development	Tier 1	Getting Ready	09/01/2016	06/30/2017	$0	No Funding Required	Science Curriculum Council, Science Teachers

Activity - Michigan State Standards Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with the Science Curriculum Council to align Michigan State Standards objectives into the Science Curriculum.	Curriculum Development	Tier 1	Getting Ready	09/01/2016	06/30/2017	$0	No Funding Required	Science Curriculum Council, Science Teachers

Activity - Common and Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with the Science Curriculum Council to form Common Assessments. Teachers will form formative assessments to be used in science units.	Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	$0	No Funding Required	Science Teachers

Goal 4: All Wyandot Middle School students will increase their proficiency in social studies

Measurable Objective 1:

85% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of content literacy in Social Studies by 09/01/2024 as measured by spring state sssessments..

Strategy 1:

Social Studies Curriculum and Assessment Alignment - Wyandot social studies teachers will be trained in Atlas Rubicon to create curriculum maps using new social

studies standards. Furthermore, they will be trained to develop both formative and summative assessments.

Category: Social Studies

Research Cited: MI Social Studies Grade Level Content Expectations: michigan.gov/documents/mde/SSGLCE_218368_7.pdf

C3 Framework: www.socialstudies.org/c3

Michigan K-12 ELA Standards: http://www.michigan.gov/documents/mde/K-12_MI_ELA_StandardsREV_470029_7.pdf

Cognitive Coaching for Assessments: http://www.thinkingcollaborative.com/seminars/cognitive-coaching-seminars/

Dufour, Richard; Eaker, Robert. Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement (1998) ASCD

Hayes Jacobs, Heidi: Curriculum 21 - Essential Education for a Changing World (2010) ASCD

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Curriculum mapping has moved to the district level and will be completed by building representatives with guidance from curriculum leaders.	April 29, 2014	Mrs. Nicole Lynn Pemberton

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Curriculum maps and pacing guides will be developed ensuring that content knowledge taught is consistent by grade level and/or course in social studies. | Curriculum Development, Professional Learning, Teacher Collaboration | Tier 1 | Implement | 09/01/2016 | 06/21/2017 | $1200 | Other | Darleen Sims, School Improvement Team, social studies teachers. |

Activity - Common & Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will work to develop and implement both common and formative assessments. Also, a formative assessment team (FAME) has been established and several staff members are part of this effort.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/21/2017	$8000	Other	Social Studies Teachers

Strategy 2:

Consistent Implementation of high leverage instructional strategies - All staff will incorporate research-based instructional strategies into their daily routines in order for students to become fully engaged and reach full potential.

Category: Social Studies

Research Cited: Classroom Instruction that Works, McREL (2012)

Reeves, Douglas A. (2010) Transforming Professional Development into Student Results.

Marzano, Robert J. (2003) What Works in Schools - Translating Research into Action

Tier: Tier 1

Activity - Classroom Instruction that Works Seminars	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All teachers have attended the seminar, "Classroom Instruction that Works" at the MISD to receive instruction on more ways to incorporate research-based instructional strategies into their classrooms on a daily basis. | Direct Instruction, Professional Learning | Tier 1 | Monitor | 09/01/2016 | 06/21/2017 | $300 | Title I Part A | Darleen Sims, School Improvement Team, all teachers. |

Activity - Guided/Highlighted Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff has been trained in creating guided/highlighted readings for use within their classrooms. The approach has staff choosing a text that is level appropriate for students and then using highlighters to find key information, vocabulary, and main ideas, all with the purpose of aiding comprehension.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/21/2017	$500	Title I Part A	Darleen Gauci, School Improvement Team, Social Studies Teachers

Activity - Use of Non-linguistic Representations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The language arts council has released many thinking maps and rubrics to be used by other content areas across the district. Teachers will implement these pieces into the classroom using their specific content. Social Studies teachers will also incorporate maps, charts, graphs, tables, and visual resources to teach their content.	Materials, Direct Instruction	Tier 1	Monitor	09/01/2016	06/21/2017	$0	No Funding Required	Darleen Gauci, School Improvement Team, Social Studies Teachers

Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will incorporate cooperative learning into their social studies lessons.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/21/2017	$0	No Funding Required	Darleen Gauci, School Improveme nt Team, Social Studies Teachers

Activity - Homework and Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers will include opportunities within their social studies units for students to complete homework and/or practice skills.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/21/2017	$0	No Funding Required	Darleen Gauci, School Improveme nt Team, Social Studies Teachers

Activity - Learning Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers will set learning targets within their classroom that are visible to students to help guide instruction.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/21/2017	$0	No Funding Required	Darleen Gauci, School Improveme nt Team, Social Studies Teachers

Goal 5: Wyandot students will improve in writing proficiency.

Measurable Objective 1:

85% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/28/2024 as measured by spring state assessments..

Strategy 1:

Core Curriculum Writing: Instructional staff will use common rubrics by grade or course to assess student writing. Teachers will increase amount of informational and

argument/opinion writing. Writing strategies will be used throughout the curriculum. - Instructional staff will use common rubrics by grade or course to assess student

writing. These will be aligned with Common Core Standards. Teachers will increase the amount of informational and argument/opinion writing within their lessons.

Writing strategies will be used throughout the curriculum.

Category:

Research Cited: Research Cited: ASCD Education Update: Improving Student Writing Through Formative Assessments, Volume 54: Number 2, February 2012.

National Council of Teachers of English Writing Initiative: "What We Know about Writing: Key Research Concepts" Calkins, L., Ehrenworth, M., Lehman, C.

National Council of Teachers of English Writing Initiative: "What We Know about Writing: Key Research Concepts"

Calkins, L., Ehrenworth, M., Lehman, C. Pathways to the Common Core-Accelerating Achievement. (2012) Portmouth, NH. Heineman evenson, A. McIver, M., Ryans, S., Schwols, A. (2013).

Tier: Tier 1

Activity - Guided Highlighted Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use guided highlighted reading to help organize writing organization, including organizing argument writing into pro and con points.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/30/2017	$1000	Title I Part A	Instructional Staff

Activity - Advance Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wyandot teachers will work collaboratively to understand the strategy of using cues, questions, and advance organizers to organize knowledge prior to writing.	Implementation, Direct Instruction	Tier 1	Monitor	09/01/2016	06/30/2017	$1000	Title I Part A	Darleen Gauci, School Improvement Team, All Teachers

Activity - Literacy in Action Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will utilize a variety of vocabulary strategies including vocabulary squares, Frayer models and other literacy in Action activities.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2016	06/30/2017	$1000	Title I Schoolwide	All instructional staff. Darleen Gauci

Activity - Common performance task development and inservice on information, argument,and opinion writing.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade levels will develop and utilize common performance tasks and assessments in informational and argument writing. Teachers will contribute to development and be in-serviced on implementing these tasks and assessments.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/01/2016	06/30/2017	$5000	Title II Part A	ELA Curriculum Leaders, Instructional staff, Curriculum Council members, Curriculum Director

Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained in Classroom Instruction That Works, enabling all staff to regularly use CITW strategies in the instruction of writing.	Direct Instruction, Professional Learning	Tier 1	Implement	09/01/2015	06/15/2016	$5000	Title I School Improvement (ISI)	Darleen Gauci, instructional staff.

Strategy 2:

Differentiated Instruction-- MTSS - Students will be identified for differentiated instruction through standardized assessment (NWEA), current statewide assessment,

and formative and summative classroom assessment. Students will receive various levels of individualized instruction with reard to writing based on need.

Category: English/Language Arts

Research Cited: Response to Intervention (RTI) McRel Classroom Instruction that Works (2012)

Tier: Tier 2

Activity - Paraeducator support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at-risk will receive paraeducator support, both in small groups and one-to-one instruction.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/30/2017	$15000	Title I Part A	Para-educators--Renee Palleschi, Debbie Chapoton, and Michelle Harrison.

Activity - PEN Night (Prepare, Educate, Nurture)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Parents are invited to school to share a meal and interact with staff in writing activities. Strategies to support and nurture learning at home are given. | Community Engagement | Tier 2 | Monitor | 09/01/2016 | 06/30/2017 | $1000 | Title I School Improvement (ISI) | Darleen Gauci, Principal, Para educators: Debbie Chapoton, Michelle Harrison, teacher volunteers. |

Activity - READ 180	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with low lexile levels, low state assessment scores, and low percentiles will be placed in the READ 180 program for intensive intervention. Students will receive differentiated writing instruction in this setting.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/30/2017	$5000	Title I Part A	Darleen Gauci, Renee Sheridan.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Report Card Professional Development	Report Card Committee members will meet at least once per year to record, address and include any feedback given about the new middle school report card. Commitee members with the help of all teachers will work to ensure the new report card alligns and assesses all Michigan State Standards. Teachers will be trained at professional development during the 2015-2016 school year on standards based grading.	Professional Learning	Tier 1	Implement	09/01/2016	06/21/2017	$500	Darleen Gauci, School Improvement Team, Report Card Committee Members, Math Teachers
Math XL	Using Math XL, teachers will assign online related math topics to current units to provide students with additional exposure to the math curriculum. These online units provide relevant practice and problem-solving opportunities.	Supplemental Materials, Technology	Tier 1	Implement	09/01/2016	06/21/2017	$1000	Darleen Gauci, Math Teachers
Professional Learning Communities	Teachers will be trained on how to integrate math investigations into their math classes and share their successes and suggestions with other grade level content area.	Curriculum Development	Tier 1	Monitor	09/01/2016	06/21/2017	$1000	Darleen Gauci, Math Teachers
Teacher Consultants and Paraeducators	Teacher Consultants and Para-educators will be used for students identified as at-risk to give one-on-one assistance.	Direct Instruction	Tier 2	Monitor	09/01/2016	06/21/2017	$1000	Darleen Gauci
Curriculum Mapping	Curriculum maps and pacing guides will be developed ensuring that content knowledge taught is consistent by grade level and/or course in social studies.	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/01/2016	06/21/2017	$1200	Darleen Sims, School Improvement Team, social studies teachers.

Math Investigations	Teachers will provide various investigations that relate to the Michigan State Standards content and practices for student participation.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/21/2017	$1000	Darleen Gauci, Math Teachers
Curriculum Map Professional Development	Math teachers will meet on several occasions with staff from other middle schools to work on and revise curriculum maps. Instruction and direction will be given each time as to what aspect of the map is the focus of each session.	Professional Learning	Tier 1	Monitor	09/01/2016	06/21/2017	$1200	Darleen Gauci, School Improvement team, math teachers.
Professional Learning Communities	Teachers will be trained on how to integrate math investigations into their math classes and share their successes and suggestions with other grade level content area teachers.	Curriculum Development	Tier 1	Monitor	09/01/2016	06/21/2017	$1000	Darleen Gauci, School Improvement Team
Common & Formative Assessments	Social Studies teachers will work to develop and implement both common and formative assessments. Also, a formative assessment team (FAME) has been established and several staff members are part of this effort.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/21/2017	$8000	Social Studies Teachers

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Instruction That Works	All staff will be trained in Classroom Instruction That Works, enabling all staff to regularly use CITW strategies in the instruction of writing.	Direct Instruction, Professional Learning	Tier 1	Implement	09/01/2015	06/15/2016	$5000	Darleen Gauci, instructional staff.
Tier I Data Collection, Analysis, and Dialogue	Staff will conduct standards-based assessments. Staff will input the data (NWEA) into Data Director or an Excel file on the group drive. Staff that are responsible for Language Arts will meet as a Grade Level/Department to review standards based assessment resluts. Data team will monitor student progress and identify students needing interventions.	Monitor	Tier 1	Implement	09/11/2013	06/20/2017	$500	Darleen Gauci, School Improvement Team, ELA Teachers, Data Team
Extended Day Math Program	At-risk students will be invited to participate in an extended day math program. Program includes hands-on activities to help increase math proficiency.	Academic Support Program	Tier 2	Monitor	09/01/2016	09/01/2017	$1000	Darleen Gauci, School Improvement Team

| PEN Night (Prepare, Educate, Nurture) | Parents are invited to school to share a meal and interact with staff in writing activities. Strategies to support and nurture learning at home are given. | Community Engageme nt | Tier 2 | Monitor | 09/01/2016 | 06/30/2017 | $1000 | Darleen Gauci, Principal, Para educators: Debbie Chapoton, Michelle Harrison, teacher volunteers. |

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsibl e
Literacy in Action Vocabulary	All instructional staff will utilize a variety of vocabulary strategies including vocabulary squares, Frayer models and other literacy in Action activities.	Professiona l Learning, Teacher Collaborati on	Tier 1	Monitor	09/01/2016	06/30/2017	$1000	All instructiona l staff. Darleen Gauci

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsibl e
Language!	Direct instruction is delivered to students with an identified learning disability.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/03/2013	06/20/2017	$1000	Darleen Gauci, school improveme nt, resource room teachers, ancillary staff, data team

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsibl e
Lab Activities	Teachers will incorporate lab experiences within their science units.	Direct Instruction	Tier 1	Implement	09/01/2016	06/30/2017	$0	Science Teachers

School Improvement Plan

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Common and Formative Assessments	Teachers will work with the Science Curriculum Council to form Common Assessments. Teachers will form formative assessments to be used in science units.	Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	$0	Science Teachers
Curriculum Map Development	Teachers will work with the Science Curriculum Council to develop curriculum maps for their grade level and topic.	Curriculum Development	Tier 1	Getting Ready	09/01/2016	06/30/2017	$0	Science Curriculum Council, Science Teachers
Use of Non-linguistic Representations	The language arts council has released many thinking maps and rubrics to be used by other content areas across the district. Teachers will implement these pieces into the classroom using their specific content. Social Studies teachers will also incorporate maps, charts, graphs, tables, and visual resources to teach their content.	Materials, Direct Instruction	Tier 1	Monitor	09/01/2016	06/21/2017	$0	Darleen Gauci, School Improvement Team, Social Studies Teachers
Cooperative Learning	Teachers will incorporate cooperative learning into their social studies lessons.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/21/2017	$0	Darleen Gauci, School Improvement Team, Social Studies Teachers
CITW	Teachers will implement CITW strategies into their Science instructional practice to increase student engagement and learning.	Direct Instruction	Tier 1	Implement	01/01/2016	06/30/2017	$0	Science Teachers, Administration
Guided Highlighted Reading	Teachers will include Guided Highlighted Reading into their science units.	Direct Instruction	Tier 1	Implement	09/01/2015	06/15/2016	$0	Science Teachers
Cooperative Learning	Students will work together on various activities including lab experiences.	Communication	Tier 1	Monitor	09/01/2016	06/30/2017	$0	Science Teachers
Homework and Practice	Teachers will include opportunities within their social studies units for students to complete homework and/or practice skills.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/21/2017	$0	Darleen Gauci, School Improvement Team, Social Studies Teachers
Learning Objectives	Teachers will set learning targets within their classroom that are visible to students to help guide instruction.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/21/2017	$0	Darleen Gauci, School Improvement Team, Social Studies Teachers

Close and Critical Reading	Teachers will include close and critical reading into their science units.	Direct Instruction	Tier 1	Implement	09/01/2016	06/30/2017	$0	Science teachers
Generating and Testing Hypotheses	Teachers will give students opportunities to generate and test hypotheses.	Direct Instruction	Tier 1	Getting Ready	09/01/2015	06/15/2016	$0	Science Teachers
Michigan State Standards Alignment	Teachers will work with the Science Curriculum Council to align Michigan State Standards objectives into the Science Curriculum.	Curriculum Developme nt	Tier 1	Getting Ready	09/01/2016	06/30/2017	$0	Science Curriculum Council, Science Teachers
Homework and Practice	Teachers will include opportunities within science units for students to complete homework and/or practice skills.	Direct Instruction		Evaluate	09/01/2016	06/30/2017	$0	Science Teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsibl e
Common performance task development and inservice on information, argument,and opinion writing.	All grade levels will develop and utilize common performance tasks and assessments in informational and argument writing. Teachers will contribute to development and be in-serviced on implementing these tasks and assessments.	Professiona l Learning, Teacher Collaborati on	Tier 1	Implement	09/01/2016	06/30/2017	$5000	ELA Curriculum Leaders, Instructiona l staff, Curriculum Council members, Curriculum Director
Training and Implementation of Classroom Instruction that Works (CITW) Strategies	All teachers will attend the seminar, "Classroom Instruction that Works" at the MISD to receive instruction on more ways to incorporate cooperative learning into their classrooms on a daily basis. The remaining teachers who have yet to attend the CITW series will be trained by the end of the 2015-2016 school year. These instructional strategies will be used to increase student engagement and learning in mathematics. CITW strategies will be used for all Tiers.	Direct Instruction	Tier 2	Monitor	09/01/2016	06/21/2017	$500	Darleen Gauci, School Improveme nt Team
Implementation of Cooperative Learning Strategies	Reading instructional staff will implement CITW and Kagen Cooperative Learning strategies to increase student engagement and learning.	Direct Instruction	Tier 1		09/01/2015	06/20/2017	$1000	Darleen Gauci (Sims), School Improveme nt Team, Reading instructiona l staff

Training and Implementation of Cooperative Learning Strategies	Instructional staff will be trained in Kagan Cooperative learning strategies.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/21/2017	$1000	Darleen Gauci, School Improvement Team
Training and Implementation of Classroom Instruction That Works (CITW) Strategies	Teachers will implement CITW strategies into their reading instructional practice to increase student engagement and learning. All teaching staff will be provided with training by the end of the 2015-2016 school year in CITW strategies through the Macomb ISD.	Direct Instruction	Tier 1	Implement	09/01/2015	06/20/2017	$10000	Darleen Gauci, School Improvement Team, ELA Teaching Staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Skills Math Workbooks	Summer math workbooks are purchased for students at-risk in Tier 2 and Tier 3.	Supplemental Materials	Tier 2	Monitor	09/01/2016	06/21/2017	$6000	Darleen Gauci, School Improvement Team
Success Maker Incentive Program	Students are offered an incentive program based on personalized student growth goals in Success Maker.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/21/2017	$1000	Darleen Gauci
Guided/Highlighted Reading	All staff has been trained in creating guided/highlighted readings for use within their classrooms. The approach has staff choosing a text that is level appropriate for students and then using highlighters to find key information, vocabulary, and main ideas, all with the purpose of aiding comprehension.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/21/2017	$500	Darleen Gauci, School Improvement Team, Social Studies Teachers
Professional Training	Staff will be provided professional learning opportunities in order to add to their teaching tool kit.	Professional Learning	Tier 1	Implement	05/23/2013	06/20/2017	$10000	Darleen Gauci, School Improvement Team, ELA Teachers

Paraeducator support	Students identified as at-risk will receive paraeducator support, both in small groups and one-to-one instruction.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/30/2017	$15000	Para-educators--Renee Palleschi, Debbie Chapoton, and Michelle Harrison.
Purchase Supplies for PEN Night	Building funds will be used to purchase/provide supplies, materials, and food for PEN Night to encourage parents to participate in the instructional support of their children's Math education.	Materials	Tier 2	Monitor	09/01/2016	06/21/2017	$1000	Darleen Gauci, School Improvement Team
Classroom Instruction that Works Seminars	All teachers have attended the seminar, "Classroom Instruction that Works" at the MISD to receive instruction on more ways to incorporate research-based instructional strategies into their classrooms on a daily basis.	Direct Instruction, Professional Learning	Tier 1	Monitor	09/01/2016	06/21/2017	$300	Darleen Sims, School Improvement Team, all teachers.
Guided Highlighted Reading	Teachers will use guided highlighted reading to help organize writing organization, including organizing argument writing into pro and con points.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/30/2017	$1000	Instructional Staff
PEN Nights	Parents of identified Title I students will be invited to attend a PEN Night during which they will learn Michigan State Standards strategies via learning games designed to support their children at home.	Parent Involvement	Tier 2	Monitor	09/01/2016	06/28/2024	$2000	Darleen Gauci, School Improvement Team
PEN Nights	Parents of identified Title I students will be invited to attend a PEN Night where they will learn Michigan State Standard strategies via learning games designed to support their children at home.	Parent Involvement	Tier 2		09/01/2015	09/01/2022	$2000	Darleen Gauci, School Improvement Team
Success Maker	Selected at-risk students will receive intervention with the program Success Maker during the school day and after school. Staff will monitor the progress of Tier II students through Success Maker.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/21/2017	$2500	Darleen Gauci

Math Enhancement	Selected at-risk students will be placed in a math enhancement class to receive intervention strategies that allow them to be more successful in their regular math classroom. This class is an hour in addition to the students' primary math class. Math enhancement teachers will utilize pre-teaching activities and incorporate activities that will give students the opportunity to review topics in these classes. Topics will be retaught when necessary.When possible, math enhancement teachers will coordinate with primary math teachers so that activities and lessons in the support class will complement the future topics and increase both student confidence and proficiency.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/21/2017	$1500	Darleen Gauci, School Improvement Team
READ 180	Students with low lexile levels, low state assessment scores, and low percentiles will be placed in the READ 180 program for intensive intervention. Students will receive differentiated writing instruction in this setting.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/30/2017	$5000	Darleen Gauci, Renee Sheridan.
Read 180	Read 180 is an intervention class for struggling readers. It is taught through direct instruction, small group and technology based. The course is implemented to increase fluency and reading comprehension.	Technology, Direct Instruction, Academic Support Program	Tier 2	Monitor	09/03/2013	06/20/2017	$2000	Data Team, Darleen Gauci, READ 180 Instructors
Advance Organizers	Wyandot teachers will work collaboratively to understand the strategy of using cues, questions, and advance organizers to organize knowledge prior to writing.	Implementation, Direct Instruction	Tier 1	Monitor	09/01/2016	06/30/2017	$1000	Darleen Gauci, School Improvement Team, All Teachers
Dedicated Wireless Carts	There will be three wireless carts dedicated to SuccessMaker for the at-risk students.	Technology	Tier 2	Monitor	09/01/2016	06/21/2017	$1000	Darleen Gauci