



School Improvement Plan

Reese Middle School

Reese Public Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

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

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

Description of the School

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

Reese Middle School is a part of the Reese Public Schools District in Reese, Michigan. Reese is a rural, farming community located approximately 15 miles east of Saginaw. The Reese Public Schools District consists of one elementary school, one middle school, and one high school. Beginning in the 2014-2015 school year, the 5th grade classes were moved to the elementary school. The middle school has approximately 180 students in grades 6 - 8.

Reese Middle School's student population is 89% Caucasian, 6% Hispanic, 3% black, 1% Asian American, and 1% American Indian. Over the past 10 years the social economic status of the town has changed as is evident by the middle school's free and reduced student lunch count. Of the school's 232 students (in 2013-2014), 114 students received free lunch and 17 received a reduced price. That is 56% of the school's population. Funding cuts have caused the loss of many programs that might have helped struggling students and larger class sizes have made it difficult for teachers to provide the necessary support for these students.

During the 2013-2014 school year, we began implementation of a school-wide intervention program for reading and math. We were awarded an i3 grant that will begin in the 2014-2015 school year. This grant will assist us in collecting and analyzing the data that we need to inform our instruction and continue implementation of our intervention program. We will also be making school-wide changes in our schedule and our school climate to promote positive relationships between staff and students. Beginning in the fall of 2014, we will be going 1-to-1 with tablets that utilize the Amplify Learning System. The 1-to-1 initiative is further attempt to provide for the needs of our students within our limited resources.

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.

Vision Statement

School personnel, parents, and the community will challenge all students to their fullest potential, developing academic achievement, and responsible behavior that will foster success.

Mission Statement

The mission of Reese Middle School is to facilitate the transition of every student from the elementary to the high school level. We are committed to addressing the unique needs of the middle school learner by providing a safe supportive environment that fosters intellectual, emotional, and social growth. We will prepare our students for the rigors and increased responsibilities of a successful high school experience.

Beliefs Statement

The Reese School District is committed to providing a quality curriculum in a safe educational environment where the students, parents, educational staff, and community unite to assist all students in achieving academic skills, employability skills, and career awareness.

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.

The school has reduced the amount of discipline referrals over the past 3 years. The school has implemented a program called "Team Achieve" that recognizes student achievement academically and socially. The school has also implemented a school-wide intervention program in the areas of math and reading. For the 2014-2015 school year, we will be adjusting our schedule to include a school-wide Advisory period.

In the next three years, we will be working to improve our student performance in the areas of math and reading. We were awarded an i3 grant that will help us learn how to use the data we collect to inform our instruction and intervention. We will also be working on developing a positive school climate and forging positive relationships between staff and students, especially our at-risk population.

Additional Information

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

Reese Middle School has made a concentrated effort to keep parents informed of the child's progress and school events. Staff members post weekly lesson plans on their webpages and keep grades in an online grade book that parents can access. The school also uses a phone messaging system to keep parents informed. Our work to improve our school climate includes building positive, strong relationships with our parents and community.

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.

In the 2013-2014 school year, community members and parents were notified of the opportunity to participate in the school improvement process during fall orientation. Monthly meetings were held with the staff to develop and discuss school improvement ideas. For the 2014-2015 school year, we plan to conduct a parent survey at the beginning and at the end of the school year.

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

The school improvement team was made up mostly of staff members. We have one parent serving on our school improvement committee.

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

The school improvement plan is made available on the school web site. Printed copies are available to any stakeholder that requests one.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Our declining enrollment (down 19 since the 2010-2011 school year) has resulted in a reduction in staff. With the reduction in staff, we have also had to cut programming. Adjustments in staff size will continue to be made based on student enrollment numbers. In addition, the 5th grade classes were moved from the middle school to the elementary school for the 2014-2015 school year. This resulted in a large staff reduction for our building and scheduling was extremely difficult for this school year.

How do student enrollment trends affect staff recruitment?

Unfortunately, declining school enrollment has prevented us from recruiting new staff.

How do student enrollment trends affect budget?

The decline in student enrollment and state funding creates less dollars available to support students' academic needs at the middle school and throughout the entire district.

How do student enrollment trends affect resource allocations?

Reduced resources have forced us to be creative in their allocation. Some courses and activities have had to be eliminated. A conscious effort on the part of staff has been made to incorporate eliminated courses into other parts of the school day. With the placement of the 5th grade classes at the elementary building, even more resources have been diverted from the middle school building.

How do student enrollment trends affect facility planning and maintenance?

Custodial, food services, and office staff positions have been out-sourced as a cost saving measure. Some building upkeep and maintenance tasks have been put off to save money. We have hired a firm to assess our facilities and will make further plans based on the assessment report.

How do student enrollment trends affect parent/guardian involvement?

Traditionally, parent involvement at the middle school level has been limited. As our enrollment decreases, parent involvement decreases.

As part of our plans to improve the school climate, we will be making a concerted effort to invite our parents to be more involved in our building functions.

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

The resources available for professional learning and public relations decrease as student enrollment decreases. Fortunately, we were awarded an i3 grant and will have access to training through that grant. Public relations will be a part of our plan to improve our school climate.

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

Declining student enrollment challenges us to find ways to continue to provide quality programs with a decline in funding. The variety of classes we offer has been severely limited as our enrollment and resources decline.

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

In order to address the challenges presented by our declining enrollment enrichment classes will be taught by core teachers. We have had to be creative in building our master schedule, in order to include classes like Advisory and Intervention for our students.

What are the challenges you noticed based on student attendance?

This year, student attendance has been a major concern. 14 students were referred to our truancy officer during the 2013-2014 school year. Of those 14, 4 had multiple referrals. Letters of concern were also sent out to many students and 9 students were placed on a truancy watch list. Students who are not at school miss a tremendous amount of learning opportunity. Most of the students with truancy issues also struggle academically.

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

We maintain accurate attendance records and hold meetings when we identify a truancy issue. In addition, we have included attendance in as one of our qualifiers for our at-risk report. Every student in the building will be assigned a "go-to" staff member and this staff member will help encourage our students with attendance issues to come to school.

Student Achievement Data for All Students

This area includes data questions.

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

Our reading scores on the state assessment indicate the highest level of student achievement.

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

Our records indicate our reading and writing scores have increased.

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

Our 8th grade reading, 7th grade writing, 5th grade math, and 5th grade science scores were above state average.

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

The top 30% of our students are consistently proficient in the math, reading, and writing. In science and social studies, the top 30% are not consistently proficient.

What factors or causes contributed to improved student achievement?

Our building goals have focused on math and reading. This has contributed to the success of the top 30% of our students in these areas. We continue to implement a cross-curricular approach to reading in order to reinforce reading strategies and are working with curriculum consultants to improve our performance in the areas of math and reading.

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

The data from the state is positive and our Northwest Evaluation Association testing scores also show consistent growth. The effects of our professional development on student achievement will not be apparent until next year.

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

We have identified math, science, and social studies as our lowest areas.

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

We have identified our math and science scores as areas showing a negative trend.

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

Our 5th grade math and 8th grade reading scores are above state average. Our other scores are below state average. 6th and 7th grade reading scores are significantly below the state average. 6th grade math scores are significantly below the state average.

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

There was a slight increase in math scores for the bottom 30% of our 7th and 8th grade students. The bottom 30% of our 5th and 6th grade students did not show an increase. In reading, the bottom 30% of 5th and 6th grade students showed a slight increase in scores. 7th Grade students showed a slight decrease in reading scores. 8th grade students have shown a greater increase in reading scores than the other grades in the building.

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

A lack of resources, class size increases, changing and undefined curriculum, years of unfocused professional development, lack of student motivation, and family economic circumstances have contributed to the decline in student achievement.

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

Our free and reduced lunch count and average class size have increased as our test scores have declined. Our professional development and curriculum have not been clearly defined in previous years. We have taken steps to correct these issues. It is difficult to compare achievement data because the state keeps changing the test and cut-scores and requires us to compare different groups of students instead of tracking the same group of students throughout their time at our school.

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

We have addressed the math challenges by contracting the services of the Institute for Excellence in Education. We have also modified the middle school schedule to include Advisory and Intervention classes each day to support our academic challenges.

Subgroup Student Achievement

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

Response:

- None

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

Response:

- None

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

Does not apply. Our population is not large enough to have subgroup data.

How do you know the achievement gap is closing?*

Does not apply.

What other data support the findings?

Does not apply.

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

Does not apply.

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

Does not apply.

What actions could be taken to continue this positive trend?

Does not apply.

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

Response:

- None

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

Response:

- None

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

Does not apply. Our population is not large enough to have subgroup data.

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

Does not apply.

What other data support the findings?*

Does not apply.

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

Does not apply.

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

Does not apply.

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

Does not apply.

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

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Does not apply.

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

All our students have equal access and opportunities to participate in the programs we offer. We provide Special Education services for students who qualify. All students participate in our intervention program. After-school tutoring is provided for all interested students. Our district has hired a Home/School Liaison for the 2014-2015 school year. This person will help provide social, emotional, and behavioral intervention programs.

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

Students are identified by our intervention coordinators based on their attendance, behavior, and academic performance. Staff members also make recommendations for students they feel are at risk.

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

Every year each grade level plans an academic related field trip off campus. After school tutoring is available to students at all grade levels. We have a variety of clubs and extra-curricular activities available for all our interested students.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	90.0

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

Information is provided to parents at a variety of times throughout the year through mailings, student handouts, our school website, and our automated calling system.

Label	Question	Value
	What is the total FTE count of teachers in your school?	8.4

Label	Question	Value
	How many teachers have been teaching 0-3 years?	0.0

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

Label	Question	Value
	How many teachers have been teaching 9-15 years?	1.0

Label	Question	Value
	How many teachers have been teaching >15 years?	8.0

What impact might this data have on student achievement?

We have a well-rounded staff that bring a variety of experiences to their positions. This experience allows us to create, identify, and implement strategies that support student growth.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	57.5

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	183.3

What impact might this data have on student achievement?

Not having your assigned staff in front of your students is always a concern, but the need for additional training or attending student meetings is also important. We attempt to build a strong and reliable pool of substitute teachers to minimize the impact of our teacher absences. We also take advantage of technology (flipped classrooms, online learning experiences) to make sure there is as little disruption as possible when teachers are required to be out of their classrooms.

Perception Data - Students

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

Students like the opportunity to have band and PE class. Students also appreciate the staff at school. Finally, students appreciate the opportunity to participate in activities like Team Achieve and our school store.

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

Students are increasingly satisfied with the safe learning environment at Reese Middle School. Students also show increasing satisfaction with their ELA class.

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

Students were not very satisfied in the lunch menu due to the changes to the federal food guidelines. Students are also not satisfied with our playground facilities.

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

Students are increasingly dissatisfied with our lunch program.

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

Students struggle with change or when expectations increase to a level where academics performance is negatively impacted. Middle school students are dealing with a lot of social, emotional, and physical issues. Frequently, academics are not the priority of students of this age group.

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

We have expanded our intervention program to further address the need for support in the areas of math and reading. We are attempting to improve our school climate so our students are motivated to learn. We added a ga-ga pit to our playground so students would have more to do at recess time. Due to federal guidelines, we cannot change much with our school lunch program.

Perception Data – Parents/Guardians

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

The parents like the convenience of the online Skyward student data system and the ability to access lesson plans online.

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

As we provide more online access and information for parents, parents have become more satisfied.

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

Parents are concerned about class sizes and the limited course offerings.

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

As resources become more and more scarce at our building, parents are becoming more and more dissatisfied with what we are able to offer.

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

Parents like to stay informed and they also like variety/options when it comes to class offerings.

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

The staff will continue to be creative with our scheduling so we can offer courses that meet the needs of the students and will continue to add to our online offerings. We will do the best that we can with the resources we are allocated.

Perception Data – Teachers/Staff

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

Staff is very pleased that our environment is safe and secure. Most staff appreciates having access to our online gradebook. Several staff members are using an online lesson planner.

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

The staff is becoming more familiar and confident in the student data Skyward program. The result is a more efficient and effect way of keeping student records and keeping parents informed. Staff is becoming more satisfied with our building climate. Our staff appreciates the addition of Advisory and Intervention classes to our schedule.

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

The teachers and staff have noticed a lack of motivation from an increasing amount of students each year. Our staff feels that the district does not allocate enough resources to the middle school building. Every year, we are asked to do more and more with fewer resources. Staff also feels there is too much emphasis placed on test scores and that the students, not their scores, should be the priority.

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

Staff is increasingly dissatisfied with the lack of student motivation, allocation of district resources, and required student testing.

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

Lack of parent involvement, lack of student buy-in, lack of district resources, and the state emphasis on test scores are all possible causes for the patterns we have identified in staff perception.

Other

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

Our MiPHY data will be incorporated into our health class curriculum. Our health teacher has also been provided PD this summer by our ISD. Our new home/school liaison will assist with student learning.

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

The middle school follows the state recommended curriculum. Teachers turn in lesson plans to the building principal weekly. As a district, we have contracted the services of the Institute for Excellence in Education and are working with coaches to improve our teaching and assessment practices.

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

Teacher lesson plans, curriculum, administration evaluations.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	Only 5th grade is housed in our building MEAP (once a year) NWEA (3 times a year) DIBELS Testing (3 times a year)	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	Link to annual report: http://www.reese.k12.mi.us/LinkClick.aspx?fileticket=BowL5dD5cv4%3d&tabid=1163&mid=3648	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Students have completed EDPs, but they were not signed by parents.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	no annual review in place	

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Keith Wetters, Superintendent PO Box 389 Reese, MI 48757 (989)868-9864	

School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No		

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Middle school parents sign that they have received and read our school handbook. The handbook is attached.	Reese Middle School Handbook

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

Reese Middle School 2014-2015

Overview

Plan Name

Reese Middle School 2014-2015

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 Reese Middle School will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$1000
2	All students at Reese Middle School will be proficient in math.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$1802
3	All students at Reese Middle School will become proficient readers.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$1500

Goal 1: All students at Reese Middle School will become proficient writers.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in argumentative essay writing in Writing by 06/05/2015 as measured by a teacher created rubric.

Strategy 1:

Writing Strategy - CCSS Power Standards will be used in all ELA, Science, and Social Studies classrooms

Research Cited: Support and professional development provided by Excellence in Education and an i3 Grant

Tier: Tier 1

Activity - Argumentative Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One argumentative writing piece for each marking period.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	General Fund	Grade Level Teachers and Principal

Activity - Argumentative Writing Rubric	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a rubric for scoring student argumentative writing essays	Curriculum Development	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$1000	Other	Principal, Intervention Coordinators, Teachers

Goal 2: All students at Reese Middle School will be proficient in math.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency on assessments in Mathematics by 06/05/2015 as measured by MEAP and/or NWEA.

Strategy 1:

Math CCSS Power Standards - Ten minutes at the beginning of math class will be dedicated to CCSS math power standards

Tier: Tier 1

Activity - CCSS Power Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will complete CCSS power standards daily practice assignments. The results will be monitored with a progress monitoring test every two weeks.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/05/2015	\$1	Other	Math teachers and principal
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Strategy 2:

Math Intervention - Students will participate in skill specific intervention classes

Research Cited: Testing data: NWEA, MEAP, district-created test results

Tier: Tier 2

Activity - Math Space Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned to a skill specific invention class during the school day.	Academic Support Program	Tier 2	Implement	09/02/2014	06/05/2015	\$1	Other	Intervention coordinator, staff, and principal

Strategy 3:

Independent Practice - Students will practice math skills independently and in class.

Research Cited: <http://doc.renlearn.com/KMNet/R003363807GDD1D9.pdf>

Tier: Tier 1

Activity - Accelerated Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Accelerated Math in their math classes and intervention class in necessary.	Academic Support Program	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$1800	Other	Math teachers

Goal 3: All students at Reese Middle School will become proficient readers.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in reading in Reading by 06/05/2015 as measured by as measured by MEAP and/or NWEA.

Strategy 1:

CCSS Power Standards - CCSS power standards will be used in ELA, science, and social studies classrooms.

Research Cited: Support and professional development provided by Education Excellence and and i3

Tier: Tier 1

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Activity - CCSS Power Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete daily practice based on CCSS power standards with progress monitoring.	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$200	General Fund	ELA teachers and principal

Strategy 2:

Reading Intervention - Students will be assigned to an objective specific intervention class during "Space Camp" time.

Research Cited: District created placement assessments

Tier: Tier 2

Activity - Space Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate in skill specific intervention sessions based on testing data.	Academic Support Program	Tier 2	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Intervention Coordinators, staff, and principal

Strategy 3:

Independent Practice - Students will read independently and demonstrate their understanding of the material they have read.

Research Cited: <http://doc.renlearn.com/KMNet/R003363907GD4850.pdf>

Tier: Tier 1

Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Accelerated Reader to demonstrate their reading comprehension skills.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/05/2015	\$1300	Other	ELA teachers

Activity - DEAR	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One intervention class each week will be set aside for independent reading time (DEAR)	Other	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$0	No Funding Required	Principal, Staff

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
CCSS Power Standards	Students will complete CCSS power standards daily practice assignments. The results will be monitored with a progress monitoring test every two weeks.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/05/2015	\$1	Math teachers and principal
Accelerated Reader	Students will use Accelerated Reader to demonstrate their reading comprehension skills.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/05/2015	\$1300	ELA teachers
Argumentative Writing Rubric	Teachers will develop a rubric for scoring student argumentative writing essays	Curriculum Development	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$1000	Principal, Intervention Coordinators, Teachers
Accelerated Math	Students will use Accelerated Math in their math classes and intervention class in necessary.	Academic Support Program	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$1800	Math teachers
Math Space Camp	Students will be assigned to a skill specific invention class during the school day.	Academic Support Program	Tier 2	Implement	09/02/2014	06/05/2015	\$1	Intervention coordinator, staff, and principal

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Space Camp	Students participate in skill specific intervention sessions based on testing data.	Academic Support Program	Tier 2	Implement	09/02/2014	06/05/2015	\$0	Intervention Coordinators, staff, and principal
DEAR	One intervention class each week will be set aside for independent reading time (DEAR)	Other	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$0	Principal, Staff

General Fund

School Improvement Plan

Reese Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
CCSS Power Standards	Students will complete daily practice based on CCSS power standards with progress monitoring.	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$200	ELA teachers and principal
Argumentative Writing	One argumentative writing piece for each marking period.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Grade Level Teachers and Principal