



# **School Improvement Plan**

**Beer Middle School**

**Warren Consolidated 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?**

Beer Middle School is located in Warren, Michigan. It was established in the late 1960s, when Agnes E. Beer donated the land to the district. Currently, the school serves students in the sixth through eighth grades and houses 920 students. Within this population of students, many demographics exist. Our largest population is comprised of students with White ethnicity, followed by Black, Not Hispanic, English Learners, and Special Education Students.

Over the past three years, the enrollment has remained steady or increased at Beer and the demographics have not changed significantly, even though the community has undergone some changes. Due to the re-purposing of another middle school within the district, the student population grew by two hundred (200) students during the 2014-2015 school year. With the downturn in the economy since 2007, the number of students receiving free and reduced lunch has increased. Additionally, the number of refugees from the Middle East moving to the area has increased and affected our EL Level I population significantly.

Furthermore, Beer Middle School has always maintained highly-qualified staff members. In the 2015-2016 school year, the total teaching staff allocation was forty-four six (46) staff members, with a total of one administrator and assistant administrator. While there has been transiency among teachers over the past few years within the district, it has almost entirely been due to the contract language affecting teacher placement at the time and budgetary changes within Warren Consolidated Schools.

## **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**

Beer Middle School's community and staff promote high levels of academic achievement with positive parental involvement for our diverse population in a safe and respectful environment.

### **Mission Statement**

The mission of Beer Middle School is to provide a safe and exciting academic environment in which to develop an appreciation and respect for all individuals while preparing each student to be a responsible and successful member of society.

### **Beliefs Statement**

The Beer Middle School staff believes that every young adolescent:

1. Has the capacity to learn, grow, and develop into a knowledgeable, reflective, caring, ethical, and contributing citizen.
2. Must have access to the very best program and practices a school can offer.
3. Must be engaged in learning that is relevant, challenging, integrative, and exploratory.
4. Thrives academically, socially, and emotionally in a democratic learning environment where trust and respect are paramount and where family and community are actively involved.
5. Faces significant life choices and needs support in making wise and healthy decisions.
6. Deserves educators who are prepared to work with this age group and who are themselves lifelong learners and committed to their own ongoing professional development and growth.

Beer Middle School's Staff is committed to..

1. High standards and expectations for student success.
2. Positively modeling proper respect.
3. Identifying low achieving students and planning interventions.
4. Celebrating our diversity throughout the school year.
5. Being consistent in our disciplinary action.
6. Promoting parental involvement.

## **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.**

Over the past three school years, Beer Middle School has celebrated many achievements. First, Beer Middle School has been recognized as a Green School since the start of Macomb County's Green School program and earned Emerald status this school year. Also, Beer Middle School has worked consistently over the past three years to improve student's knowledge of academic vocabulary, with an extra emphasis on it this past school year as our building goal. When analyzing the data from our building goal this year, eighty-four percent (84%) of students showed improvement when comparing the pretest and post test scores for the first semester and seventy-six (76%) for the second semester. Furthermore, Beer Middle School has worked diligently to address the needs of the Bottom 30 Percent of our students. Last year there was significant achievement with these students, ninety-two percent (92%) of the Bottom 30 met their growth targets when measured on the IOWA assessment. Additionally, Beer Middle School had the highest proficiency rate on the English Language Arts M-STEP within Warren Consolidated Schools at the middle school level. Lastly, Beer Middle School fosters a community of helping others in need and has continued its philanthropic efforts around the community, including: Warren Goodfellows, HOPE Water Project, Jeans for Troops, Hats for Cancer, supporting Refugees, and fundraising for Kids Against Hunger.

Despite all of the successes at Beer Middle School in the past three years, there are also some areas of improvement the school is striving to achieve for the next three years. This includes continuing to build upon various components of literacy. First, the building will continue to implement strategies that will increase reading proficiency, such as guided reading instruction or close and critical reading. Additionally, Beer Middle School will continue to implement Reading Apprenticeship strategies such as Survey, Question, Read, Recite, Review (SQ3R), Talk to the Text (T4), and Two Column Notes. Secondly, the school will continue to utilize Marzano's Six Steps to Vocabulary Instruction in order to strengthen the student's cognitive and content vocabulary knowledge. Lastly, the school will continue to train staff on Classroom Instruction that Works (CITW), which utilizes many strategies across the board to improve academic achievement. These strategies and activities will be implemented across the board, in all content areas, as tools intended to improve student achievement.

## **Additional Information**

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

Beer Middle School would also like to note that various interventions will be in place to address the needs of all students at Beer Middle School. For example, Multi Tiered Systems of Support and Positive Behavioral Intervention Systems will be utilized to assess student's social and academic needs. Once reviewed, students in need will continue to be offered various intervention programs, such as Corrective Reading, AARI, and Math Builder. Additionally, Beer Middle School will continue to offer advanced placement courses such as Algebra I, Spanish I, and eighth grade Science for high school credit. Lastly, the school would like to recognize students for their participation and achievements in the District Writing Celebration, Kaleidoscope Writing Showcase, American Poster Contest Winners (7th and 8th grade), and other enrichment opportunities offered by teaching staff and administrators.

# **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 order to include all stakeholders in the development of the school improvement plan, Beer Middle School adheres to specific procedures and policies. First, the school improvement team members are chosen at large from the building teaching staff each year. Within the Professional Learning Communities (PLC) groups, members enter their name into consideration for the committee. Once all who have volunteered are identified, the PLC group votes on who will represent the content group for the school year. Representatives are selected for Math, Social Studies, ELA, and Science. There is also a Teacher Leader-at-Large that is chosen to represent the staff as well. The school improvement team then convenes monthly.

The parents are selected and invited to participate by the principal each year so that a representative sample of our building's demographic has a voice in the decisions made for the school. This allows the school to get input from all stakeholders' viewpoints and allows the team to make informed decisions that are for the best of the school community.

Due to the fact teacher stakeholders were committed to being in the classroom as much as possible, the majority of the school improvement meetings are held after school. However, there were four school improvement meetings held during the school day, as well. During the school day meetings, the parent stakeholders are invited to help guide the school improvement plan for next school year. The parents are also invited to attend both the after school, as well as the school day meetings to provide feedback regarding how they valued the programs offered at Beer and presented suggestions as to how to continue making improvements at Beer. Due to busy schedules, much of the parent input was gathered at Booster Club meetings and parent nights this past school year.

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

The 2016-2017 School Improvement Plan was developed by representatives from each stakeholder group representing Beer Middle School. To begin, the administration meets regularly with the school improvement team, school staff, and parent stakeholders to review each year's plan and collect data that will be needed to further revise the plan. Additionally, the staff at Beer Middle School work each Fall to review the plan. They select representatives from PLC to sit on the School Improvement Team, which consists of one representative from each core academic area and an at-large staff member whom participate in the Interim Self Assessment report. Furthermore, staff members work to develop activities that will be utilized to support the goals and objectives of the School Improvement Plan. The parent and community stakeholders also participate by reviewing data on the parent survey and provide suggestions to the school wide goals, strategies, and activities within the School Improvement Plan. This input is gathered from parents at school improvement team meetings, Teas with the Principal, Booster Club meetings, and Parent-Teacher Conferences.

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

## School Improvement Plan

Beer Middle School

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School improvement planning at Beer Middle School is a continuous cycle that is revisited often. Building-based professional development at the beginning of each school year is used to inform new staff members of the School Improvement Plan and is also reviewed by the staff that was in place the past school year. Additionally, the Vision, Mission, and Belief Statements are posted in each classroom, hallways, and office for the stakeholders to view. During Title I Parent meetings and Booster Club meetings, the plan, as well as its strategies and activities, are shared with parents. The website and newsletters are used for both the publication and the communication of the final plan, as well as posting updates to the progress made throughout the year. Lastly, Beer Middle School invites all parents to an end-of-the year meeting when final data is shared with the stakeholders. Parents are asked for input to programs revisions and potential new programs that would be in the best interest for our Beer Middle School community. Parents are also asked to prioritize the upcoming Title I expenditures related to the plan for the following year.

# **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?**

Over the past three school years, Beer Middle School has some fluctuations occur in attendance. One main fluctuation was caused by the merge of twenty-five percent (25%) of students from Grissom Middle School for the start of the 2014-2015 school year. This as a result did affect some of the subgroup population trends as well. In 2013-2014, Beer Middle School's population was 754 students, however with the merger, the population increased to 933 students in 2014-2015. This current school year, the population has decreased to 903 students. Additionally, there have been some fluctuation in the Asian subgroup at Beer. In 2013-2014, the subgroup population was 16% of the total school population. In 2014-2015, the population decreased slightly to 14.5%. However, in 2015-2016, the Asian population increased again to 17.4%. Despite those fluctuations though, the Black, Not Hispanic population has remained steady at approximately 14% all three years. Additionally, the Students with Disabilities population has remained at 10% over the course of these three years. Over the past two years, the number of students receiving Free or Reduced Lunch has remained steady at sixty-one percent (61%). Lastly, the English Learner population has grown from twenty-one percent (21%) of the school population in 2014-2015 to twenty-seven percent (27%) of the population in 2015-2016.

### **Student Demographic Data**

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

Beer Middle School has always maintained high expectations in the community regarding student attendance. The three year trend shows an average daily attendance of ninety-five percent (95%). While this average has maintained relatively steady, over the past three years, Beer Middle School is seeing a slight increase in the number of students chronically absent. The number of chronically absent students (those absent more than ten days) is on average twenty percent (20%) of the student population, and continues to be an area of concern among stakeholders at Beer Middle School. Furthermore, Beer Middle School has recognized that more emphasis and attention needs to be placed upon working with the chronically absent students, however, it is lacking adequate staff in the building, district, and county in order to effectively combat this issue.

### **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?**

During the 2015-2016 school year, Beer Middle School has had the same assistant principal as the year prior. While in this position, fewer suspensions are issued and more in school alternatives are administered are given in response to negative behaviors from students. The largest areas of concern were in the areas relating to disorderly conduct, insubordination, fighting, and misconduct. Some students had multiple infractions and received progressive discipline, as a result. In all, there were thirty-eight suspensions as of April 15, 2016. Additional suspensions will most likely occur before the end of the school year. Furthermore, two sixth grade students received expulsions for possession of marijuana.

In terms of suspensions, the trend has decreased over the past three years. During the 2013-2014 school year, the number of suspensions was 106. During the 2014-2015 school year, the number of suspensions was 33. Lastly, during the 2015-2016 school year, there were thirty-eight suspensions as of April 15. The eighth grade students have the most suspensions each school year, as well.

The number of students expelled during the 2013-2014 school years was two (2). During the 2014-2015 school year, four (4) students were expelled. This school year, 2015-2016, there were two (2) suspensions as well.

### Student Demographic Data

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

In order to address student demographic data, Beer Middle School will clearly define the absence/tardy policy at the start of the 2016-2017 school year. It will also communicate the information to parents at the Welcome Back Dinner, Open House meeting, New Student Dinner, and to students throughout the school year, starting with the Fall Principal's Assembly. Additionally, Beer Middle School will clearly define student behavior expectations using a rubric with clearly defined behaviors and consequences for unwanted behaviors during the school day. A renewed focus on the C.H.A.M.P.S. classroom management model and the Kids Empowered anti-bullying program will be carried out to reinforce a positive school climate and culture. Additionally, MTSS and PBIS will assist in identifying students who may need behavioral interventions and support throughout the school day/year. This will assist in lowering the number of student referrals, suspensions, and expulsions.

### 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?

Beer Middle School has been fortunate to have very experienced leadership for many years. The principal, Annette Lauria, has been at Beer Middle School for eleven years and has always maintained high expectations for all stakeholders at Beer. She has been at the forefront of educational research and best practices, which allow the staff at Beer to focus upon meaningful ways to help our students grow. Additionally, the leadership has always supported staff interest in professional development, which in turn has a positive impact on increasing student achievement. Although our assistant principal only has two years of administrative experience at Beer, he served under the leadership of a highly effective and experienced principal. He is committed to students and staff and maintains a positive attitude, which is felt throughout the Beer community. His ability to build and maintain relationships among students allows them to feel safe and comfortable at Beer. This creates an atmosphere of respect and significantly impacts how students interact in the classroom and how they learn. Additionally, the staff and students felt there was a need to ensure that behavior consequences were consistent and fair for all, so the behavior rubric and process will be reviewed for the 2016-2017 school year.

### 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?**

Beer Middle School has an experienced staff educating the diverse population of the school. In fact, there are only two (2) of the forty-six (46) teachers on staff, who have four years of experience or less. Additionally, there are eight (8) staff members who have been teaching for five to eight total years. Furthermore, seventeen (8) teachers have been providing classroom instruction for nine to fifteen years. Finally, nineteen (19) staff members are seasoned with sixteen or more years of experience. This high level of experience allows staff members to hone their craft, revise their instruction to better impact student achievement, implement research-based strategies on which they have received training, and contribute positively to the overall school climate. This impacts student achievement because students are being taught by highly trained and experienced teachers using instructional methods based on best practices in a safe and positive classroom environment.

### 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?**

During the 2015-2016 school year, the principal and assistant principal have maintained very good attendance. The principal has been absent for two (2) personal days, and three (3) professional development days. The assistant principal has been out for zero (0) personal day and for three (3) professional days. The low absentee rate from Beer Middle School's leadership significantly impacts student achievement. It demonstrates the importance of attendance among staff and students, and maintains a culture of high expectations. High expectations have been proven to positively impact student achievement. Additionally, the professional development the administrators receive is shared with staff and in turn, can be utilized in 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?**

During the 2015-2016 school year, Beer Middle School teaching staff have been absent during to personal illness/business an average of six (6) days. In addition, the teaching staff has been out an average of three (3) days for professional learning obligations. Regardless of the reason for absence, days without a classroom teacher negatively impact student achievement. While the staff at Beer Middle School treat absence days as regular classroom instruction days, it is difficult to maintain the same level of instruction when trained personnel are not present to implement curriculum. This, unfortunately, translates into instructional days that have been lost.

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

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

Beer Middle School will continue to instill high expectations for all stakeholders. Teacher absences will continue to be monitored and addressed with particular staff members if needed. Additionally, the district Human Resources Department maintains a commitment to not pulling teachers or leadership out of the classroom, for professional development purposes, unless it is warranted or related to increasing student achievement in the building.



## 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?**

In reviewing the Interim Self-Assessment, Beer Middle School identified two areas of strength. The first area is under the standard of Purpose and Direction, in which there was an average of 4.0 on the strands. In particular, the Self-Assessment reveals that the school participates in a systematic review process that continuously reviews, edits, and implements the school's vision. Additionally, the staff felt the school's leadership provides a clear direction and purpose for student learning and achievement. The other area of strength is in the area of Standard of Governance and Leadership. The staff feels that Beer Middle School exemplifies the qualities shown in the governance and leadership strands. Staff members feel that the leadership at Beer is committed to providing excellence, putting routines and practices in place to better the community, and supporting staff, all with the goal of increasing student achievement.

### **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?**

In reviewing the Interim Self-Assessment Data, a few challenge areas stand out. First, Beer Middle School staff felt that Resources and Support Systems were not adequate to support our growing population. In particular, the staff felt that the technology infrastructure did not provide all students to access technology regularly, in helping them to improve their student learning. One particular reason for this challenge is because the technology infrastructure is continuously tied up with online IOWA testing and M-STEP testing, which does not allow classrooms to utilize the computers for classroom learning. Another challenge area identified by the staff in the Self-Assessment was in the area of Using Results for Continuous Improvement. The particular strand the showed weakness was in using data, analyzing and interpreting data, and making meaningful decisions. Some staff members do not feel that they have adequate training in interpreting data and would like more professional development in order to learn how to better utilized data to make informed decisions about student learning.

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

In order to address these challenges, Beer Middle School will implement some changes to the 2015-2016 school year. First, staff will create and analyze common assessments with colleagues in common core areas. These common assessments will allow for more open dialogue among staff and will allow staff to help each other analyze the data from their common assessments to make more informed decisions about classroom teaching practices. Beer Middle School will also invite MISD or WCS curriculum specialists to meet with staff about how to better read, analyze, and act upon the data they collect. Lastly, Beer Middle School will continue to coordinate with the administration building regarding addressing the technology needs of the students at Beer. Furthermore, it will structure testing in as few days as possibly allowed by the State and District, in order to free up more time for classrooms to have access to the computer labs and mobile computer carts.

### **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.**

In order to address these challenges, Beer Middle School will implement some changes to the 2016-2017 school year. First, staff will continue to develop its PLC process and MTSS process. The PLC process will allow teachers to meet regularly to review common assessments and make informed decisions that will have a positive impact on student achievement. In conjunction with refining the PLC process, staff will continue to define the roles of individuals involved in the building's MTSS process. This will include all intervention teachers and specialists. Furthermore, it will extend even further to how classroom teachers can play a greater role in the MTSS process. Both of these will be data driven and will allow the opportunity for all staff members to improve their data analysis skills.

In order to address the technology needs, the district has passed a bond within the community, which will assist in updating technology infrastructure within all schools in the district. Furthermore, the district has replaced the IOWA assessment with the NWEA assessment for the 2016-2017 school year. This change will alleviate some of the demands on the technology resources in the building and will allow for more classroom instruction.

#### **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?**

Beer Middle School uses the MTSS framework to identify interventions for all students. In regards to students with disabilities, a few specific processes are utilized throughout the school year. First, Beer Middle School systematically reviews all Individualized Education Plans (IEPs) of students with disabilities. Meetings are scheduled with appropriate staff and parents, of the individual student, to address changes or concerns that need to be addressed. Also, Beer Middle School's Intervention Team meets every two weeks to monitor student progress and address any new concerns from parents or teachers regarding these students, as well as other students in the building. Lastly, Beer Middle School places students with disabilities into the appropriate classes depending on their needs. This may include the General Education Classes, Math 8 Resource, ACRI, Math Skills 6-8, Corrective Reading, the Warren Consolidated School Performing Arts Center, and the Math Science Center for Middle School students.

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

Many extended learning opportunities are offered at Beer Middle School. At the start of the 2016-2017 school year, all students are able to participate in the Warren Consolidated Math Science Center. This program is for three hours of the students' day at the Butcher Learning Center. Students take Language Arts, Math, and Science while attending. All content is integrated and delves deeper into learning. Additionally, sixth, seventh, and eighth grade students, identified as needing social skill intervention, participate in Peer to Peer, which pairs students together to work on social activities. This program meets monthly. Additionally, some sixth, seventh, and eighth grade students participated in the Tomorrow's Leader's Today program at the Detroit Zoo. Students learn about ecology, animal habitats, attend field trips around the community, and create projects relating to animals. Furthermore, in the seventh grade, students all participated in a program with Eastern Michigan University, called Digital Divas. This program was offered to girls in this grade and focused upon exposing students to using technology. Students created websites, did graphic design, participated in various engineering activities, and toured Eastern Michigan University's campus. Another learning opportunity is after school tutoring, which is available twice a week after school for an hour. Volunteers from Warren Mott High School assist the middle school students with their homework or projects. Lastly, students in the seventh and eighth grade are also offered two other extended learning opportunities. These include Spanish I, which is for high school credit, and attending the Warren Consolidated Performing Arts Center. The students in "Zero Hour" Spanish begin their school day an hour before the building-wide start time. The students who attend the Performing Arts Center must audition and once selected participate in a social studies course and to arts related classes.

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

Beer Middle School uses various methods to identify students for extended learning opportunities. First, students interested in the Middle School Math Science Center program must be invited by principals. This invitation to apply is solely based upon above average proficiency on MSTEP and IOWA assessments. Additionally, these students must also qualify on additional placement tests, such as the COMPASS in order to determine if admission to the program is warranted. Secondly, students who are interested in the Middle School Performing Arts program are invited to attend based upon MSTEP and IOWA scores. Additionally, these students must audition in front of a panel. Furthermore, students placed into Algebra I or advanced placement courses qualify according to their standardized assessment scores. Lastly, students who attend Tomorrow's Leaders Today or Digital Divas are all identified by teacher recommendation. In all cases, parents are notified according to phone calls from the principals and/or counselors and via the U.S. mail.

**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?**

Beer Middle School implements curriculum and state content standards with fidelity each year. First, the District and Macomb Intermediate School District have implemented standards-based report cards, which require teachers to report out how students are doing on each State content standard or strand. Additionally, Beer Middle School staff used Professional Learning Communities to curriculum map each content area and elective area. This allows teachers to align material both vertically and horizontally throughout the school year.

**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.**

Not applicable

## **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**

During the 2015-2016 school year, the students at Beer Middle School completed the Reading IOWA assessment in the fall and spring. In the sixth grade, the students' national percentile rank was thirty-four percent (34%), which is on trend from the previous school year. The strand that showed the highest areas were Author's Craft (69% NPR). In the seventh grade, the overall national percentile rank was forty-three percent (43%) and the eighth grade national percentile rank was thirty-nine percent (39%). In the seventh grade, students were also most proficient in Author's Craft (68%) and Key Ideas (68%) and in the eighth grade students were most proficient in Literary Reading (65%). When looking at the specific subgroup data, there were also some strengths worth noting too. First, in the sixth grade, students with disabilities were sixty-one percent (61%) proficient literary elements and the Economically Disadvantaged students were seventy-percent proficient (70%) in this subsection. In the seventh grade, it is important to note that the Black subgroup and the English Language Learners were seventy percent (70%) proficient in Key Ideas, Author's Craft, and Explicit Meaning. Additionally, the economically disadvantaged students were fifty-seven percent (57%) proficient in Key Ideas.

During the 2015-2016 school year, the Beer Middle School students also took the M-STEP assessment. However, preliminary data is not yet released to show whether or not students have shown growth. The M-STEP assessment results will not be finalized until the fall of 2016, where further analysis of student growth and subgroup growth can take place. On last year's M-STEP assessment, the sixth grade students were forty-nine percent (49%) proficient. The seventh grade students were forty-nine percent (49%) proficient and the eighth grade students were forty-eight percent (48%) proficient overall.

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

When looking at the IOWA Reading Strand analysis, some challenges were observed in the area of reading .In the sixth grade students were weak in vocabulary, with only a forty-eight percent (48%) national percentile rank. Furthermore, in the seventh and eighth grade, students were weak in the area of Implicit Meaning, with national percentile ranks of fifty-three percent (53%) and fifty-six percent (56%), respectively.

Also, when viewing the 2015-2016 IOWA data, a few challenges were observed with the subgroups at Beer Middle School. In each grade,  
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the English Learner (EL) population was significantly lower than the general population, especially in the areas of vocabulary with only forty-four percent (44%) being proficient. The Economically Disadvantaged students were also forty-four percent (44%) proficient as well. In the seventh grade, Students with Disabilities struggled with implicit meaning with only thirty-four percent (34%) of students being proficient. Additionally, the Economically Disadvantaged students were only forty-six percent (46%) proficient. Lastly, in the eighth grade the English Language Learners were only forty percent (40%) proficient in Explicit Meaning of text. Additionally, the Students with Disabilities were only forty-four percent (44%) proficient in Explicit Meaning of text.

### 19c. Reading- Trends

When viewing the IOWA Reading data over the past three years, the sixth grade reading scores have shown steady increases in students' national percentile rank data. In the 2013-2014 school year, students were thirty-one percent (31%) proficient. In 2014-2015, sixth graders were thirty-four percent (34%) proficient and in 2015-2016 sixth graders were thirty-six percent (36%) proficient. This shows growth among students as the building continues to commit to improving literacy in all grade levels. In addition, the seventh grade students have show steady increases overall. For example in 2013-2014, thirty-seven percent (37%) of students were proficient and in 2015-2016, forty-three percent (43%) of students were proficient. Growth has also occurred in the eighth grade, but not as significantly. Only one percent (1%) gains have occurred from year to year. Additionally, the English Language and Students with Disabilities subgroups continue to show significant gaps in achievement when compared to the general population in all grades. Also, the Black subgroup remained on average at twenty-six percent (26%), which does create a gap in achievement when compared to the general population. In the seventh grade, the Black student subgroup is on average at thirty percent (30%) and has show growth over the last three years as well. Lastly, in the eighth grade similar trends were noted as the seventh graders. Increases in proficiency occurred each year and in 2015-2016 the NPR was thirty-three.

### 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.**

In order to address the reading challenges identified during the 2015-2016 school year, Beer Middle School will continue to implement research-based reading strategies such as the balanced literacy approach in the sixth and seventh grade, SQ3R, Talk to the Text, and Two Column Notes, among many other Reading Apprenticeship strategies. These strategies will assist students in strengthening their ability to interpret explicit text and imply meaning from the text. Additionally, the building-wide vocabulary strategy will enable students to improve their ability of detecting word meaning and comprehension. In order to address the needs of the subgroup population, the MTSS model will be utilized during the 2016-2017 school year to identify students for intervention, class placement, and more targeted instruction. This includes Level I EL classes, Corrective Reading, ACRI, Resource Room placement, and Title I Aide support. Additionally, during Tier 1 and Tier 2

instruction, classroom teachers will utilize guided reading time to instruct and review finding implicit meaning in text. Lastly, social studies and science teachers will continue to emphasize reading strategies with informational text in order for students to become more proficient in reading informational text.

### **20a. Writing- Strengths**

During the 2015-2016 school year, students were assessed with the IOWA Writing assessment as well. In the sixth grade, students had a national percentile rank of fifty-eight percent (58%) on the written expression portion of the assessment. The seventh graders showed a national percentile rank of sixty-percent (60%) and the eighth grade showed a national percentile rank of fifty-six percent (56%). All three grades displayed a growth of at least ten percent (10%) from the year prior. There are a few specific strands where students displayed strengths as well. Sixth and eighth grade students both displayed strength in the area of appropriate expression. When examining the data even closer, there were some evident strengths that emerged. For example, in the sixth grade, seventy-four percent (74%) of Economically Disadvantaged students are proficient in appropriate expression. Also, eighty-three percent (83%) of Students with Disabilities have proficiency in sentence structure. In the seventh grade, sixty-two percent (62%) of Asian students were proficient in Key Ideas. Lastly, in the eighth grade, students demonstrated strength with the Asian population being seventy percent (70%) proficient in planning and organizing and appropriate expression.

### **20b. Writing- Challenges**

The IOWA Spring Writing Assessment also indicated some challenges or weaknesses among the various populations at Beer Middle School. In the sixth grade, the Students with Disabilities and English Language Learners were least proficient in Appropriate Expression and Organization of Ideas. Additionally, the sixth grade subgroups all showed weaknesses in Usage and Grammar, as did the seventh and eighth grade subgroup populations. Furthermore, in the eighth grade, the Students with Disabilities were only fifty percent (50%) proficient and only fifty-nine percent (59%) of Black students are proficient in Appropriate Expression.

### **20c. Writing- Trends**

The Written Expression area of the 2014-2015 IOWA assessment shows a few trends in particular areas of writing. For example, in all three grades, students were weakest in Usage and Grammar, with the sixth grade have an NPR of fifty percent (50%), the seventh grade at forty-six percent (46%) and the eighth grade at forty-one percent (41%). However, the sixth and eighth grade were strong in the area of Appropriate Expression, achieving a national percentile rank of sixty-nine percent (69%) and sixty-three percent (63%), respectively. Also, the students in the seventh grade showed increases in Planning and Organization for the second year in a row. In terms of subgroup data, the trend analysis was more difficult to interpret. Strengths and weaknesses were seen across all subgroups, in all grades, however it is important to know that the English Learner population has the largest gap for all three grades and the most room for growth, as one would expect.

### 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.**

In order to address the writing challenges identified during the 2015-2016 school year, Beer Middle School will continue to implement research-based writing strategies such as Writer's Workshop, Two Column Notes, Step Up to Writing, and MAISA units which were created by local Intermediate School Districts. These strategies will assist students in strengthening their ability to use vocabulary, grammar, and usage rules in context. Also, students will strengthen their writing planning and organization, as it applies to various types of writing (Narrative, Explanatory, and Argumentative). In order to address the needs of the subgroup population, the MTSS model will be utilized during the 2016-2017 school year to identify students for intervention, class placement, and more targeted instruction. This includes Level I EL classes, Resource Room placement, and Title I Aide support. Additionally, during Tier 1 and Tier 2 instruction, classroom teachers will utilize writing workshops to target instruction for students who are particularly weak in specific areas of writing.

During the 2015-2016 school year, the District Writing Assessment was also administered in the fall and spring. This assessment focused upon different performance tasks students had to complete. When analyzed, staff determined that next year students would be given one topic and then would ask them to respond on that topic in one of three ways: argumentative writing, explanatory writing, or narrative writing, in order to strengthen their skills in all three types of writing.

### 21a. Math- Strengths

During the 2015-2016 school year, the students at Beer Middle School completed the Math IOWA assessment in the fall and spring. In the sixth grade, the overall national percent rank of the student population was thirty-eighty percent (38%). This is a four percent (4%) increase in one year. In the seventh grade, the overall national percentile rank was forty-nine percent (49%), which accounts for a fifteen percent (15%) gain when compared to the year prior. In the eighth grade, the overall national percentile rank was forty-four percent (44%). One strand that showed the highest area of proficiency for all grade levels is number sense. There are some notable strengths observed from this year's IOWA assessment. First, in the sixth grade the Economically Disadvantaged subgroup, Asian subgroup, and English Language Learners (EL) demonstrated increased proficiency in the areas of number sense and Algebraic Patterns. In the seventh grade, The Asian population was sixty-nine percent (69%) proficient in Algebraic Patterns and Number Sense. The Economically Disadvantaged students were fifty-nine percent (59%) proficient in this area as well. Lastly, in the eighth grade, the Asian population was also proficient in the area of Algebraic Patterns and Number Sense.

### 21b. Math- Challenges

When looking at the IOWA Mathematics strand analysis, some challenges were observed in this area. Sixth grade students displayed weakness in the area of data analysis with a national percentile ranking of forty-five percent (45%). This shows no growth from the previous school year. Furthermore, in the seventh grade and eighth grade, students were weakest in the area of Geometry, with only fifty-one percent (51%) and forty-seven percent (47%) proficient, respectively. When viewing the 2015-2016 IOWA data, a few challenges were observed with the subgroups at Beer Middle School in the area of mathematics. First, sixth grade students in the Black subgroup were weakest in the area of Data Analysis/Probability/Statistics. Only thirty-nine percent of students demonstrated proficiency, which is an eight percent (8%) gap when compared to all sixth graders. It can also be noted that the Black, Students with Disabilities, Economically Disadvantaged, and English Language Learner subgroups were all weakest in the area of Geometry, with an average gap of eleven percent (11%). A similar trend was evident with the subgroups in the eighth grade in the area of Geometry.

### 21c. Math- Trends

When analyzing Math IOWA data over the last few school years, several trends can be identified in this content area. Sixth grade students have increased in the area of Mathematics with a national percentile rank of thirty-nine percent (39%) when compared to the last two school years. This is a three percent (3%) gain from 2013-2014. Additionally, seventh and eighth grade students have increased overall as well, but still struggle with Geometry and Data Analysis/Probability/Statistics. In 2013-2014, the NPR rank of seventh graders in the area of Mathematics was forty-one percent (41%), in 2014-2015 the NPR rank was forty percent (40%) and in 2015-2016 the NPR was forty-eight percent (48%). This coincides with the mathematics departments realigning a few areas and instructing them more in depth. In the eighth grade a steady increase has occurred from 2013-2014 to this past school year. Students have improved two percent (2%) in the past three years overall. Also important to note, the Black subgroup students in each grade have demonstrated similar growth patterns as the general population. However in the seventh grade, a large gap was created (14%) which shows more focused work needs to be done with the subgroup. Furthermore, the English Learner and Students with Disabilities populations in all grades continue to lag behind the general population. During the 2015-2016 school year, the Beer Middle School students also took the M-STEP assessment. However, preliminary data is not yet released to show whether or not students have shown growth. The M-STEP assessment results will not be finalized until the fall of 2016, where further analysis of student growth and subgroup growth can take place. When reviewing the overall 2014-2015 data of Mathematics M-STEP performance, twenty percent (20%) of sixth grade students demonstrated proficiency. Additionally, sixteen percent (16%) of seventh graders did and twenty-two percent (22%) of eighth graders showed proficiency.

### 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.**

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After analyzing the IOWA Math data for all three grades, a few strengths and weaknesses can be identified. All grade levels have shown an

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area of strength in the strand of Number Sense. Additionally, seventh and eighth graders both displayed strength in the area of computing whole numbers. However, all three grades showed weakness in the area of Geometry and Data Analysis/Probability/Statistics. Beer Middle School has several courses and interventions in place for the 2016-2017 school year to address these deficits. Math Builder, a tier three intervention course, is offered to students identified as at risk (two or more grade levels below proficiency). Growth in this course is monitored through easyCBM progress monitoring. Additionally, students with disabilities who qualify in the area of mathematics are offered a Resource Room mathematics class. Also, local high school students involved in National Honor Society (NHS) will tutor students in the area of Mathematics twice a week.

### 22a. Science- Strengths

In September 2014, the students at Beer Middle School were assessed on the Science IOWA Assessment. The sixth grade students scored a forty-eight percent (48%) national percentile rank overall on the 2014 fall assessment. Each subgroup scored close to the overall student score, however the students with disabilities (SWD) only scored a thirty-nine percent (39%) NPR rank and the English Learner (EL) population only scored a thirty-six percent (36%) NPR rank. Identified strengths for the overall sixth grade population include Life Science at a fifty percent (50%) NPR and conceptual understanding at a fifty-four percent (54%).

In the seventh grade, students scored a fifty percent (50%) national percentile rank overall on the 2014 Science IOWA Assessment. The Asian population of Beer Middle School students scored higher than the average population at a sixty percent (60%). The Black and Economically Disadvantaged populations were close to the overall average at a forty-six (46%). Overall strengths were in the area of Life Science, where students scored a fifty-five percent (55%) national percentile rank and in Essential Competencies, where students scored a fifty-two percent (52%). Additionally, there were increases in the seventh grade subgroup populations when compared to the previous year's Fall IOWA Science Assessment. For example, the Black and Economically Disadvantaged subgroup scored two percent (2%) higher this year and the Asian population scored seven percent (7%) higher when compared to last year's data.

In the eighth grade, students scored a fifty percent (50%) national percentile rank on the 2014 Science IOWA Assessment. Areas of strength were in Life Science, where students scored a fifty percent (50%) NPR and in Essential Competencies, where students were in the fifty second (52) NPR. Again, the Asian population scored above the overall average (53%) and the Black and Economically Disadvantaged populations were close to the overall average as well, both at forty-four percent (44%). Additionally, there were increases in the eighth grade subgroup populations when compared to the previous year's Fall IOWA Science Assessment. For example, the Black subgroup scored one percent (1%) higher. It is important to note that the 2013 data was not available from 2013, so no comparisons were made for that subgroup.

Seventh grade students took the M-STEP assessment in 2015-2016 in the subject area of Science. Results have not been released to schools or the public as of this time. When reviewing last year's seventh grade performance level on the M-STEP Science Assessment, ten percent (10%) of students were proficient.

### 22b. Science- Challenges

During the 2014 school year students took the Science IOWA assessment in all three grades. In the sixth grade, students showed weaknesses in two particular areas. The first area was in Essential Competencies, where students were only forty-one percent (41%)

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proficient. Secondly, students were weak in the area of Extended Reasoning. In this particular area, students only earned an average of a forty-two (42) national percentile rank. When looking at subgroup data, students with disabilities (SWD) and English Learners (EL) had the largest gaps when compared to the overall average, with more than a ten percent (10%) difference for each subgroup. In the seventh grade, the two largest areas of weakness were Earth and Space, where the national percentile rank was only forty-six (46) and in extended reasoning, where the national percentile rank was forty (40). Again, the two lowest subgroups were English Learners and Students with Disabilities. Lastly, in the eighth grade the weakest areas were again Extended Reasoning and Physical Science. The national percentile ranks were forty percent and forty-nine percent, respectively. When looking at the subgroups, only the Black population showed growth, when compared to the previous year's data. The other subgroups declined by one percent (1%) or remained stagnant.

### 22c. Science- Trends

When looking at the three year data for the Science IOWA, some trends do emerge. For example, in the sixth grade the students were forty-six percent (46%) proficient during both the 2013-2014 and 2012-2013 school years. However, in the 2014-2015 school year, students showed a two percent (2%) growth, showing an overall NPR of forty-eight (48). In the seventh grade, a similar growth pattern was observed. Students made a two percent (2%) growth when compared to the previous two years of data. In each year, extended reasoning appears to be an area of weakness and essential competencies was an area of strength. Lastly, in the eighth grade, the trend reveals that the students' national percentile rank has hovered around fifty for the past three years. Again, extended reasoning has been an area of weakness for the eighth grade students also. Furthermore, Students with Disabilities and English Learners have been the subgroups that have consistently shown the largest gaps in students achievement when compared to the overall population. In 2015-2016, students did not take the Science IOWA assessment.

### 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.**

After analyzing the IOWA Science data for all three grades, a few areas of strength and weakness emerged. For example, students are showing achievement in the area of conceptual understanding and life science. However, all three grades seem to show weaknesses with extended reasoning and Earth/Space content. As a result, the district has already realigned and made adjustments to the middle school pacing guide for the 2015-2016 school year and has formed a committee of science teachers to continue to realign and implement the NGS standards. Staff have been informed and have received the necessary pacing guides to implement instruction. Additionally, Beer Middle School staff will implement more in-depth lessons, which will require students to build and strengthen their extended reasoning skills. Lastly, one the MSTEP data is released in the fall, Beer Middle School will address weaknesses in content and address those areas throughout the school year.

### 23a. Social Studies- Strengths

During the both the 2014-2015 school year and 2013-2014 school year, the students at Beer Middle School completed the IOWA assessment in the fall in the area of Social Studies. In the sixth grade, the students' national percentile rank was fifty-one percent (51%), which is the same percentile rank as the previous school year. Some particular strands that show student strength are Essential

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Competencies (58% NPR) and History (56%). In the seventh grade, the overall national percentile rank was fifty-two percent (52%). Some areas of strength include Essential Competencies (60%) and Economics (56%). Eight grade students scored a national percentile rank of fifty-six percent (56%) overall, which is a one (1%) increase from the previous school year. Some particular areas of strength include Economics (58%) and Geography (57%). When looking at specific subgroup data, there were also some strengths worth noting. First, in the sixth grade, the Black subgroup went up two percent (2%) when compared to last year's data. Also, the Asian population went up three percent (3%) when compared to last year's data from sixty percent (60%) to sixty-three percent (63%). Additionally, eighth grade students in the English Language Learners subgroup increased by two percent (2%) when compared to the previous year's data.

Eighth grade students took the M-STEP assessment in 2015-2016 in the subject area of Social Studies. Results have not been released to schools or the public as of this time. When reviewing last year's eighth grade performance level on the M-STEP Social Studies assessment, fifteen percent (15%) of students demonstrated proficiency.

### 23b. Social Studies- Challenges

When looking at the IOWA Social Studies strand analysis, some challenges were identified in the area of Social Studies. In both seventh and eighth grade, students displayed a weakness in the area of Conceptual Understanding with seventh grade scoring forty-nine percent (49%) and eighth grade scoring fifty-six percent (56%). Additionally, sixth grade students were weak in the area of Geography with a forty-six percent (46%) and Economics with a forty-six percent (46%). Additionally, seventh grade students displayed a weakness in the strand of History with a national percentile rank of forty-nine percent (49%). Furthermore, eighth grade students displayed a weakness in the area of Civics and Government with a national percentile rank of fifty-five percent (55%). In each grade, the English Learner (EL) population was significantly lower than the general population. For example, in the sixth grade, the EL population was only thirty-five percent (35%) and the general population was fifty-one percent (51%), which shows a sixteen percent (16%) difference. Seventh and eighth grade displayed similar EL challenges. In regard to subgroups, every subgroup increased with the exception of Asians, which only decreased by one percent (1%) from sixty-two percent (62%) to sixty-one percent (61%).

### 23c. Social Studies- Trends

When viewing the IOWA Social Studies data over the past couple years, seventh grade students have shown a slight decline in students' national percentile rank data. Additionally, the English Language Learners (EL) continue to show gaps in achievement when compared to the general population. However, it is worth noting that eighth grade students have shown growth in this area from the previous year's data with a national percentile ranking of forty percent (40%) in the 2014-2015 school year compared to thirty-eight percent (38%) in the previous school year. Additionally, the Black subgroup showed slight growth in the area of Social Studies in all three grade levels. In 2015-2016, students did not take the IOWA Social Studies assessment.

### 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.**

When looking over the Social Studies trend analysis a few challenges need to be addressed. Students have shown inconsistent growth in areas pertaining to Geography, History, and Civics education. At the start of the 2015-2016 school year, the middle schools across the district will be implementing the first phase of the newly aligned social studies curriculum. Teachers will learn as to whether or not the State will adopt the aligned Social Studies curriculum. If this is the case, sixth grade will adopt an all geography based curriculum, which may strengthen our deficits in this particular strand of Social Studies. Additionally, the seventh grade would adopt a History based curriculum, which also addresses one of our building's weaknesses. Lastly, the Social Studies curriculum will also infuse more literacy based lessons. This will allow the content area teachers to incorporate more Common Core standards and the building-wide strategies (SQ3R, Talk to the Text, and Two Column Notes).

## **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?**

Beer Middle School students took a student survey during 2015-2016 school year. Of those who participated, ninety-four percent (94%) of students felt they were motivated by staff to take pride in their work. Additionally, eighty-eight percent (88%) of students reported feeling safe at Beer Middle School. Similarly, eighty-eight percent (88%) of students felt that there was at least one adult in the school they felt comfortable enough to go to if an issue arose or they needed help. All of these strengths speak to Beer Middle School's commitment to high expectations in the classroom and creating an environment where students could learn.

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

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

A few weaknesses were identified as well in the student survey. First, seventy-six percent (76%) of students felt they were challenged in their classes. Also, seventy-five percent (75%) of students felt that the consequences for breaking school rules were fair and consistent for all students. Lastly, seventy-four (74%) of students felt that the Earned Privileges program motivated them to do their best work in the classroom and to behave as expected. These areas of concern will be reviewed and discussed.

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

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

In order to address the area of concern of fair and consistent consequences for negative actions, Beer Middle School will use PBIS to create a behavior rubric to be used across the school. This rubric will utilize strategies suggested by Stan Davis and will address the behaviors exhibited by students and clear, progressive plan of action should they not meet those behavior expectations. Next, the Earned Privilege System is reviewed each year to make changes that will best fit our student needs and wants at that time. On our survey, we asked students for ideas as to how they would like to be rewarded through this system and these ideas will be taken into consideration for next year. It is important to note that many of the sixth and seventh grade students who find the Earned Privilege System to be a motivation did not take this survey. Therefore, the question will need to be readdressed with students at the start of next school year for a more accurate picture on their perception of the program. Lastly, the School-Wide Cognitive Word of the Week was in its first year of implementation. After looking at pretest and post-test data, receiving staff input, and reviewing the process of implementation and data collection, changes to improve this building-wide strategy will be made to make it more beneficial in improving student achievement.

### 25a. Parent/Guardian Perception Data

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

The Parent/Guardian Perception Data was administered at Beer Middle School during the 2015-2016 school year. The survey was administered at Fall Parent Teacher Conferences and was available to parents on the Beer Middle School website. Of those that responded, eighty-eight percent (88%) of parents feel that they understand the Earned Privileges program. Additionally, eighty-three percent (83%) of parents feel that the school is safe place to learn. This is pretty consistent with the students' sentiments as well. Lastly, eighty-two (82%) percent of parents feel that their children are accepted by his or her peers.

### 25b. Parent/Guardian Perception Data

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

Despite a high percentage of parents stating that they understand the Earned Privileges program, only sixty-eight percent (68%) of parents feel that it motivates their students to put forth their best effort at all times. Also, only fifty-two percent (52%) of parents felt that Open House was useful to them as parents. Lastly, when reviewing the data from parents whose children participated in a Tier 3 intervention course, fifty-five percent (55%) thought it was beneficial. Many reported this low number because they never were given the growth information of their student at the end of the intervention course.

### 25c. Parent/Guardian Perception Data

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

When reviewing the parent comments, many reported they would like to see more after school programs relating to math, science, and engineering. Also, they would like more family/student activities such as daddy/daughter dances, sporting events, and additional transition programs for students. Furthermore, parents some parents reported that are concerned that some negative behaviors such as swearing, and some instances of fighting warrant more severe consequences.

### 26a. Teacher/Staff Perception Data

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

The staff perception survey was administered during the 2015-2016 school year. Staff felt that the counseling support staff assisted students fairly well, with eighty-six percent (86%) of staff responding favorably. Also, eighty percent (80%) of staff reported that communication to all stakeholders was given within an appropriate time frame. Similarly, seventy-nine percent (79%) of staff feel that it is a safe environment learning.

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

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

When reviewing the staff survey, there were a few areas of concern evident amongst the staff that emerged. First, only twenty-six percent (26%) of staff feel the behavior referral process is consistent and fair. This coincides with the students' and parents' concerns about behavior and consequences as well. Similarly, thirty-four percent (34%) staff felt that the Earned Privileges system has a positive effect on student achievement and student behavior.

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

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

The school improvement team will convene over the summer recess to review the Earned Privileges program and make necessary changes that would make it more effective and favorable among all stakeholders. Additionally, the district has made some involuntary transfers. The current assistant principal has been placed in a high school position and another assistant principal has been assigned to Beer. This assistant will administer his own behavior expectations with the staff and students in the fall.

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

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

During the 2015-2016 school year no stakeholder/community data was collected.

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

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

During the 2015-2016 school year, no stakeholder/community data was collected.

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

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

During the 2015-2016, no stakeholder/community data was collected.

## Summary

### 28a. Summary

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

After analyzing all IOWA assessment data, several strengths and weaknesses can be identified in each academic area. In the area of reading, all grade levels displayed strength in the strand of author's craft. Sixth and eighth grade students also displayed strength in the area of literary reading. However, all three grade levels showed weakness in vocabulary. Seventh and eighth grade students also displayed weakness in the area of identifying key ideas and finding implicit meaning in both narrative and informational text. In the area of writing, all three grades demonstrated an average of ten percent (10%) growth overall. However, all three grade levels showed a weakness in Usage and Grammar and Essential Competencies. In the area of math, all students were strong in the area of Number Sense, and both seventh and eighth grade students were strong in computing whole numbers. All students displayed a weakness in geometry, and seventh and eighth grade students showed challenges in computing fractions. In the area of science, all grade levels displayed strength in Conceptual Understanding. Seventh and eighth grade students also displayed a strength in Life Science. All students showed an area of weakness in Extended Reasoning. Sixth grade students showed weakness in Physical Science, and eighth grade students showed weakness in Earth and Space Science. In Social Studies, sixth and seventh grade students displayed strength in Essential Competencies. Eighth grade students were strong in the area of Economics and Geography. Additionally, sixth grade students showed weakness in Geography and Economics. Seventh grade showed weakness in History and Conceptual Understanding. Eighth grade students displayed weakness in Civics and Government as well as Conceptual Understanding.

In reviewing the process data, Beer Middle Schools feels it is particularly strong in the area of purpose and direction and governance and leadership. However, its challenges are in the area of resources and support as well as technology infrastructure. Furthermore, the staff feels more training needs to be provided on analyzing data.

After reviewing the outcome of the IOWA assessment for all grade levels, it is evident that Beer Middle School students continue to need support in the area of literacy, informational reading and vocabulary. We are addressing these deficits by training all staff members in Classroom Instruction that Works (CITW), Reading Apprenticeship strategies including Survey, Question, Read, Recite, Review (SQ3R), Talk to the Text (T4), and Two-Column Notes, Close and Critical Reading, and by implementing a school-wide Marzano's Six-Step Vocabulary Instruction approach.

Beer Middle School students took a student survey during 2015-2016 school year. Of those who participated, ninety-four percent (94%) of students felt they were motivated by staff to take pride in their work. Additionally, eighty-eight percent (88%) of students reported feeling safe at Beer Middle School. Similarly, eighty-eight percent (88%) of students felt that there was at least one adult in the school they felt comfortable enough to go to if an issue arose or they needed help. All of these strengths speak to Beer Middle School's commitment to high expectations in the classroom and creating an environment where students could learn. A few weaknesses were identified as well in the student survey. First, seventy-six percent (76%) of students felt they were challenged in their classes. Also, seventy-five percent (75%) of students felt that the consequences for breaking school rules were fair and consistent for all students. Lastly, seventy-four (74%) of students felt that the Earned Privileges program motivated them to do their best work in the classroom and to behave as expected. These areas of concern will be reviewed and discussed.

### 28b. Summary

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

When analyzing the identified challenges in the demographic data, there are some areas in which student achievement could be negatively impacted if not addressed properly. For example, while the number of students chronically absent remained steady at twenty percent (20%), the percentage is still too significant and these affected students are losing too much instruction. Additionally, the Students with Disabilities and English Learner populations are continuing the trend of struggling the most academically, so further intervention or more strengthened interventions need to be examined. When analyzing the process data, technology infrastructure was a concern that could impact students' achievement because students will not be able to develop the twenty-first century skills they may need in the future. The community helped the District to pass a bond, which will partially go towards technology upgrades. Hopefully this will help to alleviate some of the issues currently present regarding technology. Also, if staff do not have the tools needed to dig deeper into data, then some academic challenges may go unaddressed in the classroom. Lastly, the perception data revealed the the Earned Privileges program needs a revision in how it motivates students to perform in the classroom. Furthermore, there was an area of concern regarding behavioral expectations in the student, parent, and staff surveys. Some of this concerns will be addressed in the fall of 2016-2017 with the addition of new assistant principal.

### 28c. Summary

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

The School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year are designed to further strengthen the social and academic needs of the students at Beer Middle School. Each goal, objective, strategy, and activity is created to provide staff with adequate professional learning, tools/materials, and time to implement necessary changes needed to address these needs. Also, Professional Learning Communities are in place for staff to continuously collaborate and provide feedback/outcomes of the building wide goals and initiatives. All of this is put in place to advance our students both socially and academically. Lastly, each goal is continuously monitored from building administrators and at the district level as needed.

# **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		

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	<a href="http://www.wcskids.net/curriculum/annual_report/reports/1314/Beer.pdf">http://www.wcskids.net/curriculum/annual_report/reports/1314/Beer.pdf</a>	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

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

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		

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	Chief Human Resources Officer 31300 Anita Warren, MI 48093 586-825-2400	

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		Beer Middle School Parent Policy

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Beer Middle School Parent Compact

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

# **Title I Schoolwide Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## **Component 1: Comprehensive Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

Our staff collaboratively participated in the comprehensive needs assessment during six, one-hundred and eighty (180) minute PLC meeting sessions and staff meetings during the 2015-2016 school year. Data reports were accessed either electronically or in paper from Data Director, Data Manager, MiSchool Data and Power School in order to complete the School Data Analysis diagnostic, and to be able to lead the analysis process during PLC meetings. Staff identified achievement gaps in all content areas for all students and subgroups with multiple test results. Staff then looked for connections to staff/parent/student perception, program/process, and demographic data. Finally, staff prioritized the areas of greatest need for all students and identified subgroups and preliminary priority goals, strategies and activities. The School Improvement Team (SIP), which meets approximately monthly, used the results to complete the final alignment to ensure that all data results aligned with the priority goals.

Additionally, Beer Middle School's Intervention Team meets bi-weekly to monitor our Tier 2 and Tier 3 students. The school social worker, speech pathologist, counselors, teacher consultants, academic and language intervention teachers, and administrators examine and discuss the academic and behavioral progress of these at-risk students. The Intervention Team works to identify those students who qualify for intervention programs, those who are making positive gains as a result of the programs and processes in place, and those who are ready to exit these programs due to positive growth.

Furthermore, every instructional and itinerant staff member reviews student IOWA data in the Fall to identify student strengths and weaknesses to determine their instructional needs for the year. Staff members analyze post-test IOWA data in the Spring to identify needs for improvement in instructional delivery, as well as to monitor student growth and achievement levels.

The team completed the School Data Analysis diagnostic in AdvancED. SIP Team leaders communicated with staff at the PLC meeting to ensure all stakeholders were involved in the process, and reached consensus during PLC time.

Beer Middle School's SIP team works in conjunction with the school's Booster Club to work on the school improvement process. At the monthly Booster Club meetings the principal debriefs parent participants on school-wide initiatives, programs, and achievements, as well as solicits parent input and feedback. Parents are encouraged to ask questions during all meetings to enhance their understanding of and to avoid any confusion about the school improvement process.

Throughout the School Improvement process, the SIP Team, including parents, examines data and looks to identify priority needs. Additionally, at the end-of-year planning and evaluation meetings, all parents attending are also presented with achievement data and contribute to the discussion of school needs based on that data. Parents are also surveyed regarding their beliefs about our programs, strategies, and activities in order to contribute to consensus regarding building-wide strategies. This process unfolds throughout the year at various meetings and activities (SIP meetings, Open Houses, Conferences, Booster Meetings, Title I Parent Nights, etc.).

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

During the 2015-2016 school year, the students at Beer Middle School completed the Reading IOWA assessment in the fall and spring. In  
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the sixth grade, the students' national percentile rank was thirty-four percent (34%), which is on trend from the previous school year. The strand that showed the highest areas were Author's Craft (69% NPR). In the seventh grade, the overall national percentile rank was forty-three percent (43%) and the eighth grade national percentile rank was thirty-nine percent (39%). In the seventh grade, students were also most proficient in Author's Craft (68%) and Key Ideas (68%) and in the eighth grade students were most proficient in Literary Reading (65%). When looking at the specific subgroup data, there were also some strengths worth noting too. First, in the sixth grade, students with disabilities were sixty-one percent (61%) proficient literary elements and the Economically Disadvantaged students were seventy-percent proficient (70%) in this subsection. In the seventh grade, it is important to note that the Black subgroup and the English Language Learners were seventy percent (70%) proficient in Key Ideas, Author's Craft, and Explicit Meaning. Additionally, the economically disadvantaged students were fifty-seven percent (57%) proficient in Key Ideas.

When looking at the IOWA Reading Strand analysis, some challenges were observed in the area of reading .In the sixth grade students were weak in vocabulary, with only a forty-eight percent (48%) national percentile rank. Furthermore, in the seventh and eighth grade, students were weak in the area of Implicit Meaning, with national percentile ranks of fifty-three percent (58%) and fifty-six percent (56%), respectively. Also, when viewing the 2015-2016 IOWA data, a few challenges were observed with the subgroups at Beer Middle School. In each grade, the English Learner (EL) population was significantly lower than the general population, especially in the areas of vocabulary with only forty-four percent (44%) being proficient. The Economically Disadvantaged students were also forty-four percent (44%) proficient as well. In the seventh grade, Students with Disabilities struggled with implicit meaning with only thirty-four percent (34%) of students being proficient. Additionally, the Economically Disadvantaged students were only forty-six percent (46%) proficient. Lastly, in the eighth grade the English Language Learners were only forty percent (40%) proficient in Explicit Meaning of text. Additionally, the Students with Disabilities were only forty-four percent (44%) proficient in Explicit Meaning of text.

During the 2015-2016 school year, the Beer Middle School students also took the M-STEP assessment. However, preliminary data is not yet released to show whether or not students have shown growth. The M-STEP assessment results will not be finalized until the fall of 2016, where further analysis of student growth and subgroup growth can take place. On last year's M-STEP assessment, the sixth grade students were forty-nine percent (49%) proficient. The seventh grade students were forty-nine percent (49%) proficient and the eighth grade students were forty-eight percent (48%) proficient overall.

In order to address the reading challenges identified during the 2015-2016 school year, Beer Middle School will continue to implement research-based reading strategies such as the balanced literacy approach in the sixth and seventh grade, SQ3R, Talk to the Text, and Two Column Notes, among many other Reading Apprenticeship strategies. These strategies will assist students in strengthening their ability to interpret explicit text and imply meaning from the text. Additionally, the building-wide vocabulary strategy will enable students to improve their ability of detecting word meaning and comprehension. In order to address the needs of the subgroup population, the MTSS model will be utilized during the 2016-2017 school year to identify students for intervention, class placement, and more targeted instruction. This includes Level I EL classes, Corrective Reading, ACRI, Resource Room placement, and Title I Aide support. Additionally, during Tier 1 and Tier 2 instruction, classroom teachers will utilize guided reading time to instruct and review finding implicit meaning in text. Lastly, social studies and science teachers will continue to emphasize reading strategies with informational text in order for students to become more proficient in reading informational text.

During the 2015-2016 school year, students were assessed with the IOWA Writing assessment as well. In the sixth grade, students had a national percentile rank of fifty-eight percent (58%) on the written expression portion of the assessment. The seventh graders showed a national percentile rank of sixty-percent (60%) and the eighth grade showed a national percentile rank of fifty-six percent (56%). All three grades displayed a growth of at least ten percent (10%) from the year prior. There are a few specific strands where students displayed strengths as well. Sixth and eighth grade students both displayed strength in the area of appropriate expression. When examining the data even closer, there were some evident strengths that emerged. For example, in the sixth grade, seventy-four percent (74%) of Economically

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Disadvantaged students are proficient in appropriate expression. Also, eighty-three percent (83%) of Students with Disabilities have proficiency in sentence structure. In the seventh grade, sixty-two percent (62%) of Asian students were proficient in Key Ideas. Lastly, in the eighth grade, students demonstrated strength with the Asian population being seventy percent (70%) proficient in planning and organizing and appropriate expression.

The IOWA Spring Writing Assessment also indicated some challenges or weaknesses among the various populations at Beer Middle School. In the sixth grade, the Students with Disabilities and English Language Learners were least proficient in Appropriate Expression and Organization of Ideas. Additionally, the sixth grade subgroups all showed weaknesses in Usage and Grammar, as did the seventh and eighth grade subgroup populations. Furthermore, in the eighth grade, the Students with Disabilities were only fifty percent (50%) proficient and only fifty-nine percent (59%) of Black students are proficient in Appropriate Expression.

In order to address the writing challenges identified during the 2015-2016 school year, Beer Middle School will continue to implement research-based writing strategies such as Writer's Workshop, Two Column Notes, Step Up to Writing, and MAISA units which were created by local Intermediate School Districts. These strategies will assist students in strengthening their ability to use vocabulary, grammar, and usage rules in context. Also, students will strengthen their writing planning and organization, as it applies to various types of writing (Narrative, Explanatory, and Argumentative). In order to address the needs of the subgroup population, the MTSS model will be utilized during the 2016-2017 school year to identify students for intervention, class placement, and more targeted instruction. This includes Level I EL classes, Resource Room placement, and Title I Aide support. Additionally, during Tier 1 and Tier 2 instruction, classroom teachers will utilize writing workshops to target instruction for students who are particularly weak in specific areas of writing.

During the 2015-2016 school year, the District Writing Assessment was also administered in the fall and spring. This assessment focused upon different performance tasks students had to complete. When analyzed, staff determined that next year students would be given one topic and then would ask them to respond on that topic in one of three ways: argumentative writing, explanatory writing, or narrative writing, in order to strengthen their skills in all three types of writing.

During the 2015-2016 school year, the students at Beer Middle School completed the Math IOWA assessment in the fall and spring. In the sixth grade, the overall national percent rank of the student population was thirty-eight percent (38%). This is a four percent (4%) increase in one year. In the seventh grade, the overall national percentile rank was forty-nine percent (49%), which accounts for a fifteen percent (15%) gain when compared to the year prior. In the eighth grade, the overall national percentile rank was forty-four percent (44%). One strand that showed the highest area of proficiency for all grade levels is number sense. There are some notable strengths observed from this year's IOWA assessment. First, in the sixth grade the Economically Disadvantaged subgroup, Asian subgroup, and English Language Learners (EL) demonstrated increased proficiency in the areas of number sense and Algebraic Patterns. In the seventh grade, The Asian population was sixty-nine percent (69%) proficient in Algebraic Patterns and Number Sense. The Economically Disadvantaged students were fifty-nine percent (59%) proficient in this area as well. Lastly, in the eighth grade, the Asian population was also proficient in the area of Algebraic Patterns and Number Sense.

When looking at the IOWA Mathematics Strand analysis, some challenges were observed in this area. Sixth grade students displayed weakness in the area of data analysis with a national percentile ranking of forty-five percent (45%). This shows no growth from the previous school year. Furthermore, in the seventh grade and eighth grade, students were weakest in the area of Geometry, with only fifty-one percent (51%) and forty-seven percent (47%) proficient, respectively. When viewing the 2015-2016 IOWA data, a few challenges were observed with the subgroups at Beer Middle School in the area of mathematics. First, sixth grade students in the Black subgroup were weakest in the area of Data Analysis/Probability/Statistics. Only thirty-nine percent of students demonstrated proficiency, which is an eight percent (8%) gap when compared to all sixth graders. It can also be noted that the Black, Students with Disabilities, Economically Disadvantaged, and English Language Learner subgroups were all weakest in the area of Geometry, with an average gap of eleven percent (11%). A similar trend was

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evident with the subgroups in the eighth grade in the area of Geometry.

When analyzing Math IOWA data over the last few school years, several trends can be identified in this content area. Sixth grade students have increased in the area of Mathematics with a national percentile rank of thirty-eighty percent (38%) when compared to the last two school years. Additionally, seventh and eighth grade students have increased overall as well, but still struggle with Geometry and Data Analysis/Probability/Statistics. During the 2015-2016 school year, the Beer Middle School students also took the M-STEP assessment. However, preliminary data is not yet released to show whether or not students have shown growth. The M-STEP assessment results will not be finalized until the fall of 2016, where further analysis of student growth and subgroup growth can take place. When reviewing the overall 2014-2015 data of Mathematics M-STEP performance, twenty percent (20%) of sixth grade students demonstrated proficiency. Additionally, sixteen percent (16%) of seventh graders did and twenty-two percent (22%) of eighth graders showed proficiency.

After analyzing the IOWA Math data for all three grades, a few strengths and weaknesses can be identified. All grade levels have shown an area of strength in the strand of Number Sense. Additionally, seventh and eighth graders both displayed strength in the area of computing whole numbers. However, all three grades showed weakness in the area of Geometry and Data Analysis/Probability/Statistics. Beer Middle School has several courses and interventions in place for the 2016-2017 school year to address these deficits. Math Builder, a tier three intervention course, is offered to students identified as at risk (two or more grade levels below proficiency). Growth in this course is monitored through easyCBM progress monitoring. Additionally, students with disabilities who qualify in the area of mathematics are offered a Resource Room mathematics class. Also, local high school students involved in National Honor Society (NHS) will tutor students in the area of Mathematics twice a week.

Seventh grade students took the M-STEP assessment in 2015-2016 in the subject area of Science. Results have not been released to schools or the public as of this time. When reviewing last year's seventh grade performance level on the M-STEP Science Assessment, ten percent (10%) of students were proficient.

Eighth grade students took the M-STEP assessment in 2015-2016 in the subject area of Social Studies. Results have not been released to schools or the public as of this time. When reviewing last year's eighth grade performance level on the M-STEP Social Studies assessment, fifteen percent (15%) of students demonstrated proficiency.

Beer Middle School students took a student survey during 2015-2016 school year. Of those who participated, ninety-four percent (94%) of students felt they were motivated by staff to take pride in their work. Additionally, eighty-eight percent (88%) of students reported feeling safe at Beer Middle School. Similarly, eighty-eight percent (88%) of students felt that there was at least one adult in the school they felt comfortable enough to go to if an issue arose or they needed help. All of these strengths speak to Beer Middle School's commitment to high expectations in the classroom and creating an environment where students could learn.

A few weaknesses were identified as well in the student survey. First, seventy-six percent (76%) of students felt they were challenged in their classes. Also, seventy-five percent (75%) of students felt that the consequences for breaking school rules were fair and consistent for all students. Lastly, seventy-four (74%) of students felt that the Earned Privileges program motivated them to do their best work in the classroom and to behave as expected. These areas of concern will be reviewed and discuss

In order to address the area of concern of fair and consistent consequences for negative actions, Beer Middle School will use PBIS to create a behavior rubric to be used across the school. This rubric will utilize strategies suggested by Stan Davis and will address the behaviors exhibited by students and clear, progressive plan of action should they not meet those behavior expectations. Next, the Earned Privilege System is reviewed each year to make changes that will best fit our student needs and wants at that time. On our survey, we asked students

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for ideas as to how they would like to be rewarded through this system and these ideas will be taken into consideration for next year. It is important to note that many of the sixth and seventh grade students who find the Earned Privilege System to be a motivation did not take this survey. Therefore, the question will need to be readdressed with students at the start of next school year for a more accurate picture on their perception of the program. Lastly, the School-Wide Cognitive Word of the Week was in its first year of implementation. After looking at pretest and post-test data, receiving staff input, and reviewing the process of implementation and data collection, changes to improve this building-wide strategy will be made to make it more beneficial in improving student achievement.

The Parent/Guardian Perception Data was administered at Beer Middle School during the 2015-2016 school year. The survey was administered at Fall Parent Teacher Conferences and was available to parents on the Beer Middle School website. Of those that responded, eighty-eight percent (88%) of parents feel that they understand the Earned Privileges program. Additionally, eighty-three percent (83%) of parents feel that the school is safe place to learn. This is pretty consistent with the students' sentiments as well. Lastly, eighty-two (82%) percent of parents feel that their children are accepted by his or her peers.

Despite a high percentage of parents stating that they understand the Earned Privileges program, only sixty-eight percent (68%) of parents feel that it motivates their students to put forth their best effort at all times. Also, only fifty-two percent (52%) of parents felt that Open House was useful to them as parents. Lastly, when reviewing the data from parents whose children participated in a Tier 3 intervention course, fifty-five percent (55%) thought it was beneficial. Many reported this low number because they never were given the growth information of their student at the end of the intervention course.

When reviewing the parent comments, many reported they would like to see more after school programs relating to math, science, and engineering. Also, they would like more family/student activities such as daddy/daughter dances, sporting events, and additional transition programs for students. Furthermore, parents some parents reported that are concerned that some negative behaviors such as swearing, and some instances of fighting warrant more severe consequences.

The staff perception survey was administered during the 2015-2016 school year. Staff felt that the counseling support staff assisted students fairly well, with eighty-six percent (86%) of staff responding favorably. Also, eighty percent of staff reported that communication to all stakeholders was given within an appropriate time frame. Similarly, seventy-nine percent (79%) of staff feel that it is a safe environment learning. There are some concerns to note as well, however. Only twenty-six percent (26%) of staff feel the behavior referral process is consistent and fair. This coincides with the students' and parents' concerns about behavior and consequences as well. Similarly, thirty-four percent (34%) staff felt that the Earned Privileges system has a positive effect on student achievement and student behavior.

In reviewing the Interim Self-Assessment, Beer Middle School identified two areas of strength. The first area is under the standard of Purpose and Direction, in which there was an average of 4.0 on the strands. In particular, the Self-Assessment reveals that the school participates in a systematic review process that continuously reviews, edits, and implements the school's vision. Additionally, the staff felt the school's leadership provides a clear direction and purpose for student learning and achievement. The other area of strength is in the area of Standard of Governance and Leadership. The staff feels that Beer Middle School exemplifies the qualities shown in the governance and leadership strands. Staff members feel that the leadership at Beer is committed to providing excellence, putting routines and practices in place to better the community, and supporting staff, all with the goal of increasing student achievement.

In reviewing the Interim Self-Assessment Data, a few challenge areas stand out. First, Beer Middle School staff felt that Resources and Support Systems were not adequate to support our growing population. In particular, the staff felt that the technology infrastructure did not provide all students to access technology regularly, in helping them to improve their student learning. One particular reason for this challenge is because the technology infrastructure is continuously tied up with online IOWA testing and M-STEP testing, which does not allow classrooms to utilize the computers for classroom learning. Another challenge area identified by the staff in the Self-Assessment was in the

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area of Using Results for Continuous Improvement. The particular strand the showed weakness was in using data, analyzing and interpreting data, and making meaningful decisions. Some staff members do not feel that they have adequate training in interpreting data and would like more professional development in order to learn how to better utilized data to make informed decisions about student learning.

In order to address these challenges, Beer Middle School will implement some changes to the 2015-2016 school year. First, staff will create and analyze common assessments with colleagues in common core areas. These common assessments will allow for more open dialogue among staff and will allow staff to help each other analyze the data from their common assessments to make more informed decisions about classroom teaching practices. Beer Middle School will also invite MISD or WCS curriculum specialists to meet with staff about how to better read, analyze, and act upon the data they collect. Lastly, Beer Middle School will continue to coordinate with the administration building regarding addressing the technology needs of the students at Beer. Furthermore, it will structure testing in as few days as possibly allowed by the State and District, in order to free up more time for classrooms to have access to the computer labs and mobile computer carts.

In regards to programs and process data, after thorough analysis of the AdvancED Interim Self-Assessment (SA), our school has determined that we are exceeding standards in many areas, but also have some areas to improve upon in the upcoming school years. In areas related to Governance and Leadership, Beer Middle School reported that it has many systems in place to smoothly run the school and build a positive culture within the building. Additionally, the leadership often shares responsibilities with the teaching staff that empowers them to participate in various leadership roles within the school community. Another area of strength for Beer Middle School was related to using results for continuous improvement. Beer Middle School utilizes PLC time to gather, analyze, and make informed decisions based upon data. Also, there are many communication systems in place that support student learning, the goals, and achievement within the school. According to the SA, Beer Middle School needs to strengthen the Resources and Support Systems within its structure.

The team examined demographic data: enrollment by grade and subgroups; attendance data; discipline data--number of referrals and suspensions; and mobility trends. The team also examined perception data, program/process data, and achievement data. In regards to demographic enrollment data, Beer Middle School's data shows that the general population has remained consistent with our enrollment from last year, which has been around 920. Included within the general population are many sub-groups of students including: Asian American, Economically Disadvantaged (ED), English Learners (EL), and Students with Disabilities (SWD), Black, not Hispanic.

Over the past three school years, Beer Middle School has some fluctuations occur in attendance. One main fluctuation was caused by the merge of twenty-five percent (25%) of students from Grissom Middle School for the start of the 2014-2015 school year. Consequently this affected some of the subgroup population trends as well. In 2013-2014, Beer Middle School's population was 754 students, however with the merger, the population increased to 933 students in 2014-2015. This current school year, the population has decreased to 903 students. Additionally, there has been some fluctuation in the Asian subgroup at Beer. In 2013-2014, the subgroup population was 16% of the total school population. In 2014-2015, the population decreased slightly to 14.5%. However, in 2015-2016, the Asian population increased again to 17.4%. Despite those fluctuations though, the Black, Not Hispanic population has remained steady at approximately 14% all three years. Additionally, the Students with Disabilities population has remained at 10% over the course of these three years. Over the past two years, the number of students receiving Free or Reduced Lunch has remained steady at sixty-one percent (61%). Lastly, the English Learner population has grown from twenty-one percent (21%) of the school population in 2014-2015 to twenty-seven percent (27%) of the population in 2015-2016.

Beer Middle School has always maintained high expectations in the community regarding student attendance. The three year trend shows an average daily attendance of ninety-six percent (96%). While this average has maintained relatively steady, over the past three years, Beer Middle School is seeing a slight increase in the number of students chronically absent. The number of chronically absent students (those absent more than ten days) is on average twenty percent (20%) of the student population, and continues to be an area of concern among stakeholders at Beer Middle School. Furthermore, Beer Middle School has recognized that more emphasis and attention needs to be placed

upon working with the chronically absent students; however, it is lacking adequate staff in the building, district, and county in order to effectively combat this issue.

During the 2015-2016 school year, Beer Middle School has had the same assistant principal as the year prior. While in this position, fewer suspensions are issued and more in school alternatives are administered in response to negative behaviors from students. The largest areas of concern were in the areas relating to disorderly conduct, insubordination, fighting, and misconduct. Some students had multiple infractions and received progressive discipline, as a result. In all, there were thirty-eight suspensions as of April 15, 2016. Additional suspensions will most likely occur before the end of the school year. Furthermore, two sixth grade students received expulsions for possession of marijuana.

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

Goal 1: All students will be proficient in ELA is connected to our priority needs and the needs assessment because our data shows that we are not meeting the state level of achievement. All three grades showed growth in the area of Author's Craft when analyzing the 2014-2015 IOWA assessment, however, all three grades struggled with comprehending informational text and vocabulary development. For this reason, each content area is using the Reading Apprenticeship strategies SQ3R, Two Column Notes, and Talk to the Text in order to strengthen student's ability levels in these areas. Furthermore, building vocabulary will continue to be a focus next school year as the school continues to implement cognitive and content vocabulary instruction using Marzano's Six Steps to Vocabulary Instruction approach. Lastly, the English Learner and Students with Disabilities continue to be our weakest subgroups in all content areas, so various interventions like EL tutors, Corrective Reading, and other aspects of MTSS will still be implemented next school year.

Goal 2: All students will be proficient in mathematics is connected to our priority needs and the needs assessment because our data shows that we are not meeting the state level of achievement. While all grades showed strength in number sense each grade was weak in Geometry and Fractions. Therefore, instruction will be tailored to make improvements in all mathematics strands. Furthermore, interventions and extended learning opportunities will be in place to meet the needs of all students. This included Math Builder, Resource Room Math 6-8, Algebra I, and placement at the Math Science Center. Common assessments and curriculum mapping will also occur next year in order to further analyze the strengths and weakness of our population in regards to math.

Goal 3: All students will be proficient in science is connected to our priority needs and the needs assessment because our data shows that we are not meeting the state level of achievement in science. Students continue to show weaknesses in the areas of extended reasoning and Earth Science. Therefore, the Science goal will incorporate the Reading Apprenticeship Strategies, Interactive Notebooks, and Classroom Instruction that Works strategies to further improve the achievement levels of all students and subgroups.

Goal 4: All students will be proficient in social studies is connected to our priority needs and the needs assessment because our data shows that we are not meeting the state level of achievement. Students continue to show weaknesses in the areas of geography and history. Therefore, the Social Studies goal will incorporate the Reading Apprenticeship Strategies, Interactive Notebooks, and Classroom Instruction that Works strategies to further improve the achievement levels of all students and subgroups.

Goal 5: All staff will participate in Professional Learning Communities in order to foster a collaborative commitment to improving student achievement. Regularly scheduled PLC meetings will allow staff to analyze data from local and state assessments and determine what student needs should be met, design and implement common assessments, collaborate, strengthen the building MTSS model and PBIS

model, and receive professional learning that will allow teaching and support staff to further service the needs of our students both socially and academically.

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

Each goal has been clearly written to identify the needs of all students and identifies the needs of disadvantaged students. The goals are aligned with the conclusions drawn from the comprehensive needs assessment. Students identified as at-risk, due to significant achievement gaps, have been identified by their non-proficient status on IOWA and MSTEP, below grade level standards on the IOWA, below grade level on the District Writing Assessment, and below grade level on DRA2 and/or DRP. All five achievement goals address improvement of experiences and achievement for all students across Tier I in all content areas. The MTSS systems goal pays special recognition to those at-risk students receiving interventions in Tier II and III. Additionally, the same goal still supports the whole school population in it's efforts to strengthen Tier I for all, and provides Positive Behavioral Supports, as well as interventions.

## **Component 2: Schoolwide Reform Strategies**

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

Beer Middle School's school-wide plan includes a number of strategies to help all students reach the State standards. Cognitive vocabulary instruction and targeted reading strategies, including: Two-Column Notes; Talking to the Text (T4); and Survey, Question, Read, Recite, Review (SQ3R) will be utilized building-wide in all content areas. Cognitive vocabulary instruction ensures that all students know, understand, and can apply essential academic vocabulary terms utilized in all content areas as determined by the Common Core State Standards. The building-wide implementation of targeted reading strategies helps students to develop their comprehension, analysis, and note-taking skills of text from all curricular areas. These strategies bolster student understanding, helping them to achieve learning targets established by the Common Core State Standards. Specifically, all students participate in Balanced Literacy through their English Language Arts curriculum. All sixth and seventh grade students also benefit from receiving balanced literacy instruction in a double-block of time (120 minutes daily). Within this ELA block, students receive whole group instruction at the grade level of current enrollment as well as small group instruction catered to their current reading levels and/or areas of need. Similarly, eighth grade students receive targeted skills instruction dependent upon their level of need in a whole and/or small group setting, but within a 60 minute class period. Regardless of the students' current grade level, there are strategies provided to support strong, differentiated, Tier I instruction in all content areas for all students.

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

McREL's Classroom Instruction that Works (CITW) and Reading Apprenticeship reading strategies, as well as a school-wide focus upon Marzano's Six Step Process for Building Academic Vocabulary with cognitive vocabulary words will impact the quality of the instructional experiences in all content areas for students. The implementation of Two-Column Notes; Talking to the Text (T4); and Survey, Question, Read, Recite, Review (SQ3R) significantly enriches the curriculum of all content areas. The consistent implementation of these strategies results in focused reading instruction in all classes, thus increasing the quantity of explicit reading instruction for all students. This leads to additional development of the students' note-taking and analytic skills. All Beer Middle School staff members were provided a six hour professional development session outlining Marzano's Six Step Process for Building Academic Vocabulary. This approach was implemented building-wide across the school day for students of all grade levels. For the 2015-2016 school year, the School Improvement Team selected twenty-one preliminary cognitive vocabulary words which were taught and utilized by teachers of all content areas to enrich students' understanding of these words. Embedding these vocabulary terms in all content areas increased student exposure to these essential terms, helping to solidify their learning and application of these skills in multiple arenas.

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

The school-wide focus upon cognitive vocabulary is strongly supported by the findings of the comprehensive needs assessment. On the IOWA test, Beer Middle School students struggled with recognizing and defining academic vocabulary words. The explicit instruction of cognitive vocabulary, which are conceptual, skills-based, academic terms, will help to improve student understanding of these words in multiple contexts, such as in the classroom and on standardized tests. Furthermore, improved understanding of these vocabulary terms will support student comprehension of nonfiction or informational text.

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

Tier II and III supplemental instruction time provides the opportunity to both enrich the curricular experience for at-risk students, as well as accelerate past curriculum for those students. This will allow students to "catch-up" in a more efficient and accelerated manner. For those students who are not at-risk of achieving the State's standards, the curriculum is enriched and accelerated, at the classroom level, through our Differentiated Instruction Strategy and Classroom Instruction That Works strategy, supporting appropriate challenges and activities at all levels of readiness and achievement. Students requiring additional challenges may also participate in Science, Technology, Engineering and Mathematics (STEM-star) activities/field trips on Saturdays. These extended learning opportunities provide students with a deeper understanding of STEM concepts. Additionally, Warren Consolidated Schools has implemented a Middle School Math, Science, and Technology Center. Sixth through eighth graders can attend this half-day program which provides students with the ELA, Math, and Science content appropriate to their grade, and beyond, in a technical environment. Beer Middle School students ready for extended challenge will be attending this program for a half-day, and attending our home school for the other half-day. By enriching and accelerating the curriculum for both at-risk students and those not at risk, we support maximizing the progress of all students.

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

Students who participate in Beer Middle School's math intervention program are assessed using the easyCBM program. Students complete assessments, known as CBM probes, which utilize standardized measures that sample from a year's worth of curriculum to assess the degree to which students have mastered the skills and knowledge deemed critical at each grade level (3-8). When a student hasn't mastered a particular skill more than two grade levels behind, the intervention teacher follows up with Tier III Math instruction and re-measures the skill at a later date. When the student does show mastery of a particular skill, s/he moves on to other skills. In Beer Middle School's ELA intervention program, the ELA Intervention Team looks at progress monitoring daily, weekly and monthly. Team members monitor students' reading fluency progress (# of words read in one to two minute timed readings) and writing fluency progress (# of words written in five minutes-the goal is to consistently write 125 words or more). In addition, students complete a self-assessment every two weeks to identify their own strengths and weaknesses and create goals to improve. At the end of the two week period, the ELA Intervention Team member and students look at the established goal and decide if it has been achieved or if it needs to be redefined. Students are DRA-2 tested at the beginning of the year, retested in January, and retested again in May to show growth and progress in reading fluency and reading comprehension as well. Lastly, students have an entrance and exit fluency assessment that they complete for Corrective Reading Placement. Additionally, a Qualitative Reading Inventory (QRI) diagnostic is given to students who struggle with comprehension. Students who fall two or more grade levels below their current grade level are schedule into in the Adolescent Critical Reading Initiative (ACRI). At the end of the semester-long class, student growth is measured using the QRI as a post assessment.

**Component 3: Instruction by Highly Qualified Staff**

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this?                      NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	<p>Yes</p>	<p>A requirement of employment in the Warren Consolidated School District is that all instructional staff, professional and paraprofessional, meet the NCLB requirements for highly qualified. Currently, our one Language Acquisition specialist holds an (English Language) EL certification. Personnel files include a signed statement by each staff member attesting to their status of "highly qualified," as well as all supporting credentials/licenses. The Human Resources Department monitors the personnel files yearly for accuracy.</p>	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this?                      NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	<p>Yes</p>	<p>All teachers have met the criteria for Highly Qualified in accordance with NCLB requirements. Personnel files include a signed statement by each staff member attesting to their status of "highly qualified," as well as all supporting credentials/licenses. The Human Resources Department monitors the personnel files yearly for accuracy.</p>	

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

Beer Middle School has forty-six (46) teachers on staff. Six (6) teachers were newly assigned to the building for the 2015-2016 school year, creating a turnover rate of thirteen percent (13%). All six (6) members' transfers were involuntary and resulted from contract language regarding teacher lay-off, retention, and placement.

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

Beer Middle School has an experienced staff educating the diverse population of the school. In fact, there are only two (2) of the forty-six (46) teachers on staff, who have four years of experience or less. Additionally, there are eight (8) staff members who have been teaching for five to eight total years. Furthermore, seventeen (8) teachers have been providing classroom instruction for nine to fifteen years. Finally, nineteen (19) staff members are seasoned with sixteen or more years of experience.

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

Beer Middle School attracts high qualified teachers by offering many unique programs, activities, and initiatives that other buildings in the district do not offer. For example, Beer has participated in the Michigan Green Schools program for eight consecutive years and has been awarded Macomb County's Top School of the Year during the 2011-2012 school year. In addition, Beer Middle School has implemented an Earned Privileges System, which creates incentives and rewards for positive student behaviors and high academic achievement. Community involvement is also promoted at Beer Middle School and the school has partnered with the surrounding community through fundraising, participating in special programs such as: Today's STEM Stars Tomorrow, Kids Against Hunger, Digital Divas, and CARE. Many of these initiatives are attractive to teaching staff, and result in Beer Middle School being able to attract quality teachers. Furthermore, Beer has attracted other teachers because it promotes a positive climate and culture in the building among staff. Interpersonal relationships are highlighted here and some of the ways this is achieved is through regular staff outings and by empowering teachers to make decisions that affect the school community. Because of this climate, a devotion to high academic standards and an atmosphere of success for all (students and teachers), Beer Middle School continues to attract high-quality teachers.

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

All employment of highly qualified teachers is managed through the Human Resources Department of Warren Consolidated School District. Warren Consolidated Schools has a very low turnover rate. Prospective candidates apply through an on-line application system which includes a "Ventures" Self-Assessment and personal interview. Administrators select a list of candidates to interview. An interview team will make a recommendation for hire to the Human Resources Department and the Superintendent. Warren Consolidated offers the following to attract prospective candidates:

-District Wide Green School Participation

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- Fifteen Ribbon Schools (2 National Blue Ribbon Schools)
- District Mentoring System
- "New Teacher Academy" provided by Macomb Intermediate School District (MISD)
- Curriculum Steering Committee and Professional Staff Development funding for teachers
- Competitive Salary and Benefits package
- Updated Technology in every building and classroom
- Classroom computer and email system for each staff member
- Curriculum Specialists to support classroom teachers
- Positive School Climate: shared decision-making through the Professional Learning Communities (PLC) model of School Improvement
- Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum committees, Teacher Leader Academy (at MISD), Teacher Union leadership
- Media centers with part time media specialists in each building; distance learning programs; video streaming; academic software packages
- Full-time Instructional Technology Department and technology support
- School Counselors
- Newly renovated schools
- District and School-level Professional Development opportunities
- Year Round School opportunities for students and staff
- Middle School and High School Macomb Mathematics, Science, Technology Center
- Middle School and High School Warren Consolidated Visual and Performing Arts Center

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

Beer Middle School does not have a high voluntary turnover rate for highly qualified teachers. The vast majority of transfers in the past three school years have been involuntary. Two years ago, there was one (1) voluntarily transfer to a newly created position within a magnet program within our district. However, to assist in reducing involuntary transfers, modifications to the language in teacher retention and placement were made when the new contract was ratified. We are hopeful that this will result in reducing the rate of teacher turnover at Beer Middle School. Additionally, this past year, one teacher voluntarily left the building to accept a position in another district.

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## Component 5: High Quality and Ongoing Professional Development

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

Beer Middle School leadership is committed to providing staff with the appropriate professional development necessary to carry out the school improvement plan. For example, the entire Beer Middle School staff participated in Discourse Training from the Warren Consolidated School Content Area Specialists. This training provided staff with the tools and opportunity to hold meaningful conversations within content areas. Staff members will continue to develop these skills through additional training opportunities. In the past several years, Beer Middle School has sent groups of teachers, from all content areas, to participate in Classroom Instruction that Works, which is based on McREL's strategies for highly effective teaching. During successive school years, additional staff will also receive Classroom Instruction that Works professional development. Furthermore, building leadership has sent teachers to training sessions on ACRI, CHAMPS, Discourse Training, MTSS, Number Talks, RTI, and the School Improvement Process. Next year, similar professional development will also occur. Additionally, the staff will continue to receive training on Differentiated Instruction and strategies to accommodate and support English Learners.

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

All professional learning at Beer Middle School is sustained and ongoing throughout our PLC process, staff meetings, and access to content-area coaches throughout the year by request. Staff has had a total of six Professional Learning Communities, each a half-day session to share and support instructional practices learned through the focused professional development initiatives of the school and district. McREL's Classroom Instruction that Works, Non-Linguistic Representations (Frayer Model and Thinking Maps), Writing Tracker, Close and Critical Reading, and Differentiated Instruction are re-visited throughout the year at these PLC meetings and are also explored and supported at monthly staff meetings. Our district provides content-area coaches, who teachers and administrators can call upon at any time, to provide additional learning support related to these professional development initiatives.

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

## **Component 6: Strategies to Increase Parental Involvement**

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

There are numerous ways that parents are involved with Beer Middle School's principal, staff, and School Improvement Team to design the school-wide plan. For example, parents are invited to participate in select School Improvement Team meetings to learn about and contribute to the plan. Similarly, parents share their ideas with the principal and staff at formal gatherings, including Booster meetings, Title I meetings, and Parent Involvement Events (PIE) nights. At these meetings, data is shared with parents, and their input is sought in regard to plan strategies and activities that should be implemented in response. Parents are also educated about research-based strategies being considered for building-wide implementation, and they may provide questions or comments in these forums. Furthermore, by completing the parent survey, parents help to design the school-wide plan by offering their feedback regarding their level of satisfaction with the Beer Middle School community. The most recent parent survey results showed that eighty-eight percent (88%) of parents were happy with the Earned Privileges program. Additionally, eighty-three percent (83%) felt Beer Middle School was a safe place to learn, and eighty-two percent (82%) of parents felt their students were accepted by their peers. Parent satisfaction with our community helps to identify areas of weakness and strength, which help to determine how the schoolwide plan should continue or be modified. Finally, at the end of the year Title I meeting, parents offered input on how to improve the lowest scoring areas identified on the parent survey, such as new rewards for the Earned Privileges program, how Open House can be more useful, and how the intervention courses can better help their students.

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

Along with having input on the various strategies contained within the school-wide plan, parents also prioritize spending time working with their student using these strategies. At a yearly evaluation and planning meeting, parents provide us with a ranking of the school's strategies in order to match our priorities with our budgets. There are also opportunities throughout the year for parents to volunteer to help implement the schoolwide plan. Many of these events involve supporting our earned privileges program, used to promote a positive school climate. Parents volunteer to supervise at school dances and athletic events. Parents also plan and execute the 8th grade farewell celebration for outgoing students. Additionally, parents volunteer in the classroom.

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

Beer Middle School's SIP team works in conjunction with the school's Booster Club to work on the school improvement process. The School Improvement Team is responsible, along with the building principal and intervention staff, for both progress monitoring, and completing the final evaluation. Additionally, at the end-of-year planning and evaluation meeting, academic and perception data is shared with all parents in attendance. In light of that academic data, as well as perception data, parents have the opportunity to raise concerns or offer support related to the school wide plan. If, in that process, parents disagree with components of the plan, concerns are noted, and forwarded to the Local Education Authority (LEA) at the time the plan is completed. Parents can also voice concerns and views at Booster Club meetings, as well as at each PIE night when they are also surveyed regarding the particular successes and non-successes related to the event, as well as their needs regarding upcoming event topics.

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Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Beer Middle School Parent Policy

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

Beer Middle School shall:

1. (1118 E 1) Assist parents in understanding the State's content standards and assessments and how to monitor their child's progress by:
  - a. Holding an Open House during which each classroom teacher addresses curriculum standards, tools for student success, and ways in which parents can academically support their child throughout the year.
  - b. Providing on-line access, training, and support to parents regarding the use of Parent Portal, the parent web-view of their student's grades and academic progress.
  - c. Inviting parents to two formal parent-teacher conferences each year. One conference shall be held in the fall, the second in the spring. Student's academic progress will be shared with parents at these conferences.
  - d. Make information about homework available through written communication and Beer's website, and classroom webpages.
2. (1118 E 2) Provide materials and training to help parents work with their children by:
  - a. Schedule PIE (Parent Involvement Event) Nights regularly throughout the school year. Each event will contain strategies for parents to use in order to support learning at home. Some examples include: Organization and Study Strategies Night, Literacy Strategies Night, Mathematics Strategies Night, Technology Resources Night, What Resources Can the Public Library Provide and other topics as requested by parents.
  - b. Maintain Parent Institute brochures in the main office with information and tips for parents, while maintaining these electronically on the school's website as well.
  - c. Sharing with parents the on-line curriculum resources their children can access from home, and training on how to use those on-line curriculum resources.
3. (1118 E 3) Train staff to build effective parent involvement by:
  - a. Providing staff with information and tips regarding what to discuss and how to discuss necessary items with parents during Parent Teacher Conferences and Open Houses.
  - b. Training staff on the use, and support of the use, of available parent resources (Parent Portal, on-line curriculum resources, etc.).
4. (1118 E 4) Collaborate with other programs to coordinate parent involvement by:
  - a. Partnering with other school-wide buildings within the district to increase resource efficiencies and to provide parents with increased access to a greater variety of parent programs.
  - b. Supporting Blessings in a Backpack, Kids Against Hunger, Jeans for Troops, Hope Water Project, Warren Goodfellows, and Forgotten Harvest programs to increase the reach of community programs.
  - c. Support the City of Warren Volunteers of the Year Program to bring greater focus to the value of volunteerism in the school and community.
5. (1118 E 5 and 1118 F) Provide information in a format and language that parents can understand and provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children by:
  - a. Posting welcome and general information posters in multiple languages.
  - b. Providing access to translators to assist parents who speak other languages.
  - c. Providing access to and utilizing Language-Line, a telephone interpretation service.
  - d. Maintaining Google Translate flags on the school's website to translate all information posted on the website.

- e. Maintaining handicapped accessible buildings.
  - f. Providing access to and coordination of transportation, and other support services, with the district's homeless liaison office, providing opportunities for all parents to participate in school activities.
6. (1118 E 14) Provide other reasonable support for parent involvement as parents may request by:
- a. Maintaining open lines of communication via the web, the phone system, newsletters, and reaching out at community events.
7. Involve parents in school-wide program design, implementation, and evaluation; as well as design, implementation, and evaluation of parent involvement plan and activities by:
- a. Convening a beginning of the year meeting to inform parents of Beer's Parent Involvement Plan, Parent Involvement Events (PIE) schedule, Booster Club meeting dates, and parent volunteering opportunities (implementation).
  - b. Including the parent-teacher-student compact in the August registration packet. This information will be reviewed during the Open House (implementation).
  - c. Including parent involvement information in each edition of the school newsletter, posted on the website (implementation).
  - d. Conducting an annual survey to gather perceptions of parents about the school, the programs, and the parent involvement plan (evaluation, design).
  - e. Including parents on the School Improvement Team through Booster Club meetings. These meetings shall include updates for parents regarding implementation of plan initiatives throughout the year (implementation). Booster Club meetings towards the middle and end of the year will include review of achievement data, results obtained from the current year's strategies (evaluation), and the selection of strategies/activities for the next year (design).
  - f. A planning and evaluation meeting to which all parents are invited. These meetings will include a review of achievement data, results obtained from the current year's strategies (evaluation), and the selection of strategies/activities for the next year (design).
  - g. Providing opportunities and suggestions for parents to volunteer throughout the year in order to support both student and parent program implementation.
  - h. Planning PIE Night topics/activities based upon parent feedback and surveys (design), and surveying parents at the conclusion of each PIE Night (evaluation and design).

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

Parent surveys regarding the school, as well as the parent involvement component of the plan, are the primary means of evaluating the parent involvement component. The survey is conducted annually in order to gauge parent perceptions and solicit ideas for improvement. However, this year the parent survey was not completed due to a large influx of students from another middle school within our district. The parent survey will be given next year, allowing new parents to experience all the programs at Beer Middle School. Another method is monitoring feedback from Booster Club meetings. Parents can voice their opinions and concerns at these monthly meetings, where administrators are present. Lastly, individual surveys are completed after each Parent Involvement Event (PIE) to assist the staff with evaluating the effectiveness of each topic. This data is shared with the School Improvement Team who coordinates evaluations of programs, along with the building principal. Furthermore, parents solicit feedback at the end of the year Title I Evaluation Meeting. This feedback is regularly reviewed and decisions are made accordingly based upon the feedback.

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

Since Beer Middle School has a data-driven culture, the results of all evaluations are analyzed and discussed with the staff in order to acknowledge the strengths and weaknesses of our parent involvement program. In addition, the analysis and discussion will provide

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opportunity to make improvements to our plan as a whole, and address both strengths and weaknesses. This information is utilized by the School Improvement Team as they improve the plan, yearly.

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

The parent-compact was developed with the input of parents and staff several years ago. Since then, it has been revisited yearly, and at times, revised when necessary. During annual parent evaluation meetings, the compact is reviewed at the same time the parent plan, any parent activities, and budget priorities are discussed with parents. Parents provide their thoughts regarding the compact, the plan, activities, and budgeting issues. Then, that input is shared with the School Improvement Team in order to improve the compact for the following year.

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

N/A

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

The compact is shared with parents and students at registration in August and at the Title I Program Fall Parent Meeting. All parties are asked to sign the compact.

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

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

Warren Consolidated Schools provides information to parents in a variety of formats to meet the needs of our diverse population. Interpreters (bilingual and hearing impaired) are available to provide translation services during fall and spring conferences and throughout the year at parent meetings. All staff may use Language Line, a real-time translator phone service, as a mode of communication. Each school and classroom may access Language Line at any time. A video tutorial for accessing the service is available for staff use on the district website. School and district websites are also equipped with Google Translate.

Iowa assessment results are explained in parent friendly language in a PowerPoint with oral presentation that is available under the "Parent Resources" section of our district webpage. Staff shares student achievement results with parents during conferences or informal discussions, phone calls, emails and newsletters using parent friendly/non-academic language. Once again, translators are also available, as well as Language Line and Google Translate for website posted information.

## **Component 7: Preschool Transition Strategies**

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

Each year Beer Middle School Counselors begin the transition process with our incoming sixth graders by visiting all of our feeder elementary schools to begin discussing the transition and programs available at Beer Middle School in March. This continues with a "field trip" made by all incoming sixth graders during the last month or two of their fifth grade year. During this visit, the fifth graders speak to current Beer Middle School students, tour the school, ask questions, and even eat a lunch which includes practice going through the lunch line, sitting at tables, and throwing their lunch trash away. They are linked up with our future WEB leaders and are shown around Beer Middle School. Beer Middle School also offers summer transition programs Where Everyone Belongs (WEB). During August, incoming sixth graders spend time at the school team-building and engaging in "practice" days to support a successful transition to middle school. Additionally, Warren Mott offers an orientation in August for incoming ninth graders. The Warren Mott Link Crew assists new students with tours and learning the "ins/outs" of the building.

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

N/A

## **Component 8: Teacher Participation in Making Assessment Decisions**

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

Our district provides staff eight half-day Professional Learning Community (PLC) throughout the school year. All staff utilizes half-days to disaggregate and analyze data. As a result, Beer Middle School teachers have designed and implemented a series of building-level common assessments to be used to measure and monitor student achievement. All team members collaborate with their grade level groups, as well as cross grade level groups. Staff also designed grade-level, content area curriculum maps which include academic vocabulary and common assessments. Instruction is driven by the information gained during PLC's and is based on the Common Core and district guidelines regarding curriculum. Decisions regarding building level common assessments are also made at this time.

Teachers provide input into school based assessment decisions during these PLC meetings, grade level meetings, and staff meetings. They work collaboratively with their teams to determine types of assessments to be used to monitor student learning: student identification for Tier II/III interventions, creating flexible small groups for individualized instruction/re-teaching.

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

Teachers analyze student achievement data individually and collectively during PLC, grade level and staff meetings. Our district provides us with eight half-day PLC's throughout the school year. All staff utilizes this time to disaggregate and analyze data (MSTEP, IOWA, DRA/P, building common assessments, district common assessments). All team members collaborate with their grade level groups as well as cross grade level groups. Instruction is driven by the information gained during PLC's and based on the Common Core and district guidelines regarding curriculum.

All staff has access to Data Director, the district data warehouse system, to pull a variety of reports: class aggregate reports, item analysis reports, individual analysis reports etc. Through analysis and discussion, teachers identify deficit areas which require re-teaching and /or Tier II intervention support. The Intervention Team also reviews the data to determine additional interventions or possible testing for special education services.

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

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

At the beginning of each year, reports are generated which are used to identify students scoring at an advanced or proficient level on the latest MSTEP assessment as well as those who are not. Reports of IOWA results are also generated to identify which students are scoring above or below grade level averages in content areas. These reports form the basis of identifying students who are experiencing difficulty mastering the State's standards. Beer Middle School is also using data generated from DRA and QRI results in the 2016-2017 school year. These reports are reviewed and modified as more current assessment data becomes available throughout the year. This data is used to identify students who meet the following intervention criteria:

#### Tier II Reading Interventions:

- Scoring a 1 or 2 on the most recent MSTEP reading
- Scoring one, up to two, National Grade Equivalents (NGE) behind on the IOWA reading
- DRA scores which reflect being one, up to two, grade levels behind

#### Tier III Reading Interventions:

- Scoring a 1 or 2 on the most recent MSTEP reading
- Scoring in the bottom 30% on the National Grade Equivalents (NGE) on the Iowa reading
- DRA scores which reflect being two or more grade levels behind
- QRI scores which reflect being two or more grade levels behind

#### Tier II Math Interventions:

- Scoring a 1 or 2 on the most recent MSTEP mathematics
- Scoring in the bottom 30% on the National Grade Equivalents (NGE) on the Iowa mathematics

#### Tier III Math Interventions:

- Scoring a 1 or 2 on the most recent MSTEP mathematics
- Scoring in the bottom 30% on the National Grade Equivalents (NGE) on the Iowa mathematics

#### Tier II Writing, Science, and Social Studies Interventions::

- Scoring a 1 or 2 on the most recent MSTEP in that content area
- Scoring one, up to two, National Grade Equivalents (NGE) behind on the Iowa in that content area

#### Tier III Writing, Science, and Social Studies Interventions:

- Scoring a 1 or 2 on the most recent MSTEP in that content area
- Scoring two or more National Grade Equivalents (NGE) behind on the Iowa in that content area

Beer Middle School acknowledges data which indicates that students targeted for writing, science, or social studies interventions have already been targeted for reading and/or math interventions. Due to the connections between reading proficiency and success in writing, student in content area classes such as social studies and science will receive reading interventions as well. Similarly, the connection between mathematics proficiency and success in science demands that mathematics intervention will include content related to science whenever possible.

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

With MSTEP, IOWA, and DRA reports being analyzed by teachers during PLC time, students experiencing difficulty can be identified quickly. Once identified, students can be placed into Tier II and Tier III interventions as needed for supplemental instructional time in their area(s) of deficit. Students can remain in those interventions until progress monitoring (through DRA, Corrective Reading data and/or EasyCBM) data indicates area(s) of deficit have been eliminated. Furthermore, the QRI is administered as a pre and post test indicator for ACRI courses as well.

This additional assistance can include our after school tutoring/mentoring program which pairs National Honor Society mentor with our students to assist in academic success. During school academic interventions include: additional, small group instruction with an intervention specialist; retaking assessments after completing additional practice; and lunchtime intervention support. In the summer, recommended students are provided the opportunity to complete enrichment classes in core content areas.

Students who are identified as having Tier II achievement levels receive extra assistance within the classroom. In the language arts classrooms, students are placed in guided reading groups based upon achievement levels using DRA2, DRP, and IOWA data. Student groups are also comprised of individuals who are not displaying mastery over content identified by the Common Core based on the MSTEP assessment. At their instructional level, all of these students are provided with additional support and time to reinforce concepts included in the State's academic achievement assessment standards.

In the social studies and science classrooms, students who struggle receive extra time to complete tests and assignments, modified classwork, small group instruction, as well as additional instruction with opportunities to retake assessments to demonstrate mastery. English Learners (EL) who not demonstrate content area proficiency receive instructional support from our EL aide.

In the mathematics classrooms, Tier II students are provided with small group instruction, the opportunity to work with manipulatives, the chance to work with a peer partner, and extra time on assignments and assessments.

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

Teachers at Beer Middle School accommodate varying levels of readiness for content through differentiated, integrated, and cross-curricular instruction. Teachers are able to collaborate during PLC time. During these meetings, teachers work together to create a variety of lessons to meet curricular objectives at a variety of student readiness levels. Whenever possible, teachers use multiple strategies to authentically assess student learning.

Some examples of how differentiated instruction occurs at Beer Middle School are as follows:

- Tiered assignments: Teachers provide assignments at various levels
- Flexible grouping: Teachers allow for individual learning activities, pair/shares, small group, and whole class activities
- Peer teaching: Teachers provide opportunities for students to re-teach concepts to peers
- Learning centers/activities: Teachers offer multiple activities in a center format which address a content objective
- Student interest activities and groups: Teachers allow student choice, when appropriate, in activities or groups

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

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

Building-level coordination often occurs within the PLC structure where all staff come together (Classroom Teachers, Title I Interventionists, Language Acquisition Teachers, Administrators, Title II Content Specialists) to focus on schoolwide goals.

Additionally, Warren Consolidated Schools employs an Administrator of State and Federal Programs (1.0 FTE Title I) to ensure services to eligible Title I students are coordinated.

Additional integration and coordination occurs as our Title I teachers and paraprofessionals provide supplemental and timely instructional support to students during the school day and after school. Title I staff work collaboratively with general education staff during regular weekly PLC meetings to monitor and support students in meeting schoolwide goals. Parent involvement activities are designed and implemented throughout the year. Parents have multiple opportunities for providing input into the schoolwide SIP program.

Title IIa funds provide professional development to our teachers based on district and school improvement goals. Our teachers have participated in Literacy in Action, Classroom Instruction That Works, Balanced Literacy, job embedded guided reading coaching, and support, diagnostic assessment learning (DRA2).

Early childhood Federal and State grants, Head Start and Great Start Readiness Program (WCS World of Fours Program), provide ten classrooms of free quality preschool programs at Pearl Lean, Siersma, and Holden elementary schools. These programs focus heavily on building early literacy and math skills to support student success as they prepare for kindergarten. Starting in the fall of 2015, parents will have the opportunity to enroll their kindergarten student in Transitional Kindergarten (TK) for those students requiring extra year of academic and social/emotional growth. Parent involvement activities are regularly scheduled and an advisory group works cooperatively with early childhood and building staff.

Federal Grant, Title III, provides supplemental instructional support to eligible students. A family resource assistant works directly with English Learner (EL) families at meetings and by phone to support parents as they learn about the American school system, and our school works with the district's Department of Language Acquisition to plan and participate in after school/summer programs to support EL students.

Our Department of Nutrition Services provides Federally subsidized nutritious breakfast, lunch, and after school snacks during the school year and in the summer at no or low cost to eligible students.

Blessings in a Backpack, a district initiative involving staff and community volunteers, provides weekend backpacks of food for more than 300 eligible students. This program is entirely supported by donations.

Our district is not eligible for Section 31a, state grant for other at-risk students or other Title I grants beyond Title Ia.

Federal Resources: Title I, Title II, Title III, IDEA- (Intervention Teachers, Intervention Materials, Content Specialists, Professional Development, Special Education Staff)

State Resources: State Per-Pupil Allowance (General Fund), GSRP (Great Start Readiness) - (K-12 Teachers, Counselors, Special Education Staff, World-of Fours Teachers)

# School Improvement Plan

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Local Resources: WCS General Fund building budget, WCS School Improvement funds, WCS Professional Development Funds, Community Volunteers, WCS Educational Foundation

All financial resources are coordinated into our district accounting system. District procedures are followed to ensure the accurate use of funds. The building principal is responsible for coordinating and overseeing the proper use of all funds with input from school staff and the School Improvement Team (as written in the schoolwide plan and as part of the general operation of the school).

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

### 1. Comprehensive Needs Assessment:

General Fund -

- Professional Learning Community meetings; SIP Team meetings;

### 2. Schoolwide Reform Strategies:

General Fund -

- Professional Learning Communities model of school improvement (based on the work of Richard DuFour)

Title I A -

- Specific Title I strategies for the building

### 3. Highly Qualified Staff: and

### 4. Attract and Retain Highly Qualified Staff:

General Fund -

- All staff (teacher and paraprofessionals meet the criteria for Highly Qualified
- District/School level mentoring system
- New teacher academy provided by the Macomb Intermediate School District (MISD)
- Curriculum Steering Committees
- Competitive Salary and Benefits package
- Classroom computer, e-mail system, interactive white boards in all classrooms
- Curriculum specialists to support classroom teachers
- Positive School Climate - shared decision making through the PLC model of School Improvement
- Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum Committee, PBS Committee, Teacher Leader Academy (MISD)
- Staffed media centers; distance learning capabilities, building WiFi
- Full time Instructional Technology Department
- School Counsel

### 5. Professional Development:

General Fund -

- Curriculum Steering Committee funding opportunities available for Staff to Apply to various Professional Learning Opportunities

General Fund and Title II -

- District level professional development in core areas (writers workshop, guided reading, DRA(2), science, math, social studies, Data Director, Differentiated Instruction, Classroom Instruction that Works, MTSS

Title II -

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- PLC and School Improvement Training

Title III

- Differentiated Instruction for ELs

- Oral Language Development (and assessment)

- Writing

- SIOP (Sheltered Instruction Observational Protocol)

Title I -

- Professional Development for Title I Staff in Parent and Community Relationships (Joyce Epstein Model)

- Differentiated Instruction

- Reading and Vocabulary Intervention Strategies (Math, Science, and Social Studies Included)

- Math Intervention Strategies

- Literacy in Action

- PBIS

- Differentiated Instruction

-Corrective Reading

-Adolescent Accelerated Reading Initiative (ACRI)

6. Parental Involvement:

General Fund -

- District webpage with parent education sites; translation available in major languages

- EL Tutor/translators available for parent meetings/communication

- EL Parent Advisory Committee (meet 3x/year)

- EL Parent Involvement Meetings (4-5xx/year at different schools)

- ESL Classes through Community Services

- EL Parent Education DVDs

- "Language Line", on-demand interpretation service via phone system

- Spring and Fall Parent-Teacher Conferences

- "Powerschool" Program: online progress reports, lesson plans and grade book; Parent Portal

- Automated Phone Fan-out system;

Title I -

- Fall Title I Meeting and Parent-School Compact and Building Plan Review

- Spring Title I Evaluation and Planning Meeting

- Parent Groups

- Joyce Epstein's Model of Parent Involvement training for building administrators and Title I staff

Volunteer/Community Services -

- Parent participation in School Improvement Process and Title I Evaluation;

- IEP meetings for Special Education students

- Classroom/media center volunteers/field trip/camp supervision;

- PTO/Boosters membership (school and district level)

- District American Education Week Poster Contest;

- Warren Consolidated Schools Health Council, Health Advisory Committee and District PTO Leadership; District School Improvement Team;

EL Parent Advisory Committee

7. Preschool Transition:

Title I, IDEA, General Fund -

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- PLC meetings with Kindergarten and Pre-School, GSRP and ECSE (early childhood special education) staff

- Kindergarten Orientations

GSRP -

- World of Fours - preschool program for at-risk students

8. Assessment Decisions:

General Fund -

- Professional Learning Community meetings

- SIP Team meetings

- District Curriculum/Assessment Committee

9. Timely & Additional Assistance:

Title I -

- Title I Teachers

- Title I Aides

- Before/After-school Tutoring/Extended Programs

- Summer School Program

Title III -

- Family Resource Assistant

General Fund -

- Language Acquisition teachers, and aides

- Genessee ISD Program GEN NET

General Fund, IDEA -

- Resource Room Teachers

- Teacher Consultants

General Fund, Sec. 107/WIA Core Grants -

- Adult ESL Program

- HS WIA Mentoring Program at WMHS and SHHS

10. Coordination & Integration of Federal, State & Local Resources:

Title I -

- Administrator of State and Federal Programs

General Fund -

- Central Office Administrators

- Building Staff

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

Violence and bullying prevention programs are coordinated as Beer Middle School works with the Kids Empowered Program and CARE

## School Improvement Plan

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programs. The school community believes this program is having a positive impact on reducing the incidence of bullying type behaviors. Beer Middle School extends those programs through the Where Everybody Belongs Program (WEB) which is supported through Title I funds and provides mentoring to students in order to continue building a positive building climate. Beer Middle School also participates in federally funded free/reduced lunch and breakfast programs.

## **Evaluation:**

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

The School Improvement Team examines achievement and perception data, as well as programs/process trend data, to determine the degree of success to which the schoolwide program has been implemented. Staff using plan strategies are asked to report/log their implementation of such strategies. The team can then determine the degree to which any strategies have been implemented with fidelity. Also adding to that picture, is the data gathered by administrators on classroom walkthroughs, witnessing any of the schoolwide strategies. Logged documentation (time and effort recordings) of intervention specialists (teachers and paraprofessionals) is also kept on file with the district's Title I Office.

Achievement data is also reviewed by the team in order to evaluate the plan's impact. MSTEP, IOWA, and common assessment data is also used to gauge the impact of strategies on a school wide basis. Growth data is also tracked by the intervention specialists (teachers) relative to their content, in order to evaluate the impact of supplementary intervention services. DRA and IOWA scores are compared from the beginning of the year, throughout our PLC time, culminating at the end of the year by analyzing final DRA and IOWA scores.

These multiple measures are reviewed and discussed at School Improvement meetings in order to evaluate impact, with a final evaluation occurring simultaneously with the plan's finalized alignment to all data examined throughout the continuous process, including the evaluation data gathered throughout the process.

Final program evaluations are submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs.

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

We evaluate the implementation of the Title I plan through a continuous-cycle model of the AdvancED school improvement process. The staff use data from multiple sources--MSTEP, IOWA, District and Building Common Assessments, and staff, parent and student perceptual and implementation surveys and focus groups to determine the level of progress being made on the school goals during our PLC meetings and regularly scheduled School Improvement Team meetings. Implementation of instructional strategies is monitored by the SIP team on a regular basis through a review of lesson plans and questionnaires to ensure strategies are being implemented with fidelity. Our staff has an opportunity to discuss the results' during PLC time. Students who continue to need additional academic support are identified and provided supplemental instruction through extended learning programs. At risk students are monitored a minimum of eight times per year by the intervention staff to determine the appropriateness and effectiveness of interventions utilized. Additionally, overall MSTEP trend data is monitored by the SIP Team in order to identify trends and any areas of concern which need to be addressed within the revision of the plan.

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

The IOWA assessment is given at the beginning of each year to determine baseline data. In the spring, students take the math and ELA portion of the IOWA. Using this data, staff can disaggregate by various subgroups, as well as an overall "bottom-30%". The degree to which each student has grown from the beginning to the end of the year provides a picture of the relative effects of the school-wide program in  
SY 2016-2017

increasing academic achievement.

This data is added to current MSTEP analysis (including sub-group analysis) to further the evaluation/determination whether the program has been effective in increasing the achievement of students furthest from the standards. Also of note are the students reviewed during our MTSS Intervention Team meetings. Each student who is experiencing difficulty in achieving the standards is monitored throughout the year, and his/her progress is noted/discussed at the end of the year meeting.

Additionally, the monitoring data (DRA, QRI, Easy CBM, Corrective Reading data, building assessments) accumulated by Title I Intervention teachers is examined, from interventions beginning, to interventions end, to determine the impact of the interventions on increasing the achievement of students who are furthest from achieving the standards.

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

The SIP team meets a minimum of five times per year to review and revise the plan as needed based on the four measures of data, and any progress monitoring data collected at that time. Booster parents provide valuable input regarding student and family needs. Families are updated monthly on our progress through our school newsletter, website and at PTO meetings. Additionally, a Title I review meeting is held in the Spring, which allows parents the opportunity to provide feedback about all of our Title I spending and programs. Lastly, once all assessment data has been received from the State, data is analyzed, and appropriate decisions are made to address curriculum concerns.

# **2016-17 School Improvement Plan - Updated**

## **Overview**

### **Plan Name**

2016-17 School Improvement Plan - Updated

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will meet or exceed state standards in Science achievement.	Objectives: 1 Strategies: 2 Activities: 24	Academic	\$4900
2	All students will meet or exceed state standards in Social Studies achievement.	Objectives: 1 Strategies: 2 Activities: 24	Academic	\$5400
3	All students will meet or exceed state standards in Mathematics achievement.	Objectives: 1 Strategies: 4 Activities: 35	Academic	\$86350
4	All students will meet or exceed state standards in English Language Arts achievement.	Objectives: 1 Strategies: 3 Activities: 24	Academic	\$12100
5	Beer Middle School Staff will utilize a system of Multi-Tiered Supports for Tier II and Tier III Interventions	Objectives: 2 Strategies: 4 Activities: 18	Organizational	\$180000
6	Professional Learning Communities (PLCs) will be utilized throughout the school year to assist in curriculum development, instruction, common assessment, and other intervention based programs.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$20000

## Goal 1: All students will meet or exceed state standards in Science achievement.

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency of skills in Science by 06/30/2024 as measured by the state assessment..

### Strategy 1:

Tier 1 Science Literacy Plan - Teachers will implement the building-wide literacy strategies in Science.

Category: Science

Research Cited: The Frayer Model: The Frayer Model is a graphical organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by defining the term, describing its essential characteristics, providing examples of the idea, and offering non-examples of the idea. This strategy stresses understanding words within the larger context of a reading selection by requiring students to analyze the items (definition and characteristics) and to synthesize/apply this information by thinking of examples and non-examples. (Frayer, D., Frederick, W. C., and Klausmeier, H. J. (1969). A Schema for Testing the Level of Cognitive Mastery. Madison, WI: Wisconsin Center for Education Research.)

Interactive Notebooks: Interactive notebooks are organizational tools for teachers and students alike. For teachers, the notebooks can be used to help plan lessons that meet the needs of the students based on their intelligence and learning styles. Students can use interactive notebooks to stay organized, because they require students to keep a table of contents and glue particular pieces of information on certain pages, students have to learn to stay organized. Students are also provided with the opportunity to demonstrate their understanding of the information from the lesson on the left side of the notebook. Interactive notebooks can be used by students during a review of a unit or before standards based testing. The use of interactive notebooks is supported by research on the brain, multiple intelligences, and note taking. (C. Wist. Putting it All Together; Understanding the Research Behind Interactive Notebooks: The College of William and Mary. Albany, NY 2006)

SQ3R: SQ3R is a comprehension strategy that helps students think about the text they are reading while they're reading. Often categorized as a study strategy, SQ3R helps students "get it" the first time they read a text by teaching students how to read and think like an effective reader. (Fisher, D., and Frey, N, (2004). Improving Adolescent Literacy: Strategies at Work. New Jersey: Pearson Prentice Hall.) (Robinson, F.P. (1946). Effective Study. New York: Harper & Row.)(<http://www.adlit.org/strategies/19803/>)

Marzano's Six Step Vocabulary Instruction: Over the last five years, I have been involved in more than 50 studies that involve this strategy. In all these studies, teachers used the strategy with one class but did not use it with another. Then they compared the results. These studies have taught us several things about this six-step strategy. First, the strategy works at every grade level, from kindergarten to high school. Second, it works better if you use all the steps without leaving any out. In one middle school study, teachers found that the whole process enhanced students' achievement much more than the parts of the process in isolation did. Third, although the majority of studies indicate that the process enhances student achievement, some studies indicate that it doesn't. Six studies showed gains greater than 40 percentile points, but nine studies showed negative effects. Of course, we still have more to learn about this strategy. But for now, it's safe to conclude that it can be a powerful tool that teachers can use in classrooms at any grade level and in any subject area. (<http://www.ascd.org/publications/educational-leadership/sept09/vol67/num01/Six-Steps-to-Better-Vocabulary-Instruction.aspx>)

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Talking to the Text (T4): Students who use Talking to the Text (T4) as a tool to assist with constructing meaning as they interact with text provide teachers with a wealth of formative information. Strategic teachers ASSESS student's T4 work products, and this information is used by teachers to make instructional decisions. Teachers assess a student's text analysis to discover what students do well and what additional exposure to strategy instruction will enable students to acquire deeper understandings and insights. Teachers DECIDE and TEACH what strategic literacy mini-lessons or modeling that students need in order to improve comprehension. (<http://www.misd.net/secondaryliteracy/strategicliteracyinstructionwordstudy/talkingtothetextrubric.pdf>)\*

Two-Column Notes: The Cornell Note Taking System is a very simple yet effective system. Originally developed for students by Walter Pauk at Cornell University, it is effective whenever you need to take notes and recall information. The Cornell System is a great way of organizing your notes so that you can later identify the key points and actions, and recall information easily. With this system, you organize the notes as you take them; there is no need to go extra effort of rewriting your notes. So the system is both effective and efficient. (Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001)\*)

\* Relevant to both T4 & Two-Column notes: Three randomized controlled studies of Reading Apprenticeship professional development have found statistically significant gains on standardized tests in reading comprehension, biology, U.S. history, and English language arts. On many measures, students' scores were well over a year ahead of the control (<http://readingapprenticeship.org/>)

Close and Critical Reading: Close Reading Excerpted from Text Complexity: Raising the Rigor in Reading, Fisher, Frey, and Lapp, 2012 (p. 107-8)

Classroom Instruction That Works (CITW): Marzano, Robert J, Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, Va: Association for Supervision and Curriculum Development, 2001. Print.

Tier: Tier 1

Activity - Close and Critical Reading-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will submit documentation quarterly to ensure that close and critical reading is being implemented with fidelity at least once a quarter in each grade level. Additionally, administrative walk-throughs will be used to monitor the use of these instructional strategies.	Monitor	Tier 1	Monitor	09/08/2015	06/30/2017	\$0	General Fund	All building Administrators and Science staff.
Activity - Close and Critical Reading-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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IOWA and/or M-STEP data, as well as common assessment data will be utilized by building administrators and staff to determine the impact of Close and Critical Reading on student achievement in the core content areas.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	General Fund	All building Administrators and Science staff.
<b>Activity - Content Area Writing-Implement</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Writing Tracker will be utilized within the sixth grade classrooms to build writing fluency during the first semester of the 2016-2017 school year. Once writing fluency has been established, sixth grade teachers will focus on argumentative writing in second semester. Additionally, seventh and eighth grade teachers will implement argumentative writing first and second semester to strengthen content area writing skills.	Implementation	Tier 1	Implement	09/08/2015	06/30/2017	\$300	Title I Schoolwide	All building Administrators and Science staff.
<b>Activity - Informational Text-Implement</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Tier 1 students will be provided informational text that will support the development of core content area skills and literacy development in the content.	Implementation	Tier 1	Implement	09/08/2015	06/30/2017	\$500	Title I Schoolwide	All building Administrators and Science staff.
<b>Activity - Classroom Instruction that Works (CITW)-Getting Ready</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will attend CITW training and receive CITW job-embedded support from the Content Instructional Technology Specialist and through PLC meetings and/or professional training from MISD Consultants.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2017	\$600	General Fund	All building Administrators and Science staff.
<b>Activity - Literacy Vocabulary Instruction-Getting Ready</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
New staff will receive professional development regarding Marzano's Six Steps to Vocabulary Instruction as outlined by McRel.	Professional Learning	Tier 1	Getting Ready	09/02/2015	06/30/2017	\$0	Title I Schoolwide	All building Administrators and Science staff.
<b>Activity - Literacy Vocabulary Instruction-Implement</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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Beer Middle School staff will implement Marzano's Six Steps to Vocabulary by implementing weekly cognitive vocabulary instruction and content vocabulary relating to identified Power Standards. This includes recording information regarding the cognitive vocabulary words using the Frayer Model in students vocabulary notebooks, using direct instruction of the words, displaying cognitive vocabulary posters, and implementing review strategies.	Implementa tion	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All building Administrat ors and Science staff.
<b>Activity - Literacy Vocabulary Instruction-Monitor</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsibl e</b>
Beer Middle School staff will monitor whether or not the Marzano's Six Steps to Vocabulary is being implemented with fidelity. Staff will monitor student progress with vocabulary notebook checks, review games, and by collecting student samples throughout the school year.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All building Administrat ors and Science staff.
<b>Activity - Literacy Vocabulary Instruction-Evaluation</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsibl e</b>
Beer Middle School staff will evaluate the Vocabulary Literacy Plan by using pretests and post tests to monitor progress. Data is input into Data Director for the building to analyze and further analyze the progress of achievement.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All building Administrat ors and Science staff.
<b>Activity - Close and Critical Reading-Implement</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsibl e</b>
All science staff will implement the four questions of Close and Critical reading at least once a quarter.	Implementa tion	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All building Administrat ors and Science staff.
<b>Activity - Close and Critical Reading-Getting Ready</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsibl e</b>
Staff will revisit the four questions of Close and Critical Reading with staff that are currently trained and locate informational text sources to utilize in the classroom with the strategy. Additionally, new staff will receive professional learning during PLCs, staff meetings, content meetings, and individualized professional learning before and after school.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$500	Title I Schoolwide	All building teaching staff and administrat ors.
<b>Activity - Content Area Writing-Getting Ready</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsibl e</b>

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All science staff will be trained on the use of argumentative writing templates and rubrics through ongoing PLC meetings, staff meetings, content area meetings, and individual staff development.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$500	Title I Schoolwide	All building administrators and science teaching staff
<b>Activity - Content Area Writing-Monitor</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The use of content area writing will be monitored by classroom walk-throughs and evidence collected by staff members.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All building administrators and science teaching staff
<b>Activity - Content Area Writing-Evaluate</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The evaluation of utilizing content area writing in science will occur when state and local assessments are analyzed.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All building administrators and teaching staff
<b>Activity - Informational Text-Getting Ready</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All science staff will receive receive professional learning on various resources available online containing informational text for classroom use and will review reading strategies such as SQ3R, Talk to the Text (T4), and Two Column notes, which will be implemented as strategies that assist in extracting information from complex text. Training will also include the inclusion of NGSS.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$500	Title I Schoolwide	All building administrators and science staff
<b>Activity - Informational Text-Monitor</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will administer the use of informational text in the classroom twice a quarter to help measure the growth of literacy in the content areas. Administrators will monitor its implementation through classroom walk-throughs.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All responsible teaching staff and building administrators.

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Activity - Informational Text-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The evaluation of literacy skill implementation in the science classroom will be analyzed with state and local assessments.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All building science staff and administrators

Activity - Classroom Instruction That Works (CITW)-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the CITW instructional strategies that align with curriculum standards and targets being instructed to enhance students learning, with an emphasis on providing feedback.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	All building administrators and teaching staff

Activity - Classroom Instruction that Works (CITW)-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor whether or not students can adjust their knowledge and skills, based up on the feedback given, for various student growth measures in the classroom.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	All building Administrators and Science staff.

Activity - Classroom Instruction that Works (CITW)-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate student growth on state and local assessments to evaluate CITW strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	No Funding Required	All building Administrators and Science staff.

### Strategy 2:

Tier 2 Supplemental Science Instruction - Sheltered Instruction Observation Protocol (SIOP) is a framework for organizing instruction. The SIOP model supports teachers in planning and delivering high-quality instruction for all students. Staff will use the following eight components of lesson preparation: building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, review and assessment. These strategies will be primarily used with students who are struggling in Science and/or are English Language Learners.

Category: Other - MTSS

Research Cited: The Sheltered Instruction Observation Protocol (SIOP) is an approach for integrating language development with content teaching that provides teachers with guidance for planning and delivering effective lessons. It was developed through a federally funded research project. Subsequently, it has been validated as a model of instruction that improves the achievement of students whose teachers use the model when implemented to a high degree. Sheltered Instruction

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Observation Protocol is proven to increase student achievement, improve academic content skills and language skills, deliver results aligned to district objectives, and prepare students to become successful academically.

Echevarria, J., & Short, D. (2010). Programs and practices for effective sheltered content instruction. In California Department of Education (Ed.). Improving education for English learners: Research-based approaches. (p. 250-321). Sacramento, CA.

Tier: Tier 2

Activity - Shelter Instruction Observation Protocol (SIOP)- Getting Ready Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in SIOP which will be implemented within the classroom throughout the year with Tier 2 and Tier 3 students.	Professional Learning	Tier 2	Getting Ready	09/06/2016	06/30/2017	\$2000	Title I Schoolwide	All building Administrators and Science staff.
Activity - Shelter Instruction Observation Protocol (SIOP)- Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After training, staff will implement the SIOP model within science lessons.	Implementation	Tier 2	Implement	09/06/2016	06/30/2017	\$0	General Fund	All building Administrators and Science staff.
Activity - Shelter Instruction Observation Protocol (SIOP)- Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement and evaluate the SIOP strategies that have been utilized within their classrooms. Each staff will be responsible for documentation and evaluation of these instructional strategies.	Evaluation	Tier 2	Evaluate	09/06/2016	06/30/2017	\$0	General Fund	All building Administrator and Science staff.
Activity - Shelter Instruction Observation Protocol (SIOP) Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Shelter Instruction Observation Protocol will be monitor through the use of classroom walk-throughs.	Monitor	Tier 2	Monitor	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All building Administrators and Science staff.

**Goal 2: All students will meet or exceed state standards in Social Studies achievement.**

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency of skills in Social Studies by 06/30/2024 as measured by the state assessment..

### Strategy 1:

Tier 1 Social Studies Literacy Plan - Teachers will implement the building-wide literacy strategies in Social Studies.

Category: Social Studies

Research Cited: Literacy in Action: Literacy in Action is based on the scientific report entitled What Content Area Teachers Should Know About Adolescent Literacy and was published by the National Institute for Literacy of the US Department of Education. Goals include having teachers master and apply literacy protocols, activities, and strategies in the content area. Teachers will monitor student achievement by collecting and analyzing data to determine the most effective ways to apply literacy protocols, activities, and strategies. Teachers will document the impact of increased reading and writing skills on student achievement in their academic area.

(<http://www.missionliteracy.com/index.html>)

The Frayer Model: The Frayer Model is a graphical organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by defining the term, describing its essential characteristics, providing examples of the idea, and offering non-examples of the idea. This strategy stresses understanding words within the larger context of a reading selection by requiring students to analyze the items (definition and characteristics) and to synthesize/apply this information by thinking of examples and non-examples. (Frayer, D., Frederick, W. C., and Klausmeier, H. J. (1969). A Schema for Testing the Level of Cognitive Mastery. Madison, WI: Wisconsin Center for Education Research.)

SQ3R: SQ3R is a comprehension strategy that helps students think about the text they are reading while they're reading. Often categorized as a study strategy, SQ3R helps students "get it" the first time they read a text by teaching students how to read and think like an effective reader. (Fisher, D., and Frey, N, (2004). Improving Adolescent Literacy: Strategies at Work. New Jersey: Pearson Prentice Hall.) (Robinson, F.P. (1946). Effective Study. New York: Harper & Row.)(<http://www.adlit.org/strategies/19803/>)

Marzano's Six Step Vocabulary Instruction: Over the last five years, I have been involved in more than 50 studies that involve this strategy. In all these studies, teachers used the strategy with one class but did not use it with another. Then they compared the results.

These studies have taught us several things about this six-step strategy. First, the strategy works at every grade level, from kindergarten to high school. Second, it works better if you use all the steps without leaving any out. In one middle school study, teachers found that the whole process enhanced students' achievement much more than the parts of the process in isolation did. Third, although the majority of studies indicate that the process enhances student achievement, some studies indicate that it doesn't. Six studies showed gains greater than 40 percentile points, but nine studies showed negative effects. Of course, we still have more to learn about this strategy. But for now, it's safe to conclude that it can be a powerful tool that teachers can use in classrooms at any grade level and in any subject area.

(<http://www.ascd.org/publications/educational-leadership/sept09/vol67/num01/Six-Steps-to-Better-Vocabulary-Instruction.aspx>)

Talking to the Text (T4): Students who use Talking to the Text (T4) as a tool to assist with constructing meaning as they interact with text provide teachers with a wealth of formative information. Strategic teachers ASSESS student's T4 work products, and this information is used by teachers to make instructional decisions. Teachers assess a student's text analysis to discover what students do well and what additional exposure to strategy instruction will enable students to acquire deeper

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understandings and insights. Teachers DECIDE and TEACH what strategic literacy mini-lessons or modeling that students need in order to improve comprehension. (<http://www.misd.net/secondaryliteracy/strategicliteracyinstructionwordstudy/talkingtothetextrubric.pdf>)\*

Two-Column Notes: The Cornell Note Taking System is a very simple yet effective system. Originally developed for students by Walter Pauk at Cornell University, it is effective whenever you need to take notes and recall information. The Cornell System is a great way of organizing your notes so that you can later identify the key points and actions, and recall information easily. With this system, you organize the notes as you take them; there is no need to go extra effort of rewriting your notes. So the system is both effective and efficient. (Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001)\*)

\* Relevant to both T4 & Two-Column notes: Three randomized controlled studies of Reading Apprenticeship professional development have found statistically significant gains on standardized tests in reading comprehension, biology, U.S. history, and English language arts. On many measures, students' scores were well over a year ahead of the control (<http://readingapprenticeship.org/>)

Close and Critical Reading: Close Reading Excerpted from Text Complexity: Raising the Rigor in Reading. Fisher, Frey, and Lapp. 2012 (p. 107-8)

Classroom Instruction That Works (CITW) Marzano, Robert J. Debra Pickering, and Jane E. Pollock. Classroom That Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. Print.

Tier: Tier 1

Activity - Informational Text-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer the use of informational text in the classroom twice a quarter to help measure the growth of literacy in the content areas. Administrators will monitor its implementation through classroom walk-throughs.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	General Fund	All building Administrators and Social Studies staff.

Activity - Informational Text-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The evaluation of literacy skill implementation in the social studies classroom will be analyzed with state and local assessments.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	General Fund	All building Administrators and Social Studies staff.

Activity - Classroom Instruction That Works (CITW) Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will attend CITW training and receive CITW job-embedded support from the Content Instructional Technology Specialist and through PLC meetings and/or professional training from MISD Consultants.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$1000	General Fund	All building Administrators, Social Studies staff, Content Instructional Technology Specialist, and MISD Consultants.
<b>Activity - Literacy Vocabulary Instruction-Getting Ready</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will receive professional development regarding Marzano's Six Steps to Vocabulary Instruction as outline by McRel.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$0	Title I Schoolwide	The building Administrators and Social Studies staff.
<b>Activity - Literacy Vocabulary Instruction-Implement</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Beer Middle School staff will implement Marzano's Six Steps to Vocabulary by implementing weekly cognitive vocabulary instruction. This includes recording information regarding the cognitive vocabulary words using the Frayer Model in students vocabulary notebooks, using direct instruction of the words, displaying cognitive vocabulary posters, and implementing review strategies.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All building Administrators and Social Studies staff.
<b>Activity - Literacy Vocabulary Instruction-Monitor</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Beer Middle School staff will monitor whether or not Marzano's Six Steps to Vocabulary is being implemented with fidelity. Staff will monitor student progress with vocabulary notebook checks, review games, and by collecting student samples throughout the school year.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Title I Schoolwide	The building Administrators and Social Studies staff.
<b>Activity - Literacy Vocabulary Instruction-Evaluate</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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Beer Middle School staff will evaluate the Vocabulary Literacy Plan by using pretests and post tests to monitor progress. Data is input into Data Director for the building to analyze and further analyze the progress of achievement.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All building Administrators and Social Studies staff.
<b>Activity - Informational Text-Getting Ready</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All social studies staff will receive professional learning on various sources available online containing informational text for classroom use and will review reading strategies such as SQ3R, Talk to the Text (T4), and Two Column notes, which will be implemented as strategies that assist in extracting information from complex text.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$500	Title I Schoolwide	All building Administrators and Social Studies staff.
<b>Activity - Close and Critical Reading-Getting Reading</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will revisit the four questions of Close and Critical Reading with staff that are currently trained and locate informational text sources to utilize in the classroom with the strategy. Additionally, new staff will receive professional learning during PLCs, staff meetings, content meetings, and individualized professional learning before and after school.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$500	Title I Schoolwide	All social studies and building administrators.
<b>Activity - Close and Critical Reading-Monitor</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will submit documentation quarterly to ensure that close and critical reading is being implemented with fidelity at least once a quarter in each grade level. Additionally, administrative walk-throughs will be used to monitor the use of these instructional strategies.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All social studies staff and building administrators.
<b>Activity - Close and Critical Reading-Implementaion</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All science staff will implement the four questions of Close and Critical reading at least once a quarter.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All social studies and building administrators.
<b>Activity - Close and Critical Reading-Evaluate</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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IOWA and/or M-STEP data, as well as common assessment data will be utilized by building administrators and staff to determine the impact of Close and Critical Reading on student achievement in the core content areas.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All social studies staff and building administrators.
<b>Activity - Content Area Writing-Getting Ready</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All science staff will be trained on the use of argumentative writing templates and rubrics through ongoing PLC meetings, staff meetings, content area meetings, and individual staff development.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All social studies staff and building administrators.
<b>Activity - Content Area Writing-Implement</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Writing Tracker will be utilized within the sixth grade classrooms to build writing fluency during first semester of the 2016-17 school year. Once writing fluency has been established, sixth grade teachers will focus on argumentative writing in the second semester. Additionally, seventh and eighth grade teachers will implement argumentative writing first and second semester to strengthen content area writing skills.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All social studies staff and building administrators.
<b>Activity - Content Area Writing-Evaluate</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The evaluation of utilizing content area writing in social studies will occur when state and local assessments are analyzed.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$300	Title I Schoolwide	All social studies staff and building administrators.
<b>Activity - Content Area Writing-Monitor</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The use of content area writing will be monitored by classroom walk-throughs and evidence collected by staff members.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All social studies staff and building administrators.

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Activity - Classroom Instruction That Works (CITW)-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the CITW instructional strategies that align with curriculum standards and targets being instructed to enhance students learning, with an emphasis on providing feedback	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$600	Title I Schoolwide	All building Administrators and Social Studies staff.
Activity - Classroom INstruction That Works (CITW)-Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor whether or not students can adjust their knowledge and skills, based up on the feedback given, for various student growth measures in the classroom	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All building Administrators and Social Studies staff.
Activity - Classroom Instruction That Works (CITW)-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate student growth on state and local assessments to evaluate CITW strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All building Administrators and Social Studies staff.
Activity - Informational Text-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 1 students will be provided informational text that will support the development of core content area skills and literacy development in the content.	Implementation	Tier 1	Implement	09/08/2015	06/30/2017	\$500	Title I Schoolwide	Building Administrators & Social Studies Teachers

### Strategy 2:

Tier 2 Supplemental Social Studies Instruction - Sheltered Instruction Observation Protocol (SIOP) is a framework for organizing instruction. The SIOP Model supports teachers in planning and delivering high-quality instruction for all students. Staff will use the following eight components of lesson preparation: building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, review and assessment. These strategies will be primarily used with students who are struggling in Social Studies and/or English Language Learners.

Category: Social Studies

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Research Cited: The Sheltered Instruction Observation Protocol (SIOP) is an approach for integrating language development with content teaching that provides teachers with guidance for planning and delivering effective lessons. It was developed through a federally funded research project. Subsequently, it has been validated as a model of instruction that improves the achievement of students whose teachers use the model when implemented to a high degree. Sheltered Instruction Observation Protocol is proven to increase student achievement, improve academic content skills and language skills, deliver results aligned to district objectives, and prepare students to become successful academically.

Echevarria, J., & Short, D. (2010). Programs and practices for effective sheltered content instruction. In California Department of Education (Ed.). Improving education for English learners: Research-based approaches. (p. 250-321). Sacramento, CA.

Tier: Tier 2

Activity - Shelter Instruction Observation Protocol (SIOP)- Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in SIOP which will be implemented within the classroom throughout the year with Tier 2 and Tier 3 students.	Getting Ready, Professional Learning	Tier 2	Getting Ready	09/06/2016	06/30/2017	\$2000	Title I Schoolwide	All Building Administrators and Social Studies staff.

Activity - Shelter Instruction Observation Protocol (SIOP) Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After training, staff will implement SIOP model within social studies lessons.	Implementation	Tier 2	Implement	09/06/2016	06/30/2017	\$0	General Fund	All building Administrators and Social Studies staff.

Activity - Shelter Instruction Observation Protocol (SIOP)- Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the use of SIOP strategies through classroom walk-through.	Monitor	Tier 2	Monitor	09/06/2016	06/30/2017	\$0	General Fund	All building administrators and Social Studies staff.

Activity - Shelter Instruction Observation Protocol (SIOP) Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will implement and evaluate the SIOP strategies that have been utilized within their classrooms. Each staff will be responsible for documentation and evaluation of these instructional strategies.	Evaluation	Tier 2	Evaluate	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All building Administrators and Social Studies staff.
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### Goal 3: All students will meet or exceed state standards in Mathematics achievement.

#### Measurable Objective 1:

85% of All Students will demonstrate a proficiency of skills in Mathematics by 06/30/2024 as measured by the state assessment.

#### Strategy 1:

Tier 1 Mathematics Literacy Plan - Teachers will implement the building-wide literacy strategies in Mathematics.

Category: Mathematics

Research Cited: Literacy in Action: Literacy in Action is based on the scientific report entitled What Content Area Teachers Should Know About Adolescent Literacy and was published by the National Institute for Literacy of the US Department of Education. Goals include having teachers master and apply literacy protocols, activities, and strategies in the content area. Teachers will monitor student achievement by collecting and analyzing data to determine the most effective ways to apply literacy protocols, activities, and strategies. Teachers will document the impact of increased reading and writing skills on student achievement in their academic area. (<http://www.missionliteracy.com/index.html>)

The Frayer Model: The Frayer Model is a graphical organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by defining the term, describing its essential characteristics, providing examples of the idea, and offering non-examples of the idea. This strategy stresses understanding words within the larger context of a reading selection by requiring students to analyze the items (definition and characteristics) and to synthesize/apply this information by thinking of examples and non-examples. (Fraye, D., Frederick, W. C., and Klausmeier, H. J. (1969). A Schema for Testing the Level of Cognitive Mastery. Madison, WI: Wisconsin Center for Education Research.)

Interactive Notebooks: Interactive notebooks are organizational tools for teachers and students alike. For teachers, the notebooks can be used to help plan lessons that meet the needs of the students based on their intelligences and learning styles. Students can use interactive notebooks to stay organized, because they require students to keep a table of contents and glue particular pieces of information on certain pages, students have to learn to stay organized. Students are also provided with the opportunity to demonstrate their understanding of the information from the lesson on the left side of the notebook. Interactive notebooks can be used by students during a review of a unit or before standards based testing. The use of interactive notebooks is supported by research on the brain, multiple intelligences, and note taking. (C. Wist. Putting it All Together; Understanding the Research Behind Interactive Notebooks: The College of William and Mary. Albany, NY 2006)

SQ3R: SQ3R is a comprehension strategy that helps students think about the text they are reading while they're reading. Often categorized as a study strategy, SQ3R helps students "get it" the first time they read a text by teaching students how to read and think like an effective reader. (Fisher, D., and Frey, N, (2004). Improving

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Adolescent Literacy: Strategies at Work. New Jersey: Pearson Prentice Hall.) (Robinson, F.P. (1946). Effective Study. New York: Harper & Row.)(<http://www.adlit.org/strategies/19803/>)

Marzano's Six Step Vocabulary Instruction: Over the last five years, I have been involved in more than 50 studies that involve this strategy. In all these studies, teachers used the strategy with one class but did not use it with another. Then they compared the results.

These studies have taught us several things about this six-step strategy. First, the strategy works at every grade level, from kindergarten to high school. Second, it works better if you use all the steps without leaving any out. In one middle school study, teachers found that the whole process enhanced students' achievement much more than the parts of the process in isolation did. Third, although the majority of studies indicate that the process enhances student achievement, some studies indicate that it doesn't. Six studies showed gains greater than 40 percentile points, but nine studies showed negative effects. Of course, we still have more to learn about this strategy. But for now, it's safe to conclude that it can be a powerful tool that teachers can use in classrooms at any grade level and in any subject area.

(<http://www.ascd.org/publications/educational-leadership/sept09/vol67/num01/Six-Steps-to-Better-Vocabulary-Instruction.aspx>)

Talking to the Text (T4): Students who use Talking to the Text (T4) as a tool to assist with constructing meaning as they interact with text provide teachers with a wealth of formative information. Strategic teachers ASSESS student's T4 work products, and this information is used by teachers to make instructional decisions. Teachers assess a student's text analysis to discover what students do well and what additional exposure to strategy instruction will enable students to acquire deeper understandings and insights. Teachers DECIDE and TEACH what strategic literacy mini-lessons or modeling that students need in order to improve comprehension.

(<http://www.misd.net/secondaryliteracy/strategicliteracyinstructionwordstudy/talkingtothetextrubric.pdf>)\*

Two-Column Notes: The Cornell Note Taking System is a very simple yet effective system. Originally developed for students by Walter Pauk at Cornell University, it is effective whenever you need to take notes and recall information. The Cornell System is a great way of organizing your notes so that you can later identify the key points and actions, and recall information easily. With this system, you organize the notes as you take them; there is no need to go extra effort of rewriting your notes. So the system is both effective and efficient. (Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001)\*)

\* Relevant to both T4 & Two-Column notes: Three randomized controlled studies of Reading Apprenticeship professional development have found statistically significant gains on standardized tests in reading comprehension, biology, U.S. history, and English language arts. On many measures, students' scores were well over a year ahead of the control (<http://readingapprenticeship.org/>)

Tier: Tier 1

Activity - Math Literacy Plan - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will submit documentation to ensure strategies (math journals, academic vocabulary, and performance tasks), which focus on literacy development, are being implemented within the classroom with fidelity. Additionally, administrative walk-throughs will be used to monitor the use of these instructional strategies.	Monitor	Tier 1	Monitor	09/08/2015	06/30/2017	\$0	General Fund	All building Administrators and Mathematics staff.

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Activity - Math Literacy Plan-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IOWA and/or M-STEP data, as well as common assessment data will be utilized by building administrators and staff to determine the impact of literacy strategies on student achievement in the core content areas.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2016	\$0	General Fund	All building Administrators and Mathematics staff.
Activity - Math Literacy Plan-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive continued professional development on literacy and Common Core State Standards during PLC meetings, staff meetings, classroom instructional time, individualized professional learning time, during the day/after school sessions throughout the school year.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$2000	Title I Schoolwide	All building Administrators, Content Specialists and Mathematical staff.
Activity - Performance Tasks - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will evaluate data from unit performance tasks and common assessments to determine if growth is evident in the areas of mathematical concepts.	Evaluation	Tier 1	Evaluate	09/06/2016	09/30/2017	\$0	No Funding Required	All building Administrators and Mathematical staff.
Activity - Literacy Vocabulary Instruction -Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review and/or receive professional development regarding Marzano's Six Steps to Vocabulary Instruction as outlined by McRel. Staff will also review building wide goal for academic vocabulary plan and cognitive vocabulary relating to subject area content and essential vocabulary.	Professional Learning	Tier 1	Getting Ready	09/02/2015	06/30/2017	\$500	Title I Schoolwide	All building Administrators and Mathematics staff.
Activity - Literacy Vocabulary Instruction - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer Middle School staff will implement Marzano's Six Steps to Vocabulary by implementing weekly cognitive vocabulary instruction. This includes recording information regarding the cognitive and content area vocabulary words using the Frayer Model in students vocabulary notebooks, using direct instruction of the words, displaying cognitive vocabulary posters, and implementing review strategies.	Implementation	Tier 1	Implement	09/08/2015	06/30/2017	\$0	Title I Schoolwide	Building Administrators and Staff

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Activity - Literacy Vocabulary Instruction - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer Middle School staff will monitor whether or not Marzano's Six Step to Vocabulary is being implemented with fidelity. Staff will monitor student progress with vocabulary notebook checks, review games, and by collecting student samples throughout the school year.	Monitor	Tier 1	Monitor	09/02/2015	06/30/2017	\$0	Title I Schoolwide	All building Administrators and Mathematics staff.
Activity - Literacy Vocabulary Instruction - Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer Middle School staff will evaluate the Vocabulary Literacy Plan by using pretests and post tests to monitor progress each semester. Data is input into Data Director for the building to analyze and further analyze the progress of achievement.	Evaluation	Tier 1	Evaluate	09/02/2015	06/30/2017	\$0	Title I Schoolwide	All building Administrators and Mathematics staff.
Activity - Performance Tasks - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will revisit the use of performance tasks in mathematics course. This will include various strategies used to implement performance task and proper evaluation. Additionally, new staff members will receive training on performance tasks, usage, and evaluation.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$500	Title I Schoolwide	All building Administrators and Mathematics staff.
Activity - Performance Tasks - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use non-linguistic representations to demonstrate conceptual understanding of mathematical concepts in the performance tasks. Sixth grade will focus upon data analysis and probability and seventh and eighth grade will focus on geometry. Performance tasks will be implemented at least once a unit in all grade levels.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	All building Administrators and Mathematics staff.
Activity - Performance Tasks - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics teachers will administer performance tasks once each unit to help measure the growth of Conceptual Understanding as applied to the designated math principles. Administrators will monitor its implementation through classroom walk-throughs and building common assessments.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All building Administrators and Mathematics staff.

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Activity - Math Journals - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff that are new to the building will be trained in Math Journals. Mathematics staff that were previously trained will revisit Math Journals during PLC.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$600	Title I Schoolwide	All building Administrators and Mathematical staff.
Activity - Math Journals - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Journals will be implemented in the mathematics classrooms that will support the development of Conceptual Understanding, core content area skills, and literacy development in the content.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$950	Title I Schoolwide	All building Administrators and Mathematical staff.
Activity - Math Journals - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer Middle School Staff will monitor whether or not the Math Journals are being implemented with fidelity. Staff will monitor student progress with journal checks throughout the year. Administrators will monitor with administrative walk-throughs.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	All building Administrators and Mathematical staff.
Activity - Math Journals - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The evaluation of Math Journals will be analyzed with state and local assessments.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	No Funding Required	All building Administration and Mathematical staff.
Activity - Classroom Instruction That Works (CITW)- Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend CITW training and receive CITW job-embedded support from the Content Instructional Technology Specialist and through PLC meeting and/or professional training from MISD Consultants.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$600	Title I Schoolwide	All building Administration and Mathematical staff.
Activity - Classroom Instruction That Works (CITW)- Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All teachers will use the CITW instructional strategies that align with curriculum standards and targets being instructed to enhance students learning, with an emphasis on providing feedback.	Implementa tion	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	All building Administrati on and Mathematic al staff.
<b>Activity - Classroom Instruction That Works (CITW) - Monitor</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsibl e</b>
Teachers will monitor whether or not students can adjust their knowledge and skills, based upon the feedback given, for various student growth measures in the classroom.	Monitor	Tier 1	Monitor	09/06/2016	06/01/2017	\$0	No Funding Required	All building Administrati on and Mathematic al staff.
<b>Activity - Classroom Instruction That Works (CITW) - Evaluate</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsibl e</b>
Teachers will evaluate student growth on state and local assessments to evaluate CITW strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	No Funding Required	All building Administrat ors and Mathematic al staff.
<b>Activity - Number Talks - Getting Ready</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsibl e</b>
Sixth grade staff will be trained in Number Talks. Number talks is a productive discourse tool that instructs students on how to verbally communicate their thinking around mathematical concepts. Additionally, the connection to sixth grade will serve as a bridge to training students have received at the elementary level. Furthermore, staff will also review Discourse Training, which was provided during the 2015-2016 school year by local curriculum consultants.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$600	Title I Schoolwide	The building Administrat ors and sixth grade Mathematic al staff.
<b>Activity - Number Talks - Implement</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsibl e</b>
Staff will implement Number Talk in daily practices that are ten minutes where students mentally solve computation problems and talk about their strategies. Implementing this strategy allows students to use math practices 1, 3,6,7, and 8 as well as develop fluency over time.	Implementa tion	Tier 1	Implement	09/06/2016	06/30/2017	\$800	Title I Schoolwide	Mathematic s staff and Building Administrat ors and Staff
<b>Activity - Number Talks - Monitor</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsibl e</b>

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Number Talk will be monitor through class walk-throughs.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	All building Administrators and Mathematical staff.
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Activity - Number Talks - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The evaluation of Number Talks in mathematics will be occur when state and local assessments are analyzed.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	No Funding Required	All building Administrators and Mathematical staff.

### Strategy 2:

Tier 3 Supplemental Mathematics Instruction - Beer Middle School will utilize Title I funding to provide direct and targeted instruction to students needing significant mathematics interventions. These interventions will include Numbers World, Corrective Math, or similar direct instruction programs. Students will receive 60 minutes of mathematics instruction for one semester, in addition to their regularly scheduled mathematics course.

Category: Mathematics

Research Cited: Dweck (1999) describes two theories that students might have about intelligence. Some students have an “entity” theory of intelligence, a belief that intelligence is a relatively fixed trait. Other students have an “incremental” view of intelligence, a belief that, with effort, they can become smarter. Students with an “entity” theory of intelligence tend to try to place themselves in situations where they will achieve success. They view easy tasks as an opportunity to show off their (fixed) intelligence, and difficult tasks as a risk that they may appear stupid. Students with an incremental view of intelligence are much more open to academic challenge, because they accept that effort can lead to long-term learning, even if it results in immediate failure. Perhaps the most surprising thing about the research on theories of intelligence is that students can change their theories, and that these changes can lead to improved academic performance. Blackwell, Trzesniewski and Dweck (2007) focused on the long-term results of theories of intelligence on academic performance. They looked at 12-year-olds’ math performance over two years. Students who initially believed that their intelligence could change performed significantly better in mathematics two years later than those who initially believed that intelligence was a fixed trait, even though the two groups of students started with similar math achievement scores. A subgroup of students who were taught about the expandability of intelligence showed higher math scores two years later than students who did not receive such training.

Tier: Tier 3

Activity - Tier 3 Supplemental Mathematics Instruction-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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IOWA, M-STEP, and/or easyCBM data will be analyzed to determine if students' mathematical skills have increased since enrollment in this course.	Academic Support Program	Tier 3	Evaluate	09/08/2015	06/30/2017	\$0	Title I Schoolwide	Building Administrators & Title I Teachers
<b>Activity - Tier 3 Supplemental Mathematics Instruction-Getting Ready</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Title I teacher will be trained to utilize easyCBM and Numbers World (or a comparable research-based math intervention program) with students who are not proficient in the area of mathematics. Books and materials will be purchased to support each class.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2017	\$1300	Title I Schoolwide	All building Administrators and Title I Teacher
<b>Activity - Tier 3 Supplemental Mathematics Instruction-Implement</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will be enrolled in a sixty (60) minute class, that meets daily, to address gaps in student learning. Students learn from direct instruction, skill reinforcement, and hands-on manipulatives developed and implemented by the classroom teacher. The classroom teacher provides students with flexibility in instruction to accommodate many different learning styles.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2017	\$77000	Title I Schoolwide	Building Administrators & Title I Teachers
<b>Activity - Tier 3 Supplemental Mathematics Instruction-Monitor</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The monitoring of intervention programs will be done through classroom walk throughs and MTSS intervention meetings.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/30/2017	\$1000	Title I Schoolwide	Title I Intervention Teachers, MTSS Intervention Team, Building Administrators

### Strategy 3:

Tier 2 Supplemental Mathematics Instruction - Students will receive additional mathematics support and instruction at various times throughout the day in order to strengthen key mathematical skills and concepts. This will include lunch intervention and reteaching and retesting in the classroom when students do not master a skill or concept.

Category: Mathematics

Research Cited: Echevarria, J., & Short, D. (2010). Programs and practices for effective sheltered content instruction. In California Department of Education (Ed.).

Improving education for English learners: Research-based approaches. (p. 250-321). Sacramento, CA: CDE Press.

Tier: Tier 2

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Activity - Tier 2 Supplemental Mathematics Instruction-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Intervention Teachers and EL Tutors will receive necessary training needed to support students in the classroom. Additionally, classroom supplies needed for instruction will be provided.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2017	\$500	Title I Schoolwide	Building Administrators and Title I Teacher

Activity - Tier 2 supplemental Mathematics Instruction-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement additional lessons and differentiated instruction to individual and small groups of at-risk students. This will occur in the classroom, before/after school as designed by the classroom teacher, and during each lunch session at Beer Middle School.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2017	\$0	Title I Schoolwide	Building Administrators and Title I Teacher

Activity - Tier 2 Supplemental Mathematics Instruction-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The monitoring of reteach/retest will occur in classroom teacher's grade book comments. The monitoring of lunch intervention will include a sign in sheet to track which students are receiving extra support by the Title I Intervention teachers and EL Tutor.	Academic Support Program	Tier 2	Monitor	09/30/2015	06/30/2017	\$0	Title I Schoolwide	Building Administrators, General & Special Education Teachers, & Title I Teachers

Activity - Tier 2 Supplemental Mathematics Instruction-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The evaluation of these interventions will be evident when analyzing State, district, and building common assessments.	Academic Support Program	Tier 2	Evaluate	09/06/2016	06/30/2017	\$0	Title I Schoolwide	Building Administrators & Title I Teachers

### Strategy 4:

Multiple Use of Problem Solving Strategies - Teachers will receive professional training on utilizing manipulatives and models in the classroom as they apply to strengthening conceptual understanding of mathematical concepts such as data analysis, problem solving, and geometry.

Category: Mathematics

Tier: Tier 1

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Activity - Multiple Use of Problem Solving Strategies Using Manipulatives and Models - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review problem solving strategies including graphic organizers, manipulatives and models to assist in conceptual understanding of data analysis and geometry, as well as other mathematical principles.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$0	No Funding Required	All building Administrators and Mathematics staff.
Activity - Multiple use of Problem-Solving Strategies Using Manipulatives and Models - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th grade mathematics teachers will utilize problem solving strategies with an emphasis on data analysis and probability. 7th grade mathematics teachers will utilize problem solving strategies with an emphasis on geometry. 8th grade mathematics teachers will utilize problem solving strategies with an emphasis on geometry.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	All building Administrators and Mathematics staff.
Activity - Multiple Use of Problem Solving Strategies Using manipulatives and Models - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Problem solving strategies and utilization of manipulatives will be monitored through administrative walk-throughs and in common assessments.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	All building Administrators and Mathematics staff.
Activity - Multiple Use of Problem Solving Strategies and Using Manipulatives-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The evaluation of this activity will occur when local district assessments are analyzed and when common assessments are analyzed in the classroom.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	No Funding Required	All building Administrators and Mathematics staff.

## Goal 4: All students will meet or exceed state standards in English Language Arts achievement.

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency of skills in English Language Arts by 06/30/2024 as measured by the state assessment.

### Strategy 1:

Tier 1 English Language Arts Literacy Plan - Teachers will implement the building-wide literacy strategies in English Language Arts.

### Category:

Research Cited: Literacy in Action: Literacy in Action is based on the scientific report entitled What Content Area Teachers Should Know About Adolescent Literacy and was published by the National Institute for Literacy of the US Department of Education. Goals include having teachers master and apply literacy protocols, activities, and strategies in the content area. Teachers will monitor student achievement by collecting and analyzing data to determine the most effective ways to apply literacy protocols, activities, and strategies. Teachers will document the impact of increased reading and writing skills on student achievement in their academic area.

(<http://www.missionliteracy.com/index.html>)

The Frayer Model: The Frayer Model is a graphical organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by defining the term, describing its essential characteristics, providing examples of the idea, and offering non-examples of the idea. This strategy stresses understanding words within the larger context of a reading selection by requiring students to analyze the items (definition and characteristics) and to synthesize/apply this information by thinking of examples and non-examples. (Frayer, D., Frederick, W. C., and Klausmeier, H. J. (1969). A Schema for Testing the Level of Cognitive Mastery. Madison, WI: Wisconsin Center for Education Research.)

Interactive Notebooks: Interactive notebooks are organizational tools for teachers and students alike. For teachers, the notebooks can be used to help plan lessons that meet the needs of the students based on their intelligences and learning styles. Students can use interactive notebooks to stay organized, because they require students to keep a table of contents and glue particular pieces of information on certain pages, students have to learn to stay organized. Students are also provided with the opportunity to demonstrate their understanding of the information from the lesson on the left side of the notebook. Interactive notebooks can be used by students during a review of a unit or before standards based testing. The use of interactive notebooks is supported by research on the brain, multiple intelligences, and note taking. (C. Wist. Putting it All Together; Understanding the Research Behind Interactive Notebooks: The College of William and Mary. Albany, NY 2006)

SQ3R: SQ3R is a comprehension strategy that helps students think about the text they are reading while they're reading. Often categorized as a study strategy, SQ3R helps students "get it" the first time they read a text by teaching students how to read and think like an effective reader. (Fisher, D., and Frey, N, (2004). Improving Adolescent Literacy: Strategies at Work. New Jersey: Pearson Prentice Hall.) (Robinson, F.P. (1946). Effective Study. New York: Harper & Row.)(<http://www.adlit.org/strategies/19803/>)

Marzano's Six Step Vocabulary Instruction: Over the last five years, I have been involved in more than 50 studies that involve this strategy. In all these studies, teachers used the strategy with one class but did not use it with another. Then they compared the results.

These studies have taught us several things about this six-step strategy. First, the strategy works at every grade level, from kindergarten to high school. Second, it works better if you use all the steps without leaving any out. In one middle school study, teachers found that the whole process enhanced students' achievement much more than the parts of the process in isolation did. Third, although the majority of studies indicate that the process enhances student achievement, some studies indicate that it doesn't. Six studies showed gains greater than 40 percentile points, but nine studies showed negative effects. Of course, we still have more to learn about this strategy. But for now, it's safe to conclude that it can be a powerful tool that teachers can use in classrooms at any grade level and in any subject area.

(<http://www.ascd.org/publications/educational-leadership/sept09/vol67/num01/Six-Steps-to-Better-Vocabulary-Instruction.aspx>)

Talking to the Text (T4): Students who use Talking to the Text (T4) as a tool to assist with constructing meaning as they interact with text provide teachers with a wealth of formative information. Strategic teachers ASSESS student's T4 work products, and this information is used by teachers to make instructional decisions. Teachers

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assess a student's text analysis to discover what students do well and what additional exposure to strategy instruction will enable students to acquire deeper understandings and insights. Teachers DECIDE and TEACH what strategic literacy mini-lessons or modeling that students need in order to improve comprehension. (<http://www.misd.net/secondaryliteracy/strategicliteracyinstructionwordstudy/talkingtothetextrubric.pdf>)\*

Two-Column Notes: The Cornell Note Taking System is a very simple yet effective system. Originally developed for students by Walter Pauk at Cornell University, it is effective whenever you need to take notes and recall information. The Cornell System is a great way of organizing your notes so that you can later identify the key points and actions, and recall information easily. With this system, you organize the notes as you take them; there is no need to go extra effort of rewriting your notes. So the system is both effective and efficient. (Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001))\*

\* Relevant to both T4 & Two-Column notes: Three randomized controlled studies of Reading Apprenticeship professional development have found statistically significant gains on standardized tests in reading comprehension, biology, U.S. history, and English language arts. On many measures, students' scores were well over a year ahead of the control (<http://readingapprenticeship.org/>)

Tier: Tier 1

Activity - Classroom Instruction That Works (CITW)-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers not trained already will attend CITW training and receive CITW job-embedded support from the Content Instructional Technology Specialist and through PLC meetings and/or professional training from MISD consultants.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$1000	General Fund	All building Administrators, English Language Arts staff, Content Instructional Technology Specialist, and MISD Consultants

Activity - Classroom Instruction That Works (CITW)-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the CITW instructional strategies that align with curriculum standards and targets being instructed to enhance students learning, with an emphasis on providing timely and effective feedback.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	All building Administrators and English Language Arts staff.

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Activity - Classroom Instruction That Works (CITW)-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor whether or not students can adjust their knowledge and skills, based upon the feedback given, for various student growth measures in the classroom.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	All Beer Middle School Staff
Activity - Classroom Instruction that Works (CITW)-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate student growth on state and local assessments to evaluate CITW strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	No Funding Required	All building Administrators and English Language Arts staff.
Activity - Literacy Vocabulary Instruction-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend CITW training and receive CITW job-embedded support from the Content Instructional Technology Specialists and through PLC meetings and/or professional training from MISD consultants.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$600	General Fund	All building Administrators and English Language Arts staff.
Activity - Literacy Vocabulary Instruction-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer Middle School staff will implement Marzano's Six Steps to Vocabulary by implementing weekly cognitive vocabulary instruction and content vocabulary relating to identified Power Standards. This includes recording information regarding the cognitive vocabulary words using the Frayer Model in students vocabulary notebooks, using direct instruction of the words, displaying cognitive vocabulary posters, and implementing review strategies.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	All building Administrators and English Language Arts staff.
Activity - Literacy Vocabulary Instruction-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer Middle School staff will monitor whether or not the Marzano's Six Steps to Vocabulary is being implemented with fidelity. Staff will monitor student progress with vocabulary notebook checks, review games, and by collecting student samples throughout the school year.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	Building Administrators and Staff

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Activity - Literacy Vocabulary Instruction-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer Middle School staff will evaluate the Vocabulary Literacy Plan by using pretests and post tests to monitor progress. Data is input into Data Director for the building to analyze and further analyze the progress of achievement.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	No Funding Required	All building Administrators and English Language Arts staff.
Activity - Reader's Workshop-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will continue to receive professional development on literacy and strategies during PLC meetings, staff meetings, classroom instruction time, individualized professional learning time, during the day/after school sessions throughout the school year.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$2000	Title I Schoolwide	All building Administrators and English Language Arts staff.
Activity - Reader's Workshop-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English Language Arts staff will implement Reader's Workshop within a block schedule for sixth and seventh graders. Eighth grade staff will implement Reader's Workshop in an hour class. Within the class, teachers will use Individualized Daily Reading, Shared Read Alouds, and Guided Reading. Guided Reading will focus on implicit and explicit reading skills. This area of need was determined through analysis of IOWA results. Additionally, Guided Reading will reinforce reading strategies that were taught during whole group instructions.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$2000	Title I Schoolwide	All building Administrators and English Language Arts staff.
Activity - Reader's Workshop-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring of the Reader's Workshop will occur through classroom walk-throughs, progress monitoring within individual classrooms, IOWA data, M-STEP, common assessments, DRA for sixth and seventh graders and the DRP for the eighth graders.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All building Administrators and English Language Arts staff.
Activity - Reader's Workshop-Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Reader's Workshop will be evaluate using the following; DRA, DRP, IOWA, M-STEP, progress monitoring within classrooms, and common assessments.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$2000	Title I Schoolwide	All English Language Arts staff and building administrators.
<b>Activity - Writer's Workshop-Getting Ready</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All Beer Middle School staff will receive continues professional development on writing during PLC meetings, staff meetings, classroom instructional time, individualized professional learning time, and during the day/after school sessions throughout the school year.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$2000	Title I Schoolwide	All building Administrators and English Language Arts staff.
<b>Activity - Writer's Workshop-Implement</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will implement Writer's Workshop within the block schedule for both the sixth and seventh graders. Eighth grade staff will implement the Writer's Workshop with a regular hour class. Staff will implement MAISA units with a focus on structure and organization.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All building Administrators and English Language Arts staff.
<b>Activity - Writier's Workshop-Monitoring</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will use progress monitoring within individual classrooms, District Writing Assessments, IOWA, and M-STEP	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All building Administrators and English Language Arts staff.
<b>Activity - Writer's Workshop-Evaluation</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will evaluate Writer's Workshop through the use of progress monitoring within individual, completed essays, classrooms, District Writing, M-STEP and IOWA.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All building Administrators and English Language Arts staff.

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### Strategy 2:

Tier 2 Supplemental English Language Arts Instruction - Students will receive an additional twenty-five (25) minutes of reading instruction two times per week to increase reading proficiencies.

Category:

Research Cited: Balanced Literacy is a framework designed to help all students learn to read and write effectively. The program stands firmly on the premise that all students can learn to read and write. This balance between reading and writing allows students to receive the individualized teaching appropriate to their strengths and needs in literacy. Balanced Literacy is a model for teaching children in a student-centered classroom, based on the research of Marie Clay, Irene Fountas, and Gay Su Pinnell. Daily, children read and write independently and in a variety of group settings. Balanced Literacy classrooms focus on different types of reading experiences: read-aloud, shared reading, guided reading, reading conferences, and independent reading. Students also participate in shared and individual writing activities each day. The types of writing experiences include shared writing, interactive writing, guided writing, writing conferences and independent writing. Additionally, during many daily reading and writing experiences, students are engaged in word study. Listening and speaking are also emphasized in this integrated language approach.

Teachers implementing a Balanced Literacy instructional framework use an integrated approach to teaching language arts. This framework for literacy lessons consists of a number of elements that provide substantial amounts of reading and writing on a daily basis. Each day the workshop ends with an opportunity for students to share and reflect upon their learning. These authentic opportunities for reading and writing are arranged on a continuum based on the gradual release of responsibility.

Some reading and writing tasks are modeled by the teachers and others are accomplished with the support of the teacher, leading to those that are done independently by the child.

Fountas, I. & G. Pinnell. (1996). Guided Reading. Portsmouth, NH: Heinemann Publishers.

Tier: Tier 2

Activity - Tier 2 Supplemental English Language Arts Instruction-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Intervention Teachers and EL Tutors will receive necessary training needed to support students in the classroom. Additionally, classroom supplies needed for instruction will be provided.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2017	\$500	Title I Schoolwide	Building Administrators and Title I Teachers

Activity - Tier 2 Supplemental English Language Arts Instruction-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement additional lessons and differentiated instruction to individual and small groups of at-risk students. This will occur in the classroom, before/after school as designed by the classroom teacher, and during each lunch session at Beer Middle School.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2017	\$0	Title I Schoolwide	Building Administrators, General & Special Education Teachers, Title I Teachers

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Activity - Tier 2 Supplemental English Language Arts Instruction-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The monitoring of reteach/retest will occur in the classroom teacher's grade book comments. The monitoring of lunch intervention will include a sign in sheet to track which students are receiving extra support by the Title I Intervention teachers and EL tutor.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2017	\$0	Title I Schoolwide	Building Administrators, General & Special Education Teachers, Title I Teachers
Activity - Tier 2 Supplemental English Language Instruction-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The evaluation of these interventions will be evident when analyzing State, district, and building common assessments.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/30/2017	\$0	Title I Schoolwide	Building Administrators, General & Special Education Teachers, Title I Teachers

### Strategy 3:

Tier 3 Supplemental English Language Arts Instruction - Students will receive an additional sixty (60) minutes per day, five times a week to increase reading proficiency.

Category:

Research Cited: Corrective Reading provides intensive direct instruction-based reading intervention for students in Grades 3–Adult who are reading below grade level.

This Direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. Four levels for decoding plus four for comprehension address the varied reading deficits and skill levels found among older students.

<https://www.mheonline.com/program>

MISD Initiative and from the website <http://aari.edu.ualberta.ca/>

Recent studies show that many secondary students fail to comprehend grade-level text and that even students with average reading skills are increasingly unprepared for the literacy demands of the workplace and post-secondary education. To date, little attention has been devoted to helping secondary teachers develop the skills they need to promote reading comprehension, ensure content learning through reading and deal with the differences in reading skills that their students display. The Advancing Adolescent Reading Initiative (AARI) is a four-year research and capacity building initiative funded by Alberta Education to support the goals of the High School Completion Strategic Framework. Read more about AARI professional development by exploring the links above. "It is estimated that 70 per cent of youth who drop out of school have poor literacy skills." (Kamil, 2003; Kleinbard, 2009) The Advancing Adolescent Reading Initiative (AARI) is a comprehensive training program that is being developed for Alberta educators teaching in grades 7-12. AARI will provide teachers across subject areas with advanced knowledge on how to: teach

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reading skills as part of content area instruction, identify students who need additional reading instruction, and implement evidence-based reading instruction and interventions across the curriculum.

Tier: Tier 3

Activity - Tier 3 Supplemental English Language Arts Instruction-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teachers will be training to utilize easyCBM, Corrective Reading, Adolescent Critical Reading Intervention (ACRI) or a comparable research-based literacy intervention program with students who are not proficient in the area of reading.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2017	\$1000	Title I Schoolwide	Building Administrators, Title I Teachers
Activity - Tier 3 Supplemental English Language Arts Instruction-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be enrolled in a sixty (60) minute class, that meets daily, to address gaps in student learning, Students learn from direct instruction, skill reinforcement, and text structure mapping. The classroom teacher provides students with flexibility in instruction to accommodate many different learning styles.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2017	\$0	Title I Schoolwide	Building Administrators, Title I Teachers
Activity - Tier 3 Supplemental English Language Arts Instruction-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The monitoring of intervention programs will be done through classroom walk throughs and MTSS intervention meetings.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2017	\$1000	Title I Schoolwide	Building Administrators, Title I Teachers, MTSS Intervention Team
Activity - Tier 3 Supplemental English Language Arts Instruction-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The evaluation of Corrective Reading and Adolescent Critical Reading Intervention will occur when State and local assessments are analyzed and through program evaluation.	Academic Support Program	Tier 3	Evaluate	09/08/2015	06/30/2017	\$0	Title I Schoolwide	Building Administrators, Title I Teachers

## Goal 5: Beer Middle School Staff will utilize a system of Multi-Tiered Supports for Tier II and Tier III Interventions

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### Measurable Objective 1:

collaborate to continue the implementation and refinement of the school-wide MTSS model (with Positive Behavioral Intervention Supports component) by 06/30/2017 as measured by achieving yearly State targets in all content areas.

### Strategy 1:

Systematic and Effective Tier I Instruction (Qualitative, All Students) - Staff will develop, implement, and analyze the impact of an MTSS process on students' behavioral and academic success.

Category: Learning Support Systems

Research Cited: [www.rtinetwork.org](http://www.rtinetwork.org)

Tomlinson, Carol. How to Differentiate Instruction in Mixed Ability Classrooms. Alexandria, VA: Ascd, 2001. Print.

Tier: Tier 2

Activity - Tier 1 MTSS-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer Middle School staff will receive necessary professional development on MTSS model as it pertains to the building MTSS interventions in place. Additionally, professional learning will occur at intervention meetings to assist staff in interpreting the data and determining its impact in the general education classroom.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2017	\$1000	Title I Schoolwide	Building Administrators and Intervention Teachers

Activity - Tier 1 MTSS-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative staff will monitor implementation of CCSS, CITW, CCR, and DI strategies through submitted lesson plans, PLC collaboration notes, and administrative walk-throughs.	Monitor	Tier 1	Monitor	09/09/2015	06/30/2017	\$0	General Fund	Building Administrators

Activity - Tier 1 MTSS-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Administrators will evaluate the impact of the use of effective CCSS, CITW, CCR, and DI strategies on student achievement as measured by MEAP and IOWA results.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	General Fund	Building Administrators

Activity - Tier 1 MTSS-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will implement building wide strategies to effectively instruct Tier 1 students. Additionally, they will implement Tier 2 strategies withing the classroom with struggling learners and refer students as needed for additional Tier 2 support and Tier 3 interventions.	Implementa tion	Tier 1	Implement	09/06/2016	06/23/2017	\$0	No Funding Required	All Beer Middle School Staff
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### Strategy 2:

Timely and Systematic Tier II and III Academic Interventions (Qualitative, Quantitative, At-Risk Students) - Using defined academic criteria (see school-wide required components, #9), teachers will identify students at-risk of not meeting the state's academic expectations, and refer students (after differentiating Tier I in the classroom) for intervention in the core areas.

Intervention Teachers and/or paraprofessionals will provide additional instructional time (additional time guided reading/25 minutes Tier2, corrective reading/60 minutes Tier3, math/science/social studies instruction, in small-group settings) to these identified students, in the student's area(s) of need. This may also include extended day and summer programs.

Category: Learning Support Systems

Research Cited: Buffum, A., M. Mattos, and C. Weber. Simplifying response to intervention: Four essential guiding principles. Bloomington, IN: Solution Tree, 2012. Print.

Tier: Tier 2

Activity - Assign Supplemental Staff to Implement Instructional Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Teachers and/or paraprofessionals will provide identified, at-risk, students with daily additional instructional time within their areas of deficit. Timed amounts to be determined by MTSS guidelines (Tier II or III). Specific interventions include additional guided reading time, corrective reading, additional math/science/social studies instructional time either within the school day, an extended day, or summer program.  Interventions may include before school or after school tutoring and/or mentoring, during school additional core content instruction time, and/or summer academic/behavioral programs.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2017	\$162000	Title I Part A	Beer Middle School Staff and Building Administrators

Activity - Monitor Instructional Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Administrators will monitor the implementation of interventions through collection of logs/plans and walk throughs.	Monitor	Tier 2	Monitor	09/08/2015	06/30/2016	\$0	General Fund	Building Administrators

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Activity - Evaluate Instructional Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Teachers and Building Administrators will evaluate the impact of instructional interventions through DRA2, EasyCBM, MEAP and IOWA scores.	Evaluation		Evaluate	09/08/2015	06/30/2017	\$0	General Fund	Intervention Teachers and Building Administrators
Activity - Intervention Materials Purchase	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials purchase for Tier II and III interventions to include additional content-related readers, Corrective Reading books, ACRI books, Numbers World books, resources for math manipulatives, paper, pencils, etc.	Getting Ready	Tier 2	Getting Ready	09/08/2015	06/30/2017	\$1000	Title I Schoolwide	Intervention Teachers and Building Administrators

### Strategy 3:

Positive Behavioral Interventions and Supports (Qualitative, At-Risk Students) - Using defined non-academic, at-risk behavioral criteria, staff will identify students and provide behavioral interventions and supports.

Category: Learning Support Systems

Research Cited: Scheuermann, B. K., and J. A. Hall. Positive behavioral supports for the classroom. 2nd. Upper Saddle River, NJ: Pearson Education, Inc., 2013. Print.

Tier: Tier 3

Activity - PBIS-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer staff will continue to provide mentoring & support programs (Earned Privileges, Where Everybody Belongs, Kids Empowered, Summer Blast, Four Core Summer School, Peer to Peer, CARE, etc.). These will be used to provide instruction of, and mentoring support in, developing and maintaining positive behaviors which support academic success. Components of Leader in Me may begin to be implemented second semester.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/30/2017	\$6000	Title I Part A	Beer Middle School Staff and Building Administrators.
Activity - Establish PBIS Leadership Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Recruit/Expand Leadership Team to include representation from diverse stakeholder groups (administrators, general education teachers, special education teachers, counselors, social workers, clerical and parents/guardians).	Getting Ready	Tier 1	Getting Ready	09/08/2015	06/30/2017	\$0	General Fund	Beer Middle School Staff and Building Administrators.
<b>Activity - PBIS-Getting Ready</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All teachers will receive PBIS training and job-embedded support at PLC meetings and monthly staff meetings. In addition, staff members will participate in a Leader in Me book study as well as attend local Leader in Me professional learning sessions.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2017	\$1000	Title I Schoolwide	Building Administrators
<b>Activity - PBIS-Monitor</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
PBIS leadership team will monitor the implementation of plan components through data reports of absences, referrals, suspensions, and/or report card/conduct marks of students.	Monitor	Tier 1	Monitor	09/03/2013	06/30/2016	\$0	General Fund	Beer Middle School Staff and Building Administrators.
<b>Activity - PBIS-Evaluate</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
PBIS leadership team will review monitoring data concerning the implementation of plan components through data reports of absences, referrals, suspensions, and/or report card/conduct marks of students.  In addition to interim monitoring data, final evaluation will also include student, staff, and parent surveys will be used to gauge the impact of the program on climate, and academic data (IOWA and MEAP data) will be used to determine academic impact.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	General Fund	Beer Middle School Staff and Building Administrators.
<b>Activity - WEB-Where Everyone Belongs &amp; Summer Blast</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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Eighth grade students will mentor incoming sixth grade students to make a positive transition into the middle school. WEB leaders will monitor the sixth students academic and social progress throughout the year during different activities. In addition, Summer Blast will provide identified at-risk students with additional academic & social activities to prepare them for middle school.	Implementa tion	Tier 1	Implement	09/08/2015	06/30/2017	\$6000	Title I Schoolwide	Counselors , WEB Leaders, and select staff members
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### Measurable Objective 2:

collaborate to support and engage families as partners in each level of the System of Support by 06/30/2016 as measured by parent/family surveys and event attendance.

### Strategy 1:

Family and Community Engagement (Qualitative, All Students) - Using the Joyce Epstein model of family engagement, opportunities for parents to become involved in the educational process will be supported by all staff.

Category:

Research Cited: Epstein, J. L., N. R. Jansorn, S. B. Sheldon, M. G. Sanders, K. C. Salinas, and B. S. Simon. School, family, and community partnerships, your handbook for action. 3rd. Thousand Oaks: Corwin Pr, 2009. Print.

Tier: Tier 1

Activity - Family and Community Engagement-Getting Started	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review the six keys to family engagement and explore ways to further the implementation of the six keys during after-school professional development sessions, and/or staff meetings/PLC time.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2017	\$500	Title I Part A	Beer Middle School Staff and Building Administrators.

Activity - Family and Community Engagement-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement Events (PIE) will be scheduled throughout the school year. Staff will keep parents informed of academic expectations and offer materials and training on how parents/families can work with the child at home in order to master these content expectations. Summer parent/student resources will be provided to the parents of the students who did not show growth in the Bottom 30%.	Parent Involvement	Tier 3	Implement	09/08/2015	06/30/2017	\$2500	Title I Part A	Beer Middle School Staff and Building Administrators.

Activity - Family and Community Engagement-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff and family surveys, as well as annual evaluation and planning meetings, will be used to determine the degree of support these events are affording families as partners in each tier of the system.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	Title I Part A	Beer Middle School Staff and Building Administrators.
Activity - Family and Community Engagement-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor types of parent events and attendance through calendars and sign-ins to ensure all Title I required parent components have been addressed throughout the year.	Monitor	Tier 1	Monitor	09/08/2015	06/30/2017	\$0	General Fund	Beer Middle School Staff and Building Administrators

## Goal 6: Professional Learning Communities (PLCs) will be utilized throughout the school year to assist in curriculum development, instruction, common assessment, and other intervention based programs.

### Measurable Objective 1:

collaborate to make informed decisions that will increase student achievement for all students by 06/30/2017 as measured by various tools such as IOWA, MSTEP, common assessments, and intervention based assessments..

### Strategy 1:

Building and Maintaining Professional Learning Communities - Staff will collaborate as professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction, and assessment practices in all core and elective content areas. Staff will meet on half days throughout the school year in collaborative meetings that focus upon prioritizing standards, determining curriculum needs, creating common assessments and analyzing/interpreting data all for the purpose of improving student achievement.

Category: Learning Support Systems

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker; Tier 1; The Forgotten Tier J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 1

Activity - Professional Learning Communities -Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Beer Middle School will utilize a PLC model for all of the following building-wide initiatives: professional development relating to all goal strategies/development, curriculum mapping, building school-based common assessments, writing scoring clinics, peer walk-throughs/observations, Parent Involvement Event Nights (PIE), Classroom Instruction that Works (CITW), Multi-tiered System of Support (MTSS), Positive Behavior Interventions System (PBIS), and Vocabulary Instruction. Professional learning will allow for collaboration among all staff to ensure that there is cohesion amongs all levels in terms of curriculum, instruction, and assessment.	Supplemental Materials, Materials, Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/02/2015	06/30/2017	\$7000	Title I Schoolwide, General Fund	Beer Middle School Administration and Staff
<b>Activity - Professional Learning Communities-Implement</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Beer Middle School staff will implement the building wide PLC initiatives during scheduled PLC meetings, staff meetings, classroom instructional time, individualized professional learning time, and during the day/after school sessions. Staff will focus upon using results to target instruction.	Implementation	Tier 1	Implement	09/02/2015	06/30/2017	\$3000	Title I Schoolwide	Beer Middle School Administration and Staff
<b>Activity - Professional Learning Communities-Monitor</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Beer Middle School will monitor the building wide PLC initiatives with sign in sheets, agendas, meeting minutes, administrator/peer walk-throughs, quarterly reports due to MDE, BOE, common assessment review using rubrics, and IOWA and MSTEP data analysis.	Monitor	Tier 1	Monitor	09/02/2015	06/30/2017	\$4000	Title I Schoolwide	Beer Middle School Administrators and Staff
<b>Activity - Professional Learning Communities-Evaluate</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Beer Middle School will evaluate the goal through data analysis of common and state assessments, reviewing perception and process/program data, completing the AdvancED Self-Assessment, Completing the ASSIST-MDE Program Evaluation, Title I Surveys, evidence collection of classroom strategy implementation, and using rubrics for writing scoring clinics, peer observations, and PBIS	Evaluation	Tier 1	Evaluate	09/02/2015	06/30/2017	\$6000	Title I Schoolwide	Beer Middle School Administrators and Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Assign Supplemental Staff to Implement Instructional Interventions	<p>Intervention Teachers and/or paraprofessionals will provide identified, at-risk, students with daily additional instructional time within their areas of deficit. Timed amounts to be determined by MTSS guidelines (Tier II or III). Specific interventions include additional guided reading time, corrective reading, additional math/science/social studies instructional time either within the school day, an extended day, or summer program.</p> <p>Interventions may include before school or after school tutoring and/or mentoring, during school additional core content instruction time, and/or summer academic/behavioral programs.</p>	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2017	\$162000	Beer Middle School Staff and Building Administrators
Family and Community Engagement-Evaluate	Staff and family surveys, as well as annual evaluation and planning meetings, will be used to determine the degree of support these events are affording families as partners in each tier of the system.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	Beer Middle School Staff and Building Administrators.
Family and Community Engagement-Implement	Parent Involvement Events (PIE) will be scheduled throughout the school year. Staff will keep parents informed of academic expectations and offer materials and training on how parents/families can work with the child at home in order to master these content expectations. Summer parent/student resources will be provided to the parents of the students who did not show growth in the Bottom 30%.	Parent Involvement	Tier 3	Implement	09/08/2015	06/30/2017	\$2500	Beer Middle School Staff and Building Administrators.

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Family and Community Engagement-Getting Started	Staff will review the six keys to family engagement and explore ways to further the implementation of the six keys during after-school professional development sessions, and/or staff meetings/PLC time.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2017	\$500	Beer Middle School Staff and Building Administrators.
PBIS-Implement	Beer staff will continue to provide mentoring & support programs (Earned Privileges, Where Everybody Belongs, Kids Empowered, Summer Blast, Four Core Summer School, Peer to Peer, CARE, etc.). These will be used to provide instruction of, and mentoring support in, developing and maintaining positive behaviors which support academic success. Components of Leader in Me may begin to be implemented second semester.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/30/2017	\$6000	Beer Middle School Staff and Building Administrators.

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Journals - Evaluate	The evaluation of Math Journals will be analyzed with state and local assessments.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	All building Administrators and Mathematical staff.
Classroom Instruction that Works (CITW)- Monitor	Teachers will monitor whether or not students can adjust their knowledge and skills, based up on the feedback given, for various student growth measures in the classroom.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All building Administrators and Science staff.
Classroom Instruction that Works (CITW)- Evaluate	Teachers will evaluate student growth on state and local assessments to evaluate CITW strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	All building Administrators and English Language Arts staff.
Number Talks - Evaluate	The evaluation of Number Talks in mathematics will be occur when state and local assessments are analyzed.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	All building Administrators and Mathematical staff.

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Literacy Vocabulary Instruction-Evaluate	Beer Middle School staff will evaluate the Vocabulary Literacy Plan by using pretests and post tests to monitor progress. Data is input into Data Director for the building to analyze and further analyze the progress of achievement.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	All building Administrators and English Language Arts staff.
Multiple Use of Problem Solving Strategies and Using Manipulatives-Evaluate	The evaluation of this activity will occur when local district assessments are analyzed and when common assessments are analyzed in the classroom.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	All building Administrators and Mathematic staff.
Tier 1 MTSS-Implement	Staff will implement building wide strategies to effectively instruct Tier 1 students. Additionally, they will implement Tier 2 strategies within the classroom with struggling learners and refer students as needed for additional Tier 2 support and Tier 3 interventions.	Implementation	Tier 1	Implement	09/06/2016	06/23/2017	\$0	All Beer Middle School Staff
Classroom Instruction That Works (CITW)-Implement	All teachers will use the CITW instructional strategies that align with curriculum standards and targets being instructed to enhance students learning, with an emphasis on providing timely and effective feedback.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All building Administrators and English Language Arts staff.
Multiple Use of Problem Solving Strategies Using manipulatives and Models - Monitor	Problem solving strategies and utilization of manipulatives will be monitored through administrative walk-throughs and in common assessments.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All building Administrators and Mathematics staff.
Multiple use of Problem-Solving Strategies Using Manipulatives and Models - Implement	6th grade mathematics teachers will utilize problem solving strategies with an emphasis on data analysis and probability. 7th grade mathematics teachers will utilize problem solving strategies with an emphasis on geometry. 8th grade mathematics teachers will utilize problem solving strategies with an emphasis on geometry.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All building Administrators and Mathematics staff.
Classroom Instruction that Works (CITW)-Evaluate	Teachers will evaluate student growth on state and local assessments to evaluate CITW strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	All building Administrators and Science staff.
Literacy Vocabulary Instruction-Implement	Beer Middle School staff will implement Marzano's Six Steps to Vocabulary by implementing weekly cognitive vocabulary instruction and content vocabulary relating to identified Power Standards. This includes recording information regarding the cognitive vocabulary words using the Frayer Model in students vocabulary notebooks, using direct instruction of the words, displaying cognitive vocabulary posters, and implementing review strategies.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All building Administrators and English Language Arts staff.

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Number Talks - Monitor	Number Talk will be monitor through class walk-throughs.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All building Administrators and Mathematical staff.
Performance Tasks - Evaluate	Students will evaluate data from unit performance tasks and common assessments to determine if growth is evident in the areas of mathematical concepts.	Evaluation	Tier 1	Evaluate	09/06/2016	09/30/2017	\$0	All building Administrators and Mathematical staff.
Classroom Instruction That Works (CITW) - Evaluate	Teachers will evaluate student growth on state and local assessments to evaluate CITW strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	All building Administrators and Mathematical staff.
Classroom Instruction That Works (CITW)- Monitor	Teachers will monitor whether or not students can adjust their knowledge and skills, based upon the feedback given, for various student growth measures in the classroom.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All Beer Middle School Staff
Multiple Use of Problem Solving Strategies Using Manipulatives and Models - Getting Ready	Staff will review problem solving strategies including graphic organizers, manipulatives and models to assist in conceptual understanding of data analysis and geometry, as well as other mathematical principles.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$0	All building Administrators and Mathematics staff.
Math Journals - Monitor	Beer Middle School Staff will monitor whether or not the Math Journals are being implemented with fidelity. Staff will monitor student progress with journal checks throughout the year. Administrators will monitor with administrative walk-throughs.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All building Administrators and Mathematical staff.
Performance Tasks - Implement	Students will use non-linguistic representations to demonstrate conceptual understanding of mathematical concepts in the performance tasks. Sixth grade will focus upon data analysis and probability and seventh and eighth grade will focus on geometry. Performance tasks will be implemented at least once a unit in all grade levels.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All building Administrators and Mathematics staff.
Classroom Instruction That Works (CITW)- Implement	All teachers will use the CITW instructional strategies that align with curriculum standards and targets being instructed to enhance students learning, with an emphasis on providing feedback.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All building Administrators and Mathematical staff.
Classroom Instruction That Works (CITW) - Monitor	Teachers will monitor whether or not students can adjust their knowledge and skills, based upon the feedback given,for various student growth measures in the classroom.	Monitor	Tier 1	Monitor	09/06/2016	06/01/2017	\$0	All building Administrators and Mathematical staff.

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Literacy Vocabulary Instruction-Monitor	Beer Middle School staff will monitor whether or not the Marzano's Six Steps to Vocabulary is being implemented with fidelity. Staff will monitor student progress with vocabulary notebook checks, review games, and by collecting student samples throughout the school year.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Building Administrators and Staff
Classroom Instruction That Works (CITW)-Implement	All teachers will use the CITW instructional strategies that align with curriculum standards and targets being instructed to enhance students learning, with an emphasis on providing feedback.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All building administrators and teaching staff

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reader's Workshop-Monitor	Monitoring of the Reader's Workshop will occur through classroom walk-throughs, progress monitoring within individual classrooms, IOWA data, M-STEP, common assessments, DRA for sixth and seventh graders and the DRP for the eighth graders.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All building Administrators and English Language Arts staff.
Writer's Workshop-Evaluation	Staff will evaluate Writer's Workshop through the use of progress monitoring within individual, completed essays, classrooms, District Writing, M-STEP and IOWA.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	All building Administrators and English Language Arts staff.
Performance Tasks - Monitor	Mathematics teachers will administer performance tasks once each unit to help measure the growth of Conceptual Understanding as applied to the designated math principles. Administrators will monitor its implementation through classroom walk-throughs and building common assessments.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All building Administrators and Mathematics staff.
Informational Text-Getting Ready	All social studies staff will receive professional learning on various sources available online containing informational text for classroom use and will review reading strategies such as SQ3R, Talk to the Text (T4), and Two Column notes, which will be implemented as strategies that assist in extracting information from complex text.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$500	All building Administrators and Social Studies staff.
Literacy Vocabulary Instruction-Evaluate	Beer Middle School staff will evaluate the Vocabulary Literacy Plan by using pretests and post tests to monitor progress. Data is input into Data Director for the building to analyze and further analyze the progress of achievement.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	All building Administrators and Social Studies staff.

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Content Area Writing-Implement	Writing Tracker will be utilized within the sixth grade classrooms to build writing fluency during the first semester of the 2016-2017 school year. Once writing fluency has been established, sixth grade teachers will focus on argumentative writing in second semester. Additionally, seventh and eighth grade teachers will implement argumentative writing first and second semester to strengthen content area writing skills.	Implementation	Tier 1	Implement	09/08/2015	06/30/2017	\$300	All building Administrators and Science staff.
Shelter Instruction Observation Protocol (SIOP) Monitor	Shelter Instruction Observation Protocol will be monitor through the use of classroom walk-throughs.	Monitor	Tier 2	Monitor	09/06/2016	06/30/2017	\$0	All building Administrators and Science staff.
Tier 2 Supplemental English Language Arts Instruction-Implement	Staff will implement additional lessons and differentiated instruction to individual and small groups of at-risk students. This will occur in the classroom, before/after school as designed by the classroom teacher, and during each lunch session at Beer Middle School.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2017	\$0	Building Administrators, General & Special Education Teachers, Title I Teachers
Informational Text-Evaluate	The evaluation of literacy skill implementation in the science classroom will be analyzed with state and local assessments.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	All building science staff and administrators
Content Area Writing-Evaluate	The evaluation of utilizing content area writing in science will occur when state and local assessments are analyzed.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	All building administrators and teaching staff
Literacy Vocabulary Instruction-Monitor	Beer Middle School staff will monitor whether or not Marzano's Six Steps to Vocabulary is being implemented with fidelity. Staff will monitor student progress with vocabulary notebook checks, review games, and by collecting student samples throughout the school year.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	The building Administrators and Social Studies staff.
Literacy Vocabulary Instruction - Implementation	Beer Middle School staff will implement Marzano's Six Steps to Vocabulary by implementing weekly cognitive vocabulary instruction. This includes recording information regarding the cognitive and content area vocabulary words using the Frayer Model in students vocabulary notebooks, using direct instruction of the words, displaying cognitive vocabulary posters, and implementing review strategies.	Implementation	Tier 1	Implement	09/08/2015	06/30/2017	\$0	Building Administrators and Staff

## School Improvement Plan

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Professional Learning Communities -Getting Ready	Beer Middle School will utilize a PLC model for all of the following building-wide initiatives: professional development relating to all goal strategies/development, curriculum mapping, building school-based common assessments, writing scoring clinics, peer walk-throughs/observations, Parent Involvement Event Nights (PIE), Classroom Instruction that Works (CITW), Multi-tiered System of Support (MTSS), Positive Behavior Interventions System (PBIS), and Vocabulary Instruction. Professional learning will allow for collaboration among all staff to ensure that there is cohesion amongs all levels in terms of curriculum, instruction, and assessment.	Supplemental Materials, Materials, Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/02/2015	06/30/2017	\$6000	Beer Middle School Administration and Staff
Tier 3 Supplemental Mathematics Instruction-Evaluate	IOWA, M-STEP, and/or easyCBM data will be analyzed to determine if students' mathematical skills have increased since enrollment in this course.	Academic Support Program	Tier 3	Evaluate	09/08/2015	06/30/2017	\$0	Building Administrators & Title I Teachers
Tier 2 Supplemental Mathematics Instruction-Getting Ready	Title I Intervention Teachers and EL Tutors will receive necessary training needed to support students in the classroom. Additionally, classroom supplies needed for instruction will be provided.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2017	\$500	Building Administrators and Title I Teacher
Close and Critical Reading-Monitor	Staff will submit documentation quarterly to ensure that close and critical reading is being implemented with fidelity at least once a quarter in each grade level. Additionally, administrative walk-throughs will be used to monitor the use of these instructional strategies.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All social studies staff and building administrators.
Content Area Writing-Getting Ready	All science staff will be trained on the use of argumentative writing templates and rubrics through ongoing PLC meetings, staff meetings, content area meetings, and individual staff development.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$0	All social studies staff and building administrators.
Close and Critical Reading-Getting Ready	Staff will revisit the four questions of Close and Critical Reading with staff that are currently trained and locate informational text sources to utilize in the classroom with the strategy. Additionally, new staff will receive professional learning during PLCs, staff meetings, content meetings, and individualized professional learning before and after school.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$500	All building teaching staff and administrators.
Writer's Workshop-Monitoring	Staff will use progress monitoring within individual classrooms, District Writing Assessments, IOWA, and M-STEP	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All building Administrators and English Language Arts staff.

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Number Talks - Implement	Staff will implement Number Talk in daily practices that are ten minutes where students mentally solve computation problems and talk about their strategies. Implementing this strategy allows students to use math practices 1, 3,6,7, and 8 as well as develop fluency over time.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$800	Mathematics staff and Building Administrators and Staff
Informational Text-Getting Ready	All science staff will receive professional learning on various resources available online containing informational text for classroom use and will review reading strategies such as SQ3R, Talk to the Text (T4), and Two Column notes, which will be implemented as strategies that assist in extracting information from complex text. Training will also include the inclusion of NGSS.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$500	All building administrators and science staff
Tier 3 Supplemental Mathematics Instruction-Implement	Students will be enrolled in a sixty (60) minute class, that meets daily, to address gaps in student learning. Students learn from direct instruction, skill reinforcement, and hands-on manipulatives developed and implemented by the classroom teacher. The classroom teacher provides students with flexibility in instruction to accommodate many different learning styles.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2017	\$77000	Building Administrators & Title I Teachers
WEB-Where Everyone Belongs & Summer Blast	Eighth grade students will mentor incoming sixth grade students to make a positive transition into the middle school. WEB leaders will monitor the sixth students academic and social progress throughout the year during different activities. In addition, Summer Blast will provide identified at-risk students with additional academic & social activities to prepare them for middle school.	Implementation	Tier 1	Implement	09/08/2015	06/30/2017	\$6000	Counselors, WEB Leaders, and select staff members
Close and Critical Reading-Implement	All science staff will implement the four questions of Close and Critical reading at least once a quarter.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All building Administrators and Science staff.
Shelter Instruction Observation Protocol (SIOP) Evaluate	Staff will implement and evaluate the SIOP strategies that have been utilized within their classrooms. Each staff will be responsible for documentation and evaluation of these instructional strategies.	Evaluation	Tier 2	Evaluate	09/06/2016	06/30/2017	\$0	All building Administrators and Social Studies staff.
Classroom Instruction That Works (CITW)-Evaluate	Teachers will evaluate student growth on state and local assessments to evaluate CITW strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	All building Administrators and Social Studies staff.

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Literacy Vocabulary Instruction -Getting Ready	Staff will review and/or receive professional development regarding Marzano's Six Steps to Vocabulary Instruction as outlined by McRel. Staff will also review building wide goal for academic vocabulary plan and cognitive vocabulary relating to subject area content and essential vocabulary.	Professional Learning	Tier 1	Getting Ready	09/02/2015	06/30/2017	\$500	All building Administrators and Mathematics staff.
Classroom Instruction That Works (CITW)-Implement	All teachers will use the CITW instructional strategies that align with curriculum standards and targets being instructed to enhance students learning, with an emphasis on providing feedback	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$600	All building Administrators and Social Studies staff.
Content Area Writing-Monitor	The use of content area writing will be monitored by classroom walk-throughs and evidence collected by staff members.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All social studies staff and building administrators.
Literacy Vocabulary Instruction-Getting Ready	Staff will receive professional development regarding Marzano's Six Steps to Vocabulary Instruction as outline by McRel.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$0	The building Administrators and Social Studies staff.
Informational Text-Monitor	Teachers will administer the use of informational text in the classroom twice a quarter to help measure the growth of literacy in the content areas. Administrators will monitor its implementation through classroom walk-throughs.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All responsible teaching staff and building administrators.
Content Area Writing-Evaluate	The evaluation of utilizing content area writing in social studies will occur when state and local assessments are analyzed.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$300	All social studies staff and building administrators.
Literacy Vocabulary Instruction-Evaluation	Beer Middle School staff will evaluate the Vocabulary Literacy Plan by using pretests and post tests to monitor progress. Data is input into Data Director for the building to analyze and further analyze the progress of achievement.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	All building Administrators and Science staff.
Writer's Workshop-Implement	Staff will implement Writer's Workshop within the block schedule for both the sixth and seventh graders. Eighth grade staff will implement the Writer's Workshop with a regular hour class. Staff will implement MAISA units with a focus on structure and organization.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All building Administrators and English Language Arts staff.

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Tier 3 Supplemental English Language Arts Instruction-Getting Ready	Title I teachers will be training to utilize easyCBM, Corrective Reading, Adolescent Critical Reading Intervention (ACRI) or a comparable research-based literacy intervention program with students who are not proficient in the area of reading.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2017	\$1000	Building Administrators, Title I Teachers
Literacy Vocabulary Instruction-Monitor	Beer Middle School staff will monitor whether or not the Marzano's Six Steps to Vocabulary is being implemented with fidelity. Staff will monitor student progress with vocabulary notebook checks, review games, and by collecting student samples throughout the school year.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All building Administrators and Science staff.
Professional Learning Communities-Evaluate	Beer Middle School will evaluate the goal through data analysis of common and state assessments, reviewing perception and process/program data, completing the AdvancED Self-Assessment, Completing the ASSIST-MDE Program Evaluation, Title I Surveys, evidence collection of classroom strategy implementation, and using rubrics for writing scoring clinics, peer observations, and PBIS	Evaluation	Tier 1	Evaluate	09/02/2015	06/30/2017	\$6000	Beer Middle School Administrators and Staff
Literacy Vocabulary Instruction-Implement	Beer Middle School staff will implement Marzano's Six Steps to Vocabulary by implementing weekly cognitive vocabulary instruction. This includes recording information regarding the cognitive vocabulary words using the Frayer Model in students vocabulary notebooks, using direct instruction of the words, displaying cognitive vocabulary posters, and implementing review strategies.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All building Administrators and Social Studies staff.
Writer's Workshop-Getting Ready	All Beer Middle School staff will receive continues professional development on writing during PLC meetings, staff meetings, classroom instructional time, individualized professional learning time, and during the day/after school sessions throughout the school year.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$2000	All building Administrators and English Language Arts staff.
Tier 2 Supplemental English Language Arts Instruction-Monitor	The monitoring of reteach/retest will occur in the classroom teacher's grade book comments. The monitoring of lunch intervention will include a sign in sheet to track which students are receiving extra support by the Title I Intervention teachers and EL tutor.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2017	\$0	Building Administrators, General & Special Education Teachers, Title I Teachers
Content Area Writing-Monitor	The use of content area writing will be monitored by classroom walk-throughs and evidence collected by staff members.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All building administrators and science teaching staff

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Content Area Writing-Getting Ready	All science staff will be trained on the use of argumentative writing templates and rubrics through ongoing PLC meetings, staff meetings, content area meetings, and individual staff development.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$500	All building administrators and science teaching staff
Tier 3 Supplemental English Language Arts Instruction-Evaluate	The evaluation of Corrective Reading and Adolescent Critical Reading Intervention will occur when State and local assessments are analyzed and through program evaluation.	Academic Support Program	Tier 3	Evaluate	09/08/2015	06/30/2017	\$0	Building Administrators, Title I Teachers
Reader's Workshop-Implement	All English Language Arts staff will implement Reader's Workshop within a block schedule for sixth and seventh graders. Eighth grade staff will implement Reader's Workshop in an hour class. Within the class, teachers will use Individualized Daily Reading, Shared Read Alouds, and Guided Reading. Guided Reading will focus on implicit and explicit reading skills. This area of need was determined through analysis of IOWA results. Additionally, Guided Reading will reinforce reading strategies that were taught during whole group instructions.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$2000	All building Administrators and English Language Arts staff.
Reader's Workshop-Evaluation	Reader's Workshop will be evaluate using the following; DRA, DRP, IOWA, M-STEP, progress monitoring within classrooms, and common assessments.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$2000	All English Language Arts staff and building administrators.
Tier 3 Supplemental English Language Arts Instruction-Monitor	The monitoring of intervention programs will be done through classroom walk throughs and MTSS intervention meetings.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2017	\$1000	Building Administrators, Title I Teachers, MTSS Intervention Team
Cotent Area Writing-Implement	Writing Tracker will be utilized within the sixth grade classrooms to build writing fluency during first semester of the 2016-17 school year. Once writing fluency has been established, sixth grade teachers will focus on argumentative writing in the second semester. Additionally, seventh and eighth grade teachers will implement argumentative writing first and second semester to strengthen content area writing skills.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All social studies staff and building administrators.

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Shelter Instruction Observation Protocol (SIOP)-Getting Ready	Staff will be trained in SIOP which will be implemented within the classroom throughout the year with Tier 2 and Tier 3 students.	Getting Ready, Professional Learning	Tier 2	Getting Ready	09/06/2016	06/30/2017	\$2000	All Building Administrators and Social Studies staff.
Literacy Vocabulary Instruction - Monitor	Beer Middle School staff will monitor whether or not Marzano's Six Step to Vocabulary is being implemented with fidelity. Staff will monitor student progress with vocabulary notebook checks, review games, and by collecting student samples throughout the school year.	Monitor	Tier 1	Monitor	09/02/2015	06/30/2017	\$0	All building Administrators and Mathematics staff.
Tier 3 Supplemental English Language Arts Instruction-Implement	Students will be enrolled in a sixty (60) minute class, that meets daily, to address gaps in student learning. Students learn from direct instruction, skill reinforcement, and text structure mapping. The classroom teacher provides students with flexibility in instruction to accommodate many different learning styles.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2017	\$0	Building Administrators, Title I Teachers
Tier 2 Supplemental English Language Instruction-Evaluate	The evaluation of these interventions will be evident when analyzing State, district, and building common assessments.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/30/2017	\$0	Building Administrators, General & Special Education Teachers, Title I Teachers
Tier 2 Supplemental Mathematics Instruction-Monitor	The monitoring of reteach/retest will occur in classroom teacher's grade book comments. The monitoring of lunch intervention will include a sign in sheet to track which students are receiving extra support by the Title I Intervention teachers and EL Tutor.	Academic Support Program	Tier 2	Monitor	09/30/2015	06/30/2017	\$0	Building Administrators, General & Special Education Teachers, & Title I Teachers
Performance Tasks - Getting Ready	Staff will revisit the use of performance tasks in mathematics course. This will include various strategies used to implement performance task and proper evaluation. Additionally, new staff members will receive training on performance tasks, usage, and evaluation.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$500	All building Administrators and Mathematics staff.
Informational Text-Implement	Tier 1 students will be provided informational text that will support the development of core content area skills and literacy development in the content.	Implementation	Tier 1	Implement	09/08/2015	06/30/2017	\$500	All building Administrators and Science staff.

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Reader's Workshop-Getting Ready	All staff will continue to receive professional development on literacy and strategies during PLC meetings, staff meetings, classroom instruction time, individualized professional learning time, during the day/after school sessions throughout the school year.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$2000	All building Administrators and English Language Arts staff.
Literacy Vocabulary Instruction - Evaluation	Beer Middle School staff will evaluate the Vocabulary Literacy Plan by using pretests and post tests to monitor progress each semester. Data is input into Data Director for the building to analyze and further analyze the progress of achievement.	Evaluation	Tier 1	Evaluate	09/02/2015	06/30/2017	\$0	All building Administrators and Mathematics staff .
Shelter Instruction Observation Protocol (SIOP)-Getting Ready Training	Staff will be trained in SIOP which will be implemented within the classroom throughout the year with Tier 2 and Tier 3 students.	Professional Learning	Tier 2	Getting Ready	09/06/2016	06/30/2017	\$2000	All building Administrators and Science staff.
Math Journals - Getting Ready	Staff that are new to the building will be trained in Math Journals. Mathematics staff that were previously trained will revisit Math Journals during PLC.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$600	All building Administrators and Mathematical staff.
Close and Critical Reading-Getting Reading	Staff will revisit the four questions of Close and Critical Reading with staff that are currently trained and locate informational text sources to utilize in the classroom with the strategy. Additionally, new staff will receive professional learning during PLCs, staff meetings, content meetings, and individualized professional learning before and after school.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$500	All social studies and building administrators.
Math Journals - Implement	Math Journals will be implemented in the mathematics classrooms that will support the development of Conceptual Understanding, core content area skills, and literacy development in the content.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$950	All building Administrators and Mathematical staff.
Professional Learning Communities-Implement	Beer Middle School staff will implement the building wide PLC initiatives during scheduled PLC meetings, staff meetings, classroom instructional time, individualized professional learning time, and during the day/after school sessions. Staff will focus upon using results to target instruction.	Implementation	Tier 1	Implement	09/02/2015	06/30/2017	\$3000	Beer Middle School Administration and Staff
Tier 3 Supplemental Mathematics Instruction-Getting Ready	Title I teacher will be trained to utilize easyCBM and Numbers World (or a comparable research-based math intervention program) with students who are not proficient in the area of mathematics. Books and materials will be purchased to support each class.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2017	\$1300	All building Administrators and Title I Teacher

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Literacy Vocabulary Instruction-Getting Ready	New staff will receive professional development regarding Marzano's Six Steps to Vocabulary Instruction as outlined by McRel.	Professional Learning	Tier 1	Getting Ready	09/02/2015	06/30/2017	\$0	All building Administrators and Science staff.
Tier 1 MTSS-Getting Ready	Beer Middle School staff will receive necessary professional development on MTSS model as it pertains to the building MTSS interventions in place. Additionally, professional learning will occur at intervention meetings to assist staff in interpreting the data and determining its impact in the general education classroom.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2017	\$1000	Building Administrators and Intervention Teachers
Professional Learning Communities-Monitor	Beer Middle School will monitor the building wide PLC initiatives with sign in sheets, agendas, meeting minutes, administrator/peer walk-throughs, quarterly reports due to MDE, BOE, common assessment review using rubrics, and IOWA and MSTEP data analysis.	Monitor	Tier 1	Monitor	09/02/2015	06/30/2017	\$4000	Beer Middle School Administrators and Staff
Number Talks - Getting Ready	Sixth grade staff will be trained in Number Talks. Number talks is a productive discourse tool that instructs students on how to verbally communicate their thinking around mathematical concepts. Additionally, the connection to sixth grade will serve as a bridge to training students have received at the elementary level. Furthermore, staff will also review Discourse Training, which was provided during the 2015-2016 school year by local curriculum consultants.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$600	The building Administrators and sixth grade Mathematical staff.
Classroom INstruction That Works (CITW)-Monitoring	Teachers will monitor whether or not students can adjust their knowledge and skills, based up on the feedback given, for various student growth measures in the classroom	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All building Administrators and Social Studies staff.
Literacy Vocabulary Instruction-Implement	Beer Middle School staff will implement Marzano's Six Steps to Vocabulary by implementing weekly cognitive vocabulary instruction and content vocabulary relating to identified Power Standards. This includes recording information regarding the cognitive vocabulary words using the Frayer Model in students vocabulary notebooks, using direct instruction of the words, displaying cognitive vocabulary posters, and implementing review strategies.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All building Administrators and Science staff.
PBIS-Getting Ready	All teachers will receive PBIS training and job-embedded support at PLC meetings and monthly staff meetings. In addition, staff members will participate in a Leader in Me book study as well as attend local Leader in Me professional learning sessions.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2017	\$1000	Building Administrators

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Tier 2 Supplemental English Language Arts Instruction-Getting Ready	Title I Intervention Teachers and EL Tutors will receive necessary training needed to support students in the classroom. Additionally, classroom supplies needed for instruction will be provided.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2017	\$500	Building Administrators and Title I Teachers
Close and Critical Reading-Evaluate	IOWA and/or M-STEP data, as well as common assessment data will be utilized by building administrators and staff to determine the impact of Close and Critical Reading on student achievement in the core content areas.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	All social studies staff and building administrators.
Math Literacy Plan-Getting Ready	All staff will receive continued professional development on literacy and Common Core State Standards during PLC meetings, staff meetings, classroom instructional time, individualized professional learning time, during the day/after school sessions throughout the school year.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$2000	All building Administrators, Content Specialists and Mathematical staff.
Tier 3 Supplemental Mathematics Instruction-Monitor	The monitoring of intervention programs will be done through classroom walk throughs and MTSS intervention meetings.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/30/2017	\$1000	Title I Intervention Teachers, MTSS Intervention Team, Building Administrators
Intervention Materials Purchase	Materials purchase for Tier II and III interventions to include additional content-related readers, Corrective Reading books, ACRI books, Numbers World books, resources for math manipulatives, paper, pencils, etc.	Getting Ready	Tier 2	Getting Ready	09/08/2015	06/30/2017	\$1000	Intervention Teachers and Building Administrators
Classroom Instruction That Works (CITW)-Getting Ready	Teachers will attend CITW training and receive CITW job-embedded support from the Content Instructional Technology Specialist and through PLC meeting and/or professional training from MISD Consultants.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$600	All building Administration and Mathematical staff.
Tier 2 supplemental Mathematics Instruction-Implement	Staff will implement additional lessons and differentiated instruction to individual and small groups of at-risk students. This will occur in the classroom, before/after school as designed by the classroom teacher, and during each lunch session at Beer Middle School.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2017	\$0	Building Administrators and Title I Teacher
Close and Critical Reading-Implementaion	All science staff will implement the four questions of Close and Critical reading at least once a quarter.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All social studies and building administrators.

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Informational Text-Implement	Tier 1 students will be provided informational text that will support the development of core content area skills and literacy development in the content.	Implementation	Tier 1	Implement	09/08/2015	06/30/2017	\$500	Building Administrators & Social Studies Teachers
Tier 2 Supplemental Mathematics Instruction-Evaluate	The evaluation of these interventions will be evident when analyzing State, district, and building common assessments.	Academic Support Program	Tier 2	Evaluate	09/06/2016	06/30/2017	\$0	Building Administrators & Title I Teachers

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities -Getting Ready	Beer Middle School will utilize a PLC model for all of the following building-wide initiatives: professional development relating to all goal strategies/development, curriculum mapping, building school-based common assessments, writing scoring clinics, peer walk-throughs/observations, Parent Involvement Event Nights (PIE), Classroom Instruction that Works (CITW), Multi-tiered System of Support (MTSS), Positive Behavior Interventions System (PBIS), and Vocabulary Instruction. Professional learning will allow for collaboration among all staff to ensure that there is cohesion amongs all levels in terms of curriculum, instruction, and assessment.	Supplemental Materials, Materials, Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/02/2015	06/30/2017	\$1000	Beer Middle School Administration and Staff
Literacy Vocabulary Instruction-Getting Ready	Teachers will attend CITW training and receive CITW job-embedded support from the Content Instructional Technology Specialists and through PLC meetings and/or professional training from MISD consultants.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$600	All building Administrators and English Language Arts staff.
Close and Critical Reading-Evaluate	IOWA and/or M-STEP data, as well as common assessment data will be utilized by building administrators and staff to determine the impact of Close and Critical Reading on student achievement in the core content areas.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	All building Administrators and Science staff.
Establish PBIS Leadership Team	Recruit/Expand Leadership Team to include representation from diverse stakeholder groups (administrators, general education teachers, special education teachers, counselors, social workers, clerical and parents/guardians).	Getting Ready	Tier 1	Getting Ready	09/08/2015	06/30/2017	\$0	Beer Middle School Staff and Building Administrators.

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Informational Text-Monitor	Teachers will administer the use of informational text in the classroom twice a quarter to help measure the growth of literacy in the content areas. Administrators will monitor its implementation through classroom walk-throughs.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All building Administrators and Social Studies staff.
Classroom Instruction that Works (CITW)-Getting Ready	Teachers will attend CITW training and receive CITW job-embedded support from the Content Instructional Technology Specialist and through PLC meetings and/or professional training from MISD Consultants.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2017	\$600	All building Administrators and Science staff.
Shelter Instruction Observation Protocol (SIOP)-Evaluate	Staff will implement and evaluate the SIOP strategies that have been utilized within their classrooms. Each staff will be responsible for documentation and evaluation of these instructional strategies.	Evaluation	Tier 2	Evaluate	09/06/2016	06/30/2017	\$0	All building Administrator and Science staff.
Close and Critical Reading-Monitor	Staff will submit documentation quarterly to ensure that close and critical reading is being implemented with fidelity at least once a quarter in each grade level. Additionally, administrative walk-throughs will be used to monitor the use of these instructional strategies.	Monitor	Tier 1	Monitor	09/08/2015	06/30/2017	\$0	All building Administrators and Science staff.
Shelter Instruction Observation Protocol (SIOP) Implement	After training, staff will implement SIOP model within social studies lessons.	Implementation	Tier 2	Implement	09/06/2016	06/30/2017	\$0	All building Administrators and Social Studies staff.
Informational Text-Evaluate	The evaluation of literacy skill implementation in the social studies classroom will be analyzed with state and local assessments.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	All building Administrators and Social Studies staff.
Evaluate Instructional Interventions	Intervention Teachers and Building Administrators will evaluate the impact of instructional interventions through DRA2, EasyCBM, MEAP and IOWA scores.	Evaluation		Evaluate	09/08/2015	06/30/2017	\$0	Intervention Teachers and Building Administrators

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Classroom Instruction That Works (CITW)-Getting Ready	Teachers not trained already will attend CITW training and receive CITW job-embedded support from the Content Instructional Technology Specialist and through PLC meetings and/or professional training from MISD consultants.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$1000	All building Administrators, English Language Arts staff, Content Instructional Technology Specialist, and MISD Consultants
PBIS-Monitor	PBIS leadership team will monitor the implementation of plan components through data reports of absences, referrals, suspensions, and/or report card/conduct marks of students.	Monitor	Tier 1	Monitor	09/03/2013	06/30/2016	\$0	Beer Middle School Staff and Building Administrators.
Tier 1 MTSS-Evaluate	Building Administrators will evaluate the impact of the use of effective CCSS, CITW, CCR, and DI strategies on student achievement as measured by MEAP and IOWA results.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	Building Administrators
Math Literacy Plan-Evaluate	IOWA and/or M-STEP data, as well as common assessment data will be utilized by building administrators and staff to determine the impact of literacy strategies on student achievement in the core content areas.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2016	\$0	All building Administrators and Mathematics staff.
Shelter Instruction Observation Protocol (SIOP)-Evaluate	Staff will monitor the use of SIOP strategies through classroom walk-throughs.	Monitor	Tier 2	Monitor	09/06/2016	06/30/2017	\$0	All building administrators and Social Studies staff.
Tier 1 MTSS-Monitor	Administrative staff will monitor implementation of CCSS, CITW, CCR, and DI strategies through submitted lesson plans, PLC collaboration notes, and administrative walk-throughs.	Monitor	Tier 1	Monitor	09/09/2015	06/30/2017	\$0	Building Administrators
Monitor Instructional Interventions	Building Administrators will monitor the implementation of interventions through collection of logs/plans and walk throughs.	Monitor	Tier 2	Monitor	09/08/2015	06/30/2016	\$0	Building Administrators
Family and Community Engagement-Monitor	Staff will monitor types of parent events and attendance through calendars and sign-ins to ensure all Title I required parent components have been addressed throughout the year.	Monitor	Tier 1	Monitor	09/08/2015	06/30/2017	\$0	Beer Middle School Staff and Building Administrators

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Shelter Instruction Observation Protocol (SIOP)-Implement	After training, staff will implement the SIOP model within science lessons.	Implementation	Tier 2	Implement	09/06/2016	06/30/2017	\$0	All building Administrators and Science staff.
Classroom Instruction That Works (CITW) Getting Ready	Teachers will attend CITW training and receive CITW job-embedded support from the Content Instructional Technology Specialist and through PLC meetings and/or professional training from MISD Consultants.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$1000	All building Administrators, Social Studies staff, Content Instructional Technology Specialist, and MISD Consultants.
Math Literacy Plan - Monitor	Staff will submit documentation to ensure strategies (math journals, academic vocabulary, and performance tasks), which focus on literacy development, are being implemented within the classroom with fidelity. Additionally, administrative walk-throughs will be used to monitor the use of these instructional strategies.	Monitor	Tier 1	Monitor	09/08/2015	06/30/2017	\$0	All building Administrators and Mathematics staff.
PBIS-Evaluate	<p>PBIS leadership team will review monitoring data concerning the implementation of plan components through data reports of absences, referrals, suspensions, and/or report card/conduct marks of students.</p> <p>In addition to interim monitoring data, final evaluation will also include student, staff, and parent surveys will be used to gauge the impact of the program on climate, and academic data (IOWA and MEAP data) will be used to determine academic impact.</p>	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	Beer Middle School Staff and Building Administrators.