



School Improvement Plan

Wyandot Middle School

Chippewa Valley 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.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. 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?

Stakeholders involved are teachers, ancillary, counselors, Title 1 paraprofessionals and administration. This quarterly team reviews data to determine needs of students. Two days every quarter are devoted to math and reading progress. Parents are notified twice a year of student progress or more if necessary.

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?

The results of this assessment (data teams) is that students are placed in appropriate interventions based on needs. Need is determined by reviewing NWEA scores, grades and classroom performance. . Bottom 30% is monitored closely. Also, students who place in the 85th percentile in math are placed in advanced math classes.

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.

Students will be proficient in reading and math. Goals are aligned with the district school improvement plan. Sub groups focus on bottom 30% of math and reading. This year we will also add one school wide behavior goal.

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?

Teachers monitor data on all students, not just bottom 30%. Data and formative assessments are used to determine strengths and weaknesses. Data is also used to drive instruction. Disadvantaged students are placed in interventions as needed.

Component 2: Schoolwide Reform Strategies

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

WMS follows a Multi-tiered system of support as outlined by our district. Some of the activities included to provide support to all students are:

High leverage instructional strategies

ELA and Math curriculum and instructional alignment

Parent education to promote math

Extended day programs

Research based reading strategies

Strategies for formative assessment and participation such as Kagan

Common rubrics

Common Assessments

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).

When used with fidelity, these strategies drive instruction which improves learning and scores and closes the achievement gap in curricular areas.

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

Identified Strategies expose all students to consistent curriculum in all areas. Some causes of the achievement gap are goes in learning due to transient students who miss important foundations. The school wide plan addresses this by using strategies such as formative assessments to closely monitor all students and to determine strengths and weaknesses. Teacher and staff can then work to close the learning gap.

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.

CITW, Kagan, Common Assessments are all used to determine gaps. When it is determined that an intervention is needed in any area, students are considered for reading support, math support (MATH 180), READ 180, paraprofessional support, bilingual support, or co taught classrooms or special education classrooms. Also TOPS (Title one program specialist) offers morning study support, extended day, and homework helper in all areas. Students are offered flexible seating opportunities to meet their learning needs.

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

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Staff monitors NWEA 2-3 times per year. Within intervention classes, additional progress monitoring is done 1 to 3 times per week. Data team meets with teachers to determine how the students are progressing twice per year. If the student has closed the achievement gap, they will be removed from interventions.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All para-educators are provided professional development and training to meet the requirements of NCLB.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers and long term subs are high qualified for the classes/subjects they teach throughout the day.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

One teacher has retired. Two teachers have transferred to other district buildings. 3.6 full time subs will not be returning next year as those positions won't be filled with subs.

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

Ninety-five percent of teachers had advanced degrees, including masters or higher, and are also tenured. The remaining teachers are working toward tenure and of that group, 1/2 have had teaching experience in other districts prior to be hired in CVS.

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

There are no specific initiatives but our school has a reputation for providing many activities for students, and teachers always want to be involved. Our teachers strive to work as a team and this has been recognized by other schools and parents. It is a positive atmosphere. Our school receives much publicity through social media and the local news groups for the many positive activities we sponsor or host. Teachers (and families) want to be part of our school community.

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

The human resources department attends job fairs and works closely with local universities when advertising job openings.

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?

The retention rate of teachers is very high. Very few teachers leave the building or the district.

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.

Teachers will be provided on-going professional development that align with our building and district needs.

Unified Classroom, which will included an assessment and data component, allows teachers to process and analyze data quickly.

Kagan training ensures all teachers are aware of, and confident in using co-operative learning strategies in their classrooms to benefit all levels of students.

New teachers will be trained in Classroom Instruction That Works at the local ISD, to ensure they have the same resources as current teachers to provide highly effective instruction.

Through Rubicon Atlas, Core curriculum alignment (ELA, Science, Social studies and Math) allows that all teachers are following standards aligned to the state level.

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

The district is dedicated to providing high quality professional development. District assigned days throughout the year and Professional Learning Committees are ongoing.

The district has a three year PD plan and the building schedule PD throughout each year based on available dates and needs of teachers.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	The district provides each building with a three year professional development plan that consumes all available time EXCEPT staff meeting time throughout the year. Staff meeting time is requested by the district as needed and buildings are free to use staff meetings for PLC's, grade level meetings, departmental meetings...	

Component 6: Strategies to Increase Parental Involvement

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

Parent surveys and parent meetings with the principal. Parents and community stakeholder surveys will provide valuable feedback to our school. Monthly CAC (Citizens' Advisory Committee) meetings held each month, which will allow parents the time to share valuable insight and suggestions for school improvement.

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

Parents are active on many building and district initiatives. An effort to continue to increase parent participation will continue throughout the 2018 - 2019 school year.

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

Parents can review the plan on our website and newsletters. They can give input at any time to any staff member or administrator or through the surveys.

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	See attachments for our building and district policies.	1

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

Parents receive weekly communication via email and phone call about support programs available to them. The parent-student-school compact is shared at the Curriculum Night on the second day of school that all parents are expected to attend.

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

Attendance at meetings and support programs is monitored on a regular basis. Parents are surveyed about their views of the program and are invited to share ideas with the school improvement co-chairs and administrators.

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

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Results are the surveys and attendance data will be used to monitor and adjust program offerings for parents and at risk students.

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

The school-parent compact was developed with the guidance of our grants coordinator and Title one supervisor. Several staff representatives and a couple parent volunteers generated ideas on how requirements could be met.

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

Not applicable.

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

All students receive a copy at the beginning of the school year every year. This is also available on our website.

Copies are distributed to parents at our opening Curriculum Night and also via e-mail/school messenger. Students receive copies on the first day of school. Teachers review the compact at curriculum night and with students the first week of school.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	See attachment.	2

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

Parent reports are translated into multiple languages and translators are provided for parents needing one-on-one interpretation.

Support is also provided at parent teacher conferences.

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?

NA

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?

Teachers review assessments and data to determine need in interventions and parent communication. The academic assessments drive instruction. Teachers collaborate on all academic common assessments.

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

Data team meetings, PLC time, individual data analysis of students to determine improvement areas.

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.

Teachers use data on a daily basis to determine appropriate interventions and for teaching and learning. Teachers will evaluate state assessments and NWEA to determine weaknesses and this will drive instruction. The purpose of the analysis is to move students into the advanced and proficient levels of the achievement assessment. Growth is measured by analyzing appropriate assessments and meeting with staff members and data team.

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?

Teachers use formative assessments to determine growth and progress in the classroom. If needed, reteaching will occur in an effort to master state academic standards.

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

Teachers use research based strategies to differentiate in the classroom. Kagan strategies are incorporated to support differentiate, as well as data analysis. Teachers use many tools to accommodate different reading levels and abilities in the the classroom.

Paraprofessional and TOPS support is also utilized as well as co teaching and support classes. Cooperative learning is a strategy that uses differentiation to address individual student needs.

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.

Both Title 1 and Title 2 resources are used to support the needs of at-risk students in our building. Funding supports intervention programs and technology in an attempt to close the achievement gap for struggling students and their peers.

Title one resources are used for extended day and para-educator/TOPS programs during the school day.

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.

Funding is used for:

- Training staff to use data to make decisions that improve academic achievement
- Providing teachers with tools, resources and training to implement effective classroom instruction
- Ensuring that all teachers are highly effective
- Providing professional development to ensure all staff can meet the needs of our students
- Recruiting, hiring and retaining high quality teachers and support staff
- Recruiting and utilizing parents throughout our improvement efforts
- Assisting at-risk students in transition between both elementary and middle school, and middle school and high school
- Utilizing state assessment results to make sound decisions to improve instructional strategies
- Identify struggling students and providing support for them throughout the year as needed
- Ensuring our students have a safe environment, nutritious lunch, and career exploration opportunities.
- Providing at-risk students with differentiation and addressing physical needs through flexible seating.

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.

Our school provides both breakfast and lunch programs for students whose families are eligible for free or reduced meals. Currently about one-third of our enrollment receives some type of support.

Evaluation:

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

Data is analyzed to determine how many students receives support and how many students repeatedly show up for lunch with insufficient funds. Administrators and support staff, primarily the school social worker, provide guidance to families who may be in need but now aware of available programs and resources.

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.

State assessment results, progress reports, report cards and NWEA assessment data are visited throughout the year to determine how at risk students are performing academically. Data analysis from year to year provides an opportunity to determine if programs should be revised.

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.

Closely monitoring test scores of students who are bottom 30% . Constant intervention on behalf of those students is part of the evaluation process.

Data reviews or programs as well as individual students determine whether adjustments need to be made in interventions/classes/programs, in addition to the student's schedule.

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 school stakeholders monitor the goal objectives, strategies, and activities. Data from test scores, classroom performance and surveys to ensure continuous improvement of students and programs school wide is reviewed.

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

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

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

Northwest Evaluation Assessments (NWEA) were implemented and used as means of assessment and predicting student success on standardized assessments in the areas of reading and math.

Common assessments were created for language arts, math, science and social studies and teachers work together to determine areas of weakness for student success. Continuous evaluation is being completed to align curriculum instruction and assessment. NWEA assessments are being administered two to three times each year.

Chippewa Valley has adopted a unified math curriculum five years ago in elementary and middle school (Bridges and CMP3 Math). ELA has now has adopted a unified language arts program (Journeys and Study Sync).

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

Up to the bottom 30% of students on NWEA and state assessment in math and reading were offered various forms of support throughout the year including extended day math or reading, CMP3 math help, Khan Academy for math and reading enhancement classes and study support drop in. Online intervention programs including Xtramath.org and Success Maker were offered to any struggling students. Students can also be scheduled into two tiers of reading supplement (Read 180, Reading Rewards and also Language! for those who qualify for special education services). In regard to math support, we do also use the NWEA scores to help placement for math enhancement (MATH 180) and resource room math for special education students who qualify.

Teachers used classroom reports from the standardized assessments to determine where to offer differentiated instruction is needed.

Teachers used Classroom Instruction that Works (CITW) within all subject areas.

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

Not applicable to WMS.

Component 2: Services to Eligible Students

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

Students are supported with four paraprofessionals in the content areas, one Title 1 specialist, extended day programs and through software (SuccessMaker, Xtra Math, Math 180).

Component 3: Incorporated Into Existing School Program Planning

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

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

Component 4: Instructional Strategies

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

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

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

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

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

Students attending extended day reading programs have improved Lexile levels. Those students having an additional hour of reading support in Read 180 have improved Lexile levels of nearly 1.5 grades after 1 year's intervention.

Students are scheduled into math enhancement for one class period per day in the Math 180 program if their NWEA scores show low math performance. Some students have grown several RIT points while being a part of this class.

At risk students in math or reading are invited to attend an after school extended day program. They receive additional instruction in either math or reading to increase their performance levels

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

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

Bilingual support is offered to the most in need students during core time in our new ELA emersion program while other bilingual students receive support during non-core time.

Component 5: Title I and Regular Education Coordination

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

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

The district is planning to do a bilingual emersion program offered during one of the core hours. This is for the most in need of English language support. Other qualifying bilingual students also receive support during non-core academic times in short segments.

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

Not applicable to WMS.

Component 6: Instruction by Highly Qualified Staff

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

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

Component 7: High Quality and Ongoing Professional Development/Learning

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

The teaching staff has received ongoing professional development in best practices for classroom instruction as researched by Robert Marzano in Classroom Instruction That Works.

Title I Part A paraprofessionals are trained at the district level in supporting targeted assisted students. A fourth paraprofessional was added to allow additional academic support in the building.

Staff learning has continued during staff meetings and PLC time.

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

PEN (Prepare Enrich and Nurture) Night is a semi-annual event offered that parents and students of Title I Part A eligible students are invited to participate. This is a night of breakout sessions so that parents and students together partake in the learning process.

Monthly throughout the school year parents are invited to attend CAC (Citizen Advisory Committee) meetings to stay current of the trends in education and how this effects their children. Parents and community members are invited to share their concerns and welcome to ask any questions.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	The district PD plan is complete for 2018-2019. The topics include Creating a Safe Culture-ALICE training,, PowerSchool Assessment/Analytics, Culture and Diversity, PBIS formative and common assessments, vertical alignment and cohort data discussions. There will also be a conference style format with various literacy topics for teachers to choose through an online format.	

Component 8: Strategies to Increase Parental Involvement

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

Parents attending monthly CAC meetings were sought to offer input on all components of our school's SI plan. Feedback on Title 1 is on the agenda every month and our school website. School messenger and surveys are used for feedback. With Power School Unified, more communication can also be dispatched.

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

Parents were previously involved in the revision of our Parent Student School Compact. All students receive a new copy of the revised Parent Student School Compact at the start of each year.

Parents attend PEN nights and CAC meetings. Parents and students use materials intended to support and supplement reading, writing and math skills.

Summer Skills work is also handed out for those who qualify. All students can also access these resources on their own and website info is provided.

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

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

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

5. Describe how the parent involvement activities are evaluated.

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

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

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

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

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Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	See attachment for school-parent compact.	1

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

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

The district is trying to implement an ESL immersion program so non-English speaking students can learn English at school.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	This is a district policy.	2

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

Not applicable to WMS.

Component 9: Coordination of Title I and Other Resources

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

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

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

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

Component 10: Ongoing Review of Student Progress

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

Individual students progress will be monitored by the building Data Team, consisting of teachers, counselors, administrators and ancillary staff. NWEA data will be analyzed two to three times each year with progress monitoring ongoing within specific programs (those utilizing Successmaker). We also have Math 180 screeners that are done to also give a second data point to be sure of appropriate placement in math success.

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

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

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

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

Math 180 is new and math teachers who teach the math success course have been trained.

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

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

Evaluation

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

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

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

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

The school's Data Team will use state assessment data to determine the bottom 30% of students and to determine areas of achievement gaps. MAP results will be used to determine which students need individualized or differentiated instruction for math and reading. The 2018 preliminary M Step Data is also available to provide general information about content areas needing revision and attention to instruction.

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

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

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

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

2018-2019 WMS School Improvement Plan

Overview

Plan Name

2018-2019 WMS School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Wyandot Middle School will be proficient readers.	Objectives: 1 Strategies: 3 Activities: 23	Academic	\$81900
2	All students at Wyandot Middle School will be proficient in mathematics.	Objectives: 2 Strategies: 7 Activities: 28	Academic	\$75400
3	All students and staff at Wyandot Middle School will support a positive learning environment and culture.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$15000

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

Measurable Objective 1:

85% of All Students will increase student growth RIT in Reading by 06/01/2019 as measured by Spring NWEA assessment..

Strategy 1:

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

Category: English/Language Arts

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

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

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

Achievement. Portsmouth, NH: Heinemann

Common Core Standards Initiatives www.corestandards.org

Tier: Tier 1

Activity - Tier I Data Collection, Analysis, and Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will conduct standards-based common assessments. Staff will input the data (NWEA) into an Excel file on the group drive. Staff that are responsible for Language Arts will meet as a Grade Level/Department to review standards based assessment results. Data team will monitor student progress and identify students needing interventions.	Monitor	Tier 1	Implement	09/11/2013	06/14/2019	\$1500	Title I School Improvement (ISI)	Christina Kozouz, School Improvement Team, ELA Teachers, Data Team

Activity - Professional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided professional learning opportunities in order to add to their teaching tool kit.	Professional Learning	Tier 1	Implement	05/23/2013	06/14/2019	\$10000	Title I Part A	Christina Kozouz, School Improvement Team, ELA Teachers

School Improvement Plan

Wyandot Middle School

Activity - Read 180	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read 180 is an intervention class for struggling readers. It is taught through direct instruction, small group and technology based. The course is implemented to increase fluency and reading comprehension. A classroom library is used to provide students instruction.	Technology , Academic Support Program, Direct Instruction	Tier 2	Monitor	09/03/2013	06/14/2019	\$2000	Title I Part A	Data Team, Christina Kozouz, READ 180 Instructors
Activity - Language!	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct instruction is delivered to students with an identified learning disability.	Academic Support Program, Direct Instruction	Tier 3	Monitor	09/03/2013	06/14/2019	\$1000	Special Education	Christina Kozouz, school improvement, resource room teachers, ancillary staff, data team
Activity - StudySync ELL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use an additional component to assist our ELL in the general education Language Arts classroom.	Materials, Implementation, Technology , Academic Support Program, Monitor	Tier 1	Implement	09/05/2017	06/14/2019	\$1000	General Fund	Christina Kozouz ,General education teachers, bilingual paraprofessionals
Activity - Instructional Support Reading: Title 1 & At-Risk Intervention Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified Teachers (TOPS), Intervention Specialists and Para-Educators will provide instructional support in literacy to identified Title I/At Risk and Bilingual students during the regular school day and/or extended school day to increase student achievement.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/14/2019	\$5000	Title I Part A	Christina Kozouz, Title One Program Specialists (TOPS), Paraprofessionals

School Improvement Plan

Wyandot Middle School

Activity - Extended Day School Tutoring & Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will provide extended school tutoring and interventions to students to improve Reading/Literacy proficiency. Extended day tutoring will be offered at all levels based upon building needs. Transportation available per funding sources.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/14/2019	\$5000	Title I Part A	Christina Kozouz, TOPS, Teachers
Activity - Literacy Reading Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through assessments, students will be identified to be added into a reading intervention class. Teachers will use the Making Meaning program and additional resources to support the students' reading instruction.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/14/2019	\$500	Title I Part A	Christina Kozouz, ELA Teachers
Activity - Purchase of Supplies and Materials for Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building funds will be used to purchase/provide supplies, materials, and food for Parent Education/Parent Involvement meetings to encourage parents to participate in the instructional support of their children's reading.	Materials	Tier 2	Monitor	08/28/2017	06/14/2019	\$1000	Title I Part A	Christina Kozouz, TOPS, Intervention Staff
Activity - Additional Computers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention classrooms will have a classroom set of computers to provide students will computer intervention programs and resources.	Technology	Tier 2	Implement	09/15/2017	06/14/2019	\$30000	Title I Part A	Christina Kozouz, teachers, TOPS, paraprofessional
Activity - Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in intervention classes and extended day reading interventions will be provided incentives as their reading scores improve or for effort.	Materials	Tier 2	Implement	08/28/2017	06/14/2019	\$5000	Title I Part A	Christina Kozouz, teachers, TOPS, paraprofessionals

School Improvement Plan

Wyandot Middle School

Activity - Summer Activity Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Struggling readers will be provided with reading materials for over the summer to help reduce the summer decline. Students will be provided with high interest books and incentives to promote summer reading. Bags or another item will need to be purchased to carry the kits.	Materials, Supplemental Materials, Parent Involvement, Academic Support Program	Tier 2	Implement	09/01/2017	06/14/2019	\$1000	Title I Part A	Christina Kozouz, ELA Department Head, Reading Rewards Teachers, Read 180 Teachers, TOPS, and Title 1 Para-educators
Activity - Making Meaning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Making Meaning curriculum to improve reading scores.	Direct Instruction	Tier 2	Monitor	09/05/2017	06/14/2019	\$500	Section 31a	Christina Kozouz; Making Meaning Instructors

Strategy 2:

Consistent implementation of high leverage instructional strategies in Reading - Curriculum and assessment will be aligned with the Michigan State Standards through curriculum mapping and the implementation of new ELA programs in 6-8. Teachers and support staff will be provided training on the implementation of the new ELA programs in grades 6-8. Teachers will receive training on development and implementation of rich performance tasks. Teachers will continue to implement summative and formative assessments.

Category: English/Language Arts

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

Calkins, C. Ehrenworth, M., and Lehman, C. (2012) *Pathways to the common core: Accelerated Achievement*. Portsmouth, NH: Heinemann.

Tier: Tier 1

Activity - Implementation and monitoring of Classroom Instruction That Works (CITW) Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Wyandot Middle School

Teachers will implement CITW strategies into their reading instructional practice to increase student engagement and learning. All teaching staff will be provided with training by the end of the 2015-2016 school year in CITW strategies through the Macomb ISD.	Direct Instruction	Tier 1	Implement	09/01/2015	06/14/2019	\$10000	Title II Part A	Christina Kozouz, School Improvement Team, ELA Teaching Staff
Activity - Implementation of Cooperative Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading instructional staff will implement CITW and Kagan Cooperative Learning strategies to increase student engagement and learning.	Direct Instruction	Tier 1	Implement	09/01/2015	06/14/2019	\$1000	Title II Part A	Christina Kozouz, School Improvement Team, Reading instructional staff
Activity - Common Summative and/or Formative Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the development of common assessments and/or formative assessments	Curriculum Development	Tier 1	Implement	09/05/2017	06/14/2019	\$900	Title II Part A	ELA teachers, Christina Kozouz
Activity - Training and Implementation of Strategies Associated with Newly Adopted ELA Programs in 6-8	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6-8 ELA Teachers will attend multiple trainings on the implementation of strategies and curriculum associated with the newly adopted ELA programs. Instructional staff will then implement the strategies in their classrooms to improve student reading achievement.	Teacher Collaboration, Professional Learning, Curriculum Development, Direct Instruction	Tier 1	Implement	09/05/2017	06/14/2019	\$1800	Title II Part A	ELA teachers, Christina Kozouz
Activity - Instructional Staff Training and Core Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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Instructional staff will attend professional development that focuses on Core Reading Instruction strategies and programs to enhance rigor.	Teacher Collaboration, Professional Learning, Technology, Direct Instruction	Tier 1	Implement	09/05/2017	06/14/2019	\$900	Title II Part A	ELA teachers, Christina Kozouz
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Strategy 3:

Reading in the Content Areas - Reading instruction will be utilized in all content areas.

Category: English/Language Arts

Research Cited: Urquhart, V., & Frazee, D. (2012). Teaching reading in the content areas: If not me, then who? Retrieved from <http://www.ascd.org/ASCD/pdf/siteASCD/publications/books/teaching-reading-sample-chapters.pdf>

Tier: Tier 1

Activity - Guided Highlighted Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff has been trained in creating guided highlighted readings for use within their classrooms.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/14/2019	\$500	Title I Part A	Christina Kozouz, Content Area Instructors

Activity - Kagan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom strategies for formative assessment and participation.	Direct Instruction	Tier 1	Implement	09/05/2017	06/07/2019	\$2000	Other	Christina Kozouz, teaching staff

Activity - Classroom Instruction Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers were trained in CITW which incorporates research-based instructional strategies.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/07/2019	\$300	Title I Part A	Christina Kozouz, Content Area Instructors

Activity - Learning Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Wyandot Middle School

Teachers will set learning targets within their classroom that are visible to students to help guide instruction.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/14/2019	\$0	No Funding Required	Christina Kozouz, Content Area Instructors
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given time to collaborate on effective classroom teaching, analyze common assessment data, and creating effective and appropriate formative assessments.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/01/2017	06/14/2019	\$1000	Other	Christina Kozouz, Content Area Instructors

Goal 2: All students at Wyandot Middle School will be proficient in mathematics.

Measurable Objective 1:

85% of All Students will increase student growth RIT in Mathematics by 06/01/2019 as measured by the Spring NWEA assessment..

Strategy 1:

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

Category: Mathematics

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

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

Tier: Tier 1

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will meet on several occasions with staff from other middle schools to work on and revise curriculum maps to ensure alignment with the Michigan State Standards. The curriculum maps and common assessments will be uploaded to Rubicon Atlas for all teachers to access.	Professional Learning	Tier 1	Monitor	08/28/2017	06/14/2019	\$2700	Title II Part A	Christina Kozouz, School Improvement team, math teachers.

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Activity - Report Card/Standard Alignment Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curricular leaders and staff members will meet to ensure the report card aligns and assesses all Michigan State Standards with the changing curriculum. Teachers began training at professional development during the 2015-2016 school year on standards based grading, and will continue to do so as needed.	Professional Learning	Tier 1	Monitor	08/28/2017	06/14/2019	\$500	Other	Christina Kozouz, School Improvement Team, Curricular Leaders, Math Teachers
Activity - Math Investigations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide various investigations that relate to the Michigan State Standards content and practices for student participation.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/14/2019	\$1000	Other	Christina Kozouz, Math Teachers
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to integrate math investigations into their math classes and share their successes and suggestions with other grade level content area.	Curriculum Development	Tier 1	Monitor	08/28/2017	06/14/2019	\$1000	Other	Christina Kozouz, Math Teachers
Activity - Math XL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Math XL, teachers will assign online related math topics to current units to provide students with additional exposure to the math curriculum. These online units provide relevant practice and problem-solving opportunities.	Supplemental Materials, Technology	Tier 1	Implement	08/28/2017	06/14/2019	\$1000	Other	Christina Kozouz, Math Teachers
Activity - Common Assessment Release Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are given release time to analyze, review and revise common formative and summative assessments as well as identify areas in which to focus instruction and develop effective supplements.	Professional Learning, Curriculum Development	Tier 1	Monitor	08/28/2017	06/14/2019	\$3000	Other	Christina Kozouz, Math Teachers

School Improvement Plan

Wyandot Middle School

Activity - Continued Professional Development for Teachers in Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will receive on-going Professional Development for the Connected Math (CMP3) program to collaborate and continue to add resources to Rubicon Atlas as vertical alignment continues to evolve.	Teacher Collaboration, Academic Support Program, Curriculum Development, Direct Instruction	Tier 1	Implement	08/28/2017	06/14/2019	\$2700	Title II Part A	Christina Kozouz, Principal, School Improvement Team, Math Teachers, Curricular Leaders

Strategy 2:

Parent Education to Promote Mathematics - Parent liaison in coordination with McKinney-Vento (M-V) Liaison will develop programs that involve parents working with their children to support Math achievement. PEN/Math Education Nights will be offered.

Category: Mathematics

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

Tier: Tier 2

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

Activity - Purchase Supplies for PEN Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building funds will be used to purchase/provide supplies, materials, and food for Parent Education/Parent Involvement meetings to encourage Title I, at-risk and M-V parents to participate in the instructional support of their children's Math education.	Materials	Tier 2	Monitor	08/28/2017	06/14/2019	\$2000	Title I Part A	Christina Kozouz, School Improvement Team

Activity - Parent Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wyandot will purchase resources to help parents be involved in their child's mathematic education. Some resources will include, but are not limited to help books regarding studying and best practices in math.	Parent Involvement	Tier 2	Implement	08/28/2017	06/14/2019	\$1000	Title I Part A	Christina Kozouz

School Improvement Plan

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(shared) Strategy 3:

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

Category:

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

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

Tier: Tier 2

Activity - Summer Skills Math Packets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer math packets are printed for all students, including at-risk in Tier 2 and Tier 3. Math-XL is assigned for students in accelerated classes.	Supplemental Materials	Tier 2	Monitor	08/28/2017	06/14/2019	\$6000	Title I Part A	Christina Kozouz, School Improvement Team

(shared) Strategy 4:

A Multi-Tiered System of Support (MTSS) for Mathematics - The mathematics curriculum and resources will be reviewed for alignment with Michigan State Standards. Math support will be provided to Tier 2 and Tier 3 students during the school day. Additional extended day and extended year programs will be provided to students in need of on-going interventions.

Category: Mathematics

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

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

Tier: Tier 2

Activity - Math Success Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected at-risk students will be placed in a math enhancement class to receive intervention strategies that will allow them to be more successful in the primary math classroom. This class is an hour in addition to the students' primary math class. The Math 180 program was purchased during the 2017-2018 school year and will continue to be utilized to help bridge the gap between the struggling math students and those at grade level.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/14/2019	\$1500	Title I Part A	Christina Kozouz, School Improvement Team, Math Teachers

Activity - Math Success Incentive Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Wyandot Middle School

Students are offered an incentive program based on personalized student growth goals in the Math Success class. Students with significant quarterly growth are offered prizes as incentives.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/01/2019	\$2000	Title I Part A	Christina Kozouz
Activity - Dedicated Wireless Carts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be three wireless carts dedicated to the at-risk students, as well as 2 I-Pad carts. A replacement cart will be purchased as well.	Technology	Tier 2	Monitor	08/28/2017	06/14/2019	\$30000	Title I Part A	Christina Kozouz
Activity - Teacher Consultants and Paraeducators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Consultants and Para-educators will be used for students identified as at-risk to give one-on-one assistance.	Direct Instruction	Tier 2	Monitor	08/28/2017	06/14/2019	\$2000	Title I Part A	Christina Kozouz
Activity - Implementation of MTSS Math Intervention Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Teachers will use CMP3 interventions and differentiation strategies to support students, which includes replenishing manipulatives for hands-on learning of real-world situations..	Academic Support Program	Tier 2	Monitor	08/28/2017	06/14/2019	\$1000	Title I Part A	Christina Kozouz, Math Teachers
Activity - School Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wyandot conducts 4 data review meetings per school year. During data review meetings staff uses a continual problem solving model in conjunction with NWEA MAP assessments to differentiate instruction for students' specific needs.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/14/2019	\$1500	Title I Part A	Christina Kozouz, Counselors
Activity - Summer Skills Math Packets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer math packets are printed for all students, including at-risk students in Tier 2 and Tier 3. Math-XL is assigned for students in accelerated classes.	Supplemental Materials	Tier 2	Monitor	08/28/2017	06/14/2019	\$6000	Title I Part A	Christina Kozouz, math teachers
Activity - Extended Day Math Program and Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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At-risk students will be invited to participate in an extended day math program. Program includes hands-on activities to help increase math proficiency. Tutoring before or during the school day will be offered. Teachers/staff will work with and progress monitor at-risk, Title I and McKinney-Vento students.	Academic Support Program, Direct Instruction	Tier 2	Monitor	08/28/2017	06/14/2019	\$2000	Title I Part A	Christina Kozouz, School Improvement Team, Math Teachers
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(shared) Strategy 5:

Consistent implementation of high leverage instructional strategies and student engagement in mathematics - The math curriculum and resources will be reviewed for high engagement activities that are in alignment with Michigan State Standards. Instructional staff will be trained to implement strategies such as Kagan Cooperative Learning, student goal setting, Classroom Instruction that Works (CITW) and rich performance tasks.

Category: Mathematics

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

Tier: Tier 1

Activity - Training and Implementation of Classroom Instruction that Works (CITW) Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new teachers will attend the seminar, "Classroom Instruction that Works" at the MISD to receive instruction on more ways to incorporate cooperative learning into their classrooms on a daily basis. New teachers who have yet to attend the CITW series will be trained by the end of the school year. These instructional strategies will be used to increase student engagement and learning in mathematics. CITW strategies will be used for all Tiers.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/14/2019	\$500	Title II Part A	Christina Kozouz, School Improvement Team

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given time to collaborate on effective classroom teaching, analyze common assessment data, and creating effective and appropriate formative assessments.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	08/28/2017	06/14/2019	\$1000	Other	Christina Kozouz, School Improvement Team

Activity - Implementation of Cooperative Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will implement research based cooperative learning methods to increase engagement and achievement in all learning environments.	Professional Learning, Direct Instruction	Tier 1	Implement	08/28/2017	06/14/2019	\$1000	Title II Part A	Christina Kozouz, School Improvement Team
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Strategy 6:

Best Practices - Teachers will use best practices to enhance the success of all students. Best practices can be specific to a core subject and/or can be used across the core subjects. The CCSS practices for math correlate with the NGSX science and engineering practices in science. Additionally, the CER used in science is used in ELA as well as can be incorporated in both math and social studies. The use of the best practices is supported by the curricular leaders.

Category: Other - Direct Instruction Practices

Research Cited: Akkus, M. (2016). The common core state standards for mathematics. International Journal of Research in Education and Science (IJRES), 2(1), 49-54.

Gifford, S. (2004). A new mathematics pedagogy for the early years: In search of principles for practice. International Journal of Early Years Education, 12(2), 99-115.

Bell, P., Bricker, L., Tzou, Carrie, Lee, T., and Van Horne, K. (2012). Exploring the science framework; Engaging learners in science practices related to obtaining, evaluating, and communicating information. Science Scope, 36(3), 18-22.

Tier: Tier 1

Activity - CCSS Math Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will continue to use the CCSS math practices within each lesson. The practices are: Make sense of problems and persevere in solving them, construct viable arguments and critique the reasoning of others, reason abstractly and quantitatively, model with mathematics, attend to precision, use appropriate tools strategically, look for and make use of structure, look for and express regularity in repeated reasoning.	Direct Instruction	Tier 1	Monitor	09/01/2012	06/14/2019	\$0	No Funding Required	Christina Kozouz, math teachers

Activity - Science and Engineering Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science and engineering practices will be incorporated within lessons to enhance retention, connect science to the real world, and motivate students. The science and engineering practices are: asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence, obtaining, evaluating, and communicating information.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/14/2019	\$0	No Funding Required	Christina Kozouz, science teachers

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Wyandot Middle School

Activity - Cross Cutting Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use cross cutting concepts to enhance the retention. Cross cutting concepts include: patters, cause and effect, scale, proportion, and quantity, systems and system models, energy and matter, structure and function, stability and change.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/14/2019	\$0	No Funding Required	Christina Kozouz, teachers

Activity - CER's	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CER's in core subjects. CER's are claims supported by evidence and reasoning. CER's can be used in both oral and written assessments.	Direct Instruction	Tier 1	Implement	09/05/2017	06/14/2019	\$0	No Funding Required	Christina Kozouz, teachers

Measurable Objective 2:

85% of Bottom 30% students will increase student growth mathematics in Mathematics by 06/01/2019 as measured by 2019 Spring NWEA Assessments and building progress monitoring assessments.

Strategy 1:

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

Category:

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

Tier: Tier 2

Activity - PEN Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of identified Title I students will be invited to attend a PEN Night where they will learn Michigan State Standard strategies via learning games designed to support their children at home.	Parent Involvement	Tier 2		09/01/2015	09/01/2022	\$2000	Title I Part A	Darleen Gauci, School Improvement Team

(shared) Strategy 2:

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

Category:

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

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

Tier: Tier 2

School Improvement Plan

Wyandot Middle School

Activity - Summer Skills Math Packets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer math packets are printed for all students, including at-risk in Tier 2 and Tier 3. Math-XL is assigned for students in accelerated classes.	Supplemental Materials	Tier 2	Monitor	08/28/2017	06/14/2019	\$6000	Title I Part A	Christina Kozouz, School Improvement Team
Activity - Extended Day Math Program and Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-risk students will be invited to participate in an extended day math program. Program includes hands-on activities to help increase math proficiency. Tutoring before or during the school day will be offered. Teachers/staff will work with and progress monitor at-risk, Title I and McKinney-Vento students.	Academic Support Program, Direct Instruction	Tier 2	Monitor	08/28/2017	06/15/2018	\$2000	Title I Part A	Darleen Gauci, School Improvement Team, Math Teachers

(shared) Strategy 3:

A Multi-Tiered System of Support (MTSS) for Mathematics - The mathematics curriculum and resources will be reviewed for alignment with Michigan State Standards. Math support will be provided to Tier 2 and Tier 3 students during the school day. Additional extended day and extended year programs will be provided to students in need of on-going interventions.

Category: Mathematics

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

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

Tier: Tier 2

Activity - Math Success Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected at-risk students will be placed in a math enhancement class to receive intervention strategies that will allow them to be more successful in the primary math classroom. This class is an hour in addition to the students' primary math class. The Math 180 program was purchased during the 2017-2018 school year and will continue to be utilized to help bridge the gap between the struggling math students and those at grade level.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/14/2019	\$1500	Title I Part A	Christina Kozouz, School Improvement Team, Math Teachers
Activity - Math Success Incentive Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Wyandot Middle School

Students are offered an incentive program based on personalized student growth goals in the Math Success class. Students with significant quarterly growth are offered prizes as incentives.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/01/2019	\$2000	Title I Part A	Christina Kozouz
Activity - Dedicated Wireless Carts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be three wireless carts dedicated to the at-risk students, as well as 2 I-Pad carts. A replacement cart will be purchased as well.	Technology	Tier 2	Monitor	08/28/2017	06/14/2019	\$30000	Title I Part A	Christina Kozouz
Activity - Teacher Consultants and Paraeducators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Consultants and Para-educators will be used for students identified as at-risk to give one-on-one assistance.	Direct Instruction	Tier 2	Monitor	08/28/2017	06/14/2019	\$2000	Title I Part A	Christina Kozouz
Activity - Implementation of MTSS Math Intervention Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Teachers will use CMP3 interventions and differentiation strategies to support students, which includes replenishing manipulatives for hands-on learning of real-world situations..	Academic Support Program	Tier 2	Monitor	08/28/2017	06/14/2019	\$1000	Title I Part A	Christina Kozouz, Math Teachers
Activity - School Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wyandot conducts 4 data review meetings per school year. During data review meetings staff uses a continual problem solving model in conjunction with NWEA MAP assessments to differentiate instruction for students' specific needs.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/14/2019	\$1500	Title I Part A	Christina Kozouz, Counselors
Activity - Summer Skills Math Packets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer math packets are printed for all students, including at-risk students in Tier 2 and Tier 3. Math-XL is assigned for students in accelerated classes.	Supplemental Materials	Tier 2	Monitor	08/28/2017	06/14/2019	\$6000	Title I Part A	Christina Kozouz, math teachers
Activity - Extended Day Math Program and Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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At-risk students will be invited to participate in an extended day math program. Program includes hands-on activities to help increase math proficiency. Tutoring before or during the school day will be offered. Teachers/staff will work with and progress monitor at-risk, Title I and McKinney-Vento students.	Academic Support Program, Direct Instruction	Tier 2	Monitor	08/28/2017	06/14/2019	\$2000	Title I Part A	Christina Kozouz, School Improvement Team, Math Teachers
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(shared) Strategy 4:

Consistent implementation of high leverage instructional strategies and student engagement in mathematics - The math curriculum and resources will be reviewed for high engagement activities that are in alignment with Michigan State Standards. Instructional staff will be trained to implement strategies such as Kagan Cooperative Learning, student goal setting, Classroom Instruction that Works (CITW) and rich performance tasks.

Category: Mathematics

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

Tier: Tier 1

Activity - Training and Implementation of Classroom Instruction that Works (CITW) Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new teachers will attend the seminar, "Classroom Instruction that Works" at the MISD to receive instruction on more ways to incorporate cooperative learning into their classrooms on a daily basis. New teachers who have yet to attend the CITW series will be trained by the end of the school year. These instructional strategies will be used to increase student engagement and learning in mathematics. CITW strategies will be used for all Tiers.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/14/2019	\$500	Title II Part A	Christina Kozouz, School Improvement Team

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given time to collaborate on effective classroom teaching, analyze common assessment data, and creating effective and appropriate formative assessments.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	08/28/2017	06/14/2019	\$1000	Other	Christina Kozouz, School Improvement Team

Activity - Implementation of Cooperative Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Wyandot Middle School

Staff will implement research based cooperative learning methods to increase engagement and achievement in all learning environments.	Professional Learning, Direct Instruction	Tier 1	Implement	08/28/2017	06/14/2019	\$1000	Title II Part A	Christina Kozouz, School Improvement Team
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Goal 3: All students and staff at Wyandot Middle School will support a positive learning environment and culture.

Measurable Objective 1:

100% of All Students will demonstrate a behavior positive learning environment in Practical Living by 06/14/2019 as measured by PBiS System and office referral count.

Strategy 1:

PBiS - Professional Development with PBIS Teams is aimed at building effective environments in which positive behavior is more effective than problem behavior.

- Emphasizes the use of proactive, educative and reinforced-based strategies to achieve meaningful and durable behavior outcomes
- School Wide Positive Behavior Interventions & Supports (SWPBIS) is a multi-tiered problem-solving model designed to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors.
- A PBIS model is designed to offer a range of preventive strategies and interventions that are systematically applied to students, based on their demonstrated level of need.
- PBIS also addresses the role of the environment in the development and improvement of behavior problems

Category: School Culture

Research Cited: Research Cited: Coffey, J., & Horner, R., (2012). The sustainability of schoolwide positive behavior interventions and supports. *Exceptional Children*, 78 (4) 407-422.

This workshop will incorporate the SIOP Model which is a research-based and a validated instruction model that addresses the academic needs of English learners. The SIOP

Model consists of eight components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice and Application
- Lesson Delivery
- Review and Assessment

School Improvement Plan

Wyandot Middle School

Using instructional strategies connected to each of these components, classroom teachers deliver grade-level lessons to English learners through modified instruction. These modifications to instruction make the information comprehensible to the students while promoting their academic and social English development.

Three Cohorts with 24 participants each.

By the end of this workshop, participants will be able to:

- Identify the components and features of the SIOP Model
- Observe and practice SIOP components
- Incorporate SIOP features into lesson planning with a focus on academic language
- Utilize WIDA data to make instructional decisions and modifications

Schools: All Schools

Teacher

Collaborati

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Tier 1

Getting

Ready

10/17/2018

03/28/2019

\$14400

Title II Part

A

Educational

Services

Department

, ELL Staff

District Improvement Plan

Chippewa Valley Schools

SY 2017-2018

SY 2018-2019

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Galloway, R., Panyan, M., Smith, C. & Wessendorf, S. (2008) Systems change with school-wide positive behavior supports: Iowa’s work in progress. *Journal of Positive Behavior Interventions*, 10(2), 129-135.

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Horner, R., Sugai, G & Lewis, T. (2015). Is School-wide Positive Behavior Support an Evidence-Based Practice? <http://www.pbis.org/research/default.aspx>

Lassen, S., Steele, M., & Sailor, W. (2006). The relationship of school-wide positive behavior support to academic achievement in an urban middle school. *Psychology in Schools*, 43(6), 701-712.

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Lewis, T. J., Powers, L. J., Kelk, M. J., & Newcomer, L. (2002). Reducing problem behaviors on the playground: An investigation of the application of school-wide positive behavior supports. *Psychology in the Schools*, 39, 181-190.

Mathews, S., McIntosh, K., Frank, J., & May, S., (2014). Critical features predicting sustained implementation of school-wide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions* 16(3) 168-178.

Nelson, J. R., Colvin, G., & Smith, D. J. (1996). The effects of setting clear standards on students’ social behavior in common areas of the school. *The Journal of At-Risk Issues*, Summer/Fall, 10-17.

Pas, E., & Bradshaw, C.P., (2012). Examining the association between implementation and outcomes. *Journal of Behavioral Health Services & Research*, 39(4), 417-433.

Spaulding, S., Irvin, L., Horner, R., May, S., Emeldi, M., Tobin, T., & Sugai, G. (2010). School-wide Social-Behavioral Climate, Student Problem Behavior, and Related Administrative Decisions: Empirical Patterns from 1,510 Schools Nationwide. *Journal of Positive Behavior Intervention*, 12, 69-85

Safran, S. P. (2006). Using the Effective Behavior Supports Survey to guide development of school-wide positive behavior support. *Journal of Positive Behavior Interventions*, 8, 3-9.

Taylor-Greene & Kartub, D. (2000). Durable implementation of School-wide Behavior Support: The High Five Program. *Journal of Positive Behavior Interventions*, 2(4), 231-232.

Tier: Tier 1

Activity - PBiS Classroom Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBiS Classroom lessons will be taught throughout the entire school so that all students know the expected behaviors.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$5000	General Fund	Administration, teachers, support staff.

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Wyandot Middle School

Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Secondary will receive Year 2 training. The purpose of this training is to prepare administrators to respond to the newly implemented Michigan restorative Practices Law. Participants will learn how to follow a step-by-step documentation process that demonstrated to 3rd parties the school administrator considered restorative practices, before suspension. The Restorative Action Plan (RAP) will be the focus of training. Restorative action plans take a problem-solving approach to discipline, replacing punitive measures with emotional learning opportunities.</p>	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$5000	General Fund	Administration, teachers, support staff.
Activity - PBiS Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBiS Staff Training	Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$5000	General Fund	Administration, teachers, support 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
Math Success Incentive Program	Students are offered an incentive program based on personalized student growth goals in the Math Success class. Students with significant quarterly growth are offered prizes as incentives.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/01/2019	\$2000	Christina Kozouz
Summer Skills Math Packets	Summer math packets are printed for all students, including at-risk students in Tier 2 and Tier 3. Math-XL is assigned for students in accelerated classes.	Supplemental Materials	Tier 2	Monitor	08/28/2017	06/14/2019	\$6000	Christina Kozouz, math teachers
Professional Training	Staff will be provided professional learning opportunities in order to add to their teaching tool kit.	Professional Learning	Tier 1	Implement	05/23/2013	06/14/2019	\$10000	Christina Kozouz, School Improvement Team, ELA Teachers
Dedicated Wireless Carts	There will be three wireless carts dedicated to the at-risk students, as well as 2 I-Pad carts. A replacement cart will purchased as well.	Technology	Tier 2	Monitor	08/28/2017	06/14/2019	\$30000	Christina Kozouz
Instructional Support Reading: Title 1 & At-Risk Intervention Support Staff	Certified Teachers (TOPS), Intervention Specialists and Para-Educators will provide instructional support in literacy to identified Title I/At Risk and Bilingual students during the regular school day and/or extended school day to increase student achievement.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/14/2019	\$5000	Christina Kozouz, Title One Program Specialists (TOPS), Paraprofessionals
Summer Skills Math Packets	Summer math packets are printed for all students, including at-risk in Tier 2 and Tier 3. Math-XL is assigned for students in accelerated classes.	Supplemental Materials	Tier 2	Monitor	08/28/2017	06/14/2019	\$6000	Christina Kozouz, School Improvement Team
Classroom Instruction Works	Teachers were trained in CITW which incorporates research-based instructional strategies.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/07/2019	\$300	Christina Kozouz, Content Area Instructors

School Improvement Plan

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Extended Day School Tutoring & Interventions	Teachers and staff will provide extended school tutoring and interventions to students to improve Reading/Literacy proficiency. Extended day tutoring will be offered at all levels based upon building needs. Transportation available per funding sources.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/14/2019	\$5000	Christina Kozouz, TOPS, Teachers
Additional Computers	Intervention classrooms will have a classroom set of computers to provide students will computer intervention programs and resources.	Technology	Tier 2	Implement	09/15/2017	06/14/2019	\$30000	Christina Kozouz, teachers, TOPS, paraprofessional
Literacy Reading Class	Through assessments, students will be identified to be added into a reading intervention class. Teachers will use the Making Meaning program and additional resources to support the students' reading instruction.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/14/2019	\$500	Christina Kozouz, ELA Teachers
Teacher Consultants and Paraeducators	Teacher Consultants and Para-educators will be used for students identified as at-risk to give one-on-one assistance.	Direct Instruction	Tier 2	Monitor	08/28/2017	06/14/2019	\$2000	Christina Kozouz
PEN Nights	Parents of identified Title I students will be invited to attend a PEN Night during which they will learn Michigan State Standards strategies via learning games designed to support their children at home.	Parent Involvement	Tier 2	Monitor	09/01/2016	06/28/2024	\$2000	Christina Kozouz, School Improvement Team
Incentives	Students in intervention classes and extended day reading interventions will be provided incentives as their reading scores improve or for effort.	Materials	Tier 2	Implement	08/28/2017	06/14/2019	\$5000	Christina Kozouz, teachers, TOPS, paraprofessionals
Summer Activity Kits	Struggling readers will be provided with reading materials for over the summer to help reduce the summer decline. Students will be provided with high interest books and incentives to promote summer reading. Bags or another item will need to be purchased to carry the kits.	Materials, Supplemental Materials, Parent Involvement, Academic Support Program	Tier 2	Implement	09/01/2017	06/14/2019	\$1000	Christina Kozouz, ELA Department Head, Reading Rewards Teachers, Read 180 Teachers, TOPS, and Title 1 Para-educators

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School Data Team	Wyandot conducts 4 data review meetings per school year. During data review meetings staff uses a continual problem solving model in conjunction with NWEA MAP assessments to differentiate instruction for students' specific needs.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/14/2019	\$1500	Christina Kozouz, Counselors
Extended Day Math Program and Tutoring	At-risk students will be invited to participate in an extended day math program. Program includes hands-on activities to help increase math proficiency. Tutoring before or during the school day will be offered. Teachers/staff will work with and progress monitor at-risk, Title I and McKinney-Vento students.	Academic Support Program, Direct Instruction	Tier 2	Monitor	08/28/2017	06/15/2018	\$2000	Darleen Gauci, School Improvement Team, Math Teachers
Read 180	Read 180 is an intervention class for struggling readers. It is taught through direct instruction, small group and technology based. The course is implemented to increase fluency and reading comprehension. A classroom library is used to provide students instruction.	Technology, Academic Support Program, Direct Instruction	Tier 2	Monitor	09/03/2013	06/14/2019	\$2000	Data Team, Christina Kozouz, READ 180 Instructors
PEN Nights	Parents of identified Title I students will be invited to attend a PEN Night where they will learn Michigan State Standard strategies via learning games designed to support their children at home.	Parent Involvement	Tier 2		09/01/2015	09/01/2022	\$2000	Darleen Gauci, School Improvement Team
Purchase Supplies for PEN Night	Building funds will be used to purchase/provide supplies, materials, and food for Parent Education/Parent Involvement meetings to encourage Title I, at-risk and M-V parents to participate in the instructional support of their children's Math education.	Materials	Tier 2	Monitor	08/28/2017	06/14/2019	\$2000	Christina Kozouz, School Improvement Team
Guided Highlighted Reading	Staff has been trained in creating guided highlighted readings for use within their classrooms.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/14/2019	\$500	Christina Kozouz, Content Area Instructors
Parent Resources	Wyandot will purchase resources to help parents be involved in their child's mathematic education. Some resources will include, but are not limited to help books regarding studying and best practices in math.	Parent Involvement	Tier 2	Implement	08/28/2017	06/14/2019	\$1000	Christina Kozouz
Extended Day Math Program and Tutoring	At-risk students will be invited to participate in an extended day math program. Program includes hands-on activities to help increase math proficiency. Tutoring before or during the school day will be offered. Teachers/staff will work with and progress monitor at-risk, Title I and McKinney-Vento students.	Academic Support Program, Direct Instruction	Tier 2	Monitor	08/28/2017	06/14/2019	\$2000	Christina Kozouz, School Improvement Team, Math Teachers

School Improvement Plan

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Implementation of MTSS Math Intervention Programs	Math Teachers will use CMP3 interventions and differentiation strategies to support students, which includes replenishing manipulatives for hands-on learning of real-world situations..	Academic Support Program	Tier 2	Monitor	08/28/2017	06/14/2019	\$1000	Christina Kozouz, Math Teachers
Purchase of Supplies and Materials for Parent Education	Building funds will be used to purchase/provide supplies, materials, and food for Parent Education/Parent Involvement meetings to encourage parents to participate in the instructional support of their children's reading.	Materials	Tier 2	Monitor	08/28/2017	06/14/2019	\$1000	Christina Kozouz, TOPS, Intervention Staff
Math Success Class	Selected at-risk students will be placed in a math enhancement class to receive intervention strategies that will allow them to be more successful in the primary math classroom. This class is an hour in addition to the students' primary math class. The Math 180 program was purchased during the 2017-2018 school year and will continue to be utilized to help bridge the gap between the struggling math students and those at grade level.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/14/2019	\$1500	Christina Kozouz, School Improvement Team, Math Teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
StudySync ELL	Staff will use an additional component to assist our ELL in the general education Language Arts classroom.	Materials, Implementation, Technology, Academic Support Program, Monitor	Tier 1	Implement	09/05/2017	06/14/2019	\$1000	Christina Kozouz, General education teachers, bilingual paraprofessionals
PBiS Staff Training	PBiS Staff Training	Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$5000	Administration, teachers, support staff.

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Restorative Practices	Secondary will receive Year 2 training. The purpose of this training is to prepare administrators to respond to the newly implemented Michigan restorative Practices Law. Participants will learn how to follow a step-by-step documentation process that demonstrated to 3rd parties the school administrator considered restorative practices, before suspension. The Restorative Action Plan (RAP) will be the focus of training. Restorative action plans take a problem-solving approach to discipline, replacing punitive measures with emotional learning opportunities.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$5000	Administration, teachers, support staff.
PBiS Classroom Lessons	PBiS Classroom lessons will be taught throughout the entire school so that all students know the expected behaviors.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$5000	Administration, teachers, support staff.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	Teachers will be given time to collaborate on effective classroom teaching, analyze common assessment data, and creating effective and appropriate formative assessments.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	08/28/2017	06/14/2019	\$1000	Christina Kozouz, School Improvement Team
Kagan	Classroom strategies for formative assessment and participation.	Direct Instruction	Tier 1	Implement	09/05/2017	06/07/2019	\$2000	Christina Kozouz, teaching staff
Report Card/Standard Alignment Monitoring	Curricular leaders and staff members will meet to ensure the report card aligns and assesses all Michigan State Standards with the changing curriculum. Teachers began training at professional development during the 2015-2016 school year on standards based grading, and will continue to do so as needed.	Professional Learning	Tier 1	Monitor	08/28/2017	06/14/2019	\$500	Christina Kozouz, School Improvement Team, Curricular Leaders, Math Teachers

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Professional Learning Communities	Teachers will be trained on how to integrate math investigations into their math classes and share their successes and suggestions with other grade level content area.	Curriculum Development	Tier 1	Monitor	08/28/2017	06/14/2019	\$1000	Christina Kozouz, Math Teachers
Math XL	Using Math XL, teachers will assign online related math topics to current units to provide students with additional exposure to the math curriculum. These online units provide relevant practice and problem-solving opportunities.	Supplemental Materials, Technology	Tier 1	Implement	08/28/2017	06/14/2019	\$1000	Christina Kozouz, Math Teachers
Common Assessment Release Time	Teachers are given release time to analyze, review and revise common formative and summative assessments as well as identify areas in which to focus instruction and develop effective supplements.	Professional Learning, Curriculum Development	Tier 1	Monitor	08/28/2017	06/14/2019	\$3000	Christina Kozouz, Math Teachers
Math Investigations	Teachers will provide various investigations that relate to the Michigan State Standards content and practices for student participation.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/14/2019	\$1000	Christina Kozouz, Math Teachers
Professional Learning Communities	Teachers will be given time to collaborate on effective classroom teaching, analyze common assessment data, and creating effective and appropriate formative assessments.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/01/2017	06/14/2019	\$1000	Christina Kozouz, Content Area Instructors

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier I Data Collection, Analysis, and Dialogue	Staff will conduct standards-based common assessments. Staff will input the data (NWEA) into an Excel file on the group drive. Staff that are responsible for Language Arts will meet as a Grade Level/Department to review standards based assessment results. Data team will monitor student progress and identify students needing interventions.	Monitor	Tier 1	Implement	09/11/2013	06/14/2019	\$1500	Christina Kozouz, School Improvement Team, ELA Teachers, Data Team

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Wyandot Middle School

Making Meaning	Teachers will use the Making Meaning curriculum to improve reading scores.	Direct Instruction	Tier 2	Monitor	09/05/2017	06/14/2019	\$500	Christina Kozouz; Making Meaning Instructors
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Cross Cutting Concepts	Teachers will use cross cutting concepts to enhance the retention. Cross cutting concepts include: patters, cause and effect, scale, proportion, and quantity, systems and system models, energy and matter, structure and function, stability and change.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/14/2019	\$0	Christina Kozouz, teachers
Learning Objectives	Teachers will set learning targets within their classroom that are visible to students to help guide instruction.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/14/2019	\$0	Christina Kozouz, Content Area Instructors
Science and Engineering Practices	Science and engineering practices will be incorporated within lessons to enhance retention, connect science to the real world, and motivate students. The science and engineering practices are: asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence, obtaining, evaluating, and communicating information.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/14/2019	\$0	Christina Kozouz, science teachers
CCSS Math Practices	Math teachers will continue to use the CCSS math practices within each lesson. The practices are: Make sense of problems and persevere in solving them, construct viable arguments and critique the reasoning of others, reason abstractly and quantitatively, model with mathematics, attend to precision, use appropriate tools strategically, look for and make use of structure, look for and express regularity in repeated reasoning.	Direct Instruction	Tier 1	Monitor	09/01/2012	06/14/2019	\$0	Christina Kozouz, math teachers
CER's	Teachers will use CER's in core subjects. CER's are claims supported by evidence and reasoning. CER's can be used in both oral and written assessments.	Direct Instruction	Tier 1	Implement	09/05/2017	06/14/2019	\$0	Christina Kozouz, teachers

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Wyandot Middle School

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Cooperative Learning Strategies	Reading instructional staff will implement CITW and Kagan Cooperative Learning strategies to increase student engagement and learning.	Direct Instruction	Tier 1	Implement	09/01/2015	06/14/2019	\$1000	Christina Kozouz, School Improvement Team, Reading instructional staff
Curriculum Mapping	Math teachers will meet on several occasions with staff from other middle schools to work on and revise curriculum maps to ensure alignment with the Michigan State Standards. The curriculum maps and common assessments will be uploaded to Rubicon Atlas for all teachers to access.	Professional Learning	Tier 1	Monitor	08/28/2017	06/14/2019	\$2700	Christina Kozouz, School Improvement team, math teachers.
Instructional Staff Training and Core Instruction	Instructional staff will attend professional development that focuses on Core Reading Instruction strategies and programs to enhance rigor.	Teacher Collaboration, Professional Learning, Technology, Direct Instruction	Tier 1	Implement	09/05/2017	06/14/2019	\$900	ELA teachers, Christina Kozouz
Implementation of Cooperative Learning Strategies	Staff will implement research based cooperative learning methods to increase engagement and achievement in all learning environments.	Professional Learning, Direct Instruction	Tier 1	Implement	08/28/2017	06/14/2019	\$1000	Christina Kozouz, School Improvement Team
Implementation and monitoring of Classroom Instruction That Works (CITW) Strategies	Teachers will implement CITW strategies into their reading instructional practice to increase student engagement and learning. All teaching staff will be provided with training by the end of the 2015-2016 school year in CITW strategies through the Macomb ISD.	Direct Instruction	Tier 1	Implement	09/01/2015	06/14/2019	\$10000	Christina Kozouz, School Improvement Team, ELA Teaching Staff

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Continued Professional Development for Teachers in Mathematics	Math teachers will receive on-going Professional Development for the Connected Math (CMP3) program to collaborate and continue to add resources to Rubicon Atlas as vertical alignment continues to evolve.	Teacher Collaboration, Academic Support Program, Curriculum Development, Direct Instruction	Tier 1	Implement	08/28/2017	06/14/2019	\$2700	Christina Kozouz, Principal, School Improvement Team, Math Teachers, Curricular Leaders
Common Summative and/or Formative Assessment Training	Teachers will be trained in the development of common assessments and/or formative assessments	Curriculum Development	Tier 1	Implement	09/05/2017	06/14/2019	\$900	ELA teachers, Christina Kozouz
Training and Implementation of Strategies Associated with Newly Adopted ELA Programs in 6-8	6-8 ELA Teachers will attend multiple trainings on the implementation of strategies and curriculum associated with the newly adopted ELA programs. Instructional staff will then implement the strategies in their classrooms to improve student reading achievement.	Teacher Collaboration, Professional Learning, Curriculum Development, Direct Instruction	Tier 1	Implement	09/05/2017	06/14/2019	\$1800	ELA teachers, Christina Kozouz
Training and Implementation of Classroom Instruction that Works (CITW) Strategies	All new teachers will attend the seminar, "Classroom Instruction that Works" at the MISD to receive instruction on more ways to incorporate cooperative learning into their classrooms on a daily basis. New teachers who have yet to attend the CITW series will be trained by the end of the school year. These instructional strategies will be used to increase student engagement and learning in mathematics. CITW strategies will be used for all Tiers.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/14/2019	\$500	Christina Kozouz, School Improvement Team

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Language!	Direct instruction is delivered to students with an identified learning disability.	Academic Support Program, Direct Instruction	Tier 3	Monitor	09/03/2013	06/14/2019	\$1000	Christina Kozouz, school improvement, resource room teachers, ancillary staff, data team