



# **School Improvement Plan**

Beer Middle School

Warren Consolidated Schools

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## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

During the 2016-2017 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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?**

Our staff collaboratively participated in the comprehensive needs assessment during six, one-hundred and eighty (180) minute PLC meeting sessions and staff meetings during the 2016-2017 school year. Data reports were accessed either electronically or in paper from Data Director, Data Manager, MiSchool Data and Power School in order to complete the School Data Analysis diagnostic, and to be able to lead the analysis process during PLC meetings. Staff identified achievement gaps in all content areas for all students and subgroups with multiple test results. Staff then looked for connections to staff/parent/student perception, program/process, and demographic data. Finally, staff prioritized the areas of greatest need for all students and identified subgroups and preliminary priority goals, strategies and activities. The School Improvement Team (SIP), which meets approximately monthly, used the results to complete the final alignment to ensure that all data results aligned with the priority goals.

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

Furthermore, every instructional and itinerant staff member reviews student IOWA/NWEA data in the Fall to identify student strengths and weaknesses to determine their instructional needs for the year. Staff members analyze fall and spring NWEA data in the Spring to identify needs for improvement in instructional delivery, as well as to monitor student growth and achievement levels. This past school year is the first Warren Consolidated Schools used NWEA as an assessment tool.

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

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

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

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

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During the 2016-2017 school year, the students at Beer Middle School completed the NWEA assessment for the first time in both the fall and spring. In the sixth grade, the students' RIT score in mathematics in the fall was a 213.6 and a 219.2 in the spring, with an overall growth of 5.6. These same sixth grade students' scored a 208.6 in the area of reading in the fall and a 215.1 in the spring with an overall growth of 6.5. Additionally, the students also achieved a RIT score of 210.0 on the English Language Arts area in the Fall and a 214.8 in the Spring with an overall growth of 4.9. The seventh grade students also took the fall and spring NWEA. In mathematics, these students achieved a 213.7 on the fall assessment and a 218.3 in the spring, showing a growth of 4.5. On the reading portion of this assessment, the students reached a 211.4 in the fall and a 216.2 in the spring. This was a gain of 4.8 points within the school year. In the area of English Language Arts, the seventh grade students had a 212.3 in the fall and a 216.3 in the spring, posting an overall growth of 3.9 points. Lastly, the eighth grade students also were assessed using the NWEA in both the fall and the spring. In the area of mathematics, these students achieved a 222.0 in the fall and a 225.6 in the spring, with a 3.6 growth average. On the reading portion of the assessment, the students in the fall achieved an average of 216 and 219.4 in the spring with an overall growth of 3.4. Lastly, the eighth grade students achieved a 216.6 on the fall English Language Arts NWEA and a 219.5 in the spring, with a growth of 2.9 overall RIT points.

Additionally, Beer Middle School subgroups showed growth on each test. Our Economically Disadvantage students in the sixth grade had ninety-nine percent (99.0%) of students showing overall measureable growth in mathematics. In the seventh grade, ninety-nine percent (99%) of students showed growth and in the eighth grade ninety-nine percent (99%) of students also showed measureable growth in mathematics. Beer Middle School English Language Learners also showed growth in all three grades. Of the sixth grade students, ninety-six percent (96%) of students showed growth, seventh grade ELL students had ninety-nine percent (99%) performing above their fall score, and eighth grade had one hundred percent (100%) of this particular subgroup showing growth in the area of mathematics. Students with Disabilities(SWD) also showed growth on the NWEA. Of the SWD in the sixth grade, ninety-six (96%) of students showing overall measureable growth in mathematics. In both the seventh grade and eighth, one hundred percent (100%) of SWD showed measureable growth in mathematics.

During the 2016-2017 school year, the Beer Middle School students also took the M-STEP assessment. However, preliminary data is not yet released to show whether or not students have shown growth. The M-STEP assessment results will not be finalized until the fall of 2017, where further analysis of student growth and subgroup growth can take place.

On last year's M-STEP assessment, the sixth grade students were forty-nine percent (49%) proficient on the English Language Arts assessment. This is four percent (4%) above the state average. However, the sixth grade students scored twenty percent (20%) proficient on the mathematics portion of the M-STEP assessment, this is thirteen percent (13%) below the state average. The seventh grade students were fifty-four percent (54%) proficient on the English Language Arts assessment which is seven percent (7%) above the state average. Additionally, these seventh grade students achieved a twenty-four percent (24%) proficient on the mathematics assessment, which is eleven percent (11%) below the state average. Furthermore, the eighth grade students were forty-four percent (44%) proficient on the English Language Arts assessment, which is five percent (5%) below the state average. Lastly, the eighth grade students performed at a twenty-one percent (21%) proficient on the mathematics assessment, twelve percent (12%) below the state average.

In order to address the reading challenges identified during the 2016-2017 school year, Beer Middle School will continue to implement research-based reading strategies such as the balanced literacy approach in the sixth and seventh grade, SQ3R, Talk to the Text, and Two Column Notes, among many other Reading Apprenticeship strategies. These strategies will assist students in strengthening their ability to interpret explicit text and imply meaning from the text. Additionally, the building-wide vocabulary strategy will enable students to improve their ability of detecting word meaning and comprehension. In order to address the needs of the subgroup population, the MTSS model will be utilized during the 2017-2018 school year to identify students for intervention, class placement, and more targeted instruction. This includes Level I EL classes, Corrective Reading, ACRI, Resource Room placement, and Title I Aide support. Additionally, during Tier 1 and Tier 2 instruction, classroom teachers will utilize guided reading time to instruct and review finding implicit meaning in text. Lastly, social studies and

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science teachers will continue to emphasize reading strategies with informational text in order for students to become more proficient in reading informational text.

In order to address the writing challenges identified during the 2015-2016 school year, Beer Middle School will continue to implement research-based writing strategies such as Writer's Workshop, Step Up to Writing, and MAISA units which were created by local Intermediate School Districts. These strategies will assist students in strengthening their ability to use vocabulary, grammar, and usage rules in context. Also, students will strengthen their writing planning and organization, as it applies to various types of writing (Narrative, Explanatory, and Argumentative). In order to address the needs of the subgroup population, the MTSS model will be utilized during the 2017-2018 school year to identify students for intervention, class placement, and more targeted instruction. This includes Level I EL classes, Resource Room placement, and Title I Aide support. Additionally, during Tier 1 and Tier 2 instruction, classroom teachers will utilize writing workshops to target instruction for students who are particularly weak in specific areas of writing.

During the 2016-2017 school year, the District Writing Assessment was also administered in the fall and spring. This assessment focused upon different performance tasks students had to complete. When analyzed, staff determined that next year students would be given one topic and then would ask them to respond on that topic in one of three ways: argumentative writing, explanatory writing, or narrative writing, in order to strengthen their skills in all three types of writing.

Seventh grade students took the M-STEP assessment in 2016-2017 in the subject area of Science. Results have not been released to schools or the public as of this time. However, when reviewing last year's seventh grade performance level on the M-STEP Science Assessment, twenty percent (20%) of students were proficient, which is a ten percent (10%) improvement from last year.

Eighth grade students took the M-STEP assessment in 2016-2017 in the subject area of Social Studies. Results have not been released to schools or the public as of this time. When reviewing last year's eighth grade performance level on the M-STEP Social Studies assessment, twenty-three percent (23%) of students demonstrated proficiency, which is an eight percent (8%) improvement from last year.

After reviewing the 2016-2017 Building Wide Vocabulary Plan outcomes, the sixth grade demonstrated the most growth from the pretest to the post test score, with sixty-six percent (66%) of students showing growth. Additionally, the eighth grade demonstrated a sixty-three percent (63%) growth in scores over the same time span. The seventh grade demonstrated the least amount of growth with just fifty-four percent (54%) improving from the pretest to post test. It is significant to note that the number of students who only took one assessment during this time period decreased in the sixth and seventh grade when compared to the first semester goal data. This was a targeted area of focus for the building after reviewing how many students only took one part of the assessment during first hour. Many of the students who did not take both parts in the eighth grade attend Butcher for part of their day and missed the assessment at some point. However, it appears as if more reviewing of vocabulary words using Marzano's Six Steps to Vocabulary Instruction is needed, especially in the seventh grade where less achievement growth was evident.

Beer Middle School students took a student survey during 2016-2017 school year. Of those who participated, eighty-six percent (86%) of students felt Beer Middle School is a safe place to learn. Additionally, seventy-two percent (72%) of students reported they feel that there is an adult that truly cares about them each day. These strengths speak to Beer Middle School's commitment to high expectations in the classroom and creating an environment where students can learn feeling comfortably.

A few weaknesses were identified as well in the student survey. First, forty-eight percent (48%) of students felt if there is an issue or problem, students have to wait too long to speak with a counselor regarding that issue. Also, fifty-six percent (56%) of students felt that the Baron Bucks reward program motivated them to give their best effort daily. These areas of concern will be reviewed and discuss

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In order to address the area of concern the Baron Bucks System will be reviewed next school year to make changes that will best fit our student needs and wants at that time. On our survey, we asked students for ideas as to how they would like to be rewarded through this system and these ideas will be taken into consideration for next year. Additionally, administration has made the district aware that our students have a higher level of social and emotional needs than ever before. Therefore, additional staff in these specific areas would be beneficial to all stakeholders.

The Parent/Guardian Perception Data was administered at Beer Middle School during the 2016-2017 school year. The survey was administered at Fall Parent Teacher Conferences and was available to parents on the Beer Middle School website. Of those that responded, eighty-four percent (84%) of parents feel that Beer Middle School is a clean place for their student to learn. Additionally, seventy-nine percent (79%) of parents feel that the school is safe place to learn. This is pretty consistent with the students' sentiments as well. Lastly, seventy-six (76%) percent of parents feel Beer Middle School promotes understanding among students from various backgrounds.

According to the Parent/Guardian Perception data, Beer Middle School has a few weaknesses. From the data, fifty percent (50%) of parents felt that the discipline of their student was handled fairly and consistently. Also, only sixty percent (60%) of parents felt that Beer Middle School handled bullying quickly and effectively. Lastly, only fifty-six percent (56%) of parents responded they receive a reply from the counseling office within 48 hours of contacting the counseling office.

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

The staff perception survey was not administered this past school year, but will be completed during the 2017-2018 school year.

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

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

In order to address these challenges, Beer Middle School will implement some changes to the 2016-2017 school year. First, staff will create and analyze common assessments with colleagues in common core areas. These common assessments will allow for more open dialogue among staff and will allow staff to help each other analyze the data from their common assessments to make more informed decisions about

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classroom teaching practices. Beer Middle School will also invite MISD or WCS curriculum specialists to meet with staff about how to better read, analyze, and act upon the data they collect. Lastly, Beer Middle School will continue to coordinate with the administration building regarding addressing the technology needs of the students at Beer. Furthermore, it will structure testing in as few days as possibly allowed by the State and District, in order to free up more time for classrooms to have access to the computer labs and mobile computer carts.

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

The team examined demographic data: enrollment by grade and subgroups; attendance data; discipline data--number of referrals and suspensions; and mobility trends. The team also examined perception data, program/process data, and achievement data. In regards to demographic enrollment data, Beer Middle School's data shows that the general population has remained consistent with our enrollment from last year, which has been around 887. Included within the general population are many sub-groups of students including: Asian American, Economically Disadvantaged (ED), English Learners (EL), and Students with Disabilities (SWD), Black, not Hispanic.

Over the past three school years, Beer Middle School has some fluctuations occur in attendance. One main fluctuation was caused by the merge of twenty-five percent (25%) of students from Grissom Middle School for the start of the 2014-2015 school year. Consequently this affected some of the subgroup population trends as well. In 2013-2014, Beer Middle School's population was 754 students, however with the merger, the population increased to 933 students in 2014-2015. This current school year, the population has decreased to 887 students. Additionally, there has been some fluctuation in the Asian subgroup at Beer. In 2013-2014, the subgroup population was sixteen percent (16%) of the total school population. In 2014-2015, the population decreased slightly to fifteen percent (15%). However, in 2016-2017, the Asian population increased again to eighteen percent (18%.) Despite those fluctuations though, the Black, Not Hispanic population has remained steady at approximately thirteen percent (13%) all three years. Additionally, the Students with Disabilities population has remained at ten percent (10%) over the course of these three years. Over the past two years, the number of students receiving Free or Reduced Lunch has remained steady at sixty-one percent (61%). Lastly, the English Learner population has decreased from last school year. This school year the English Language Learner population is twenty-one percent (21%), which is a decrease from last year school year which was twenty-seven (27%) of the population in 2015-2016.

Beer Middle School has always maintained high expectations in the community regarding student attendance. The three year trend shows an average daily attendance of ninety-six percent (96%). While this average has maintained relatively steady, over the past three years, Beer Middle School is seeing a slight increase in the number of students chronically absent. The number of chronically absent students (those absent more than ten days) is on average twenty-one percent (21%) of the student population, and continues to be an area of concern among stakeholders at Beer Middle School. Furthermore, Beer Middle School has recognized that more emphasis and attention needs to be placed upon working with the chronically absent students; however, it is lacking adequate staff in the building, district, and county in order to effectively combat this issue.

During the 2016-2017 school year, Beer Middle School had a total of seventy-four (74) suspensions. This number includes both out-of-school suspensions and in-house suspensions. The in-house suspensions are held at another middle school within our district. Students who are required to attend, are provided transportation to and from their home building. The largest areas of concern were in the areas

relating to disorderly conduct, insubordination, and electronic devices. Some students had multiple infractions and received progressive discipline, as a result. Additional suspensions will most likely occur before the end of the school year.

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

Goal 1: All students will be proficient in ELA is connected to our priority needs and the needs assessment because our data shows that we are not meeting the needs of all students according to the district level assessment. In all three grades, students' RIT scores on average on the NWEA were higher than the end of the year norms. While this is positive, looking closer at the subgroups is important to do. Our ELL population's RIT scores were significantly lower than where they should be in the spring. For example, our 6th grade ELL students were 5 points on average lower than where they should be. Our 7th grade students were 13 points on average lower and our 8th graders were 6 points lower. Also, our SWD students were also much lower than where they should be in the spring. 6th grade students were 17 points lower than where they should be, our 7th graders were 23 points lower and our 8th graders were 22 points lower. For this reason, each content area is using the Reading Apprenticeship strategies SQ3R, Two Column Notes, and Talk to the Text in order to strengthen student's ability levels in these areas. Furthermore, building vocabulary will continue to be a focus next school year as the school continues to implement cognitive and content vocabulary instruction using Marzano's Six Steps to Vocabulary Instruction approach. Lastly, the English Learner and Students with Disabilities continue to be our weakest subgroups in all content areas, so various interventions like EL tutors, Corrective Reading, and other aspects of MTSS will still be implemented next school year.

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

Goal 3: All students will be proficient in science is connected to our priority needs and the needs assessment because our data shows that we are not meeting the state level of achievement in science. Students did show a 10% increase from the previous year, but are still only 20% proficient on the M-Step. The science goal will incorporate the Reading Apprenticeship Strategies, Interactive Notebooks, and Classroom Instruction that Works strategies to further improve the achievement levels of all students and subgroups.

Goal 4: All students will be proficient in social studies is connected to our priority needs and the needs assessment because our data shows that we are not meeting the state level of achievement. 23% of students were proficient on the social studies M-Step, which is up 8% from last year. While the gains are positive, the goal to have all students proficient still exists. Therefore, the social studies goal will incorporate the Reading Apprenticeship Strategies, Interactive Notebooks, and Classroom Instruction that Works strategies to further improve the achievement levels of all students and subgroups.

Goal 5: All staff will participate in Professional Learning Communities in order to foster a collaborative commitment to improving student achievement. Regularly scheduled PLC meetings will allow staff to analyze data from local and state assessments and determine what student needs should be met, design and implement common assessments, collaborate, strengthen the building MTSS model and PBiS model, and receive professional learning that will allow teaching and support staff to further service the needs of our students both socially and academically.

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

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



## Component 2: Schoolwide Reform Strategies

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

Beer Middle School's school-wide plan includes a number of strategies to help all students reach the State standards. Cognitive vocabulary instruction will be utilized building-wide in all content areas. Cognitive vocabulary instruction ensures that all students know, understand, and can apply essential academic vocabulary terms utilized in all content areas as determined by the Common Core State Standards. This strategy bolsters student understanding, helping them to achieve learning targets established by the Common Core State Standards. Specifically, all students participate in Marzano's Six Steps to Vocabulary instruction to help them recognize, learn, understand, and review the vocabulary words as they are used in specific content areas and across the curriculum. Regardless of the students' current grade level, there are strategies provided to support strong, differentiated, Tier I instruction in all content areas for all students.

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

McREL's Classroom Instruction that Works (CITW) and Reading Apprenticeship reading strategies, as well as a school-wide focus upon Marzano's Six Step Process for Building Academic Vocabulary with cognitive vocabulary words will impact the quality of the instructional experiences in all content areas for students. The majority of Beer Middle School staff members were provided a six hour professional development session outlining Marzano's Six Step Process for Building Academic Vocabulary. This approach was implemented building-wide across the school day for students of all grade levels. For the 2015-16 school year, the School Improvement Team selected twenty-one preliminary cognitive vocabulary words which were taught and utilized by teachers of all content areas to enrich students' understanding of these words. During the 2016-2017 school year, students reviewed the previous school year's cognitive words during first semester and a new group of ten cognitive words was implemented in the second semester. For the 2017-2018 school year, students will again review the previous year's words during the first semester, and during second semester the third cycle of the cognitive vocabulary words will be introduced. Embedding these vocabulary terms in all content areas increased student exposure to these essential terms, helping to solidify their learning and application of these skills in multiple arenas.

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

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

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

Tier II and III supplemental instruction time provides the opportunity to both enrich the curricular experience for at-risk students, as well as accelerate past curriculum for those students. This will allow students to "catch-up" in a more efficient and accelerated manner. For those students who are not at-risk of achieving the State's standards, the curriculum is enriched and accelerated, at the classroom level, through our Differentiated Instruction Strategy and Classroom Instruction That Works strategy, supporting appropriate challenges and activities at all levels of readiness and achievement. Warren Consolidated Schools has implemented a Middle School Math, Science, and Technology Center. Sixth through eighth graders can attend this half-day program which provides students with the ELA, Math, and Science content appropriate to their grade, and beyond, in a technical environment. Beer Middle School students ready for extended challenge will be attending this program for a half-day, and attending our home school for the other half-day. Additionally, Warren Consolidated Schools offers the Middle School Visual and Performing Arts program for seventh and eighth grade students. Students participating in this half-day program receive Social Studies, English, and elective arts instruction. By enriching and accelerating the curriculum for both at-risk students and those not at risk, we support maximizing the progress of all students.

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

Regarding students' needs with mathematics, Beer Middle School looks at multiple data points to determine if students have specific math weaknesses and gaps. These students are then placed in the Math Intervention program where they are diagnosed using the Number Worlds Weekly Tests which measure student comprehension of the concepts and objectives covered in the week's daily lessons. These weekly lessons are selected and prescribed based on the common weaknesses and gaps of the students.

In Beer Middle School's ELA intervention program, the ELA Intervention Team looks at progress monitoring daily, weekly and monthly. Team members monitor students' reading fluency progress (# of words read in one minute timed readings), and each day students graph their individual fluency progress. Students are also given phonemic awareness assessments every 2-3 weeks to ensure they are understanding the concepts being taught. Lastly, students have an entrance and exit fluency assessment that they complete for Corrective Reading Placement. Additionally, a Qualitative Reading Inventory (QRI) diagnostic is given to students who struggle with comprehension. Students who fall two or more grade levels below their current grade level are schedule into the Adolescent Critical Reading Initiative (ACRI). At the end of the semester-long class, student growth is measured using the QRI as a post assessment.

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

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

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

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

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

Beer Middle School has forty-three (43) teachers on staff. Six (6) teachers were newly assigned to the building for the 2016-2017 school year, creating a turnover rate of fourteen percent (14%). All six (6) members were either new hires or involuntary transfers resulted from contract language regarding teacher lay-off, retention, and placement.

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

Beer Middle School has an experienced staff educating the diverse population of the school. In fact, there are only five (5) of the forty-three (43) teachers on staff, who have four years of experience or less. Additionally, there are two (2) staff members who have been teaching for five to eight total years. Furthermore, fourteen (14) teachers have been providing classroom instruction for nine to fifteen years. Finally, twenty-two (22) staff members are seasoned with sixteen or more years of experience.

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

Beer Middle School attracts high qualified teachers by offering many unique programs, activities, and initiatives that other buildings in the district do not offer. Beer Middle School offers a diverse community to learn, grow, and teach. Community involvement is promoted at Beer Middle School and the school has partnered with the surrounding community through fundraising, participating in special programs such as: Blessings in a Backpack, Jay Marks: Culturally Responsive Schools and Classrooms, Title 1 Parent Nights, W.E.B (Where Everyone Belongs), Peer to Peer, and CARE. Many of these initiatives are attractive to teaching staff, and result in Beer Middle School being able to attract quality teachers. Furthermore, Beer has attracted other teachers because it promotes a positive climate and culture in the building among staff. Interpersonal relationships are highlighted here and some of the ways this is achieved is through regular staff outings and by empowering teachers to make decisions that affect the school community. Because of this climate, a devotion to high academic standards and an atmosphere of success for all (students and teachers), Beer Middle School continues to attract high-quality teachers.

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

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

- District Wide Green School Participation
- Fifteen Blue Ribbon Schools (2 National Blue Ribbon Schools)
- District Mentoring System
- "New Teacher Academy" provided by Macomb Intermediate School District (MISD)

## School Improvement Plan

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

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

Beer Middle School does not have a high voluntary turnover rate for highly qualified teachers. The vast majority of transfers in the past three school years have been involuntary. This past year, two (2) teachers voluntarily transfer. One was due to a newly created position within a magnet program within our district. However, to assist in reducing involuntary transfers, modifications to the language in teacher retention and placement were made when the new contract was ratified. We are hopeful that this will result in reducing the rate of teacher turnover at Beer Middle School.

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## Component 5: High Quality and Ongoing Professional Development

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

Beer Middle School leadership is committed to providing staff with the appropriate professional development necessary to carry out the school improvement plan. For example, the entire Beer Middle School staff began training during the 2016-2017 school year and will continue during the upcoming school year with Jay Marks: Culturally Responsive Schools and Classrooms. This training provides staff with the tools and opportunity to hold meaningful conversations within content areas. Staff members will continue to develop these skills through additional training opportunities. In the past several years, Beer Middle School has sent groups of teachers, from all content areas, to participate in Classroom Instruction that Works, which is based on McREL's strategies for highly effective teaching. During successive school years, additional staff will also receive Classroom Instruction that Works professional development. Furthermore, building leadership has sent teachers to training sessions on ACRI, CHAMPS, Discourse Training, MTSS, Number Talks, RTI, and the School Improvement Process. Next year, similar professional development will also occur. Additionally, the staff will continue to receive training on Differentiated Instruction and strategies to accommodate and support English Learners.

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

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

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

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

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

There are numerous ways that parents are involved with Beer Middle School's principal, staff, and School Improvement Team to design the school-wide plan. For example, parents are invited to participate in select School Improvement Team meetings to learn about and contribute to the plan. Similarly, parents share their ideas with the principal and staff at formal and informal gatherings, including Booster meetings and Title I meetings. At these meetings, data is shared with parents, and their input is sought in regard to plan strategies and activities that should be implemented in response. Parents are also educated about research-based strategies being considered for building-wide implementation, and they may provide questions or comments in these forums. Furthermore, by completing the parent survey, parents help to design the school-wide plan by offering their feedback regarding their level of satisfaction with the Beer Middle School community. The most recent parent survey results showed that eighty-four percent (84%) of parents believed that Beer Middle School is a clean place for their child to learn. Seventy-nine percent (79%) felt Beer Middle School was a safe place to learn. Seventy-six percent (76%) of parents indicated that they receive a reply within 48 hours of contacting their student's teacher, and the same number of parents believe that Beer Middle School promotes understanding among students from various backgrounds. Seventy-four (74%) of parents felt that they receive a sufficient amount of communication from Beer Middle School regarding activities, meetings, and other school related news. Parent satisfaction with our community helps to identify areas of weakness and strength, which help to determine how the school-wide plan should continue or be modified.

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

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

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

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

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

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

Beer Middle School shall:

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



opportunities for all parents to participate in school activities.

6. (1118 E 14) Provide other reasonable support for parent involvement as parents may request by:

a. Maintaining open lines of communication via the web, the phone system, newsletters, and reaching out at community events.

7. Involve parents in school-wide program design, implementation, and evaluation; as well as design, implementation, and evaluation of parent involvement plan and activities by:

a. Convening a beginning of the year meeting to inform parents of Beer's Parent Involvement Plan, Parent Involvement Events (PIE) schedule, Booster Club meeting dates, and parent volunteering opportunities (implementation).

b. Including the parent-teacher-student compact in the August registration packet. This information will be reviewed during the Open House (implementation).

c. Including parent involvement information in each edition of the school newsletter, posted on the website (implementation).

d. Conducting an annual survey to gather perceptions of parents about the school, the programs, and the parent involvement plan (evaluation, design).

e. Including parents on the School Improvement Team through Booster Club meetings. These meetings shall include updates for parents regarding implementation of plan initiatives throughout the year (implementation). Booster Club meetings towards the middle and end of the year will include review of achievement data, results obtained from the current year's strategies (evaluation), and the selection of strategies/activities for the next year (design).

f. A planning and evaluation meeting to which all parents are invited. These meetings will include a review of achievement data, results obtained from the current year's strategies (evaluation), and the selection of strategies/activities for the next year (design).

g. Providing opportunities and suggestions for parents to volunteer throughout the year in order to support both student and parent program implementation.

h. Planning Family Workshop Nights based upon parent feedback and surveys (design), and surveying parents at the conclusion of each Family Workshop Night (evaluation and design).

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

Parent surveys regarding the school, as well as the parent involvement component of the plan, are the primary means of evaluating the parent involvement component. The survey is conducted annually in order to gauge parent perceptions and solicit ideas for improvement. Another method for evaluating parent perception of the school-wide plan is monitoring feedback from Booster Club meetings. Parents can voice their opinions and concerns at these monthly meetings, where administrators are present. Lastly, individual surveys will be completed after each Title I Family Engagement Opportunity to assist the staff with evaluating the effectiveness of each field trip. This data is shared with the School Improvement Team who coordinates evaluations of programs, along with the building principal. Furthermore, parents solicit feedback at the end of the year Title I Evaluation Meeting. This feedback is regularly reviewed and decisions are made accordingly based upon the feedback.

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

Since Beer Middle School has a data-driven culture, the results of all evaluations are analyzed and discussed with the staff in order to acknowledge the strengths and weaknesses of our parent involvement program. In addition, the analysis and discussion will provide opportunity to make improvements to our plan as a whole, and address both strengths and weaknesses. This information is utilized by the School Improvement Team as they improve the plan, yearly.

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

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

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

N/A

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

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

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

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

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

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

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

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

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

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

N/A

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

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

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

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

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

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

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

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

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

#### Tier II Reading Interventions:

- Scoring a 1 or 2 on the most recent MSTEP reading
- Scoring in the bottom 30% on the NWEA standardized test
- DRA scores which reflect being one, up to two, grade levels behind

#### Tier III Reading Interventions:

- Scoring a 1 or 2 on the most recent MSTEP reading
- Scoring in the bottom 21% on the NWEA
- DRA scores which reflect being two or more grade levels behind
- QRI scores which reflect being two or more grade levels behind

#### Tier II Math Interventions:

- Scoring a 1 or 2 on the most recent MSTEP mathematics
- Scoring in the bottom 30% on the NWEA

#### Tier III Math Interventions:

- Scoring a 1 or 2 on the most recent MSTEP mathematics
- Scoring in the bottom 21% on the NWEA

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

- Scoring a 1 or 2 on the most recent MSTEP in that content area

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

- Scoring a 1 or 2 on the most recent MSTEP in that content area

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# School Improvement Plan

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

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

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

### 1. Comprehensive Needs Assessment:

General Fund -

- Professional Learning Community meetings; SIP Team meetings;

### 2. Schoolwide Reform Strategies:

General Fund -

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

Title I A -

- Specific Title I strategies for the building

### 3. Highly Qualified Staff: and

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

General Fund -

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

### 5. Professional Development:

General Fund -

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

General Fund and Title II

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

Title II -



# School Improvement Plan

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- PLC and School Improvement Training

Title III

- Differentiated Instruction for ELs

- Oral Language Development (and assessment)

- Writing

- SIOP (Sheltered Instruction Observational Protocol)

Title I -

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

- Differentiated Instruction

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

- Math Intervention Strategies

- Literacy in Action

- PBIS

- Differentiated Instruction

-Corrective Reading

-Adolescent Accelerated Reading Initiative (ACRI)

6. Parental Involvement:

General Fund -

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

- EL Tutor/translators available for parent meetings/communication

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

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

- ESL Classes through Community Services

- EL Parent Education DVDs

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

- Spring and Fall Parent-Teacher Conferences

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

- Automated Phone Fan-out system;

Title I -

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

- Spring Title I Evaluation and Planning Meeting

- Parent Groups

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

Volunteer/Community Services -

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

- IEP meetings for Special Education students

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

- PTO/Boosters membership (school and district level)

- District American Education Week Poster Contest;

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

EL Parent Advisory Committee

7. Preschool Transition:

Title I, IDEA, General Fund -

## School Improvement Plan

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

- Kindergarten Orientations

GSRP -

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

8. Assessment Decisions:

General Fund -

- Professional Learning Community meetings

- SIP Team meetings

- District Curriculum/Assessment Committee

9. Timely & Additional Assistance:

Title I -

- Title I Teachers

- Title I Aides

- Before/After-school Tutoring/Extended Programs

- Summer School Program

Title III -

- Family Resource Assistant

General Fund -

- Language Acquisition teachers, and aides

- Genesee ISD Program GEN NET

General Fund, IDEA -

- Resource Room Teachers

- Teacher Consultants

General Fund, Sec. 107/WIA Core Grants -

- Adult ESL Program

- HS WIA Mentoring Program at WMHS and SHHS

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

Title I -

- Administrator of State and Federal Programs

General Fund -

- Central Office Administrators

- Building Staff

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

The school community believes in having a positive impact on reducing the incidence of bullying type behaviors. Beer Middle School begins

## School Improvement Plan

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this in the sixth grade through the Where Everybody Belongs Program (WEB) which is supported through Title I funds and provides mentoring to students in order to continue building a positive building climate. Peer to Peer is also used to help students that have difficulties with socializing. These students work with our general education students to learn techniques to use in social situations. Beer Middle School also participates in federally funded free/reduced lunch and breakfast programs. Lastly, Beer Middle School students who receive free and reduced lunch are eligible to participate in the program Blessings in a Backpack. This donates food to students each Friday before they go home for the weekend.

## **Evaluation:**

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

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

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

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

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

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

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

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

The NWEA assessment is given at the beginning of each year to determine baseline data. (This is Warren Consolidated Schools first year in using this assessment) In the spring, students take the math and ELA portion of the NWEA. Using this data, staff can disaggregate by various subgroups, as well as an overall "bottom-30%". The degree to which each student has grown from the beginning to the end of the year provides a picture of the relative effects of the school-wide program in increasing academic achievement.

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

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

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

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

# **2017-2018 School Improvement Plan**

## Overview

### Plan Name

2017-2018 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 will meet or exceed state standards in Science achievement.	Objectives: 1 Strategies: 2 Activities: 31	Academic	\$10100
2	All students will meet or exceed state standards in Social Studies achievement.	Objectives: 1 Strategies: 2 Activities: 33	Academic	\$11900
3	All students will meet or exceed state standards in Mathematics achievement.	Objectives: 1 Strategies: 4 Activities: 41	Academic	\$89650
4	All students will meet or exceed state standards in English Language Arts achievement.	Objectives: 1 Strategies: 3 Activities: 33	Academic	\$114850
5	Beer Middle School Staff will utilize a system of Multi-Tiered Supports for Tier II and Tier III Interventions	Objectives: 2 Strategies: 4 Activities: 15	Organizational	\$179500
6	Professional Learning Communities (PLCs) will be utilized throughout the school year to assist in curriculum development, instruction, common assessment, and other intervention based programs.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$20000



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

### Measurable Objective 1:

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

### Strategy 1:

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

Category: Science

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

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

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

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

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a powerful tool that teachers can use in classrooms at any grade level and in any subject area. (<http://www.ascd.org/publications/educational-leadership/sept09/vol67/num01/Six-Steps-to-Better-Vocabulary-Instruction.aspx>)

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

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

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

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

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

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Beer Middle School staff will receive continued professional development on literacy and NGSS during PLC meetings, staff meetings, classroom instructional time, individualized professional learning time, and during the day/after school sessions throughout the school year. Additionally, staff will receive the remaining session of NGSX training, which began in 2015-2016.	Professional Learning	Tier 1	Getting Ready	09/02/2015	06/30/2018	\$2500	Title I Schoolwide	All building Administrators, Science staff, Content Instructional Technology Specialist

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Activity - Close and Critical Reading-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will submit documentation quarterly to ensure that close and critical reading is being implemented with fidelity at least once a semester in each grade level. Additionally, administrative walk-throughs will be used to monitor the use of these instructional strategies.	Monitor	Tier 1	Monitor	09/08/2015	06/30/2018	\$0	General Fund	All building Administrators and Science staff.
Activity - Close and Critical Reading-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IOWA and/or M-STEP data, as well as common assessment data will be utilized by building administrators and staff to determine the impact of Close and Critical Reading on student achievement in the core content areas.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	General Fund	All building Administrators and Science staff.
Activity - Informational Text-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 1 students will be provided informational text that will support the development of core content area skills and literacy development in the content.	Implementation	Tier 1	Implement	09/08/2015	06/30/2018	\$500	Title I Schoolwide	All building Administrators and Science staff.
Activity - Performance Task	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use content vocabulary within a performance task to demonstrate their understanding of science concepts.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2018	\$0	No Funding Required	All building Administrators and Science staff.
Activity - Leveled Informational Text Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in using the Literacy Library to enhance students' understanding of concepts through additional informational text that is written at their reading level.	Professional Learning	Tier 2	Getting Ready	09/08/2015	06/30/2018	\$0	General Fund	All building Administrators, Science staff and Content Instructional Technology Specialist

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Activity - Literacy in Action Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff that are new to the building will be trained in Literacy in Action. Staff that has been previously trained will have reinforcement in both Writing Tracker, Marzano's Six Steps to Vocabulary Training, and Close and Critical Reading.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/30/2018	\$1000	Title I Schoolwide	All building Administrators and Science staff.
Activity - Classroom Instruction that Works (CITW)-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend CITW training and receive CITW job-embedded support from the Content Instructional Technology Specialist and through PLC meetings and/or professional training from MISD Consultants.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/08/2015	06/30/2018	\$600	General Fund	All building Administrators and Science staff.
Activity - Literacy Vocabulary Instruction-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New staff will receive professional development regarding Marzano's Six Steps to Vocabulary Instruction as outlined by McRel.	Professional Learning	Tier 1	Getting Ready	09/02/2015	06/30/2018	\$0	Title I Schoolwide	All building Administrators and Science staff.
Activity - Literacy Vocabulary Instruction-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer Middle School staff will implement Marzano's Six Steps to Vocabulary by implementing weekly cognitive vocabulary instruction and content vocabulary relating to identified Power Standards. This includes recording information regarding the cognitive vocabulary words using the Frayer Model in students vocabulary notebooks, using direct instruction of the words, displaying cognitive vocabulary posters, and implementing review strategies.	Implementation	Tier 1	Implement	09/06/2016	06/30/2018	\$0	Title I Schoolwide	All building Administrators and Science staff.
Activity - Literacy Vocabulary Instruction-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer Middle School staff will monitor whether or not the Marzano's Six Steps to Vocabulary is being implemented with fidelity. Staff will monitor student progress with vocabulary notebook checks, review games, and by collecting student samples throughout the school year.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	Title I Schoolwide	All building Administrators and Science staff.

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Activity - Literacy Vocabulary Instruction-Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer Middle School staff will evaluate the Vocabulary Literacy Plan by using pretests and post tests to monitor progress. Data is input into Data Director for the building to analyze and further analyze the progress of achievement.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2018	\$0	Title I Schoolwide	All building Administrators and Science staff.
Activity - Interactive Writing Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained on how what interactive notebooks are and how to effectively implement them in the classroom. Also, staff will receive necessary materials in order to implement notebooks in the classroom.	Materials, Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2018	\$2000	Title I Schoolwide	Building Administrators and Staff
Activity - Interactive Writing Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement interactive notebooks in Science classes to improve student's note-taking and writing skills.	Implementation	Tier 1	Implement	09/08/2015	06/30/2018	\$0	Title I Schoolwide	Beer Middle School Teaching Staff
Activity - Interactive Writing Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the use of interactive notebooks with periodic notebook checks.	Monitor	Tier 1	Monitor	09/08/2015	06/30/2018	\$0	Title I Schoolwide	Beer Middle School Administrators and Staff
Activity - Interactive Writing Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student samples will be collected to show that notebooks are being implemented with fidelity. Also, a common core four point rubric will be used to assessed student writing.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	Title I Schoolwide	Beer Middle School Administrators and Staff

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Activity - Close and Critical Reading-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science staff will implement the four questions of Close and Critical reading at least once a semester..	Implementation	Tier 1	Implement	09/06/2016	06/30/2018	\$0	Title I Schoolwide	All building Administrators and Science staff.
Activity - Close and Critical Reading-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will revisit the four questions of Close and Critical Reading with staff that are currently trained and locate informational text sources to utilize in the classroom with the strategy. Additionally, new staff will receive professional learning during PLCs, staff meetings, content meetings, and individualized professional learning before and after school.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$500	Title I Schoolwide	All building teaching staff and administrators.
Activity - Content Area Writing-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science staff will be trained on the use of argumentative writing templates and rubrics through ongoing PLC meetings, staff meetings, content area meetings, and individual staff development.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$500	Title I Schoolwide	All building administrators and science teaching staff
Activity - Content Area Writing-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of content area writing will be monitored by classroom walk-throughs and evidence collected by staff members.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	Title I Schoolwide	All building administrators and science teaching staff
Activity - Content Area Writing-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The evaluation of utilizing content area writing in science will occur when state and local assessments are analyzed.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2018	\$0	Title I Schoolwide	All building administrators and teaching staff

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Activity - Informational Text-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science staff will receive professional learning on various resources available online containing informational text for classroom use and will review reading strategies such as SQ3R, Talk to the Text (T4), and Two Column notes, which will be implemented as strategies that assist in extracting information from complex text. Training will also include the inclusion of NGSS.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$500	Title I Schoolwide	All building administrators and science staff
Activity - Informational Text-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer the use of informational text in the classroom twice a quarter to help measure the growth of literacy in the content areas. Administrators will monitor its implementation through classroom walk-throughs.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	Title I Schoolwide	All responsible teaching staff and building administrators.
Activity - Informational Text-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The evaluation of literacy skill implementation in the science classroom will be analyzed with state and local assessments.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2018	\$0	Title I Schoolwide	All building science staff and administrators
Activity - Classroom Instruction That Works (CITW)-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the CITW instructional strategies that align with curriculum standards and targets being instructed to enhance students learning, with an emphasis on providing feedback.	Implementation	Tier 1	Implement	09/06/2016	06/30/2018	\$0	No Funding Required	All building administrators and teaching staff
Activity - Classroom Instruction that Works (CITW)-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor whether or not students can adjust their knowledge and skills, based up on the feedback given, for various student growth measures in the classroom.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	No Funding Required	All building Administrators and Science staff.

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Activity - Classroom Instruction that Works (CITW)-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate student growth on state and local assessments to evaluate CITW strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2018	\$0	No Funding Required	All building Administrators and Science staff.

### Strategy 2:

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

Category: Other - MTSS

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

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

Tier: Tier 2

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

Activity - Shelter Instruction Observation Protocol (SIOP)-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After training, staff will implement the SIOP model within science lessons.	Implementation	Tier 2	Implement	09/06/2016	06/30/2018	\$0	General Fund	All building Administrators and Science staff.



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Activity - Shelter Instruction Observation Protocol (SIOP)- Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement and evaluate the SIOP strategies that have been utilized within their classrooms. Each staff will be responsible for documentation and evaluation of these instructional strategies.	Evaluation	Tier 2	Evaluate	09/06/2016	06/30/2018	\$0	General Fund	All building Administrators and Science staff.

  

Activity - Shelter Instruction Observation Protocol SIOP) Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Shelter Instruction Observation Protocol will be monitor through the use of classroom walk-throughs.	Monitor	Tier 2	Monitor	09/06/2016	06/30/2018	\$0	Title I Schoolwide	All building Administrators and Science staff.

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

### Measurable Objective 1:

85% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of skills in Social Studies by 06/30/2024 as measured by the state assessment..

### Strategy 1:

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

Category: Social Studies

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

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

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

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

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

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

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

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

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

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

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

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

Tier: Tier 1

Activity - Informational Text-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Beer Middle School

Teachers will administer the use of informational text in the classroom twice a quarter to help measure the growth of literacy in the content areas. Administrators will monitor its implementation through classroom walk-throughs.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	General Fund	All building Administrators and Social Studies staff.
<b>Activity - Informational Text-Evaluate</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The evaluation of literacy skill implementation in the social studies classroom will be analyzed with state and local assessments.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2018	\$0	General Fund	All building Administrators and Social Studies staff.
<b>Activity - Professional Learning</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All Beer Middle School staff will receive continued professional development on literacy and Common Core State Standard during PLC meetings, staff meetings, classroom instructional time, individualized professional learning time, and during the day/after school sessions throughout the school year.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2017	\$2500	Title I Schoolwide	All building Administrators, Social Studies staff and Content Instructional Technology Specialist.
<b>Activity - Performance Tasks</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will use content vocabulary within a performance task to demonstrate their understanding of social studies concepts.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	No Funding Required	Building Administrators and Staff
<b>Activity - Classroom Instruction That Works (CITW) Getting Ready</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Beer Middle School

Teachers will attend CITW training and receive CITW job-embedded support from the Content Instructional Technology Specialist and through PLC meetings and/or professional training from MISD Consultants.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$1000	General Fund	All building Administrators, Social Studies staff, Content Instructional Technology Specialist, and MISD Consultants .
<b>Activity - Leveled Informational Text Training</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will be trained in the using the Literacy Library to enhance students' understanding of concepts through additional informational text that is written at their reading level.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2018	\$0	General Fund	Social Studies Staff, Content Instructional Technology Specialist
<b>Activity - Literacy in Action Training</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff that are new to the building will be trained in Literacy in Action. Staff that has been previously trained in Literacy in Action will have reinforcement in both Writing Tracker and Close and Critical Reading.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2018	\$1000	Title I Schoolwide	All building Administrators and Social Studies .
<b>Activity - Implementation of Literacy Strategies</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will utilize Close and Critical Reading with informational text and will implement Reading Apprenticeship strategies including: Survey, Question, Read, Recite, Review (SQ3R); Two-Column Notes; and Talk to the Text (T4) throughout the school year.	Getting Ready	Tier 1	Implement	09/08/2015	06/30/2018	\$1000	Title I Schoolwide	The building Administrators and Social Studies staff.
<b>Activity - Literacy Vocabulary Instruction-Getting Ready</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Beer Middle School

Staff will receive professional development regarding Marzano's Six Steps to Vocabulary Instruction as outline by McRel.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$0	Title I Schoolwide	The building Administrators and Social Studies staff.
<b>Activity - Literacy Vocabulary Instruction-Implement</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Beer Middle School staff will implement Marzano's Six Steps to Vocabulary by implementing weekly cognitive vocabulary instruction. This includes recording information regarding the cognitive vocabulary words using the Frayer Model in students vocabulary notebooks, using direct instruction of the words, displaying cognitive vocabulary posters, and implementing review strategies.	Implementation	Tier 1	Implement	09/06/2016	06/30/2018	\$0	Title I Schoolwide	All building Administrators and Social Studies staff.
<b>Activity - Literacy Vocabulary Instruction-Monitor</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Beer Middle School staff will monitor whether or not Marzano's Six Steps to Vocabulary is being implemented with fidelity. Staff will monitor student progress with vocabulary notebook checks, review games, and by collecting student samples throughout the school year.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	Title I Schoolwide	The building Administrators and Social Studies staff.
<b>Activity - Literacy Vocabulary Instruction-Evaluate</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Beer Middle School staff will evaluate the Vocabulary Literacy Plan by using pretests and post tests to monitor progress. Data is input into Data Director for the building to analyze and further analyze the progress of achievement.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2018	\$0	Title I Schoolwide	All building Administrators and Social Studies staff.
<b>Activity - Interactive Writing Notebooks</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Beer Middle School will receive professional learning on interactive writing notebooks and how to implement them effectively in the classroom. Staff will also receive necessary materials in order to effectively implement the notebooks.	Materials, Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2018	\$2000	Title I Schoolwide	Beer Middle School Administrators and Staff

## School Improvement Plan

Beer Middle School

Activity - Interactive Writing Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer Middle School staff will implement interactive writing notebooks in Social Studies courses throughout the school year.	Implementation	Tier 1	Implement	09/08/2015	06/30/2018	\$0	Title I Schoolwide	Beer Middle School Teaching Staff
Activity - Interactive Writing Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer Middle School staff will monitor whether or not interactive notebooks are being implemented with fidelity by performing periodic checks to see if students are completing the notebook activities.	Monitor	Tier 1	Monitor	09/08/2015	06/30/2016	\$0	Title I Schoolwide	Beer Middle School Staff
Activity - Interactive Writing Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer Middle School will evaluate the use of writing notebooks by collecting students samples of work and compare pre and post-test data to related content referred to in the notebook.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2018	\$0	Title I Schoolwide	Beer Middle School Administrators and Teachers
Activity - Informational Text-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All social studies staff will receive professional learning on various sources available online containing informational text for classroom use and will review reading strategies such as SQ3R, Talk to the Text (T4), and Two Column notes, which will be implemented as strategies that assist in extracting information from complex text.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$500	Title I Schoolwide	All building Administrators and Social Studies staff.
Activity - Close and Critical Reading-Getting Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will revisit the four questions of Close and Critical Reading with staff that are currently trained and locate informational text sources to utilize in the classroom with the strategy. Additionally, new staff will receive professional learning during PLCs, staff meetings, content meetings, and individualized professional learning before and after school.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$500	Title I Schoolwide	All social studies and building administrators.

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Beer Middle School

Activity - Close and Critical Reading-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will submit documentation quarterly to ensure that close and critical reading is being implemented with fidelity at least once a quarter in each grade level. Additionally, administrative walk-throughs will be used to monitor the use of these instructional strategies.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	Title I Schoolwide	All social studies staff and building administrators.
Activity - Close and Critical Reading-Implementaion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All social studies staff will implement the four questions of Close and Critical reading at least once a quarter.	Implementation	Tier 1	Implement	09/06/2016	06/30/2018	\$0	Title I Schoolwide	All social studies and building administrators.
Activity - Close and Critical Reading-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IOWA , NWEA, and/or M-STEP data, as well as common assessment data will be utilized by building administrators and staff to determine the impact of Close and Critical Reading on student achievement in the core content areas.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2018	\$0	Title I Schoolwide	All social studies staff and building administrators.
Activity - Content Area Writing-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All social studies staff will be trained on the use of argumentative writing templates and rubrics through ongoing PLC meetings, staff meetings, content area meetings, and individual staff development.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$0	Title I Schoolwide	All social studies staff and building administrators.
Activity - Cotent Area Writing-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing Tracker will be utilized within the sixth grade classrooms to build writing fluency during first semester of the 2016-17 school year. Once writing fluency has been established, sixth grade teachers will focus on argumentative writing in the second semester. Additionally, seventh and eighth grade teachers will implement argumentative writing first and second semester to strengthen content area writing skills.	Implementation	Tier 1	Implement	09/06/2016	06/30/2018	\$0	Title I Schoolwide	All social studies staff and building administrators.

## School Improvement Plan

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Activity - Content Area Writing-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The evaluation of utilizing content area writing in social studies will occur when state and local assessments are analyzed.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$300	Title I Schoolwide	All social studies staff and building administrators.
Activity - Content Area Writing-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of content area writing will be monitored by classroom walk-throughs and evidence collected by staff members.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	Title I Schoolwide	All social studies staff and building administrators.
Activity - Classroom Instruction That Works (CITW)-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the CITW instructional strategies that align with curriculum standards and targets being instructed to enhance students learning, with an emphasis on providing feedback	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$600	Title I Schoolwide	All building Administrators and Social Studies staff.
Activity - Classroom INstruction That Works (CITW)-Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor whether or not students can adjust their knowledge and skills, based up on the feedback given, for various student growth measures in the classroom	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	Title I Schoolwide	All building Administrators and Social Studies staff.
Activity - Classroom Instruction That Works (CITW)-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate student growth on state and local assessments to evaluate CITW strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2018	\$0	Title I Schoolwide	All building Administrators and Social Studies staff.



## School Improvement Plan

Beer Middle School

Activity - Informational Text-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 1 students will be provided informational text that will support the development of core content area skills and literacy development in the content.	Implementation	Tier 1	Implement	09/08/2015	06/30/2018	\$500	Title I Schoolwide	Building Administrators & Social Studies Teachers

### Strategy 2:

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

Category: Social Studies

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

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

Tier: Tier 2

Activity - Shelter Instruction Observation Protocol (SIOP)- Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in SIOP which will be implemented within the classroom throughout the year with Tier 2 and Tier 3 students.	Professional Learning, Getting Ready	Tier 2	Getting Ready	09/06/2016	06/30/2018	\$2000	Title I Schoolwide	All Building Administrators and Social Studies staff.

Activity - Shelter Instruction Observation Protocol (SIOP) Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Beer Middle School

After training, staff will implement SIOPI model within social studies lessons.	Implementation	Tier 2	Implement	09/06/2016	06/30/2018	\$0	General Fund	All building Administrators and Social Studies staff.
Activity - Shelter Instruction Observation Protocol (SIOPI)- Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the use of SIOPI strategies through classroom walk-through.	Monitor	Tier 2	Monitor	09/06/2016	06/30/2018	\$0	General Fund	All building administrators and Social Studies staff.
Activity - Shelter Instruction Observation Protocol (SIOPI) Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement and evaluate the SIOPI strategies that have been utilized within their classrooms. Each staff will be responsible for documentation and evaluation of these instructional strategies.	Evaluation	Tier 2	Evaluate	09/06/2016	06/30/2018	\$0	Title I Schoolwide	All building Administrators and Social Studies staff.

### Goal 3: All students will meet or exceed state standards in Mathematics achievement.

#### Measurable Objective 1:

85% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of skills in Mathematics by 06/30/2024 as measured by the state assessment.

#### Strategy 1:

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

Category: Mathematics

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

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

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

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

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

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

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

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

**Two-Column Notes:** The Cornell Note Taking System is a very simple yet effective system. Originally developed for students by Walter Pauk at Cornell University, it is effective whenever you need to take notes and recall information. The Cornell System is a great way of organizing your notes so that you can later identify the key points and actions, and recall information easily. With this system, you organize the notes as you take them; there is no need to go extra effort of rewriting your notes.

## School Improvement Plan

Beer Middle School

So the system is both effective and efficient. (Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001)\*)

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

Tier: Tier 1

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

Activity - Math Literacy Plan-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IOWA and/or M-STEP data, as well as common assessment data will be utilized by building administrators and staff to determine the impact of literacy strategies on student achievement in the core content areas.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2016	\$0	General Fund	All building Administrators and Mathematics staff.

Activity - Math Literacy Plan-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive continued professional development on literacy and Common Core State Standards during PLC meetings, staff meetings, classroom instructional time, individualized professional learning time, during the day/after school sessions throughout the school year.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$2000	Title I Schoolwide	All building Administrators, Content Specialists and Mathematical staff.

Activity - Performance Tasks - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Beer Middle School

Students will evaluate data from unit performance tasks and common assessments to determine if growth is evident in the areas of mathematical concepts.	Evaluation	Tier 1	Evaluate	09/06/2016	09/30/2017	\$0	No Funding Required	All building Administrators and Mathematical staff.
<b>Activity - Interactive Writing Notebooks</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will keep a journal with mathematical information which would include concepts with definitions, examples, and non-linguistic representations as well as explanations of their problem solving.	Monitor	Tier 1	Implement	09/08/2015	06/30/2016	\$300	Title I Schoolwide	All building Administrators and Mathematical staff.
<b>Activity - Scoring Clinic and Dialogue Training</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will be trained in the use of writing rubrics as well as how to conduct a scoring clinic. In addition, they will learn how the use of dialogue within the classroom can enhance the understanding of concepts.	Getting Ready	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$1000	Title I Schoolwide	All building Administrators, Content Specialists, and Mathematics staff.
<b>Activity - Implementation of Literacy Strategies</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will utilize Close and Critical Reading with informational text and will implement Reading Apprenticeship strategies including: Survey, Question, Read, Recite, Review (SQ3R); Two-Column Notes; and Talk to the Text (T4) throughout the school year.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$0	Title I Schoolwide	All building Administrators and Mathematics staff.
<b>Activity - Literacy Vocabulary Instruction -Getting Ready</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will review and/or receive professional development regarding Marzano's Six Steps to Vocabulary Instruction as outlined by McRel. Staff will also review building wide goal for academic vocabulary plan and cognitive vocabulary relating to subject area content and essential vocabulary.	Professional Learning	Tier 1	Getting Ready	09/02/2015	06/30/2017	\$500	Title I Schoolwide	All building Administrators and Mathematics staff.
<b>Activity - Literacy Vocabulary Instruction - Implementation</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Beer Middle School

Beer Middle School staff will implement Marzano's Six Steps to Vocabulary by implementing weekly cognitive vocabulary instruction. This includes recording information regarding the cognitive and content area vocabulary words using the Frayer Model in students vocabulary notebooks, using direct instruction of the words, displaying cognitive vocabulary posters, and implementing review strategies.	Implementa tion	Tier 1	Implement	09/08/2015	06/30/2017	\$0	Title I Schoolwide	Building Administrat ors and Staff
Activity - Literacy Vocabulary Instruction - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Beer Middle School staff will monitor whether or not Marzano's Six Step to Vocabulary is being implemented with fidelity. Staff will monitor student progress with vocabulary notebook checks, review games, and by collecting student samples throughout thee school year.	Monitor	Tier 1	Monitor	09/02/2015	06/30/2017	\$0	Title I Schoolwide	All building Administrat ors and Mathematic s staff.
Activity - Literacy Vocabulary Instruction - Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Beer Middle School staff will evaluate the Vocabulary Literacy Plan by using pretests and post tests to monitor progress each semester. Data is input into Data Director for the building to analyze and further analyze the progress of achievement.	Evaluation	Tier 1	Evaluate	09/02/2015	06/30/2017	\$0	Title I Schoolwide	All building Administrat ors and Mathematic s staff .
Activity - Interactive Writing Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Beer Middle School staff will receive professional learning on interactive notebooks and how to implement them in the classroom with fidelity.	Professiona l Learning, Getting Ready	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$2000	Title I Schoolwide	All building Administrat ors and Mathematic s staff.
Activity - Interactive Writing Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Beer Middle School staff will monitor whether or not interactive notebooks are being implemented with fidelity by performing random checks of students notebooks to check for completion..	Monitor	Tier 1		09/08/2015	06/30/2016	\$0	Title I Schoolwide	Beer Middle School Staff
Activity - Interactive Writing Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

## School Improvement Plan

Beer Middle School

Beer Middle School staff will evaluate interactive notebooks by comparing pre and post test assessment data relevant to content input in the notebooks. Also, staff will collect student samples as evidence.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2016	\$0	Title I Schoolwide	Beer Middle School Staff and Administrators
<b>Activity - Performance Tasks - Getting Ready</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will revisit the use of performance tasks in mathematics course. This will include various strategies used to implement performance task and proper evaluation. Additionally, new staff members will receive training on performance tasks, usage, and evaluation.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$500	Title I Schoolwide	All building Administrators and Mathematics staff.
<b>Activity - Performance Tasks - Implement</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will use non-linguistic representations to demonstrate conceptual understanding of mathematical concepts in the performance tasks. Sixth grade will focus upon data analysis and probability and seventh and eighth grade will focus on geometry. Performance tasks will be implemented at least once a unit in all grade levels.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	All building Administrators and Mathematics staff.
<b>Activity - Performance Tasks - Monitor</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Mathematics teachers will administer performance tasks once each unit to help measure the growth of Conceptual Understanding as applied to the designated math principles. Administrators will monitor its implementation through classroom walk-throughs and building common assessments.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All building Administrators and Mathematics staff.
<b>Activity - Math Journals - Getting Ready</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff that are new to the building will be trained in Math Journals. Mathematics staff that were previously trained will revisit Math Journals during PLC.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$600	Title I Schoolwide	All building Administrators and Mathematical staff.
<b>Activity - Math Journals - Implement</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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



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

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The evaluation of Number Talks in mathematics will be occur when state and local assessments are analyzed.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	No Funding Required	All building Administrators and Mathematical staff.
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### Strategy 2:

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

Category: Mathematics

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

Tier: Tier 3

Activity - Tier 3 Supplemental Mathematics Instruction-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IOWA, M-STEP, and/or easyCBM data will be analyzed to determine if students' mathematical skills have increased since enrollment in this course.	Academic Support Program	Tier 3	Evaluate	09/08/2015	06/30/2017	\$0	Title I Schoolwide	Building Administrators & Title I Teachers

Activity - Tier 3 Supplemental Mathematics Instruction-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Title I teacher will be trained to utilize easyCBM and Numbers World (or a comparable research-based math intervention program) with students who are not proficient in the area of mathematics. Books and materials will be purchased to support each class.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2017	\$1300	Title I Schoolwide	All building Administrators and Title I Teacher
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Activity - Tier 3 Supplemental Mathematics Instruction-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be enrolled in a sixty (60) minute class, that meets daily, to address gaps in student learning. Students learn from direct instruction, skill reinforcement, and hands-on manipulatives developed and implemented by the classroom teacher. The classroom teacher provides students with flexibility in instruction to accommodate many different learning styles.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2017	\$77000	Title I Schoolwide	Building Administrators & Title I Teachers

Activity - Tier 3 Supplemental Mathematics Instruction-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The monitoring of intervention programs will be done through classroom walk throughs and MTSS intervention meetings.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/30/2017	\$1000	Title I Schoolwide	Title I Intervention Teachers, MTSS Intervention Team, Building Administrators

### Strategy 3:

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

Category: Mathematics

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

Tier: Tier 2

Activity - Tier 2 Supplemental Mathematics Instruction-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Title I Intervention Teachers and EL Tutors will receive necessary training needed to support students in the classroom. Additionally, classroom supplies needed for instruction will be provided.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2017	\$500	Title I Schoolwide	Building Administrators and Title I Teacher
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Activity - Tier 2 supplemental Mathematics Instruction-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement additional lessons and differentiated instruction to individual and small groups of at-risk students. This will occur in the classroom, before/after school as designed by the classroom teacher, and during each lunch session at Beer Middle School.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2017	\$0	Title I Schoolwide	Building Administrators and Title I Teacher

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

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

### Strategy 4:

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

Category: Mathematics

Tier: Tier 1

Activity - Multiple Use of Problem Solving Strategies Using Manipulatives and Models - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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

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

### Measurable Objective 1:

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

### Strategy 1:

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

Category:

SY 2017-2018

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

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

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

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

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

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

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

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

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

## School Improvement Plan

Beer Middle School

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

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

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

Tier: Tier 1

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

Activity - Evaluation of Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA/IOWA will be used by building administrators and staff to determine the impact of literacy strategies on student achievement in the core content areas.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2018	\$0	General Fund	All building Administrators and English Language Arts staff.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive continued professional development on literacy and Common Core State Standards during PLC meetings, staff meetings, classroom instructional time, individualized professional learning time, during the day/after school sessions throughout the school year.	Professional Learning	Tier 1	Getting Ready	06/30/2016	06/30/2018	\$2000	Title I Schoolwide	All building Administrators and English Language Arts staff.

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Activity - Literacy in Action Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff that is new to the building will be trained in Literacy in Action. Staff that has been previously trained will have reinforcement in Close and Critical Reading.	Getting Ready	Tier 1	Getting Ready	09/08/2015	06/30/2018	\$1000	Title I Schoolwide	All building Administrators and English Language Arts staff.
Activity - Classroom Instruction That Works (CITW)-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers not trained already will attend CITW training and receive CITW job-embedded support from the Content Instructional Technology Specialist and through PLC meetings and/or professional training from MISD consultants.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$1000	General Fund	All building Administrators, English Language Arts staff. Content Instructional Technology Specialist, and MISD Consultants
Activity - Classroom Instruction That Works (CITW)-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the CITW instructional strategies that align with curriculum standards and targets being instructed to enhance students learning, with an emphasis on providing timely and effective feedback.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	All building Administrators and English Language Arts staff.
Activity - Classroom Instruction That Works (CITW)-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor whether or not students can adjust their knowledge and skills, based upon the feedback given, for various student growth measures in the classroom.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	No Funding Required	All Beer Middle School Staff
Activity - Classroom Instruction that Works (CITW)-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



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Teachers will evaluate student growth on state and local assessments to evaluate CITW strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2018	\$0	No Funding Required	All building Administrators and English Language Arts staff.
<b>Activity - Literacy Vocabulary Instruction-Getting Ready</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will attend CITW training and receive CITW job-embedded support from the Content Instructional Technology Specialists and through PLC meetings and/or professional training from MISD consultants.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$600	General Fund	All building Administrators and English Language Arts staff.
<b>Activity - Literacy Vocabulary Instruction-Implement</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Beer Middle School staff will implement Marzano's Six Steps to Vocabulary by implementing weekly cognitive vocabulary instruction and content vocabulary relating to identified Power Standards. This includes recording information regarding the cognitive vocabulary words using the Frayer Model in students vocabulary notebooks, using direct instruction of the words, displaying cognitive vocabulary posters, and implementing review strategies.	Implementation	Tier 1	Implement	09/06/2016	06/30/2018	\$0	No Funding Required	All building Administrators and English Language Arts staff.
<b>Activity - Literacy Vocabulary Instruction-Monitor</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Beer Middle School staff will monitor whether or not the Marzano's Six Steps to Vocabulary is being implemented with fidelity. Staff will monitor student progress with vocabulary notebook checks, review games, and by collecting student samples throughout the school year.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	No Funding Required	Building Administrators and Staff
<b>Activity - Literacy Vocabulary Instruction-Evaluate</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Beer Middle School staff will evaluate the Vocabulary Literacy Plan by using pretests and post tests to monitor progress. Data is input into Data Director for the building to analyze and further analyze the progress of achievement.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2018	\$0	No Funding Required	All building Administrators and English Language Arts staff.

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Activity - Reader's Workshop-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will continue to receive professional development on literacy and strategies during PLC meetings, staff meetings, classroom instruction time, individualized professional learning time, during the day/after school sessions throughout the school year.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$2000	Title I Schoolwide	All building Administrators and English Language Arts staff.
Activity - Reader's Workshop-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English Language Arts staff will implement Reader's Workshop within a block schedule for sixth and seventh graders. Eighth grade staff will implement Reader's Workshop in an hour class. Within the class, teachers will use Individualized Daily Reading, Shared Read Alouds, and Guided Reading. Guided Reading will focus on implicit and explicit reading skills. This area of need was determined through analysis of IOWA results. Additionally, Guided Reading will reinforce reading strategies that were taught during whole group instructions.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$2000	Title I Schoolwide	All building Administrators and English Language Arts staff.
Activity - Reader's Workshop-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring of the Reader's Workshop will occur through classroom walk-throughs, progress monitoring within individual classrooms, IOWA data, M-STEP, common assessments, DRA for sixth and seventh graders and the DRP for the eighth graders.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	Title I Schoolwide	All building Administrators and English Language Arts staff.
Activity - Reader's Workshop-Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reader's Workshop will be evaluate using the following; DRA, DRP, IOWA, M-STEP, progress monitoring within classrooms, and common assessments.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$2000	Title I Schoolwide	All English Language Arts staff and building administrators.
Activity - Writer's Workshop-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All Beer Middle School staff will receive continues professional development on writing during PLC meetings, staff meetings, classroom instructional time, individualized professional learning time, and during the day/after school sessions throughout the school year.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$2000	Title I Schoolwide	All building Administrators and English Language Arts staff.
<b>Activity - Writer's Workshop-Implement</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will implement Writer's Workshop within the block schedule for both the sixth and seventh graders. Eighth grade staff will implement the Writer's Workshop with a regular hour class. Staff will implement MAISA units with a focus on structure and organization.	Implementation	Tier 1	Implement	09/06/2016	06/30/2018	\$0	Title I Schoolwide	All building Administrators and English Language Arts staff.
<b>Activity - Writier's Workshop-Monitoring</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will use progress monitoring within individual classrooms, District Writing Assessments, IOWA, and M-STEP	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Title I Schoolwide	All building Administrators and English Language Arts staff.
<b>Activity - Writer's Workshop-Evaluation</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will evaluate Writer's Workshop through the use of progress monitoring within individual, completed essays, classrooms, District Writing, M-STEP and IOWA.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2018	\$0	Title I Schoolwide	All building Administrators and English Language Arts staff.

### Strategy 2:

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

#### Category:

Research Cited: Balanced Literacy is a framework designed to help all students learn to read and write effectively. The program stands firmly on the premise that all students can learn to read and write. This balance between reading and writing allows students to receive the individualized teaching appropriate to their strengths and needs in literacy. Balanced Literacy is a model for teaching children in a student-centered classroom, based on the research of Marie Clay, Irene Fountas, and Gay Su Pinnell. Daily, children read and write independently and in a variety of group settings. Balanced Literacy classrooms focus on different types of reading experiences:

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read-aloud, shared reading, guided reading, reading conferences, and independent reading. Students also participate in shared and individual writing activities each day. The types of writing experiences include shared writing, interactive writing, guided writing, writing conferences and independent writing. Additionally, during many daily reading and writing experiences, students are engaged in word study. Listening and speaking are also emphasized in this integrated language approach. Teachers implementing a Balanced Literacy instructional framework use an integrated approach to teaching language arts. This framework for literacy lessons consists of a number of elements that provide substantial amounts of reading and writing on a daily basis. Each day the workshop ends with an opportunity for students to share and reflect upon their learning. These authentic opportunities for reading and writing are arranged on a continuum based on the gradual release of responsibility. Some reading and writing tasks are modeled by the teachers and others are accomplished with the support of the teacher, leading to those that are done independently by the child.

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

Tier: Tier 2

Activity - Tier 2 Supplemental English Language Arts Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Placement of students in Tier 2 support will be determined by NWEA/IOWA data as well as classroom formative and summative assessments.	Getting Ready	Tier 2	Getting Ready	09/08/2015	06/30/2018	\$0	General Fund	Building Administrators, English Language Arts staff, and Title I Teacher.

Activity - Tier 2 Supplemental English Language Arts Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement additional lessons, guided reading, and differentiated instruction to increase proficiency in reading. Additional leveled informational text may be needed to enhance Tier 2 instruction.	Implementation	Tier 2	Implement	09/08/2015	06/30/2018	\$750	Title I Schoolwide	Building Administrators, English Language Arts staff, and Title I Teacher.

Activity - Tier 2 Supplemental English Language Arts Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IOWA, MSTEP, NWEA and/or DRA data will be analyzed to determine if students' reading skills have increased with the additional time and support.	Evaluation	Tier 2	Evaluate	09/08/2015	06/30/2018	\$0	General Fund	Building Administrators, English Language Arts staff, and Title I Teacher.

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Activity - Tier 2 Supplemental English Language Arts Instruction-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Intervention Teachers and EL Tutors will receive necessary training needed to support students in the classroom. Additionally, classroom supplies needed for instruction will be provided.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2018	\$500	Title I Schoolwide	Building Administrators and Title I Teachers
Activity - Tier 2 Supplemental English Language Arts Instruction-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement additional lessons and differentiated instruction to individual and small groups of at-risk students. This will occur in the classroom, before/after school as designed by the classroom teacher, and during each lunch session at Beer Middle School.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2017	\$0	Title I Schoolwide	Building Administrators, General & Special Education Teachers, Title I Teachers
Activity - Tier 2 Supplemental English Language Instruction-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The evaluation of these interventions will be evident when analyzing State, district, and building common assessments.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/30/2018	\$0	Title I Schoolwide	Building Administrators, General & Special Education Teachers, Title I Teachers

### Strategy 3:

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

Category:

Research Cited: Corrective Reading provides intensive direct instruction-based reading intervention for students in Grades 3–Adult who are reading below grade level. This Direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. Four levels for decoding plus four for comprehension address the varied reading deficits and skill levels found among older students.

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

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

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

Tier: Tier 3

Activity - Tier 3 Supplemental English Language Arts Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teacher will be trained to utilize Corrective Reading, AARI, and/or a similar reading intervention program with students who are not proficient in the area of English Language Arts. Materials will be purchased to support implementation.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2018	\$4000	Title I Schoolwide	Building Administrators, English Language Arts staff, and Title I Teacher.

Activity - Tier 3 Supplemental English Language Arts Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be enrolled in a sixty (60) minute class, that meets daily, to address gaps in student learning. Students will learn with and from each other and are provided with direct instruction for their areas of weakness. Materials, such as Corrective Reading workbooks, are needed for this academic support program.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2018	\$95000	Title I Schoolwide	Building Administrators, English Language Arts staff, and Title I Teacher.

Activity - Tier 3 Supplemental English Language Arts Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will evaluate student's progress through national, state, and local assessments. Currently, Beer Middle School is using IOWA, MSTEP, NWEA and DRA to determine the level of proficiency.	Evaluation	Tier 3	Evaluate	09/08/2015	06/30/2018	\$0	Title I Schoolwide	Building Administrators, English Language Arts staff, and Title I Teacher.

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Activity - Tier 3 Supplemental English Language Arts Instruction-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teachers will be training to utilize easyCBM, Corrective Reading, Adolescent Critical Reading Intervention (ACRI) or a comparable research-based literacy intervention program with students who are not proficient in the area of reading.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2018	\$1000	Title I Schoolwide	Building Administrators, Title I Teachers
Activity - Tier 3 Supplemental English Language Arts Instruction-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be enrolled in a sixty (60) minute class, that meets daily, to address gaps in student learning. Students learn from direct instruction, skill reinforcement, and text structure mapping. The classroom teacher provides students with flexibility in instruction to accommodate many different learning styles.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2018	\$0	Title I Schoolwide	Building Administrators, Title I Teachers
Activity - Tier 3 Supplemental English Language Arts Instruction-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The monitoring of intervention programs will be done through classroom walk throughs and MTSS intervention meetings.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2018	\$1000	Title I Schoolwide	Building Administrators, Title I Teachers, MTSS Intervention Team
Activity - Tier 3 Supplemental English Language Arts Instruction-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The evaluation of Corrective Reading and Adolescent Critical Reading Intervention will occur when State and local assessments are analyzed and through program evaluation.	Academic Support Program	Tier 3	Evaluate	09/08/2015	06/30/2018	\$0	Title I Schoolwide	Building Administrators, Title I Teachers

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

### Measurable Objective 1:

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

## School Improvement Plan

Beer Middle School

### Strategy 1:

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

Category: Learning Support Systems

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

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

Tier: Tier 2

Activity - Tier 1 MTSS-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer Middle School staff will receive necessary professional development on MTSS model as it pertains to the building MTSS interventions in place. Additionally, professional learning will occur at intervention meetings to assist staff in interpreting the data and determining its impact in the general education classroom.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2018	\$1000	Title I Schoolwide	Building Administrators and Intervention Teachers
Activity - Tier 1 MTSS-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative staff will monitor implementation of CCSS, CITW, CCR, and DI strategies through submitted lesson plans, PLC collaboration notes, and administrative walk-throughs.	Monitor	Tier 1	Monitor	09/09/2015	06/30/2018	\$0	General Fund	Building Administrators
Activity - Tier 1 MTSS-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Administrators will evaluate the impact of the use of effective CCSS, CITW, CCR, and DI strategies on student achievement as measured by MEAP and IOWA results.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	General Fund	Building Administrators
Activity - Tier 1 MTSS-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement building wide strategies to effectively instruct Tier 1 students. Additionally, they will implement Tier 2 strategies within the classroom with struggling learners and refer students as needed for additional Tier 2 support and Tier 3 interventions.	Implementation	Tier 1	Implement	09/06/2016	06/30/2018	\$0	No Funding Required	All Beer Middle School Staff



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### Strategy 2:

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

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

Category: Learning Support Systems

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

Print.

Tier: Tier 2

Activity - Assign Supplemental Staff to Implement Instructional Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Teachers and/or paraprofessionals will provide identified, at-risk, students with daily additional instructional time within their areas of deficit. Timed amounts to be determined by MTSS guidelines (Tier II or III). Specific interventions include additional guided reading time, corrective reading, additional math/science/social studies instructional time either within the school day, an extended day, or summer program.  Interventions may include before school or after school tutoring and/or mentoring, during school additional core content instruction time, and/or summer academic/behavioral programs.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2018	\$162000	Title I Part A	Beer Middle School Staff and Building Administrators
Activity - Monitor Instructional Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Administrators will monitor the implementation of interventions through collection of logs/plans and walk throughs.	Monitor	Tier 2	Monitor	09/08/2015	06/30/2018	\$0	General Fund	Building Administrators
Activity - Evaluate Instructional Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Intervention Teachers and Building Administrators will evaluate the impact of instructional interventions through DRA2, EasyCBM, MSTEP, NWEA, and IOWA scores.	Evaluation		Evaluate	09/08/2015	06/30/2018	\$0	General Fund	Intervention Teachers and Building Administrators
<b>Activity - Intervention Materials Purchase</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Materials purchase for Tier II and III interventions to include additional content-related readers, Corrective Reading books, ACRI books, Numbers World books, resources for math manipulatives, paper, pencils, etc.	Getting Ready	Tier 2	Getting Ready	09/08/2015	06/30/2017	\$1000	Title I Schoolwide	Intervention Teachers and Building Administrators

### Strategy 3:

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

Category: Learning Support Systems

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

Tier: Tier 3

<b>Activity - PBIS-Implement</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Beer staff will continue to provide mentoring & support programs (Earned Privileges, Where Everybody Belongs, Kids Empowered, Summer Blast, Four Core Summer School, Peer to Peer, CARE, etc.). These will be used to provide instruction of, and mentoring support in, developing and maintaining positive behaviors which support academic success. Components of Leader in Me may begin to be implemented second semester.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/30/2017	\$6000	Title I Part A	Beer Middle School Staff and Building Administrators.
<b>Activity - PBIS-Getting Ready</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All teachers will receive PBIS training and job-embedded support at PLC meetings and monthly staff meetings. In addition, staff members will participate in a Leader in Me book study as well as attend local Leader in Me professional learning sessions.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2017	\$1000	Title I Schoolwide	Building Administrators

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Activity - PBIS-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS leadership team will monitor the implementation of plan components through data reports of absences, referrals, suspensions, and/or report card/conduct marks of students.	Monitor	Tier 1	Monitor	09/03/2013	06/30/2018	\$0	General Fund	Beer Middle School Staff and Building Administrators.
Activity - PBIS-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PBIS leadership team will review monitoring data concerning the implementation of plan components through data reports of absences, referrals, suspensions, and/or report card/conduct marks of students.</p> <p>In addition to interim monitoring data, final evaluation will also include student, staff, and parent surveys will be used to gauge the impact of the program on climate, and academic data (IOWA and MEAP data) will be used to determine academic impact.</p>	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2018	\$0	General Fund	Beer Middle School Staff and Building Administrators.
Activity - WEB-Where Everyone Belongs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eighth grade students will mentor incoming sixth grade students to make a positive transition into the middle school. WEB leaders will monitor the sixth students academic and social progress throughout the year during different activities.	Implementation	Tier 1	Implement	09/08/2015	06/30/2018	\$6000	Title I Schoolwide	Counselors , WEB Leaders, and select staff members

### Measurable Objective 2:

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

### Strategy 1:

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

Category:

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

Tier: Tier 1

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Activity - Family and Community Engagement-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement Events (PIE) will be scheduled throughout the school year. Staff will keep parents informed of academic expectations and offer materials and training on how parents/families can work with the child at home in order to master these content expectations. Summer parent/student resources will be provided to the parents of the students who did not show growth in the Bottom 30%.	Parent Involvement	Tier 3	Implement	09/08/2015	06/30/2018	\$2500	Title I Part A	Beer Middle School Staff and Building Administrators.
Activity - Family and Community Engagement-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and family surveys, as well as annual evaluation and planning meetings, will be used to determine the degree of support these events are affording families as partners in each tier of the system.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	Title I Part A	Beer Middle School Staff and Building Administrators.

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

### Measurable Objective 1:

collaborate to make informed decisions that will increase student achievement for all students by 06/30/2018 as measured by various tools such as IOWA, MSTEP, NWEA, DRA, common assessments, and intervention based assessments..

### Strategy 1:

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

Category: Learning Support Systems

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

Tier: Tier 1

## School Improvement Plan

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Activity - Professional Learning Communities -Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer Middle School will utilize a PLC model for all of the following building-wide initiatives: professional development relating to all goal strategies/development, curriculum mapping, building school-based common assessments, writing scoring clinics, peer walk-throughs/observations, Parent Involvement Event Nights (PIE), Classroom Instruction that Works (CITW), Multi-tiered System of Support (MTSS), Positive Behavior Interventions System (PBIS), and Vocabulary Instruction. Professional learning will allow for collaboration among all staff to ensure that there is cohesion amongs all levels in terms of curriculum, instruction, and assessment.	Supplemental Materials, Materials, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/02/2015	06/30/2018	\$7000	Title I Schoolwide, General Fund	Beer Middle School Administration and Staff
Activity - Professional Learning Communities-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer Middle School staff will implement the building wide PLC initiatives during scheduled PLC meetings, staff meetings, classroom instructional time, individualized professional learning time, and during the day/after school sessions. Staff will focus upon using results to target instruction.	Implementation	Tier 1	Implement	09/02/2015	06/30/2018	\$3000	Title I Schoolwide	Beer Middle School Administration and Staff
Activity - Professional Learning Communities-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer Middle School will monitor the building wide PLC initiatives with sign in sheets, agendas, meeting minutes, administrator/peer walk-throughs, quarterly reports due to MDE, BOE, common assessment review using rubrics, and IOWA and MSTEP data analysis.	Monitor	Tier 1	Monitor	09/02/2015	06/30/2018	\$4000	Title I Schoolwide	Beer Middle School Administrators and Staff
Activity - Professional Learning Communities-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer Middle School will evaluate the goal through data analysis of common and state assessments, reviewing perception and process/program data, completing the AdvancED Self-Assessment, Completing the ASSIST-MDE Program Evaluation, Title I Surveys, evidence collection of classroom strategy implementation, and using rubrics for writing scoring clinics, peer observations, and PBIS	Evaluation	Tier 1	Evaluate	09/02/2015	06/30/2018	\$6000	Title I Schoolwide	Beer Middle School Administrators and Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 2 Supplemental English Language Arts Instruction	IOWA, MSTEP, NWEA and/or DRA data will be analyzed to determine if students' reading skills have increased with the additional time and support.	Evaluation	Tier 2	Evaluate	09/08/2015	06/30/2018	\$0	Building Administrators, English Language Arts staff, and Title I Teacher.
Close and Critical Reading-Monitor	Staff will submit documentation quarterly to ensure that close and critical reading is being implemented with fidelity at least once a semester in each grade level. Additionally, administrative walk-throughs will be used to monitor the use of these instructional strategies.	Monitor	Tier 1	Monitor	09/08/2015	06/30/2018	\$0	All building Administrators and Science staff.
Professional Learning Communities -Getting Ready	Beer Middle School will utilize a PLC model for all of the following building-wide initiatives: professional development relating to all goal strategies/development, curriculum mapping, building school-based common assessments, writing scoring clinics, peer walk-throughs/observations, Parent Involvement Event Nights (PIE), Classroom Instruction that Works (CITW), Multi-tiered System of Support (MTSS), Positive Behavior Interventions System (PBIS), and Vocabulary Instruction. Professional learning will allow for collaboration among all staff to ensure that there is cohesion amongs all levels in terms of curriculum, instruction, and assessment.	Supplemental Materials, Materials, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/02/2015	06/30/2018	\$1000	Beer Middle School Administration and Staff
Shelter Instruction Observation Protocol (SIOP)-Evaluate	Staff will implement and evaluate the SIOP strategies that have been utilized within their classrooms. Each staff will be responsible for documentation and evaluation of these instructional strategies.	Evaluation	Tier 2	Evaluate	09/06/2016	06/30/2018	\$0	All building Administrator and Science staff.
Shelter Instruction Observation Protocol (SIOP)-Implement	After training, staff will implement the SIOP model within science lessons.	Implementation	Tier 2	Implement	09/06/2016	06/30/2018	\$0	All building Administrators and Science staff.

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Monitor Instructional Interventions	Building Administrators will monitor the implementation of interventions through collection of logs/plans and walk throughs.	Monitor	Tier 2	Monitor	09/08/2015	06/30/2018	\$0	Building Administrators
Leveled Informational Text Training	Staff will be trained in the using the Literacy Library to enhance students' understanding of concepts through additional informational text that is written at their reading level.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2018	\$0	Social Studies Staff, Content Instructional Technology Specialist
PBIS-Evaluate	<p>PBIS leadership team will review monitoring data concerning the implementation of plan components through data reports of absences, referrals, suspensions, and/or report card/conduct marks of students.</p> <p>In addition to interim monitoring data, final evaluation will also include student, staff, and parent surveys will be used to gauge the impact of the program on climate, and academic data (IOWA and MEAP data) will be used to determine academic impact.</p>	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2018	\$0	Beer Middle School Staff and Building Administrators.
Literacy Vocabulary Instruction-Getting Ready	Teachers will attend CITW training and receive CITW job-embedded support from the Content Instructional Technology Specialists and through PLC meetings and/or professional training from MISD consultants.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$600	All building Administrators and English Language Arts staff.
Classroom Instruction That Works (CITW) Getting Ready	Teachers will attend CITW training and receive CITW job-embedded support from the Content Instructional Technology Specialist and through PLC meetings and/or professional training from MISD Consultants.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$1000	All building Administrators, Social Studies staff, Content Instructional Technology Specialist, and MISD Consultants.
Monitor Use of Literacy Strategies	Staff will submit documentation to ensure literacy strategies which focus on vocabulary development are being implemented within the classroom with fidelity. Additionally, administrative walk-throughs will be used to monitor the use of these instructional strategies.	Monitor	Tier 1	Monitor	09/08/2015	06/30/2017	\$0	All building Administrators and English Language Arts staff.

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Leveled Informational Text Training	Staff will be trained in using the Literacy Library to enhance students' understanding of concepts through additional informational text that is written at their reading level.	Professional Learning	Tier 2	Getting Ready	09/08/2015	06/30/2018	\$0	All building Administrators, Science staff and Content Instructional Technology Specialist
Evaluate Instructional Interventions	Intervention Teachers and Building Administrators will evaluate the impact of instructional interventions through DRA2, EasyCBM, MSTEP, NWEA, and IOWA scores.	Evaluation		Evaluate	09/08/2015	06/30/2018	\$0	Intervention Teachers and Building Administrators
Close and Critical Reading-Evaluate	IOWA and/or M-STEP data, as well as common assessment data will be utilized by building administrators and staff to determine the impact of Close and Critical Reading on student achievement in the core content areas.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	All building Administrators and Science staff.
Informational Text-Evaluate	The evaluation of literacy skill implementation in the social studies classroom will be analyzed with state and local assessments.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2018	\$0	All building Administrators and Social Studies staff.
Tier 1 MTSS-Monitor	Administrative staff will monitor implementation of CCSS, CITW, CCR, and DI strategies through submitted lesson plans, PLC collaboration notes, and administrative walk-throughs.	Monitor	Tier 1	Monitor	09/09/2015	06/30/2018	\$0	Building Administrators
Tier 1 MTSS-Evaluate	Building Administrators will evaluate the impact of the use of effective CCSS, CITW, CCR, and DI strategies on student achievement as measured by MEAP and IOWA results.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	Building Administrators
Shelter Instruction Observation Protocol (SIOP) Implement	After training, staff will implement SIOP model within social studies lessons.	Implementation	Tier 2	Implement	09/06/2016	06/30/2018	\$0	All building Administrators and Social Studies staff.
Evaluation of Literacy Strategies	NWEA/IOWA will be used by building administrators and staff to determine the impact of literacy strategies on student achievement in the core content areas.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2018	\$0	All building Administrators and English Language Arts staff.



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Math Literacy Plan-Evaluate	IOWA and/or M-STEP data, as well as common assessment data will be utilized by building administrators and staff to determine the impact of literacy strategies on student achievement in the core content areas.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2016	\$0	All building Administrators and Mathematics staff.
Informational Text-Monitor	Teachers will administer the use of informational text in the classroom twice a quarter to help measure the growth of literacy in the content areas. Administrators will monitor its implementation through classroom walk-throughs.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	All building Administrators and Social Studies staff.
Shelter Instruction Observation Protocol (SIOP)-Evaluate	Staff will monitor the use of SIOP strategies through classroom walk-through.	Monitor	Tier 2	Monitor	09/06/2016	06/30/2018	\$0	All building administrators and Social Studies staff.
Math Literacy Plan - Monitor	Staff will submit documentation to ensure strategies (math journals, academic vocabulary, and performance tasks), which focus on literacy development, are being implemented within the classroom with fidelity. Additionally, administrative walk-throughs will be used to monitor the use of these instructional strategies.	Monitor	Tier 1	Monitor	09/08/2015	06/30/2017	\$0	All building Administrators and Mathematics staff.
Tier 2 Supplemental English Language Arts Instruction	Placement of students in Tier 2 support will be determined by NWEA/IOWA data as well as classroom formative and summative assessments.	Getting Ready	Tier 2	Getting Ready	09/08/2015	06/30/2018	\$0	Building Administrators, English Language Arts staff, and Title I Teacher.
PBIS-Monitor	PBIS leadership team will monitor the implementation of plan components through data reports of absences, referrals, suspensions, and/or report card/conduct marks of students.	Monitor	Tier 1	Monitor	09/03/2013	06/30/2018	\$0	Beer Middle School Staff and Building Administrators.

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Classroom Instruction That Works (CITW)-Getting Ready	Teachers not trained already will attend CITW training and receive CITW job-embedded support from the Content Instructional Technology Specialist and through PLC meetings and/or professional training from MISD consultants.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$1000	All building Administrators, English Language Arts staff, Content Instructional Technology Specialist, and MISD Consultants
Classroom Instruction that Works (CITW)-Getting Ready	Teachers will attend CITW training and receive CITW job-embedded support from the Content Instructional Technology Specialist and through PLC meetings and/or professional training from MISD Consultants.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/08/2015	06/30/2018	\$600	All building Administrators and Science staff.

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 3 Supplemental English Language Arts Instruction-Implement	Students will be enrolled in a sixty (60) minute class, that meets daily, to address gaps in student learning. Students learn from direct instruction, skill reinforcement, and text structure mapping. The classroom teacher provides students with flexibility in instruction to accommodate many different learning styles.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2018	\$0	Building Administrators, Title I Teachers
Content Area Writing-Getting Ready	All science staff will be trained on the use of argumentative writing templates and rubrics through ongoing PLC meetings, staff meetings, content area meetings, and individual staff development.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$500	All building administrators and science teaching staff
Shelter Instruction Observation Protocol (SIOP)-Getting Ready Training	Staff will be trained in SIOP which will be implemented within the classroom throughout the year with Tier 2 and Tier 3 students.	Professional Learning	Tier 2	Getting Ready	09/06/2016	06/30/2017	\$2000	All building Administrators and Science staff.
Interactive Writing Notebooks	Beer Middle School staff will monitor whether or not interactive notebooks are being implemented with fidelity by performing random checks of students notebooks to check for completion..	Monitor	Tier 1		09/08/2015	06/30/2016	\$0	Beer Middle School Staff

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Tier 3 Supplemental English Language Arts Instruction	Title I teacher will be trained to utilize Corrective Reading, AARI, and/or a similar reading intervention program with students who are not proficient in the area of English Language Arts. Materials will be purchased to support implementation.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2018	\$4000	Building Administrators, English Language Arts staff, and Title I Teacher.
Tier 2 Supplemental English Language Arts Instruction	Staff will implement additional lessons, guided reading, and differentiated instruction to increase proficiency in reading. Additional leveled informational text may be needed to enhance Tier 2 instruction.	Implementation	Tier 2	Implement	09/08/2015	06/30/2018	\$750	Building Administrators, English Language Arts staff, and Title I Teacher.
Reader's Workshop-Monitor	Monitoring of the Reader's Workshop will occur through classroom walk-throughs, progress monitoring within individual classrooms, IOWA data, M-STEP, common assessments, DRA for sixth and seventh graders and the DRP for the eighth graders.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	All building Administrators and English Language Arts staff.
Tier 2 Supplemental English Language Arts Instruction-Getting Ready	Title I Intervention Teachers and EL Tutors will receive necessary training needed to support students in the classroom. Additionally, classroom supplies needed for instruction will be provided.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2018	\$500	Building Administrators and Title I Teachers
Tier 3 Supplemental English Language Arts Instruction	Staff will evaluate student's progress through national, state, and local assessments. Currently, Beer Middle School is using IOWA, MSTEP, NWEA and DRA to determine the level of proficiency.	Evaluation	Tier 3	Evaluate	09/08/2015	06/30/2018	\$0	Building Administrators, English Language Arts staff, and Title I Teacher.
Math Journals - Getting Ready	Staff that are new to the building will be trained in Math Journals. Mathematics staff that were previously trained will revisit Math Journals during PLC.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$600	All building Administrators and Mathematical staff.
WEB-Where Everyone Belongs	Eighth grade students will mentor incoming sixth grade students to make a positive transition into the middle school. WEB leaders will monitor the sixth students academic and social progress throughout the year during different activities.	Implementation	Tier 1	Implement	09/08/2015	06/30/2018	\$6000	Counselors, WEB Leaders, and select staff members
Shelter Instruction Observation Protocol (SIOP) Monitor	Shelter Instruction Observation Protocol will be monitor through the use of classroom walk-throughs.	Monitor	Tier 2	Monitor	09/06/2016	06/30/2018	\$0	All building Administrators and Science staff.

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Informational Text-Evaluate	The evaluation of literacy skill implementation in the science classroom will be analyzed with state and local assessments.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2018	\$0	All building science staff and administrators
Tier 3 Supplemental English Language Arts Instruction-Getting Ready	Title I teachers will be training to utilize easyCBM, Corrective Reading, Adolescent Critical Reading Intervention (ACRI) or a comparable research-based literacy intervention program with students who are not proficient in the area of reading.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2018	\$1000	Building Administrators, Title I Teachers
Literacy Vocabulary Instruction-Evaluate	Beer Middle School staff will evaluate the Vocabulary Literacy Plan by using pretests and post tests to monitor progress. Data is input into Data Director for the building to analyze and further analyze the progress of achievement.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2018	\$0	All building Administrators and Social Studies staff.
Number Talks - Getting Ready	Sixth grade staff will be trained in Number Talks. Number talks is a productive discourse tool that instructs students on how to verbally communicate their thinking around mathematical concepts. Additionally, the connection to sixth grade will serve as a bridge to training students have received at the elementary level. Furthermore, staff will also review Discourse Training, which was provided during the 2015-2016 school year by local curriculum consultants.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$600	The building Administrators and sixth grade Mathematical staff.
Close and Critical Reading-Evaluate	IOWA , NWEA, and/or M-STEP data, as well as common assessment data will be utilized by building administrators and staff to determine the impact of Close and Critical Reading on student achievement in the core content areas.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2018	\$0	All social studies staff and building administrators.
Literacy in Action Training	Staff that are new to the building will be trained in Literacy in Action. Staff that has been previously trained will have reinforcement in both Writing Tracker, Marzano's Six Steps to Vocabulary Training, and Close and Critical Reading.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/30/2018	\$1000	All building Administrators and Science staff.
Tier 3 Supplemental English Language Arts Instruction	Students will be enrolled in a sixty (60) minute class, that meets daily, to address gaps in student learning. Students will learn with and from each other and are provided with direct instruction for their areas of weakness. Materials, such as Corrective Reading workbooks, are needed for this academic support program.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2018	\$95000	Building Administrators, English Language Arts staff, and Title I Teacher.
Informational Text-Implement	Tier 1 students will be provided informational text that will support the development of core content area skills and literacy development in the content.	Implementation	Tier 1	Implement	09/08/2015	06/30/2018	\$500	All building Administrators and Science staff.

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Writer's Workshop-Monitoring	Staff will use progress monitoring within individual classrooms, District Writing Assessments, IOWA, and M-STEP	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All building Administrators and English Language Arts staff.
Literacy Vocabulary Instruction-Monitor	Beer Middle School staff will monitor whether or not Marzano's Six Steps to Vocabulary is being implemented with fidelity. Staff will monitor student progress with vocabulary notebook checks, review games, and by collecting student samples throughout the school year.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	The building Administrators and Social Studies staff.
Implementation of Literacy Strategies	Staff will utilize Close and Critical Reading with informational text and will implement Reading Apprenticeship strategies including: Survey, Question, Read, Recite, Review (SQ3R); Two-Column Notes; and Talk to the Text (T4) throughout the school year.	Getting Ready	Tier 1	Implement	09/08/2015	06/30/2018	\$1000	The building Administrators and Social Studies staff.
Informational Text-Getting Ready	All social studies staff will receive professional learning on various sources available online containing informational text for classroom use and will review reading strategies such as SQ3R, Talk to the Text (T4), and Two Column notes, which will be implemented as strategies that assist in extracting information from complex text.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$500	All building Administrators and Social Studies staff.
Content Area Writing-Monitor	The use of content area writing will be monitored by classroom walk-throughs and evidence collected by staff members.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	All building administrators and science teaching staff
Intervention Materials Purchase	Materials purchase for Tier II and III interventions to include additional content-related readers, Corrective Reading books, ACRI books, Numbers World books, resources for math manipulatives, paper, pencils, etc.	Getting Ready	Tier 2	Getting Ready	09/08/2015	06/30/2017	\$1000	Intervention Teachers and Building Administrators
Tier 3 Supplemental English Language Arts Instruction-Evaluate	The evaluation of Corrective Reading and Adolescent Critical Reading Intervention will occur when State and local assessments are analyzed and through program evaluation.	Academic Support Program	Tier 3	Evaluate	09/08/2015	06/30/2018	\$0	Building Administrators, Title I Teachers
Interactive Writing Notebooks	Students will keep a journal with mathematical information which would include concepts with definitions, examples, and non-linguistic representations as well as explanations of their problem solving.	Monitor	Tier 1	Implement	09/08/2015	06/30/2016	\$300	All building Administrators and Mathematical staff.

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Classroom Instruction That Works (CITW)-Getting Ready	Teachers will attend CITW training and receive CITW job-embedded support from the Content Instructional Technology Specialist and through PLC meeting and/or professional training from MISD Consultants.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$600	All building Administrators and Mathematical staff.
Classroom Instruction That Works (CITW)-Implement	All teachers will use the CITW instructional strategies that align with curriculum standards and targets being instructed to enhance students learning, with an emphasis on providing feedback	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$600	All building Administrators and Social Studies staff.
Tier 3 Supplemental Mathematics Instruction-Getting Ready	Title I teacher will be trained to utilize easyCBM and Numbers World (or a comparable research-based math intervention program) with students who are not proficient in the area of mathematics. Books and materials will be purchased to support each class.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2017	\$1300	All building Administrators and Title I Teacher
Close and Critical Reading-Implementation	All social studies staff will implement the four questions of Close and Critical reading at least once a quarter.	Implementation	Tier 1	Implement	09/06/2016	06/30/2018	\$0	All social studies and building administrators.
Literacy Vocabulary Instruction-Evaluation	Beer Middle School staff will evaluate the Vocabulary Literacy Plan by using pretests and post tests to monitor progress. Data is input into Data Director for the building to analyze and further analyze the progress of achievement.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2018	\$0	All building Administrators and Science staff.
Interactive Writing Notebooks	Beer Middle School staff will evaluate interactive notebooks by comparing pre and post test assessment data relevant to content input in the notebooks. Also, staff will collect student samples as evidence.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2016	\$0	Beer Middle School Staff and Administrators
Implementation of Literacy Strategies	Staff will utilize Close and Critical Reading with informational text and will implement Reading Apprenticeship strategies including: Survey, Question, Read, Recite, Review (SQ3R); Two-Column Notes; and Talk to the Text (T4) throughout the school year.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$0	All building Administrators and Mathematics staff.
Tier 1 MTSS-Getting Ready	Beer Middle School staff will receive necessary professional development on MTSS model as it pertains to the building MTSS interventions in place. Additionally, professional learning will occur at intervention meetings to assist staff in interpreting the data and determining its impact in the general education classroom.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2018	\$1000	Building Administrators and Intervention Teachers

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Literacy in Action Training	Staff that is new to the building will be trained in Literacy in Action. Staff that has been previously trained will have reinforcement in Close and Critical Reading.	Getting Ready	Tier 1	Getting Ready	09/08/2015	06/30/2018	\$1000	All building Administrators and English Language Arts staff.
Math Literacy Plan-Getting Ready	All staff will receive continued professional development on literacy and Common Core State Standards during PLC meetings, staff meetings, classroom instructional time, individualized professional learning time, during the day/after school sessions throughout the school year.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$2000	All building Administrators, Content Specialists and Mathematical staff.
Literacy Vocabulary Instruction-Implement	Beer Middle School staff will implement Marzano's Six Steps to Vocabulary by implementing weekly cognitive vocabulary instruction and content vocabulary relating to identified Power Standards. This includes recording information regarding the cognitive vocabulary words using the Frayer Model in students vocabulary notebooks, using direct instruction of the words, displaying cognitive vocabulary posters, and implementing review strategies.	Implementation	Tier 1	Implement	09/06/2016	06/30/2018	\$0	All building Administrators and Science staff.
Tier 2 Supplemental Mathematics Instruction-Evaluate	The evaluation of these interventions will be evident when analyzing State, district, and building common assessments.	Academic Support Program	Tier 2	Evaluate	09/06/2016	06/30/2017	\$0	Building Administrators & Title I Teachers
Content Area Writing-Implement	Writing Tracker will be utilized within the sixth grade classrooms to build writing fluency during first semester of the 2016-17 school year. Once writing fluency has been established, sixth grade teachers will focus on argumentative writing in the second semester. Additionally, seventh and eighth grade teachers will implement argumentative writing first and second semester to strengthen content area writing skills.	Implementation	Tier 1	Implement	09/06/2016	06/30/2018	\$0	All social studies staff and building administrators.
Close and Critical Reading-Getting Ready	Staff will revisit the four questions of Close and Critical Reading with staff that are currently trained and locate informational text sources to utilize in the classroom with the strategy. Additionally, new staff will receive professional learning during PLCs, staff meetings, content meetings, and individualized professional learning before and after school.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$500	All social studies and building administrators.

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Shelter Instruction Observation Protocol (SIOP) Evaluate	Staff will implement and evaluate the SIOP strategies that have been utilized within their classrooms. Each staff will be responsible for documentation and evaluation of these instructional strategies.	Evaluation	Tier 2	Evaluate	09/06/2016	06/30/2018	\$0	All building Administrators and Social Studies staff.
Interactive Writing Notebooks	Student samples will be collected to show that notebooks are being implemented with fidelity. Also, a common core four point rubric will be used to assessed student writing.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	Beer Middle School Administrators and Staff
Interactive Writing Notebooks	Staff will be trained on how what interactive notebooks are and how to effectively implement them in the classroom. Also, staff will receive necessary materials in order to implement notebooks in the classroom.	Materials, Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2018	\$2000	Building Administrators and Staff
Writer's Workshop-Evaluation	Staff will evaluate Writer's Workshop through the use of progress monitoring within individual, completed essays, classrooms, District Writing, M-STEP and IOWA.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2018	\$0	All building Administrators and English Language Arts staff.
Content Area Writing-Evaluate	The evaluation of utilizing content area writing in social studies will occur when state and local assessments are analyzed.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$300	All social studies staff and building administrators.
Tier 3 Supplemental Mathematics Instruction-Monitor	The monitoring of intervention programs will be done through classroom walk throughs and MTSS intervention meetings.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/30/2017	\$1000	Title I Intervention Teachers, MTSS Intervention Team, Building Administrators
Literacy in Action Training	Staff that are new to the building will be trained in Literacy in Action. Staff that has been previously trained in Literacy in Action will have reinforcement in both Writing Tracker and Close and Critical Reading.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2018	\$1000	All building Administrators and Social Studies .



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Professional Learning Communities-Evaluate	Beer Middle School will evaluate the goal through data analysis of common and state assessments, reviewing perception and process/program data, completing the AdvancED Self-Assessment, Completing the ASSIST-MDE Program Evaluation, Title I Surveys, evidence collection of classroom strategy implementation, and using rubrics for writing scoring clinics, peer observations, and PBIS	Evaluation	Tier 1	Evaluate	09/02/2015	06/30/2018	\$6000	Beer Middle School Administrators and Staff
Informational Text-Monitor	Teachers will administer the use of informational text in the classroom twice a quarter to help measure the growth of literacy in the content areas. Administrators will monitor its implementation through classroom walk-throughs.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	All responsible teaching staff and building administrators.
Tier 2 Supplemental Mathematics Instruction-Monitor	The monitoring of reteach/retest will occur in classroom teacher's grade book comments. The monitoring of lunch intervention will include a sign in sheet to track which students are receiving extra support by the Title I Intervention teachers and EL Tutor.	Academic Support Program	Tier 2	Monitor	09/30/2015	06/30/2017	\$0	Building Administrators, General & Special Education Teachers, & Title I Teachers
Professional Learning	All staff will receive continued professional development on literacy and Common Core State Standards during PLC meetings, staff meetings, classroom instructional time, individualized professional learning time, during the day/after school sessions throughout the school year.	Professional Learning	Tier 1	Getting Ready	06/30/2016	06/30/2018	\$2000	All building Administrators and English Language Arts staff.
Reader's Workshop-Evaluation	Reader's Workshop will be evaluate using the following; DRA, DRP, IOWA, M-STEP, progress monitoring within classrooms, and common assessments.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$2000	All English Language Arts staff and building administrators.
Professional Learning	All Beer Middle School staff will receive continued professional development on literacy and Common Core State Standard during PLC meetings, staff meetings, classroom instructional time, individualized professional learning time, and during the day/after school sessions throughout the school year.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2017	\$2500	All building Administrators, Social Studies staff and Content Instructional Technology Specialist.

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Performance Tasks - Getting Ready	Staff will revisit the use of performance tasks in mathematics course. This will include various strategies used to implement performance task and proper evaluation. Additionally, new staff members will receive training on performance tasks, usage, and evaluation.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$500	All building Administrators and Mathematics staff.
Professional Learning Communities-Monitor	Beer Middle School will monitor the building wide PLC initiatives with sign in sheets, agendas, meeting minutes, administrator/peer walk-throughs, quarterly reports due to MDE, BOE, common assessment review using rubrics, and IOWA and MSTEP data analysis.	Monitor	Tier 1	Monitor	09/02/2015	06/30/2018	\$4000	Beer Middle School Administrators and Staff
Literacy Vocabulary Instruction - Implementation	Beer Middle School staff will implement Marzano's Six Steps to Vocabulary by implementing weekly cognitive vocabulary instruction. This includes recording information regarding the cognitive and content area vocabulary words using the Frayer Model in students vocabulary notebooks, using direct instruction of the words, displaying cognitive vocabulary posters, and implementing review strategies.	Implementation	Tier 1	Implement	09/08/2015	06/30/2017	\$0	Building Administrators and Staff
Literacy Vocabulary Instruction - Evaluation	Beer Middle School staff will evaluate the Vocabulary Literacy Plan by using pretests and post tests to monitor progress each semester. Data is input into Data Director for the building to analyze and further analyze the progress of achievement.	Evaluation	Tier 1	Evaluate	09/02/2015	06/30/2017	\$0	All building Administrators and Mathematics staff .
Content Area Writing-Evaluate	The evaluation of utilizing content area writing in science will occur when state and local assessments are analyzed.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2018	\$0	All building administrators and teaching staff
Tier 3 Supplemental Mathematics Instruction-Implement	Students will be enrolled in a sixty (60) minute class, that meets daily, to address gaps in student learning. Students learn from direct instruction, skill reinforcement, and hands-on manipulatives developed and implemented by the classroom teacher. The classroom teacher provides students with flexibility in instruction to accommodate many different learning styles.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2017	\$77000	Building Administrators & Title I Teachers
Tier 2 Supplemental Mathematics Instruction-Getting Ready	Title I Intervention Teachers and EL Tutors will receive necessary training needed to support students in the classroom. Additionally, classroom supplies needed for instruction will be provided.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2017	\$500	Building Administrators and Title I Teacher

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Tier 2 supplemental Mathematics Instruction-Implement	Staff will implement additional lessons and differentiated instruction to individual and small groups of at-risk students. This will occur in the classroom, before/after school as designed by the classroom teacher, and during each lunch session at Beer Middle School.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2017	\$0	Building Administrators and Title I Teacher
Professional Learning Communities-Implement	Beer Middle School staff will implement the building wide PLC initiatives during scheduled PLC meetings, staff meetings, classroom instructional time, individualized professional learning time, and during the day/after school sessions. Staff will focus upon using results to target instruction.	Implementation	Tier 1	Implement	09/02/2015	06/30/2018	\$3000	Beer Middle School Administration and Staff
Literacy Vocabulary Instruction - Monitor	Beer Middle School staff will monitor whether or not Marzano's Six Step to Vocabulary is being implemented with fidelity. Staff will monitor student progress with vocabulary notebook checks, review games, and by collecting student samples throughout the school year.	Monitor	Tier 1	Monitor	09/02/2015	06/30/2017	\$0	All building Administrators and Mathematics staff.
Professional Learning Communities -Getting Ready	Beer Middle School will utilize a PLC model for all of the following building-wide initiatives: professional development relating to all goal strategies/development, curriculum mapping, building school-based common assessments, writing scoring clinics, peer walk-throughs/observations, Parent Involvement Event Nights (PIE), Classroom Instruction that Works (CITW), Multi-tiered System of Support (MTSS), Positive Behavior Interventions System (PBIS), and Vocabulary Instruction. Professional learning will allow for collaboration among all staff to ensure that there is cohesion among all levels in terms of curriculum, instruction, and assessment.	Supplemental Materials, Materials, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/02/2015	06/30/2018	\$6000	Beer Middle School Administration and Staff
Reader's Workshop-Implement	All English Language Arts staff will implement Reader's Workshop within a block schedule for sixth and seventh graders. Eighth grade staff will implement Reader's Workshop in an hour class. Within the class, teachers will use Individualized Daily Reading, Shared Read Alouds, and Guided Reading. Guided Reading will focus on implicit and explicit reading skills. This area of need was determined through analysis of IOWA results. Additionally, Guided Reading will reinforce reading strategies that were taught during whole group instructions.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$2000	All building Administrators and English Language Arts staff.

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Literacy Vocabulary Instruction-Monitor	Beer Middle School staff will monitor whether or not the Marzano's Six Steps to Vocabulary is being implemented with fidelity. Staff will monitor student progress with vocabulary notebook checks, review games, and by collecting student samples throughout the school year.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	All building Administrators and Science staff.
Number Talks - Implement	Staff will implement Number Talk in daily practices that are ten minutes where students mentally solve computation problems and talk about their strategies. Implementing this strategy allows students to use math practices 1, 3,6,7, and 8 as well as develop fluency over time.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$800	Mathematics staff and Building Administrators and Staff
Scoring Clinic and Dialogue Training	Staff will be trained in the use of writing rubrics as well as how to conduct a scoring clinic. In addition, they will learn how the use of dialogue within the classroom can enhance the understanding of concepts.	Getting Ready	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$1000	All building Administrators, Content Specialists, and Mathematics staff.
Writer's Workshop-Implement	Staff will implement Writer's Workshop within the block schedule for both the sixth and seventh graders. Eighth grade staff will implement the Writer's Workshop with a regular hour class. Staff will implement MAISA units with a focus on structure and organization.	Implementation	Tier 1	Implement	09/06/2016	06/30/2018	\$0	All building Administrators and English Language Arts staff.
Interactive Writing Notebooks	Beer Middle School will evaluate the use of writing notebooks by collecting students samples of work and compare pre and post-test data to related content referred to in the notebook.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2018	\$0	Beer Middle School Administrators and Teachers
Informational Text-Getting Ready	All science staff will receive receive professional learning on various resources available online containing informational text for classroom use and will review reading strategies such as SQ3R, Talk to the Text (T4), and Two Column notes, which will be implemented as strategies that assist in extracting information from complex text. Training will also include the inclusion of NGSS.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$500	All building administrators and science staff
Interactive Writing Notebooks	Beer Middle School staff will receive professional learning on interactive notebooks and how to implement them in the classroom with fidelity.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$2000	All building Administrators and Mathematics staff.

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Close and Critical Reading-Getting Ready	Staff will revisit the four questions of Close and Critical Reading with staff that are currently trained and locate informational text sources to utilize in the classroom with the strategy. Additionally, new staff will receive professional learning during PLCs, staff meetings, content meetings, and individualized professional learning before and after school.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$500	All building teaching staff and administrators.
Content Area Writing-Monitor	The use of content area writing will be monitored by classroom walk-throughs and evidence collected by staff members.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	All social studies staff and building administrators.
Interactive Writing Notebooks	Staff will implement interactive notebooks in Science classes to improve student's note-taking and writing skills.	Implementation	Tier 1	Implement	09/08/2015	06/30/2018	\$0	Beer Middle School Teaching Staff
Tier 2 Supplemental English Language Arts Instruction-Implement	Staff will implement additional lessons and differentiated instruction to individual and small groups of at-risk students. This will occur in the classroom, before/after school as designed by the classroom teacher, and during each lunch session at Beer Middle School.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2017	\$0	Building Administrators, General & Special Education Teachers, Title I Teachers
Close and Critical Reading-Monitor	Staff will submit documentation quarterly to ensure that close and critical reading is being implemented with fidelity at least once a quarter in each grade level. Additionally, administrative walk-throughs will be used to monitor the use of these instructional strategies.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	All social studies staff and building administrators.
Literacy Vocabulary Instruction-Getting Ready	Staff will receive professional development regarding Marzano's Six Steps to Vocabulary Instruction as outlined by McRel.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$0	The building Administrators and Social Studies staff.
Classroom Instruction That Works (CITW)-Evaluate	Teachers will evaluate student growth on state and local assessments to evaluate CITW strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2018	\$0	All building Administrators and Social Studies staff.

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Classroom INstruction That Works (CITW)-Monitoring	Teachers will monitor whether or not students can adjust their knowledge and skills, based up on the feedback given, for various student growth measures in the classroom	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	All building Administrators and Social Studies staff.
Reader's Workshop-Getting Ready	All staff will continue to receive professional development on literacy and strategies during PLC meetings, staff meetings, classroom instruction time, individualized professional learning time, during the day/after school sessions throughout the school year.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$2000	All building Administrators and English Language Arts staff.
Tier 3 Supplemental English Language Arts Instruction-Monitor	The monitoring of intervention programs will be done through classroom walk throughs and MTSS intervention meetings.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2018	\$1000	Building Administrators, Title I Teachers, MTSS Intervention Team
Tier 2 Supplmental English Language Instruction-Evaluate	The evaluation of these interventions will be evident when analyzing State, district, and building common assessments.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/30/2018	\$0	Building Administrators, General & Special Education Teachers, Title I Teachers
Interactive Writing Notebooks	Beer Middle School staff will monitor whether or not interactive notebooks are being implemented with fidelity by performing periodic checks to see if students are completing the notebook activities.	Monitor	Tier 1	Monitor	09/08/2015	06/30/2016	\$0	Beer Middle School Staff
PBIS-Getting Ready	All teachers will receive PBIS training and job-embedded support at PLC meetings and monthly staff meetings. In addition, staff members will participate in a Leader in Me book study as well as attend local Leader in Me professional learning sessions.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2017	\$1000	Building Administrators
Shelter Instruction Observation Protocol (SIOP)-Getting Ready	Staff will be trained in SIOP which will be implemented within the classroom throughout the year with Tier 2 and Tier 3 students.	Professional Learning, Getting Ready	Tier 2	Getting Ready	09/06/2016	06/30/2018	\$2000	All Building Administrators and Social Studies staff.

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Literacy Vocabulary Instruction-Implement	Beer Middle School staff will implement Marzano's Six Steps to Vocabulary by implementing weekly cognitive vocabulary instruction. This includes recording information regarding the cognitive vocabulary words using the Frayer Model in students vocabulary notebooks, using direct instruction of the words, displaying cognitive vocabulary posters, and implementing review strategies.	Implementation	Tier 1	Implement	09/06/2016	06/30/2018	\$0	All building Administrators and Social Studies staff.
Professional Learning	All Beer Middle School staff will receive continued professional development on literacy and NGSS during PLC meetings, staff meetings, classroom instructional time, individualized professional learning time, and during the day/after school sessions throughout the school year. Additionally, staff will receive the remaining session of NGSX training, which began in 2015-2016.	Professional Learning	Tier 1	Getting Ready	09/02/2015	06/30/2018	\$2500	All building Administrators, Science staff, Content Instructional Technology Specialist
Interactive Writing Notebooks	Beer Middle School staff will implement interactive writing notebooks in Social Studies courses throughout the school year.	Implementation	Tier 1	Implement	09/08/2015	06/30/2018	\$0	Beer Middle School Teaching Staff
Writer's Workshop-Getting Ready	All Beer Middle School staff will receive continues professional development on writing during PLC meetings, staff meetings, classroom instructional time, individualized professional learning time, and during the day/after school sessions throughout the school year.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$2000	All building Administrators and English Language Arts staff.
Content Area Writing-Getting Ready	All social studies staff will be trained on the use of argumentative writing templates and rubrics through ongoing PLC meetings, staff meetings, content area meetings, and individual staff development.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2018	\$0	All social studies staff and building administrators.
Interactive Writing Notebooks	Staff will monitor the use of interactive notebooks with periodic notebook checks.	Monitor	Tier 1	Monitor	09/08/2015	06/30/2018	\$0	Beer Middle School Administrators and Staff
Close and Critical Reading-Implement	All science staff will implement the four questions of Close and Critical reading at least once a semester..	Implementation	Tier 1	Implement	09/06/2016	06/30/2018	\$0	All building Administrators and Science staff.

## School Improvement Plan

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Math Journals - Implement	Math Journals will be implemented in the mathematics classrooms that will support the development of Conceptual Understanding, core content area skills, and literacy development in the content.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$950	All building Administrators and Mathematical staff.
Performance Tasks - Monitor	Mathematics teachers will administer performance tasks once each unit to help measure the growth of Conceptual Understanding as applied to the designated math principles. Administrators will monitor its implementation through classroom walk-throughs and building common assessments.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All building Administrators and Mathematics staff.
Tier 3 Supplemental Mathematics Instruction-Evaluate	IOWA, M-STEP, and/or easyCBM data will be analyzed to determine if students' mathematical skills have increased since enrollment in this course.	Academic Support Program	Tier 3	Evaluate	09/08/2015	06/30/2017	\$0	Building Administrators & Title I Teachers
Literacy Vocabulary Instruction -Getting Ready	Staff will review and/or receive professional development regarding Marzano's Six Steps to Vocabulary Instruction as outlined by McRel. Staff will also review building wide goal for academic vocabulary plan and cognitive vocabulary relating to subject area content and essential vocabulary.	Professional Learning	Tier 1	Getting Ready	09/02/2015	06/30/2017	\$500	All building Administrators and Mathematics staff.
Informational Text-Implement	Tier 1 students will be provided informational text that will support the development of core content area skills and literacy development in the content.	Implementation	Tier 1	Implement	09/08/2015	06/30/2018	\$500	Building Administrators & Social Studies Teachers
Literacy Vocabulary Instruction-Getting Ready	New staff will receive professional development regarding Marzano's Six Steps to Vocabulary Instruction as outlined by McRel.	Professional Learning	Tier 1	Getting Ready	09/02/2015	06/30/2018	\$0	All building Administrators and Science staff.
Interactive Writing Notebooks	Beer Middle School will receive professional learning on interactive writing notebooks and how to implement them effectively in the classroom. Staff will also receive necessary materials in order to effectively implement the notebooks.	Materials, Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2018	\$2000	Beer Middle School Administrators and Staff

### Title I Part A

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

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PBIS-Implement	Beer staff will continue to provide mentoring & support programs (Earned Privileges, Where Everybody Belongs, Kids Empowered, Summer Blast, Four Core Summer School, Peer to Peer, CARE, etc.). These will be used to provide instruction of, and mentoring support in, developing and maintaining positive behaviors which support academic success. Components of Leader in Me may begin to be implemented second semester.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/30/2017	\$6000	Beer Middle School Staff and Building Administrators.
Family and Community Engagement-Evaluate	Staff and family surveys, as well as annual evaluation and planning meetings, will be used to determine the degree of support these events are affording families as partners in each tier of the system.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	Beer Middle School Staff and Building Administrators.
Family and Community Engagement-Implement	Parent Involvement Events (PIE) will be scheduled throughout the school year. Staff will keep parents informed of academic expectations and offer materials and training on how parents/families can work with the child at home in order to master these content expectations. Summer parent/student resources will be provided to the parents of the students who did not show growth in the Bottom 30%.	Parent Involvement	Tier 3	Implement	09/08/2015	06/30/2018	\$2500	Beer Middle School Staff and Building Administrators.
Assign Supplemental Staff to Implement Instructional Interventions	Intervention Teachers and/or paraprofessionals will provide identified, at-risk, students with daily additional instructional time within their areas of deficit. Timed amounts to be determined by MTSS guidelines (Tier II or III). Specific interventions include additional guided reading time, corrective reading, additional math/science/social studies instructional time either within the school day, an extended day, or summer program.  Interventions may include before school or after school tutoring and/or mentoring, during school additional core content instruction time, and/or summer academic/behavioral programs.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2018	\$162000	Beer Middle School Staff and Building Administrators

### No Funding Required

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

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Performance Tasks - Evaluate	Students will evaluate data from unit performance tasks and common assessments to determine if growth is evident in the areas of mathematical concepts.	Evaluation	Tier 1	Evaluate	09/06/2016	09/30/2017	\$0	All building Administrators and Mathematical staff.
Math Journals - Evaluate	The evaluation of Math Journals will be analyzed with state and local assessments.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	All building Administration and Mathematical staff.
Multiple Use of Problem Solving Strategies Using manipulatives and Models - Monitor	Problem solving strategies and utilization of manipulatives will be monitored through administrative walk-throughs and in common assessments.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All building Administrators and Mathematics staff.
Performance Tasks - Implement	Students will use non-linguistic representations to demonstrate conceptual understanding of mathematical concepts in the performance tasks. Sixth grade will focus upon data analysis and probability and seventh and eighth grade will focus on geometry. Performance tasks will be implemented at least once a unit in all grade levels.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All building Administrators and Mathematics staff.
Classroom Instruction That Works (CITW) - Evaluate	Teachers will evaluate student growth on state and local assessments to evaluate CITW strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	All building Administrators and Mathematical staff.
Performance Task	Students will use content vocabulary within a performance task to demonstrate their understanding of science concepts.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2018	\$0	All building Administrators and Science staff.
Multiple Use of Problem Solving Strategies and Using Manipulatives- Evaluate	The evaluation of this activity will occur when local district assessments are analyzed and when common assessments are analyzed in the classroom.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	All building Administrators and Mathematical staff.
Classroom Instruction That Works (CITW)- Implement	All teachers will use the CITW instructional strategies that align with curriculum standards and targets being instructed to enhance students learning, with an emphasis on providing timely and effective feedback.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All building Administrators and English Language Arts staff.
Classroom Instruction that Works (CITW)- Monitor	Teachers will monitor whether or not students can adjust their knowledge and skills, based up on the feedback given, for various student growth measures in the classroom.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	All building Administrators and Science staff.

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Math Journals - Monitor	Beer Middle School Staff will monitor whether or not the Math Journals are being implemented with fidelity. Staff will monitor student progress with journal checks throughout the year. Administrators will monitor with administrative walk-throughs.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All building Administrators and Mathematical staff.
Classroom Instruction That Works (CITW)- Monitor	Teachers will monitor whether or not students can adjust their knowledge and skills, based upon the feedback given, for various student growth measures in the classroom.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	All Beer Middle School Staff
Performance Tasks	Students will use content vocabulary within a performance task to demonstrate their understanding of social studies concepts.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	Building Administrators and Staff
Number Talks - Evaluate	The evaluation of Number Talks in mathematics will be occur when state and local assessments are analyzed.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	All building Administrators and Mathematical staff.
Literacy Vocabulary Instruction-Evaluate	Beer Middle School staff will evaluate the Vocabulary Literacy Plan by using pretests and post tests to monitor progress. Data is input into Data Director for the building to analyze and further analyze the progress of achievement.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2018	\$0	All building Administrators and English Language Arts staff.
Multiple use of Problem-Solving Strategies Using Manipulatives and Models - Implement	6th grade mathematics teachers will utilize problem solving strategies with an emphasis on data analysis and probability. 7th grade mathematics teachers will utilize problem solving strategies with an emphasis on geometry. 8th grade mathematics teachers will utilize problem solving strategies with an emphasis on geometry.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All building Administrators and Mathematics staff.
Literacy Vocabulary Instruction-Implement	Beer Middle School staff will implement Marzano's Six Steps to Vocabulary by implementing weekly cognitive vocabulary instruction and content vocabulary relating to identified Power Standards. This includes recording information regarding the cognitive vocabulary words using the Frayer Model in students vocabulary notebooks, using direct instruction of the words, displaying cognitive vocabulary posters, and implementing review strategies.	Implementation	Tier 1	Implement	09/06/2016	06/30/2018	\$0	All building Administrators and English Language Arts staff.
Number Talks - Monitor	Number Talk will be monitor through class walk-throughs.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All building Administration and Mathematical staff.

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Classroom Instruction that Works (CITW)-Evaluate	Teachers will evaluate student growth on state and local assessments to evaluate CITW strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2018	\$0	All building Administrators and Science staff.
Classroom Instruction that Works (CITW)-Evaluate	Teachers will evaluate student growth on state and local assessments to evaluate CITW strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2018	\$0	All building Administrators and English Language Arts staff.
Classroom Instruction That Works (CITW)-Implement	All teachers will use the CITW instructional strategies that align with curriculum standards and targets being instructed to enhance students learning, with an emphasis on providing feedback.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All building Administration and Mathematical staff.
Classroom Instruction That Works (CITW)-Implement	All teachers will use the CITW instructional strategies that align with curriculum standards and targets being instructed to enhance students learning, with an emphasis on providing feedback.	Implementation	Tier 1	Implement	09/06/2016	06/30/2018	\$0	All building administrators and teaching staff
Multiple Use of Problem Solving Strategies Using Manipulatives and Models - Getting Ready	Staff will review problem solving strategies including graphic organizers, manipulatives and models to assist in conceptual understanding of data analysis and geometry, as well as other mathematical principles.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$0	All building Administrators and Mathematics staff.
Literacy Vocabulary Instruction-Monitor	Beer Middle School staff will monitor whether or not the Marzano's Six Steps to Vocabulary is being implemented with fidelity. Staff will monitor student progress with vocabulary notebook checks, review games, and by collecting student samples throughout the school year.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2018	\$0	Building Administrators and Staff
Tier 1 MTSS-Implement	Staff will implement building wide strategies to effectively instruct Tier 1 students. Additionally, they will implement Tier 2 strategies within the classroom with struggling learners and refer students as needed for additional Tier 2 support and Tier 3 interventions.	Implementation	Tier 1	Implement	09/06/2016	06/30/2018	\$0	All Beer Middle School Staff
Classroom Instruction That Works (CITW) - Monitor	Teachers will monitor whether or not students can adjust their knowledge and skills, based upon the feedback given, for various student growth measures in the classroom.	Monitor	Tier 1	Monitor	09/06/2016	06/01/2017	\$0	All building Administration and Mathematical staff.