



# **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 2017-2018 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 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 is the second school year in which Warren Consolidated Schools has 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 2017-2018 school year, the students at Beer Middle School completed the NWEA assessment in both the fall and spring for the second time. In the sixth grade, the students' RIT score in mathematics in the fall was a 211.6 and a 217.2 in the spring, with an overall growth of 5.6. These same sixth grade students' scored a 208.3 in the area of reading in the fall and a 213.8 in the spring with an overall growth of 5.6. Additionally, these students achieved a RIT score of 207.9 on the language usage test in the Fall and a 213.0 in the Spring with an overall growth of 5.1. The seventh grade students also took the fall and spring NWEA. In mathematics, these students achieved a 220.5 on the fall assessment and a 224.4 in the spring, showing a growth of 3.9. On the reading portion of this assessment, the students reached a 215.5 in the fall and a 219.7 in the spring. This was a gain of 4.2 points within the school year. In the area of language usage, the seventh grade students had a 214.1 in the fall and a 218.0 in the spring, posting an overall growth of 4.0 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 220.0 in the fall and a 225.0 in the spring, with a 5.1 growth average. On the reading portion of the assessment, the students in the fall achieved an average of 215.1 and 220.8 in the spring with an overall growth of 5.7. Lastly, the eighth grade students achieved a 215.2 on the fall language usage NWEA and a 219.4 in the spring, with a growth of 4.2 overall RIT points.

Students with Disabilities (SWD) also showed growth on the NWEA. Sixth grade SWD largely met or exceeded their projected RIT growth goals. Of the SWD in the sixth grade, eighty-three percent (83%) met or exceeded this measure in mathematics, seventy-one percent (71%) did the same in reading, and seventy-nine percent (79%) met or exceeded their project growth goal on the language usage test. Seventh grade SWD met or exceeded their projected RIT growth goal at a rate of fifty-three percent (53%) in mathematics, sixty-seven percent (67%) in reading, and seventy-three percent (73%) in language usage. Finally, of the SWD in eighth grade sixty-four percent (64%) met or exceeded their projected RIT growth goal in mathematics, seventy-one percent (71%) met or exceeded this measure in reading, and fifty percent (50%) achieved this level in the area of language usage.

During the 2017-2018 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 2018, where further analysis of student growth and subgroup growth can take place.

On last year's M-STEP assessment, the sixth grade students were fifty-one percent (51%) proficient on the English Language Arts assessment. This is seven percent (7%) above the state average. However, the sixth grade students scored thirty-two percent (32%) proficient on the mathematics portion of the M-STEP assessment, this is two percent (2%) below the state average. The seventh grade students were forty-one percent (41%) proficient on the English Language Arts assessment which is four percent (4%) below the state average. Additionally, these seventh grade students achieved seventeen percent (17%) proficient on the mathematics assessment, which is nineteen percent (19%) below the state average. Furthermore, the eighth grade students were fifty-three percent (53%) proficient on the English Language Arts assessment, which is five percent (5%) above the state average. Lastly, the eighth grade students performed at a twenty-six percent (26%) proficient on the mathematics assessment, eight percent (8%) below the state average.

In order to reinforce the reading achievements identified during the 2016-2017 school year, Beer Middle School will continue to implement research-based reading strategies such as the ACRI test structure organizational maps. The previous strategies of SQ3R, Talk to the Text, Two Column Notes, and other Reading Apprenticeship strategies will remain in teacher toolboxes; however, the staff focus will be upon infusing effective Tier 3 strategies into Tier 1 instruction. 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 now be embedded into Tier 1 instruction to further empower students to improve their ability of detecting word meaning and comprehension. Furthermore, all staff will implement informational reading strategies to prepare for the PSAT.

In order to address the needs of the subgroup population, the MTSS model will be utilized during the 2018-2019 school year to identify students for intervention, class placement, and more targeted instruction. This includes Level I EL classes, Corrective Reading, ACRI,

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Resource Room placement, and Title I Aide support. Additionally, during Tier 1 and Tier 2 instruction, classroom teachers will utilize guided reading time to instruct and review finding implicit meaning in text. Lastly, social studies and science teachers will continue to emphasize reading strategies with informational text in order for students to become more proficient in reading informational text.

During the 2017-2018 school year, the District Writing Assessment was also administered in the fall and spring. This assessment focused upon argumentative writing at all grade levels. District Writing Assessment scores are used to determine a student's FLEP status.

After reviewing the 2017-2018 Building Wide Vocabulary Plan outcomes, the sixth grade demonstrated the most growth from the pretest to the post test score with seventy-five percent (75%) 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 sixty-three percent (63%) 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 all grades 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. Next year this will no longer be a building goal. Beer Middle School will focus on PSAT prep.

During the 2017-2018, the students at Beer Middle School did not complete a student survey. However, last year, Beer Middle School students did complete a student survey during 2016-2017 school year, the following are the results: 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 discussed.

Beer Middle School will continue to address the area of concern with our Baron Bucks System and 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 2017-2018 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-two percent (82%) of parents feel that Beer Middle School is a safe place for their student to learn. Additionally, eighty-two percent (82%) of parents feel that the school is a clean place to learn. This is pretty consistent with the students' sentiments as well. Lastly, seventy-eight (78%) 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 challenges. From the data, fifty percent (50%) of parents felt that the discipline of their student was handled fairly and consistently. Also, only fifty-five percent (55%) of parents felt that Beer Middle School handled bullying quickly and effectively. Lastly, only fifty-two percent (52%) of parents responded they receive a reply from the counseling office within 48 hours of contacting the counseling office. However, thirty-nine percent (39%) felt this was not a concern.

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

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programs for students. Furthermore, parents some parents reported that are concerned that some negative behaviors such as swearing, and some instances of fighting warrant more severe consequences.

The staff perception survey was administered for the 2017-2018 at the district level. These results have not yet been shared at this time.

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 that showed challenges 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 during the 2018-2019 school year. Warren Consolidated Schools passed a technology bond that will allow schools to increase the amount of technology within the school and classroom, along with improving the infrastructure of technology. This will include an expanded computer lab and learning center. To assist teachers in analyzing data, Mathematics and English Language Arts teachers have implemented the first year of Instructional Learning Cycles (ILC). Additional content areas will be added in this process at the commencement of the 2018-2019 school year. Additionally, staff will continue to create and analyze common assessments with colleagues with the purpose of improving academic achievement. These common assessments will allow for more open dialogue among staff and will allow staff to help each other analyze the data from their common assessments to make more informed decisions about classroom teaching practices. Lastly, Beer Middle School will also continue to work with district and state level curriculum specialists to meet with staff about how to better read, analyze, and act upon the data they collect.

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

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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 sustained roughly the same student population with an average of 875 students. In 2015-2016, Beer Middle School has a population of 877 students. Additionally, the population in 2016-2017 was 880, which is similar to this school year's population at 880 students. When viewing the population of the Asian subgroup at Beer Middle School, the percentage of students has trended to be around fifteen percent (15%) for the past three years. Similarly, the Black, Not Hispanic population has remained steady at approximately fourteen percent (14%) 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-three percent (63%). 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 consistent with last school year's English Language Learner population.

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 fourteen percent (14%) of the student population, and continues to be an area of concern among stakeholders at Beer Middle School. This is a 7% improvement from the past two years of chronically absent data. The administration's attention to contacting students daily who come in late or do not show repeatedly have had some positive impacts on students' attendance. These efforts will continue during the next school year as well.

During the 2017-2018 school year, Beer Middle school has had a total of ninety-two (92) suspensions. Last 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, disruptive, and misuse of technology. 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. It is significant to note, there is a new administrative assistant this year, when comparing data to last 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. When looking at our sixth grade EL students' NWEA scores from fall 2017 to spring 2018, seventy-eight percent (78%) of students improved. In the seventh grade, seventy-five percent (75%) of students also showed higher RIT scores than earned in the fall. Lastly, in the eighth grade sixty-six percent (66%) of EL students showed higher RIT scores when comparing their achievement from fall to spring this school year. Additionally when reviewing the reading NWEA data for the students with disabilities the following percentages reflect the number of students who received higher RIT scores when comparing fall to spring this school year: in sixth grade, sixty-three percent (63%), in seventh grade, sixty-three percent (63%) and in eighth grade, fifty-nine percent (59%). In order to further assist all students in their development of reading, ACRI maps will be implemented in all content areas. Furthermore, the staff will begin to implement PSAT strategies and embed cognitive

vocabulary in their daily class assignments and assessments. Additionally, 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, ACRI, and other aspects of MTSS will still be implemented next school year. Lastly, the science and social studies staff members will implement these reading practices in their content areas to strengthen reading comprehension and reading skills in other content areas.

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. More specifically, when viewing the subgroup data of our English learner population's performance on the 2017-2018 NWEA Mathematics assessment, seventy-seven percent (77%) of students in sixth grade, seventy-four percent (74%) of students in seventh grade, and sixty-six percent (66%) of students in eighth grade earned higher RIT scores in the spring when compared to the fall RIT scores. Also, when viewing how the Students with Disabilities subgroup performed, seventy-eight percent (78%) of sixth graders, sixty percent (60%) of sixth graders and seventy percent (70%) of eighth graders earned higher RIT scores when comparing the fall assessment to the spring assessment. However, interventions and extended learning opportunities will be in place to meet the needs of all students, especially those who did not show growth on the NWEA this year or meet their growth targets. This will include the Math Builder elective, which focuses on Number Talks and Number Worlds, Resource Room Math 6-8. Additionally, Algebra I, and placement at the Math Science Center will be offered for those who are meeting growth targets and showing proficiency. Common assessments and further curriculum mapping will also occur next year in order to continue analyzing the strengths and challenges of our population in regards to math. At the start of the 2018-2019 school year, the district will implement Illustrative Math curriculum to assist the needs of challenges observed in our building's overall proficiency and at the district level as well.

Goal 3: 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. Instructional Learning Cycles (ILC) were implemented in Mathematics and English Language Arts. This professional learning process will continue during 2018-2019 and will also be implemented with a new content area as well.

#### **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 three 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 embedded building-wide in all content areas through the implementation of the new school wide building goal pertaining to PSAT prep and comprehension strategies. Additionally, the staff will begin to utilize the ACRI maps currently used in our Tier III intervention courses in all content areas. This strategy bolsters student understanding, helping them to achieve learning targets established by the Common Core State Standards. 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).**

Over the last three years Beer Middle School used 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. For the 2018-2019 school year, Beer Middle School will continue with Academic Vocabulary as an embedded practice within daily instruction.

Beginning in the 2018-2019 school year, Beer Middle School will implement a school-wide goal of PSAT preparation. Staff will receive professional development in ACRI maps that will be used within all academic areas to support student's reading comprehension and will continue to utilize the CITW strategies and best practices. .

### **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 has been on cognitive vocabulary, which is strongly supported by the findings of the comprehensive needs assessment. On the NWEA 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, has assisted in improving student understanding of these words in multiple contexts, such as in the classroom and on standardized tests. After a three year cycle of explicitly instructing students on cognitive vocabulary, the instruction will now become a part of our daily embedded practice. The focus will continue to be on utilizing best practices of Classroom Instruction that Works (CITW). Furthermore, as part of the new 2018-2019 school year, Beer



Middle School will begin emphasizing best practices to increase reading comprehension in all content areas, but specifically in ELA, Social Studies, and Science. This will occur with PSAT strategy prep, the inclusion of ACRI maps, that will allow students to organize and increase comprehension of informational reading.

#### **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. Additionally, the math intervention course will begin implementing a new program next year, Illustrative Math, which will help to bridge the deficits students may have in their understanding of number sense and conceptual math. Lastly, intervention meetings will occur at least once per quarter to identify students who are at risk and may need additional levels of support. This will also include follow up meetings regarding students who have previously been identified and plans have been put in place. The team consists of administrators, support staff, Tier III intervention teachers, and classroom teachers.

#### **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 challenges 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. Additional screeners and assessments will be implemented during the 2018-2019 school year to enhance our progress monitoring of student achievement in mathematics.

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.

Lastly, intervention meetings will occur at least once per quarter to identify students who are at risk and may need additional levels of support. This will also include follow up meetings regarding students who have previously been identified and plans have been put in place. The team consists of administrators, support staff, Tier III intervention teachers, and classroom teachers.

**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>	Yes	<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>	Yes	<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-two (42) teachers on staff. Four (4) teachers were newly assigned to the building for the 2017-2018 school year, creating a turnover rate of ten (10%). Three (3) members were either new hires or involuntary transfers resulted from contract language regarding teacher lay-off, retention, and placement. One member (1) voluntarily transferred to the building.

### **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 three (3) of the forty-two (42) teachers on staff, who have four years of experience or less. Additionally, there is one (1) staff member who have been teaching for five to eight total years. Furthermore, fifteen (15) teachers have been providing classroom instruction for nine to fifteen years. Finally, twenty-three (23) 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 highly 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), Cultural Diversity Studies, Title 1 Parent/Student free field trip, Peer to Peer, ALICE training 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

-Thirteen Blue Ribbon Schools (2 National Blue Ribbon Schools)

-District Mentoring System

## School Improvement Plan

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- "New Teacher Academy" provided by Macomb Intermediate School District (MISD)
- Curriculum Steering Committee and Professional Staff Development funding for teachers
- Competitive Salary and Benefits package
- Updated Technology in every building and classroom
- Classroom computer and email system for each staff member
- Curriculum Specialists to support classroom teachers
- Positive School Climate: shared decision-making through the Professional Learning Communities (PLC) model of School Improvement
- Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum committees, Teacher Leader Academy (at MISD), Teacher Union leadership
- Media centers with part time media specialists in each building; distance learning programs; video streaming; academic software packages
- Full-time Instructional Technology Department and technology support
- School Counselors
- 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 involuntarily transferred to other buildings within the district. For the 2018-2019 school year, an additional teacher allocation will be provided to assist in reducing class size and meeting the needs of the teaching staff and students.

## 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 and into the 2018-2019 school year as well. This training provides staff with the tools and opportunity to hold meaningful conversations within content areas regarding culturally diverse and responsive classrooms. 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 ARRI, CHAMPS, Discourse Training, MTSS, Number Talks, RTI, ILC, 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, science teachers will receive professional development regarding the new curriculum, and the mathematics department will receive training in the new curriculum, Illustrative Math.

**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, ILC process (Math, ELA and one more content area next year) 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. Furthermore, the entire Math and ELA department has been trained in the ILC process and has begun implementing at minimum two cycles for meaningful instructional learning practice. During the 2018-2019 school year, an additional content area will be implementing the ILC process, however the content area has not been determined yet. McREL's Classroom Instruction that Works, Non-Linguistic Representations (Frayer Model and Thinking Maps), and Differentiated Instruction are revisited 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		PD Plan

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

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

There are numerous ways that parents are involved with Beer Middle School's principal, staff, and School Improvement Team to design the school-wide plan. For example, parents are invited to participate in select School Improvement Team meetings to learn about and contribute to the plan. Similarly, parents share their ideas with the principal and staff at formal 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-two percent (82%) of parents believed that Beer Middle School is a clean place for their child to learn. Eighty-two percent (82%) felt Beer Middle School was a safe place to learn. Seventy-two percent (72%) of parents indicated that they receive a reply within 48 hours of contacting their student's teacher, and seventy-eight percent (78%) of parents believe that Beer Middle School promotes understanding among students from various backgrounds, which is a six percent (6%) increase from the year prior. Seventy-five (75%) of parents felt that they receive a sufficient amount of communication from Beer Middle School regarding activities, meetings, and other school related news, which is also an increased amount from the year prior. Parent satisfaction with our community helps to identify areas of challenges 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		Parent Policy

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

Beer Middle School shall:

1. (1118 E 1) Assist parents in understanding the State's content standards and assessments and how to monitor their child's progress by:
  - a. Holding an Open House during which each classroom teacher addresses curriculum standards, tools for student success, and ways in which parents can academically support their child throughout the year.
  - b. Providing on-line access, training, and support to parents regarding the use of Parent Portal, the parent web-view of their student's grades and academic progress.
  - c. Inviting parents to two formal parent-teacher conferences each year. One conference shall be held in the fall, the second in the spring. Student's academic progress will be shared with parents at these conferences.
  - d. Make information about homework available through written communication and Beer's website, and classroom webpages.
2. (1118 E 2) Provide materials and training to help parents work with their children by:
  - a. Schedule 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, Jean for Troops, Hope Water Project, Warren Goodfellows, Reunite the Fight, and Gleaners Community Food Bank 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.

14. (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. Family field trips to local museums, plays, events on Saturdays or after school hours.

### **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		Parent Compact

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

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

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

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

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

Each year Beer Middle School Counselors begin the transition process with our incoming sixth graders by visiting all of our feeder elementary schools to begin discussing the transition and programs available at Beer Middle School in March. This continues with a "field trip" made by all incoming sixth graders during the last month or two of their fifth grade year. During this visit, the fifth graders speak to current Beer Middle School students, tour the school, ask questions, and even eat a lunch which includes practice going through the lunch line, sitting at tables, and throwing their lunch trash away. They are linked up with our future WEB leaders and are shown around Beer Middle School. Beer Middle School also offers summer transition programs Where Everyone Belongs (WEB). During August, incoming sixth graders spend time at the school team-building and engaging in "practice" days to support a successful transition to middle school. Additionally, Warren Mott offers an orientation in August for incoming ninth graders. The Warren Mott Link Crew assists new students with tours and learning the "ins/outs" of the building. Lastly, Beer Middle School Intervention team arranged for a group of students to tour and participate in building trades programs offered at the District Career Prep Center. This tour allowed students to see what requirements they needed to earn in ninth and tenth grade in order to apply for this program. It also emphasized the alternative high school path for those who may not want to pursue higher education right after high school but rather be skilled in a building trade or career prep program.

### **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. During the 2017-2018 school year, the Instructional Learning Cycle process was implemented with staff members who teach Language Arts and Mathematics. This provided additional time for collaboration and reviewing of student growth to make informed classroom instructional decisions for students in all three tiers of instruction. An additional content area will be added to this process during the next school year.

### 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, NWEA, DRA, building common assessments, and 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 2017-2018 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 and ILC 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.

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 -

- PLC and School Improvement Training

# School Improvement Plan

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## 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 -

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



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- 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 this in the sixth grade through the Where Everybody Belongs Program (WEB) which is supported through Title I funds and provides

## School Improvement Plan

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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. Beer Middle School partnered with the WCS Career Technical Center to expose our students to many technical training options. Our students will also be participating in their summer program. 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, 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 and ILC 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 four 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. 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 to 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.

# **2018-2019 School Improvement Goals Plan**

## **Overview**

### **Plan Name**

2018-2019 School Improvement Goals Plan

### **Plan Description**

Goals, Strategies and Activities for Continuous Improvement Plan updated for 2018-2019.

## 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 Mathematics achievement.	Objectives: 1 Strategies: 3 Activities: 16	Academic	\$81800
2	All students will meet or exceed state standards in English Language Arts achievement.	Objectives: 1 Strategies: 3 Activities: 21	Academic	\$106250
3	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
4	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 Mathematics achievement.

### Measurable Objective 1:

47% of All Students will demonstrate a proficiency of skills in Mathematics by 06/30/2025 as measured by the state assessment.

### Strategy 1:

Tier 1 Mathematics Instruction - Teachers will implement the district wide curriculum.

Category: Mathematics

Research Cited: Illustrative Math:

Illustrative Mathematics 6–8 Math is a problem-based core mathematics curriculum for grades 6–8 that sparks discussion, perseverance, and enjoyment of mathematics. Students learn math by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Teachers shift their instruction with high-leverage routines that guide students in understanding and making connections between concepts and procedures.

Just announced! IM 6–8 Math is the only middle school math series to meet EdReports expectations in all 3 Gateways. EdReports is an independent nonprofit that offers free reviews of K-12 instructional materials focus on alignment to college and career-ready standards and other indicators of high quality as recommended by educators.

<https://www.illustrativemathematics.org/>

ACRI: AARI is a Tier 2/3 (MTSS) short-term, intensive intervention that accelerates reading comprehension and critical thinking in informational text. AARI is for general and special education students in grades 3-12. The instructional framework is built on evidence-based strategies and culture-centered research.

AARI focuses on critical thinking with informational text to help students access content from texts.

AARI emphasizes small group instruction that meets students where they are and accelerates their reading through instruction built around:

Community

Text-Based Inferencing and Critical Thinking

Question Answer Relationship (QAR) and Questioning the Author (QtA)



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### Text Structure

AARI seeks to support students in building more positive reader identities that empower them in all aspects of their lives.

ACRI Research: <http://www.oaklandschoolsliteracy.org/adolescent-accelerated-reading-initiative-aari/research-data/>

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

Wright, R. (2003). Math Recovery®: A Program of Intervention in Early Number. Australian Journal of Learning Disabilities, 8(4), 6-11.

Munn, P. (2007). Rater Reliability of Math Recovery® Assessments. Department of Childhood and Primary Studies. Strathclyde University. Glasgow, Scotland.

Phillips, V., Leonard, W., Horton, R., Wright, R., & Stafford, A. (2003). Can Math Recovery® Save Children Before They Fail? Teaching Children Mathematics, 10(2), 107-111.

Smith, T., Cobb, P., Farran, D., Cordray, D., & Munter, C. (2013). Evaluating Math Recovery®: Assessing the Causal Impact of a Diagnostic Tutoring Program on Student Achievement.

American Educational Research Journal, 50 (2), 397-428.

Tier: Tier 1

Activity - Classroom Instruction That Works (CITW)- Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers 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	06/30/2019	\$600	Title I Schoolwide	All building administration and Mathematics staff.

Activity - Classroom Instruction That Works (CITW)- Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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All teachers will use the CITW instructional strategies that align with curriculum standards and targets being instructed to enhance students learning, with an emphasis on providing feedback.	Implementa tion	Tier 1	Implement	09/06/2016	06/30/2019	\$0	No Funding Required	All building administrati on and Mathematic s staff.
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Activity - Classroom Instruction That Works (CITW) - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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	06/30/2019	\$0	No Funding Required	All building Administrati on and Mathematic s staff.

Activity - Classroom Instruction That Works (CITW) - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers will evaluate student growth on state and local assessments to evaluate CITW strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2019	\$0	No Funding Required	All building Administrat ors and Mathematic s staff.

Activity - Number Talks - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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	06/30/2019	\$600	Title I Schoolwide	The building Administrat ors and sixth grade Mathematic s staff.

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Activity - Number Talks - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	06/30/2019	\$800	Title I Schoolwide	Mathematics staff and building administrators and staff

Activity - Number Talks - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Number Talk will be monitor through class walk-throughs.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2019	\$0	No Funding Required	All building Administration and Mathematics staff.

Activity - Number Talks - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The evaluation of Number Talks in mathematics will be occur when state and local assessments are analyzed.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2019	\$0	No Funding Required	All building Administrators and Mathematical staff.

### Strategy 2:

Tier 3 Supplemental Mathematics Instruction - Beer Middle School will utilize Title I funding to provide direct and targeted instruction to students needing significant mathematics interventions. These interventions will include Add+VantageMR, 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.

## School Improvement Plan

Beer Middle School

Category: Mathematics

Research Cited: Wright, R. (2003). Math Recovery®: A Program of Intervention in Early Number. Australian Journal of Learning Disabilities, 8(4), 6-11.

Munn, P. (2007). Rater Reliability of Math Recovery® Assessments. Department of Childhood and Primary Studies. Strathclyde University. Glasgow, Scotland.

Phillips, V., Leonard, W., Horton, R., Wright, R., & Stafford, A. (2003). Can Math Recovery® Save Children Before They Fail? Teaching Children Mathematics, 10(2), 107-111.

Smith, T., Cobb, P., Farran, D., Cordray, D., & Munter, C. (2013). Evaluating Math Recovery®: Assessing the Causal Impact of a Diagnostic Tutoring Program on Student Achievement.

American Educational Research Journal, 50 (2), 397-428.

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
NWEA, 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	06/30/2019	\$0	Title I Schoolwide	Building Administrators & Title I Math Teachers

Activity - Tier 3 Supplemental Mathematics Instruction-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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. For the 2018-2019 school year, Numbers World will be replaced with Add+VantageMR.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2019	\$1300	Title I Schoolwide	All building Administrators and Title I Teacher

## School Improvement Plan

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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	06/30/2019	\$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	06/30/2019	\$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	06/30/2019	\$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	06/30/2019	\$0	Title I Schoolwide	Building Administrators & Title I Teachers

## Goal 2: All students will meet or exceed state standards in English Language Arts achievement.

### Measurable Objective 1:

60% of All Students will demonstrate a proficiency of skills in English Language Arts by 06/30/2025 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. Science and social studies courses will also implement the informational reading strategies utilized in CITW or ACRI in their classrooms with students.

Category: English/Language Arts

Research Cited: ACRI: ACRI is a Tier 2/3 (MTSS) short-term, intensive intervention that accelerates reading comprehension and critical thinking in informational text. ACRI is for general and special education students in grades 3-12. The instructional framework is built on evidence-based strategies and culture-centered research.

AARI focuses on critical thinking with informational text to help students access content from texts.

AARI emphasizes small group instruction that meets students where they are and accelerates their reading through instruction built around:

Community

Text-Based Inferencing and Critical Thinking

Question Answer Relationship (QAR) and Questioning the Author (QtA)

Text Structure

AARI seeks to support students in building more positive reader identities that empower them in all aspects of their lives.

ACRI Research: <http://www.oaklandschoolsliteracy.org/adolescent-accelerated-reading-initiative-aari/research-data/>

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

Tier: Tier 1

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Activity - ACRI Informational Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive necessary materials for the implementation of ACRI strategies in Tier 1 classrooms. This will include color coding materials, examples of informational maps, and professional development.	Implementation	Tier 1	Getting Ready	09/04/2018	06/30/2019	\$0	General Fund	All building administrators and building teaching staff.

Activity - ACRI Informational Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement ACRI organizational maps that allow students to increase comprehension of text. The staff will implement the Description and Sequential text structure maps during Tier 1 instruction. These maps are called Falling Dominoes, which focuses upon cause and effect text structure, linear, which focuses on sequence/chronological order, matrices, which focuses upon compare/contrast text structures, argument, which focuses upon main idea and details and the heirarchy map. Additionally, the staff will implement various questioning strategies that emphasize literal, inferential, or extension questions. This aspect will be implemented after staff have had the opportunity to practice comprehension organizational maps with students.	Implementation	Tier 1	Implement	09/04/2018	06/30/2019	\$0	General Fund	All building administrators and teaching staff.

Activity - ACRI Informational Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the utilization of ACRI strategies during classroom walk-throughs, formal evaluations and from student samples of work.	Monitor	Tier 1	Monitor	09/04/2018	06/30/2019	\$2000	Title I Schoolwide	All building administrators and teaching staff



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Activity - ACRI Informational Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The evaluation of ACRI informational strategies will occur when viewing Mathematics, Science, Social Studies, and English Language Arts MSTEP, NWEA Reading scores, and PSAT proficiency.	Evaluation	Tier 1	Evaluate	09/04/2018	06/30/2019	\$1000	Title I Schoolwide	All building administrators and building 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	06/30/2019	\$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	06/30/2019	\$0	No Funding Required	All building Administrators and English Language Arts staff.

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Activity - Classroom Instruction That Works (CITW)-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor whether or not students can adjust their knowledge and skills, based upon the feedback given, for various student growth measures in the classroom.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2019	\$0	No Funding Required	All Beer Middle School Staff

Activity - Classroom Instruction that Works (CITW)-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate student growth on national, state and local assessments to evaluate CITW strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2019	\$0	No Funding Required	All building Administrators and teaching 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: English/Language Arts

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

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

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

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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 and MSTEP data as well as classroom formative and summative assessments.	Getting Ready	Tier 2	Getting Ready	09/08/2015	06/30/2019	\$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	06/30/2019	\$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
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	06/30/2019	\$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	06/30/2019	\$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	06/30/2019	\$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: English/Language Arts

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

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

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

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

ACRI: AARI is a Tier 2/3 (MTSS) short-term, intensive intervention that accelerates reading comprehension and critical thinking in informational text. AARI is for general and special education students in grades 3-12. The instructional framework is built on evidence-based strategies and culture-centered research.

AARI focuses on critical thinking with informational text to help students access content from texts.

AARI emphasizes small group instruction that meets students where they are and accelerates their reading through instruction built around:

Community

Text-Based Inferencing and Critical Thinking

Question Answer Relationship (QAR) and Questioning the Author (QtA)

Text Structure

## School Improvement Plan

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AARI seeks to support students in building more positive reader identities that empower them in all aspects of their lives.

ACRI Research: <http://www.oaklandschoolsliteracy.org/adolescent-accelerated-reading-initiative-aari/research-data/>

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 and Special Education teachers will be trained to utilize Corrective Reading, ACRI, 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	06/30/2019	\$4000	Title I Schoolwide	Building Administrators, Special Education staff, 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. Special Education students and English Language Learners will also be included in this Tier 3 class, which will be taught by highly-qualified staff.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2019	\$95000	Title I Schoolwide	Building Administrators, English Language Arts staff, Special Education staff and Title I Teacher.

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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 MSTEP, NWEA and DRA to determine the level of proficiency.	Evaluation	Tier 3	Evaluate	09/08/2015	06/30/2019	\$0	Title I Schoolwide	Building Administrators, English Language Arts staff, Special Education and Title I Teacher.

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 Initiative (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	06/30/2019	\$1000	Title I Schoolwide	Building Administrators, Title I Teachers, and Special Education

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	06/30/2019	\$0	Title I Schoolwide	Building Administrators, Title I Teachers, and Special Education staff

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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	06/30/2019	\$1000	Title I Schoolwide	Building Administrators, Title I Teachers, MTSS Intervention Team, and Special Education staff.

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 Initiative will occur when State and local assessments are analyzed and through program evaluation.	Academic Support Program	Tier 3	Evaluate	09/08/2015	06/30/2019	\$0	Title I Schoolwide	Building Administrators, Title I Teachers, English Language Art staff and Special Education staff.

### Goal 3: 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 06/30/2019 as measured by achieving yearly State targets in all content areas.



## School Improvement Plan

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### 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	06/30/2019	\$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	06/30/2019	\$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 NWEA results.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2019	\$0	General Fund	Building Administrators

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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	06/30/2019	\$0	No Funding Required	All Beer Middle School Staff

### 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
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## School Improvement Plan

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<p>Intervention Teachers and/or paraprofessionals will provide identified, at-risk, students with daily additional instructional time within their areas of deficit. Timed amounts to be determined by MTSS guidelines (Tier II or III). Specific interventions include additional guided reading time, corrective reading, additional math/science/social studies instructional time either within the school day, an extended day, or summer program.</p> <p>Interventions may include before school or after school tutoring and/or mentoring, during school additional core content instruction time, and/or summer academic/behavioral programs.</p>	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2019	\$162000	Title I Part A	Beer Middle School Staff and Building Administrators
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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
Intervention Teachers and Building Administrators will evaluate the impact of instructional interventions through DRA2, EasyCBM, MSTEP, NWEA, and QRI scores.	Evaluation	Tier 2	Evaluate	09/08/2015	06/30/2019	\$0	General Fund	Intervention Teachers and Building Administrators

Activity - Intervention Materials Purchase	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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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
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### Strategy 3:

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

Category: Learning Support Systems

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

Tier: Tier 3

Activity - PBIS-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer staff will continue to provide mentoring & support programs (PBIS, Where Everybody Belongs (WEB), Cultural Diversity Training, Math Camp, Peer to Peer, counselor support groups, Blessings in a Backpack, 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	06/30/2019	\$6000	Title I Part A	Beer Middle School Staff and Building Administrators.

Activity - PBIS-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive PBIS training and job-embedded support at PLC meetings and monthly staff meetings. In addition, staff members will participate in Jay Mark's Courageous Conversations About Race professional development.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2019	\$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	09/01/2015	06/30/2019	\$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	06/30/2019	\$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. The WEB students and leaders will also conduct 6th grade orientation day in August each school year.	Implementation	Tier 1	Implement	09/08/2015	06/30/2019	\$6000	Title I Schoolwide	Counselors , WEB Leaders, and select staff members

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### Measurable Objective 2:

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

### Strategy 1:

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

Category: School Culture

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

Tier: Tier 1

Activity - Family and Community Engagement-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I field trips and Parent Nights 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	06/30/2019	\$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	06/30/2019	\$0	Title I Part A	Beer Middle School Staff and Building Administrators.

**Goal 4: 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.

During 2017-2018 school year, staff within the areas of English Language Arts and Mathematics were trained in Instructional Learning Cycle and began implementation. Additionally, one more subject area will be trained during the 2018-2019 school year. This subject area is still unknown.

Category: Learning Support Systems

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

Tier: Tier 1

Activity - Professional Learning Communities -Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

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Beer Middle School will utilize a PLC model for all of the following building-wide initiatives: professional development relating to all goal strategies/development, curriculum mapping, building school-based common assessments, writing scoring clinics, peer walk-throughs/observations, Parent Involvement Event Nights (PIE), Classroom Instruction that Works (CITW), Multi-tiered System of Support (MTSS), Positive Behavior Interventions System (PBIS), and Vocabulary Instruction. Professional learning will allow for collaboration among all staff to ensure that there is cohesion amongs all levels in terms of curriculum, instruction, and assessment.	Teacher Collaboration, Materials, Professional Learning, Curriculum Development, Supplemental Materials	Tier 1	Getting Ready	09/02/2015	06/30/2018	\$7000	General Fund, Title I Schoolwide	Beer Middle School Administration and Staff
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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. Additionally, during the 2017-2018, English Language Art and Mathematics staff were trained in Instructional Learning Cycles and began implementation during this school year and will continue through the upcoming years. Furthermore, one more subject area will be trained in ILC's during the 2018-2019 school year.	Implementation	Tier 1	Implement	09/02/2015	06/30/2019	\$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



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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	06/30/2019	\$6000	Title I Schoolwide	Beer Middle School Administrators and Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Family and Community Engagement-Implement	Title I field trips and Parent Nights 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	06/30/2019	\$2500	Beer Middle School Staff and Building Administrators.
PBIS-Implement	Beer staff will continue to provide mentoring & support programs (PBIS, Where Everybody Belongs (WEB), Cultural Diversity Training, Math Camp, Peer to Peer, counselor support groups, Blessings in a Backpack, 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	06/30/2019	\$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	06/30/2019	\$0	Beer Middle School Staff and Building Administrators.

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Assign Supplemental Staff to Implement Instructional Interventions	<p>Intervention Teachers and/or paraprofessionals will provide identified, at-risk, students with daily additional instructional time within their areas of deficit. Timed amounts to be determined by MTSS guidelines (Tier II or III). Specific interventions include additional guided reading time, corrective reading, additional math/science/social studies instructional time either within the school day, an extended day, or summer program.</p> <p>Interventions may include before school or after school tutoring and/or mentoring, during school additional core content instruction time, and/or summer academic/behavioral programs.</p>	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2019	\$162000	Beer Middle School Staff and Building Administrators
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### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/30/2019	\$0	All building Administrators and Mathematics 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	06/30/2019	\$0	All building Administrators and Mathematical staff.
Number Talks - Monitor	Number Talk will be monitor through class walk-throughs.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2019	\$0	All building Administration and Mathematics staff.
Classroom Instruction that Works (CITW)- Evaluate	Teachers will evaluate student growth on national, state and local assessments to evaluate CITW strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2019	\$0	All building Administrators and teaching 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	06/30/2019	\$0	All building Administration and Mathematics staff.

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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	06/30/2019	\$0	All building Administrators and English Language Arts 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	06/30/2019	\$0	All Beer Middle School Staff
Classroom Instruction That Works (CITW)-Implement	All teachers will use the CITW instructional strategies that align with curriculum standards and targets being instructed to enhance students learning, with an emphasis on providing feedback.	Implementation	Tier 1	Implement	09/06/2016	06/30/2019	\$0	All building administration and Mathematics 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	06/30/2019	\$0	All Beer Middle School Staff

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/30/2019	\$1000	All building Administrators, English Language Arts staff, Content Instructional Technology Specialist, and MISD Consultants
Evaluate Instructional Interventions	Intervention Teachers and Building Administrators will evaluate the impact of instructional interventions through DRA2, EasyCBM, MSTEP, NWEA, and QRI scores.	Evaluation	Tier 2	Evaluate	09/08/2015	06/30/2019	\$0	Intervention Teachers and Building Administrators
Monitor Instructional Interventions	Building Administrators will monitor the implementation of interventions through collection of logs/plans and walk throughs.	Monitor	Tier 2	Monitor	09/08/2015	06/30/2018	\$0	Building Administrators

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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 NWEA results.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2019	\$0	Building Administrators
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.	Teacher Collaboration, Materials, Professional Learning, Curriculum Development, Supplemental Materials	Tier 1	Getting Ready	09/02/2015	06/30/2018	\$1000	Beer Middle School Administration and 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	06/30/2019	\$0	Building Administrators
PBIS-Evaluate	PBIS leadership team will review monitoring data concerning the implementation of plan components through data reports of absences, referrals, suspensions, and/or report card/conduct marks of students.  In addition to interim monitoring data, final evaluation will also include student, staff, and parent surveys will be used to gauge the impact of the program on climate, and academic data (IOWA and MEAP data) will be used to determine academic impact.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2019	\$0	Beer Middle School Staff and Building Administrators.
Tier 2 Supplemental English Language Arts Instruction	Placement of students in Tier 2 support will be determined by NWEA and MSTEP data as well as classroom formative and summative assessments.	Getting Ready	Tier 2	Getting Ready	09/08/2015	06/30/2019	\$0	Building Administrators, English Language Arts staff, and Title I Teacher.

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ACRI Informational Reading Strategies	Staff will implement ACRI organizational maps that allow students to increase comprehension of text. The staff will implement the Description and Sequential text structure maps during Tier 1 instruction. These maps are called Falling Dominoes, which focuses upon cause and effect text structure, linear, which focuses on sequence/chronological order, matrices, which focuses upon compare/contrast text structures, argument, which focuses upon main idea and details and the heirarchy map. Additionally, the staff will implement various questioning strategies that emphasize literal, inferential, or extension questions. This aspect will be implemented after staff have had the opportunity to practice comprehension organizational maps with students.	Implementation	Tier 1	Implement	09/04/2018	06/30/2019	\$0	All building administrators and teaching staff.
ACRI Informational Reading Strategies	Staff will receive necessary materials for the implementation of ACRI strategies in Tier 1 classrooms. This will include color coding materials, examples of informational maps, and professional development.	Implementation	Tier 1	Getting Ready	09/04/2018	06/30/2019	\$0	All building administrators and building teaching staff.
Tier 2 Supplemental English Language Arts Instruction	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	06/30/2019	\$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	09/01/2015	06/30/2019	\$0	Beer Middle School Staff and Building Administrators.

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/30/2019	\$750	Building Administrators, English Language Arts staff, and Title I Teacher.

## School Improvement Plan

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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. Special Education students and English Language Learners will also be included in this Tier 3 class, which will be taught by highly-qualified staff.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2019	\$95000	Building Administrators, English Language Arts staff, Special Education staff and Title I Teacher.
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	06/30/2019	\$1000	Building administrators and Intervention Teachers
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
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.	Teacher Collaboration, Materials, Professional Learning, Curriculum Development, Supplemental Materials	Tier 1	Getting Ready	09/02/2015	06/30/2018	\$6000	Beer Middle School Administration and Staff
Tier 3 Supplemental English Language Arts Instruction-Implement	Students will be enrolled in a sixty (60) minute class, that meets daily, to address gaps in student learning. Students learn from direct instruction, skill reinforcement, and text structure mapping. The classroom teacher provides students with flexibility in instruction to accommodate many different learning styles.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2019	\$0	Building Administrators, Title I Teachers, and Special Education staff

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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 MSTEP, NWEA and DRA to determine the level of proficiency.	Evaluation	Tier 3	Evaluate	09/08/2015	06/30/2019	\$0	Building Administrators, English Language Arts staff, Special Education and Title I Teacher.
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	06/30/2019	\$0	Building Administrators and Title I Teacher
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	06/30/2019	\$600	All building administration and Mathematics staff.
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
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 Jay Mark's Courageous Conversations About Race professional development.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2019	\$1000	Building Administrators
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. The WEB students and leaders will also conduct 6th grade orientation day in August each school year.	Implementation	Tier 1	Implement	09/08/2015	06/30/2019	\$6000	Counselors, WEB Leaders, and select staff members
Tier 3 Supplemental English Language Arts Instruction-Getting Ready	Title I teachers will be training to utilize easyCBM, Corrective Reading, Adolescent Critical Reading Initiative (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	06/30/2019	\$1000	Building Administrators, Title I Teachers, and Special Education



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Tier 3 Supplemental English Language Arts Instruction	Title I teacher and Special Education teachers will be trained to utilize Corrective Reading, ACRI, 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	06/30/2019	\$4000	Building Administrators, Special Education staff, English Language Arts staff, and Title I Teacher.
ACRI Informational Reading Strategies	The evaluation of ACRI informational strategies will occur when viewing Mathematics, Science, Social Studies, and English Language Arts MSTEP, NWEA Reading scores, and PSAT proficiency.	Evaluation	Tier 1	Evaluate	09/04/2018	06/30/2019	\$1000	All building administrators and building staff
Tier 3 Supplemental Mathematics Instruction-Monitor	The monitoring of intervention programs will be done through classroom walk throughs and MTSS intervention meetings.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/30/2019	\$1000	Title I Intervention Teachers, MTSS Intervention Team, Building Administrators
Tier 2 Supplemental English Language Instruction-Evaluate	The evaluation of these interventions will be evident when analyzing State, district, and building common assessments.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/30/2019	\$0	Building Administrators, General & Special Education Teachers, Title I Teachers
Tier 3 Supplemental English Language Arts Instruction-Evaluate	The evaluation of Corrective Reading and Adolescent Critical Reading Initiative will occur when State and local assessments are analyzed and through program evaluation.	Academic Support Program	Tier 3	Evaluate	09/08/2015	06/30/2019	\$0	Building Administrators, Title I Teachers, English Language Art staff and Special Education staff.

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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	06/30/2019	\$1000	Building Administrators, Title I Teachers, MTSS Intervention Team, and Special Education staff.
Professional Learning Communities-Evaluate	Beer Middle School will evaluate the goal through data analysis of common and state assessments, reviewing perception and process/program data, completing the AdvancED Self-Assessment, Completing the ASSIST-MDE Program Evaluation, Title I Surveys, evidence collection of classroom strategy implementation, and using rubrics for writing scoring clinics, peer observations, and PBIS	Evaluation	Tier 1	Evaluate	09/02/2015	06/30/2019	\$6000	Beer Middle School Administrators and 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	06/30/2019	\$0	Building Administrators, General & Special Education Teachers, Title I Teachers
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. For the 2018-2019 school year, Numbers World will be replaced with Add+VantageMR.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2019	\$1300	All building Administrators and Title I Teacher
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	06/30/2019	\$0	Building Administrators & Title I Teachers
Tier 3 Supplemental Mathematics Instruction-Evaluate	NWEA, 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	06/30/2019	\$0	Building Administrators & Title I Math Teachers

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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
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	06/30/2019	\$800	Mathematics staff and building administrators and staff
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	06/30/2019	\$0	Building Administrators, General & Special Education Teachers, & Title I Teachers
ACRI Informational Reading Strategies	Administrators will monitor the utilization of ACRI strategies during classroom walk-throughs, formal evaluations and from student samples of work.	Monitor	Tier 1	Monitor	09/04/2018	06/30/2019	\$2000	All building administrators and teaching staff
Professional Learning Communities-Implement	Beer Middle School staff will implement the building wide PLC initiatives during scheduled PLC meetings, staff meetings, classroom instructional time, individualized professional learning time, and during the day/after school sessions. Staff will focus upon using results to target instruction. Additionally, during the 2017-2018, English Language Art and Mathematics staff were trained in Instructional Learning Cycles and began implementation during this school year and will continue through the upcoming years. Furthermore, one more subject area will be trained in ILC's during the 2018-2019 school year.	Implementation	Tier 1	Implement	09/02/2015	06/30/2019	\$3000	Beer Middle School Administration and 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

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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
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	06/30/2019	\$600	The building Administrators and sixth grade Mathematics staff.