



# **School Improvement Plan**

Reed City Middle School

Reed City Area Public Schools

Mr. Dean McGuire, Principal  
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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

### Community Demographics

The Reed City Middle School is a part of the Reed City Area Public School system, a rural, class B district located in north central Michigan. Students are bused from the surrounding communities of Hersey, Chase, and Paris. The district has encountered many budget cuts over the last nine years. These financial difficulties have resulted in a reduction in staff and an increase in class size. Reed City has three large employers which include: Yoplait, the school, and the hospital.

### Student Demographic

Reed City Middle School educates about 370 students per year and contains grades six through eight.

There are 206 males and 164 females.

56% of the student body receives free and reduced lunch.

16% of the student body receives special education services.

There are no migrant students.

There are no English Learners.

99% of the student body is Caucasian. Less than 1% of the remainder of ethnic groups include: African American and Asian.

There are approximately 20 homeless students at the middle school.

### Staff Demographics

RCMS has 18 teachers.

Teachers with a BA degree = 10.

Teachers with a Masters = 6.

Teachers with an Ed Specialists = 2.

Teachers teaching 0-3 years = 2.

Teachers teaching 4-6 years = 0.

Teachers teaching 7-10 years = 2.

Teachers teaching 11 - 15 years = 3.

Teachers teaching 16 years + = 11.

Positively, RCAPS and RCMS have a high number of returning teachers that are vested in the community and school. Most teachers are also involved in school programs as a leader or a support system. RCMS also has some unique educational features. These features include: inclusion classes for all four core classes (few exceptions for students that are cognitively impaired or Autistic). These classes consist of a general education and special education instructor. This special pairing integrates curriculum knowledge as well as instructional interventions for student with disabilities and students who need additional support. We also utilize RTI programs in both math and language arts. These programs offer Tier 2 supports to our students who have been identified as struggling learners. These classes provide support and interventions to help support those students in order to help bridge the gap and give the student life long learning tools to promote academic success.



## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### **Vision Statement**

The Reed City Middle School staff strives to maintain a safe and orderly environment in which we offer educational experiences that meet the wide variety of interests and needs created by individual differences and abilities among students.

### **Mission Statement**

We are committed to challenging students and staff to reach their highest potential by promoting academic excellence, nurturing positive self-esteem and reinforcing responsible behavior.

### **Belief Statements**

We believe that each student has learning potential.

We believe that all students have unique skills and talents that need to be identified and nurtured.

We believe that students need sufficient time and appropriate support to learn.

We believe the task of schools is to create a learning environment that provides conditions for success.

We believe in the importance of self-esteem for a student's success as a learner and as a citizen

We believe that we should make learning meaningful for all pupils.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Our school has implemented an Academic Success Program and just finished year two of this program. The school will continue to implement programs to help with academic achievement and to meet state standards. We are committed to closing the achievement gap in the next three years. Academic Success Program will help us accomplish our goals.

## **Additional Information**

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

We believe in teaming/collaboration among teachers is essential to assisting with best practices. All our teams will have common planning time this year.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

All teachers play an important role in the school improvement process. Chairpersons are elected on a volunteer basis. Meetings for school improvement are scheduled during professional development times so all teachers can be present. The building principal also selects parents to take part in advisory committees.

In 2015-2016, the school improvement team will meet once a month to complete school improvement implementation tasks.

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

Administrator facilitates the school improvement meetings.

There are 4 curriculum teams by department, which includes all certified staff.

There is a special education and Section 31a representatives.

There is a support staff representative.

There are parent representatives.

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

The improvement plan will be communicated with all stakeholders via email for individual staff review prior to the start of the 2015-2016 school year.

A PDF will also be shared on the school website for parents and community stakeholders.

As the plan is updated at monthly meetings, revisions will be shared at staff meetings.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

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

At Reed City Middle School, we have been very consistent with student enrollment over the past three years. We have been between 360 - 370 students during that time. The challenges that have been identified are hopefully behind us. We went through a tough period from 2008 - 2012 when our student enrollment was dropping at an alarming rate and we were laying off staff. The last three years have leveled off and student enrollment has remained consistent.

### **Student Demographic Data**

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

We have a small population of students that flirt with truancy on a consistent basis. This small population is typically lower income, falling behind academically, and socially struggle at the middle school.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

Discipline referrals have remained constant over the past three years. We have average around 1200 referrals over the past three years. Suspensions have decreased over the past three years.

Challenges that have been identified: We want more training on classroom management, positive student behaviors, and teacher/student relationships. We have looked into CAPTURING KIDS' HEARTS, but financially unable to bring this group in this year. It will be our number one goal for next year.

### **Student Demographic Data**

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

We believe that building a strong, positive culture in our middle school is step number one. We believe that attendance would improve, discipline referrals would decrease, and student achievement would increase. We are looking into bringing in Doug Fisher to assist us with this process.

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

#### **5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what**

**impact might this have on student achievement?**

We have a veteran staff and a third year administrator. Our administrator is pushing our team to effectively use a "gradual release" model with our students. We feel this will have a positive impact on student achievement. (1. Direct instruction that relates directly to the learning target. 2. Teacher and students do together - formative assessment to see where they are. 3. Collaboration among students. 4. Students do independently)

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

**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

Our veteran staff is very knowledgeable concerning middle school students. Many of our veteran teachers have been asked to step outside their comfort zone with new administration. EBLI is a reading program that was implemented this past year and we are having more staff trained this year. We have many teacher leaders in our school and we feel it has a positive impact on student learning.

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

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

Any absences by staff or administration has a negative impact on student achievement. Professional learning absences are more beneficial than staff illness absences.

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

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

We had a staff member out for 90 days and another for 60 days due to illness. This had a negative impact on student achievement.

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

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

School absences are a problem. Our school district has looked at incentives for teachers with perfect attendance.

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

**10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

Strand IV; School, Family, and Community Relations

**11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

Strand I: Teaching for Learning

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

Teaching for learning is essential for positive student progress. This is an area that we will focus on improving.

**13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

We have a curriculum director (2nd year) and we feel this is a great start for us. We also have addressed methodology in our school improvement plan. We want our staff to use the GRADUAL RELEASE model.

**14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

We employ 4 full time special education teachers at RCMS. We have approximately 75 special education students. These 75 students have an advocate that assists them on a daily basis in accordance to their IEP.

We also have math and ELA intervention program. We utilize 31A money to fund this program. We added a class period to our day (electives) to pull students that need extended learning opportunities.

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

Students at RCMS have 6 class periods a day. Four core classes and two elective classes. If a student's data shows that he/she is falling behind academically in math or ELA, we will pull them from one of their elective classes to provide tier 2 interventions. Our grade level teachers meet on a weekly basis to discuss the progress on their students. Students can move in and out of this class, based on student

needs.

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

Process of identifying is the combination of data and teacher input.

**17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

Administrative walk-through/observations, data scores, and curriculum team meetings.

**18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

NA

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

We finished above the state average at all three grade levels in reading. We have three strong ELA teachers that do a great job of having students set reading goals and they do a great job of following up on those goals.

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

Time, boys, and money to fund effective reading programs.

### **19c. Reading- Trends**

The last three years RCMS has increased their reading scores.

### **19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

We have implemented EBLI (reading program) in our school improvement plan. This program is designed to help all students with their reading. We are finding that to be true, but it is really effective with our struggling readers.

**20a. Writing- Strengths**

We scored 18% above the state average at the 7th grade level on the MEAP last year.

**20b. Writing- Challenges**

Resources, time, and money.

**20c. Writing- Trends**

The last two years, we went from 30% proficient to 71.6% proficient.

**20d. Writing- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Writing goal: We will continue to do what we have done for the last two years.

**21a. Math- Strengths**

We have shown improvement over the past two years.

**21b. Math- Challenges**

Our achievement gap average for 6th, 7th, and 8th is 25%.

**21c. Math- Trends**

We have shown significant progress the last two years. Our curriculum is becoming more aligned vertically and horizontally.

**21d. Math- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Our Academic Success class. This class pulls out students that currently struggle with math and we work on concepts that they are not proficient with.

We also are looking at training our teachers in New York Engage. This program derived from the common core and forces students to be problem solvers.

**22a. Science- Strengths**

We have assembled a great team of science teachers at RCMS.

**22b. Science- Challenges**

## School Improvement Plan

Reed City Middle School

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Understanding which curriculum our State is wants us to address.

### 22c. Science- Trends

We have struggled with our science scores. Our trend over the last three years have been flat. We haven't shown improvement, but haven't digressed either.

### 22d. Science- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Our data has led us to believe that many of our difficulties stem from vocabulary and interpreting graphs/data. We are addressing the vocabulary problem by training our staff with EBLLI. This is in our school improvement plan.

### 23a. Social Studies- Strengths

We are adding more social study electives for our students beginning next year.

### 23b. Social Studies- Challenges

Our scores are approximately 10% under state averages. Our social studies team has looked at other schools that are scoring well to see what changes we could make to our curriculum.

### 23c. Social Studies- Trends

We have been consistently around 15-20% proficient over the last 3 years. Our social studies department is working hard to find the gaps in curriculum. This will be addressed next year.

### 23d. Social Studies- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on**

**tiered instruction if appropriate.**

Experts tell us that there are two things that students must do to score well on the social studies test. 1) Proficient reader 2) Content

We will be addressing both this year. All of our social studies teachers will be trained in EBLI. The content is being addressed through our curriculum team.

## **Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### **24a. Student Perception Data**

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

Reading and Writing

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

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

Science

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

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

We have some of our best and brightest teachers teaching science next year.

### **25a. Parent/Guardian Perception Data**

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

Reading

### **25b. Parent/Guardian Perception Data**

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

We scored pretty high on all areas with parents.

### **25c. Parent/Guardian Perception Data**

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

We will continue to strive to improve all four core areas.

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

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

Teachers were excited about the overall climate and where we are heading as a school.

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

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

Student behavior

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

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

We are looking at PBIS to assist us with student behavior.

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

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

Teacher interaction with students.

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

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

Communication with grades, upcoming assignments, etc.

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

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

Skyward training to enhance teacher/parent communication.

## Summary

### 28a. Summary

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

Our teachers do a good job of caring for their students. Students for the most part enjoy coming to school on a daily basis. We are in the process of aligning our curriculum.

1. Data-Demographic: The last few years we have remained constant with our student enrollment. Previous to that, we were losing approximately 30 students/year. We went through a tough time with teacher lay-offs and program cuts prior to 2012.  
Challenge: Our learners seem to me on the lower social-economic spectrum. We are doing a book study that focuses on working with students in poverty.
2. Process: Our process is improving. We hired a curriculum director and we are now getting on the same vertically and horizontally.
3. Achievement: We have done a nice job with reading and writing at the middle school. We will continue to stress reading and writing, but our next big hurdle is math. We have increased the intervention math classes and are looking at a more "engaging" curriculum for our students.
4. Perception: The perception of our middle school is positive for the most part. Our challenge is getting our math, social studies, and science scores above state averages.

### 28b. Summary

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

Demographic challenges will be dealing with poor students. Our data shows us that we need to close the gap between our top scorers and our economically distressed students. Our data also shows that we have been closing that gap in the last two years.

Process challenges will be finding a new curriculum director (ours just took a new job) and continue in the positive direction that were heading before she left. We will continue to align our curriculum vertically and horizontally.

Perception challenges are making our students/parents believe that they can be great at what they do when they come to school.

### 28c. Summary

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

Challenges are all addressed in our school improvement plan.

- 1) Poverty - we are doing a staff book study. We will continue to closely monitor our gaps between our high scorers and our economically distressed students.

2) Math scores: We have intervention math classes for each grade level. We are also implementing lessons that will be more "engaging" to our students.

# **School Additional Requirements Diagnostic**

## **Introduction**

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	This may be viewed at <a href="http://www.reedcity.k12.mi.us">www.reedcity.k12.mi.us</a>	

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

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Students begin discussing EDPs in 7th grade and then up date them annually during registration time.	

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Superintendent Tim Webster 225 W. Church St. Reed City, MI 49677 231-832-2201	

# School Improvement Plan

Reed City Middle School

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	<a href="http://www.reedcity.k12.mi.us">www.reedcity.k12.mi.us</a>	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes		

## **2015-2016 Goals and Plans**

## Overview

### Plan Name

2015-2016 Goals and Plans

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Reed City Middle School will be proficient in Mathematics.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$3870
2	All students at Reed City Middle School will be proficient in Science.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$2500
3	All students at Reed City Middle School will be proficient in Reading.	Objectives: 2 Strategies: 2 Activities: 7	Academic	\$15550
4	All students at Reed City Middle School will be proficient in Writing.	Objectives: 2 Strategies: 2 Activities: 7	Academic	\$4920
5	All students at Reed City Middle School will be proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$7270

## Goal 1: All students at Reed City Middle School will be proficient in Mathematics.

### Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency on state standards in Mathematics by 06/17/2016 as measured by the State of Michigan assessment..

### Strategy 1:

Gradual Release of Responsibility Model - Teachers will model daily lessons in the following procedure according to Gradual Release of Responsibility Model: 1) Focus Lesson 2) Guided Instruction 3) Collaborative 4) Independent

"I do it" "We do it" "You do it together" "You do it alone"

Research Cited: Fisher, Douglas. (2012). Gradual Release of Responsibility Model. Professor of Language and Literacy Education; San Diego State University.

Tier: Tier 1

Activity - AIMS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Math teachers will use AIMS activities (average at least once per month) to develop deeper understanding of their math curriculum to provide a hands-on approach for student learning.</p> <p>Teachers will be expected to implement AIMS activities monthly.</p> <p>The building administrator will monitor implementation through walk-throughs.</p>	Direct Instruction	Tier 1	Monitor	08/25/2015	06/10/2016	\$0	No Funding Required	Mathematics/Special Education Department : Jeremy DeVos, Ryan Hansen, Pam Hillman, Kellee Beilfuss, Dave Hazen, Ayla Kitchen and Gerald Langworthy

Activity - Engage New York	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Reed City Middle School

Professional development on a math program being currently being utilized at the middle school.	Professional Learning, Direct Instruction	Tier 1	Implement	09/01/2015	06/12/2016	\$800	Title II Part A	Math staff
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Activity - Math Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement team will use state data to evaluate the building math program to determine if the math objective was met. (Use MDE Program Evaluation Tool).	Policy and Process	Tier 1	Getting Ready	09/01/2015	06/12/2016	\$0	No Funding Required	The school improvement team Building Administrator

### Measurable Objective 2:

A 9% increase of Economically Disadvantaged students will demonstrate a proficiency on state standards in Mathematics by 06/17/2016 as measured by the state assessment.

### Strategy 1:

Academic Success - Math - Students will be identified by the district's universal screener that will be taken regularly. Based on this data students who fall below expected levels of accomplishment and are at risk for academic failure but who do not qualify for tier 3 will be enrolled in the tier 2 academic support program. The needs of these students are identified through the assessment process and instructional programs are delivered that focus on their specific needs.

Research Cited: Shapiro, Edward S.; Center for Promoting Researched Practice, Lehigh University, Bethlehem, PA

Tier: Tier 2

Activity - Academic Success Math Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on universal screener, at risk students will be identified and will receive tier 2 assistance every other day by a highly qualified math instructor.	Academic Support Program	Tier 2	Implement	09/01/2015	06/12/2016	\$3070	Title II Part A	Math Intervention Teacher Building Administrator

Activity - Math Intervention Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement team will use state data to determine if the gap between ED students and NON ED students has closed. Was the Tier 2 objective met?	Policy and Process	Tier 2	Getting Ready	08/17/2015	06/10/2016	\$0	No Funding Required	The school improvement team Building Administrator

## Goal 2: All students at Reed City Middle School will be proficient in Science.

### Measurable Objective 1:

A 9% increase of All Students will demonstrate a proficiency on state standards in Science by 06/17/2016 as measured by the state assessment..

### Strategy 1:

Gradual Release of Responsibility Model - Teachers will model daily lessons in the following procedure according to Gradual Release of Responsibility Model: 1) Focus Lesson 2) Guided Instruction 3) Collaborative 4) Independent

"I do it" "We do it" "You do it together" "You do it alone"

Research Cited: Fisher, Douglas. (2012). Gradual Release of Responsibility Model. Professor of Language and Literacy Education; San Diego State University.

Tier: Tier 1

Activity - AIMS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Science teachers will use AIMS activities to develop deeper understanding of their math curriculum to provide a hands-on approach for student learning.</p> <p>Teachers will be expected to implement AIMS activities by weekly.</p> <p>The building administrator will monitor implementation through walk-throughs.</p>	Curriculum Development	Tier 1	Implement	08/17/2015	06/17/2016	\$0	No Funding Required	Middle School Science Department Building Administrator
Activity - Formative Assessment Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Book Study to implement effective formative assessment in the classroom. The book will be Embedded Informative Assessment, Dylan Wiliam (2011) for all staff. Staff will read the book over the summer and discuss chapters at monthly staff meetings.</p>	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/30/2015	\$0	No Funding Required	All Reed City Middle School staff
Activity - AIMS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will participate in AIMS training in August for 3 days. A consultant will be on site to provide the training. Consultant fees are covered in the district plan.	Professional Learning	Tier 1	Implement	08/19/2014	08/20/2014	\$0	No Funding Required	All science teachers Special Education teachers Building Administrator
<b>Activity - Science Program Evaluation</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The school improvement team will evaluate the building science program to determine if the science objective was met. (Use MDE Program Evaluation Tool)	Policy and Process	Tier 1	Getting Ready	05/01/2015	06/19/2015	\$0	No Funding Required	The school improvement team Building Administrator
<b>Activity - Formative Assessment</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will utilize formative assessment as part of their gradual release.	Professional Learning	Tier 1	Implement	08/17/2015	06/17/2016	\$0	Title II Part A	Science Staff Building Administrator
<b>Activity - EBLI</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Our 6th grade science instructor will be trained in EBLI to help all students.	Direct Instruction	Tier 1	Implement	08/17/2015	06/17/2016	\$2500	Title II Part A	6th grade science teacher Building Administrator

### Goal 3: All students at Reed City Middle School will be proficient in Reading.

#### Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency on state standards in Reading by 06/17/2016 as measured by the state assessment..

## School Improvement Plan

Reed City Middle School

### Strategy 1:

Gradual Release of Responsibility - Gradual Release of Responsibility Model- Teachers will model daily lessons in the following procedure according to Gradual Release of Responsibility Model: 1) Focus Lesson 2) Guided Instruction 3) Collaborative 4) Independent

Research Cited: Fisher, D. (2008). Gradual Release of Responsibility Model. San Diego State University: Professor of Language and Literacy Education.

Tier: Tier 1

Activity - Formative Assessment Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibility
Book Study to implement effective formative assessment in the classroom. The book will be Embedded Informative Assessment, Dylan William (2011) for all staff. Staff will read the book over the summer and discuss chapters at monthly staff meetings.	Professional Learning	Tier 1	Implement	08/25/2014	06/03/2015	\$0	No Funding Required	All RCMS language arts teachers.
Activity - Poverty Training for Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibility
Training for RCMS staff through the Aha! Process based on Ruby Payne's book A Framework for Understanding Poverty. This will be in the format of a one or two day presentation titled A Framework for Understanding: 10 Actions to Educate Students and Research Based Strategies. The cost of the presentations includes travel, airfare, meals and car rentals for presenters. Day one of the presentations is \$4500.00 and day two is \$ 3500 (the district does not have to do both).	Professional Learning	Tier 1	Getting Ready	08/25/2014	06/03/2015	\$8000	Title II Part A	All teachers
Activity - EBLI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibility
Language arts teachers will attend EBLI training and purchase needed materials.  \$1500 x 6 staff members = \$9000. \$2500 for one language arts teachers \$500 for the materials (marker board/markers/erasers)	Professional Learning	Tier 1	Getting Ready	08/17/2015	06/17/2016	\$6000	General Fund, Title II Part A	Language arts teachers
Activity - Poverty Training Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibility

## School Improvement Plan

Reed City Middle School

The staff will read and complete a book study on Ruby Payne's book, A Framework for Understanding Poverty. The discounted cost of the book is \$18.00 (\$16.50 if purchased for the workshop). Workbooks may also be purchased for \$10.00 each (\$8.50 if purchased for the workshop). 28 books will need to be purchased for entire staff (\$396)...Workbooks (\$280)  Shipping 10% (67.00)	Professional Learning	Tier 1	Getting Ready	08/25/2014	06/05/2015	\$750	Title II Part A	All staff
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Activity - Reading Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement team will evaluate the building reading program to determine if the objective is met. (MDE Program Evaluation Tool).	Policy and Process	Tier 1	Getting Ready	08/17/2015	06/17/2016	\$0	No Funding Required	The School Improvement Team Building Administrator

### Measurable Objective 2:

A 4% increase of Economically Disadvantaged students will demonstrate a proficiency on state standards in Reading by 06/17/2016 as measured by the state assessment.

### Strategy 1:

Academic Success - Reading - Students will be identified by the district's universal screener that will be taken regularly. Based on this data students who fall below expected levels of accomplishment and are at risk for academic failure but who do not qualify for tier 3 will be enrolled in the tier 2 academic support program. The needs of these students are identified through the assessment process and instructional programs are delivered that focus on their specific needs.

Research Cited: Hughes, Charles and Dexter, Douglas; Research Support for RTI; Penn State University.

Tier: Tier 2

Activity - Read Naturally	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the Read Naturally program to increase reading fluency. This will improve student reading across the curriculum. Interventionists will use this on an average of 27 minutes a day. \$3000 for materials/resources and training.	Professional Learning	Tier 2	Getting Ready	08/17/2015	06/17/2016	\$800	General Fund	RTI teachers

Activity - Reading Intervention Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement team will evaluate the reading interventions to determine if the gap between ED and NON ED students has been closed. (MDE Program Evaluation Tool).	Policy and Process	Tier 2	Getting Ready	08/17/2015	06/17/2016	\$0	No Funding Required	The school improvement team Building Administrator

## Goal 4: All students at Reed City Middle School will be proficient in Writing.

### Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency on state standards in Writing by 06/17/2016 as measured by the State assessment..

### Strategy 1:

Gradual Release of Responsibility Model - Teachers will model daily lessons in the following procedure to the Gradual Release of Responsibility Model : 1) Focus Lesson 2) Guided Instruction 3) Collaborative 4) Independent

Research Cited: Fisher, D. (2008). Gradual Release of Responsibility Model. San Diego State University: Professor of Language and Literacy Education.

Tier: Tier 1

Activity - Collaborative Learning Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>As part the gradual release model, this portion of the lesson is where students engage collaboratively and discuss the information presented. This is the "you do it together" portion. The social studies team would like training on collaborative learning.</p> <p>3 staff members will participate in training on learning how to teach students to work collaboratively at the Kent ISD or location determined who offers the training.</p> <p>Registration fee not to exceed \$150 per person x 3 days = \$450.                      Substitutes 3 staff x \$90 x 1 day = \$270.                      Mileage .55 x 200 miles x 1 car = \$110.                      Meals 3 times \$20 (dinner) = \$60.</p>	Professional Learning	Tier 1	Getting Ready	08/25/2014	06/03/2015	\$890	Title II Part A	All RCMS language arts teachers
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a part of the gradual release, staff will utilize formative assessment on a daily basis.	Professional Learning, Direct Instruction	Tier 1	Implement	08/17/2015	06/17/2016	\$0	No Funding Required	All staff
Activity - Michigan Art Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The RCMS Art teacher will attend the Michigan Art Conference in order to receive professional development on integrating reading and writing into art classes.  1 teacher x \$150 1 substitute x 2 days x \$90 = \$180 Mileage .55 x 200 miles = \$110 Meals 2 days x \$20 = \$40 Hotel 1 night = \$150	Professional Learning	Tier 1	Getting Ready	10/01/2014	10/31/2014	\$630	Title II Part A	Art Teacher Building Administrator
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Activity - Writing Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement team will evaluate the building writing program to determine if the objective was met. (MDE Program Evaluation Tool).	Policy and Process	Tier 1	Implement	08/17/2015	06/17/2016	\$0	No Funding Required	The school improvement team. Building Administrator.

### Measurable Objective 2:

A 4% increase of Economically Disadvantaged students will demonstrate a proficiency on state standards in Writing by 06/17/2016 as measured by the state assessment.

### Strategy 1:

Academic Success - Writing - Students will be identified by the district's universal screener that will be taken regularly. Based on this data students who fall below expected levels of accomplishment and are at risk for academic failure but who do not qualify for tier 3 will be enrolled in the tier 2 academic support program. The needs of these students are identified through the assessment process and instructional programs are delivered that focus on their specific needs.

Research Cited: Hughes, Charles and Dexter, Douglas; Research Support for RTI; Penn State University

Tier: Tier 2

Activity - Phonics First Syllabication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists will teach students how to use syllabication techniques and apply them when writing.	Academic Support Program	Tier 2	Implement	08/17/2015	06/17/2016	\$0	No Funding Required	Language arts teachers

Activity - RTI Training	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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Teachers will attend RTI training. A consultant will be hired to provide training to the interventionists on how to provide differentiated writing instruction to identified students. Consultant fee: up to 5 days at \$500/day = \$2500 Substitute costs \$90 x 2 staff x 5 days = \$900 (shared cost for RTI consultant at Elem and HS)	Professional Learning	Tier 2	Getting Ready	08/25/2014	06/03/2015	\$3400	Title II Part A	RCMS language arts teachers
Activity - Writing Intervention Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement team will use state data to evaluate whether or not the gap between the ED and NON ED students closed in writing. (MDE Program Evaluation Tool)	Policy and Process	Tier 2	Getting Ready	08/17/2015	06/17/2016	\$0	No Funding Required	The school improvement team. Building Administrator

## Goal 5: All students at Reed City Middle School will be proficient in Social Studies.

### Measurable Objective 1:

A 9% increase of All Students will demonstrate a proficiency on state standards in Social Studies by 06/17/2016 as measured by the state assessment..

### Strategy 1:

Gradual Release of Responsibility Model - Teachers will model daily lessons in the following procedure according to Gradual Release of Responsibility Model: 1) Focus Lesson 2) Guided Instruction 3) Collaborative 4) Independent

"I do it" "We do it" "You do it together" "You do it alone"

Research Cited: Fisher, Douglas. (2012). Gradual Release of Responsibility Model. Professor of Language and Literacy Education; San Diego State University.

Tier: Tier 1

Activity - Collaborative Learning	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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As part the gradual release model, this portion of the lesson is where students engage collaboratively and discuss the information presented. This is the "you do it together" portion. The social studies team would like training on collaborative learning. 3 staff members will participate in training on learning how to teach students to work collaboratively at the Kent ISD or location determined who offers the training.  Registration fee not to exceed \$150 per person x 3 days = \$450. Substitutes 3 staff x \$90 x 1 day = \$270. Mileage .55 x 200 miles x 1 car = \$110. Meals 3 times \$20 (dinner) = \$60.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/30/2015	\$890	Title II Part A	All RCMS social studies and special education instructors.
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Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a part of the gradual release model, staff will utilize formative assessment on a daily basis.	Professional Learning, Direct Instruction	Tier 1	Implement	08/17/2015	06/17/2016	\$0	No Funding Required	All staff

Activity - MCSS Annual Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Annual social studies conference held in Lansing, MI in November of 2014.  4 staff members x \$150 = \$600. 4 substitutes \$90 = \$360. Mileage 1 car 200 miles x .55 = \$110. Meals 4 x \$20 = \$80. Lodging 2 hotel room x \$150 = \$300.	Professional Learning	Tier 1	Implement	11/06/2014	11/07/2014	\$1380	Title II Part A	All RCMS social studies instructors.

Activity - Social Studies Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement team will evaluate the building social studies program to determine if the objective was met. (MDE Program Evaluation Tool).	Policy and Process	Tier 1	Implement	08/17/2015	06/17/2016	\$0	No Funding Required	The school improvement team Building Administrator

Activity - EBLLI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Two social studies teachers to be trained in EBLI to assist with student reading in social studies class.	Direct Instruction	Tier 1	Implement	08/17/2015	06/17/2016	\$5000	Title II Part A	Susan Saladin Sarah Morlock
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
EBLI	Language arts teachers will attend EBLI training and purchase needed materials.  \$1500 x 6 staff members = \$9000. \$2500 for one language arts teachers \$500 for the materials (marker board/markers/erasers)	Professional Learning	Tier 1	Getting Ready	08/17/2015	06/17/2016	\$3500	Language arts teachers
Read Naturally	Students will use the Read Naturally program to increase reading fluency. This will improve student reading across the curriculum. Interventionists will use this on an average of 27 minutes a day. \$3000 for materials/resources and training.	Professional Learning	Tier 2	Getting Ready	08/17/2015	06/17/2016	\$800	RTI teachers

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Phonics First Syllabication	Interventionists will teach students how to use syllabication techniques and apply them when writing.	Academic Support Program	Tier 2	Implement	08/17/2015	06/17/2016	\$0	Language arts teachers

# School Improvement Plan

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AIMS	<p>Math teachers will use AIMS activities (average at least once per month) to develop deeper understanding of their math curriculum to provide a hands-on approach for student learning.</p> <p>Teachers will be expected to implement AIMS activities monthly.</p> <p>The building administrator will monitor implementation through walk-throughs.</p>	Direct Instruction	Tier 1	Monitor	08/25/2015	06/10/2016	\$0	Mathematics/Special Education Department : Jeremy DeVos, Ryan Hansen, Pam Hillman, Kellee Beilfuss, Dave Hazen, Ayla Kitchen and Gerald Langworthy
AIMS Training	Staff will participate in AIMS training in August for 3 days. A consultant will be on site to provide the training. Consultant fees are covered in the district plan.	Professional Learning	Tier 1	Implement	08/19/2014	08/20/2014	\$0	All science teachers Special Education teachers Building Administrator
Reading Program Evaluation	The school improvement team will evaluate the building reading program to determine if the objective is met. (MDE Program Evaluation Tool).	Policy and Process	Tier 1	Getting Ready	08/17/2015	06/17/2016	\$0	The School Improvement Team Building Administrator
Writing Intervention Evaluation	The school improvement team will use state data to evaluate whether or not the gap between the ED and NON ED students closed in writing. (MDE Program Evaluation Tool)	Policy and Process	Tier 2	Getting Ready	08/17/2015	06/17/2016	\$0	The school improvement team. Building Administrator
Formative Assessment	As a part of the gradual release, staff will utilize formative assessment on a daily basis.	Professional Learning, Direct Instruction	Tier 1	Implement	08/17/2015	06/17/2016	\$0	All staff
Math Program Evaluation	The school improvement team will use state data to evaluate the building math program to determine if the math objective was met. (Use MDE Program Evaluation Tool).	Policy and Process	Tier 1	Getting Ready	09/01/2015	06/12/2016	\$0	The school improvement team Building Administrator

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Reading Intervention Evaluation	The school improvement team will evaluate the reading interventions to determine if the gap between ED and NON ED students has been closed. (MDE Program Evaluation Tool).	Policy and Process	Tier 2	Getting Ready	08/17/2015	06/17/2016	\$0	The school improvement team Building Administrator
Formative Assessment Book Study	Book Study to implement effective formative assessment in the classroom. The book will be Embedded Informative Assessment, Dylan Wiliam (2011) for all staff. Staff will read the book over the summer and discuss chapters at monthly staff meetings.	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/30/2015	\$0	All Reed City Middle School staff
Math Intervention Evaluation	The school improvement team will use state data to determine if the gap between ED students and NON ED students has closed. Was the Tier 2 objective met?	Policy and Process	Tier 2	Getting Ready	08/17/2015	06/10/2016	\$0	The school improvement team Building Administrator
AIMS	Science teachers will use AIMS activities to develop deeper understanding of their math curriculum to provide a hands-on approach for student learning.  Teachers will be expected to implement AIMS activities by weekly.  The building administrator will monitor implementation through walk-throughs.	Curriculum Development	Tier 1	Implement	08/17/2015	06/17/2016	\$0	Middle School Science Department Building Administrator
Writing Program Evaluation	The school improvement team will evaluate the building writing program to determine if the objective was met. (MDE Program Evaluation Tool).	Policy and Process	Tier 1	Implement	08/17/2015	06/17/2016	\$0	The school improvement team. Building Administrator.
Formative Assessment	As a part of the gradual release model, staff will utilize formative assessment on a daily basis.	Professional Learning, Direct Instruction	Tier 1	Implement	08/17/2015	06/17/2016	\$0	All staff
Social Studies Program Evaluation	The school improvement team will evaluate the building social studies program to determine if the objective was met. (MDE Program Evaluation Tool).	Policy and Process	Tier 1	Implement	08/17/2015	06/17/2016	\$0	The school improvement team Building Administrator
Science Program Evaluation	The school improvement team will evaluate the building science program to determine if the science objective was met. (Use MDE Program Evaluation Tool)	Policy and Process	Tier 1	Getting Ready	05/01/2015	06/19/2015	\$0	The school improvement team Building Administrator

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Formative Assessment Book Study	Book Study to implement effective formative assessment in the classroom. The book will be Embedded Informative Assessment, Dylan Wiliam (2011) for all staff. Staff will read the book over the summer and discuss chapters at monthly staff meetings.	Professional Learning	Tier 1	Implement	08/25/2014	06/03/2015	\$0	All RCMS language arts teachers.
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### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative Assessment	Teachers will utilize formative assessment as part of their gradual release.	Professional Learning	Tier 1	Implement	08/17/2015	06/17/2016	\$0	Science Staff Building Administrator
Engage New York	Professional development on a math program being currently being utilized at the middle school.	Professional Learning, Direct Instruction	Tier 1	Implement	09/01/2015	06/12/2016	\$800	Math staff
MCSS Annual Conference	Annual social studies conference held in Lansing, MI in November of 2014. 4 staff members x \$150 = \$600. 4 substitutes \$90 = \$360. Mileage 1 car 200 miles x .55 = \$110. Meals 4 x \$20 = \$80. Lodging 2 hotel room x \$150 = \$300.	Professional Learning	Tier 1	Implement	11/06/2014	11/07/2014	\$1380	All RCMS social studies instructors.
Poverty Training for Staff	Training for RCMS staff through the Aha! Process based on Ruby Payne's book A Framework for Understanding Poverty. This will be in the format of a one or two day presentation titled A Framework for Understanding: 10 Actions to Educate Students and Research Based Strategies. The cost of the presentations includes travel, airfare, meals and car rentals for presenters. Day one of the presentations is \$4500.00 and day two is \$ 3500 (the district does not have to do both).	Professional Learning	Tier 1	Getting Ready	08/25/2014	06/03/2015	\$8000	All teachers
RTI Training	Teachers will attend RTI training. A consultant will be hired to provide training to the interventionists on how to provide differentiated writing instruction to identified students. Consultant fee: up to 5 days at \$500/day = \$2500 Substitute costs \$90 x 2 staff x 5 days = \$900 (shared cost for RTI consultant at Elem and HS)	Professional Learning	Tier 2	Getting Ready	08/25/2014	06/03/2015	\$3400	RCMS language arts teachers

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Academic Success Math Class	Based on universal screener, at risk students will be identified and will receive tier 2 assistance every other day by a highly qualified math instructor.	Academic Support Program	Tier 2	Implement	09/01/2015	06/12/2016	\$3070	Math Intervention Teacher Building Administrator
EBLI	Language arts teachers will attend EBLI training and purchase needed materials.  \$1500 x 6 staff members = \$9000. \$2500 for one language arts teachers \$500 for the materials (marker board/markers/erasers)	Professional Learning	Tier 1	Getting Ready	08/17/2015	06/17/2016	\$2500	Language arts teachers
Poverty Training Book Study	The staff will read and complete a book study on Ruby Payne's book, A Framework for Understanding Poverty. The discounted cost of the book is \$18.00 (\$16.50 if purchased for the workshop). Workbooks may also be purchased for \$10.00 each (\$8.50 if purchased for the workshop). 28 books will need to be purchased for entire staff (\$396)...Workbooks (\$280)  Shipping 10% (67.00)	Professional Learning	Tier 1	Getting Ready	08/25/2014	06/05/2015	\$750	All staff
Michigan Art Conference	The RCMS Art teacher will attend the Michigan Art Conference in order to receive professional development on integrating reading and writing into art classes.  1 teacher x \$150 1 substitute x 2 days x \$90 = \$180 Mileage .55 x 200 miles = \$110 Meals 2 days x \$20 = \$40 Hotel 1 night = \$150	Professional Learning	Tier 1	Getting Ready	10/01/2014	10/31/2014	\$630	Art Teacher Building Administrator
EBLI	Two social studies teachers to be trained in EBLI to assist with student reading in social studies class.	Direct Instruction	Tier 1	Implement	08/17/2015	06/17/2016	\$5000	Susan Saladin Sarah Morlock
EBLI	Our 6th grade science instructor will be trained in EBLI to help all students.	Direct Instruction	Tier 1	Implement	08/17/2015	06/17/2016	\$2500	6th grade science teacher Building Administrator

**School Improvement Plan**

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<p>Collaborative Learning</p>	<p>As part the gradual release model, this portion of the lesson is where students engage collaboratively and discuss the information presented. This is the "you do it together" portion. The social studies team would like training on collaborative learning. 3 staff members will participate in training on learning how to teach students to work collaboratively at the Kent ISD or location determined who offers the training.</p> <p>Registration fee not to exceed \$150 per person x 3 days = \$450. Substitutes 3 staff x \$90 x 1 day = \$270. Mileage .55 x 200 miles x 1 car = \$110. Meals 3 times \$20 (dinner) = \$60.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/02/2014</p>	<p>06/30/2015</p>	<p>\$890</p>	<p>All RCMS social studies and special education instructors.</p>
<p>Collaborative Learning Training</p>	<p>As part the gradual release model, this portion of the lesson is where students engage collaboratively and discuss the information presented. This is the "you do it together" portion. The social studies team would like training on collaborative learning. 3 staff members will participate in training on learning how to teach students to work collaboratively at the Kent ISD or location determined who offers the training.</p> <p>Registration fee not to exceed \$150 per person x 3 days = \$450. Substitutes 3 staff x \$90 x 1 day = \$270. Mileage .55 x 200 miles x 1 car = \$110. Meals 3 times \$20 (dinner) = \$60.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/25/2014</p>	<p>06/03/2015</p>	<p>\$890</p>	<p>All RCMS language arts teachers</p>