



School Improvement Plan

Tomlinson Middle School

Westwood Community Schools

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Tomlinson Middle School is located in Inkster, Michigan and serves the Inkster and southern Dearborn Heights' 7th and 8th graders. Tomlinson's enrollment experienced a 13% decrease for the 2012-13 school year. Prior to the decrease, enrollment was steadily increasing. The student's demographic is; African-American (85.2%), whites (11.5%), Hispanic/Latino (2.5.5%), Asian-American (0.6%) and Multi-ethnic (0.2%). More than 75% of the students qualify for free/reduced lunch. The staff consists of 26 members and 74% of them have ten years or more experience in Westwood Community School District. Tomlinson Middle School has a STEM program and honors classes for all grade levels.

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.

The mission statement of Tomlinson Middle School is "Working together to prepare students to succeed in a competitive society." The purpose statement is, " In collaboration with home and community, it is Tomlinson Middle School's purpose to provide an education and opportunity, through real world application and technology, to all students in a caring and equitable manner where students and learning come first."

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.

Tomlinson Middle School has shown an increase in Reading scores as measured by the MEAP. Mathematics continues to be a focus area for improvement. MEAP scores in Mathematics have been declining over the past three years with the exception of 8th grade, which showed improvement over the last year.

Additional Information

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

Tomlinson Middle School offers a rigorous curriculum, honors classes for all grade level and a STEM (science, technology, engineering and mathematics) using Project Lead The Way. A new blended math program will be implemented for the upcoming school year to support student achievement. Staff members are dually certified to enhance cross-curricular instruction.

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.

Tomlinson's school improvement team is composed of parents, students, instructional staff, community partners, support staff and administrators. The team met monthly to discuss and analyze data; further develop goals, monitor implementation and revise activities for the school improvement plan. Meetings times were alternated between morning and evening to accommodate all stakeholders. Participation on the school improvement team was voluntary.

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

The school improvement team consists of the building administrator, a representative from each core content area and/or grade level, a special education teacher, a student support staff representative, parents and a community partner. Team members evaluated achievement and perception data, assess the effectiveness of programs, assisted with the development of goals, objectives and strategies; ongoing management of allocation of resources.

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

Staff was given digital access to the final document, updates were communicated to staff electronically and feedback was solicited at monthly staff meetings. Parents and community partners have access to the plan via district and school website, open house and community events.

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, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

As enrollment decreases, staffing decreases. Tomlinson Middle School has been reconfigured for the 2013-14 school year to serve 7th and 8th grades only.

How do student enrollment trends affect staff recruitment?

The recent decrease in student enrollment and the reconfiguration has forced Tomlinson Middle School to reduce staffing for the 2013-14 school year.

How do student enrollment trends affect budget?

As student enrollment trends decrease, the budget decreases.

How do student enrollment trends affect resource allocations?

As student enrollment decreases, resource allocations decrease.

How do student enrollment trends affect facility planning and maintenance?

Tomlinson Middle School experienced a decrease in student enrollment and has been reconfigured to accommodate only 7th and 8th graders. Due to the reduction of students, the portables have been closed and will be repurposed for the 2013-14 school year.

How do student enrollment trends affect parent/guardian involvement?

Student enrollment trends do not effect parent/guardian involvement because parents are constantly provided with opportunities to be involved in the school.

How do student enrollment trends affect professional learning and/or public relations?

Professional learning remains a priority in spite of current enrollment trends. Due to the student enrollment trends, public relation activities have been heightened in an effort to impact the current trend.

What are the challenges you noticed based on the student enrollment data?

Student enrollment data implies that students and families are selecting other schools and/or districts for their educational needs. The reduction of students limits the course offerings for electives.

What action(s) will be taken to address these challenges?

To address the challenge of a declining enrollment, Tomlinson will recruit students through a variety of community events.

What are the challenges you noticed based on student attendance?

Based on the substantial amount of student absenteeism, there is an adverse effect on student achievement.

What action(s) will be taken to address these challenges?

Tomlinson Middle School will utilize a truant officer for the 2013-14 school year. The truant officer will hold regular meetings with parents as students' absences meet pre-determined benchmarks.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Students show the highest proficiency in Reading as measured by MEAP.

Which content area(s) show a positive trend in performance?

Students show a positive trend in Reading as measured by the MEAP.

In which content area(s) is student achievement above the state targets of performance?

Tomlinson Middle School has exceeded the proficiency target for reading set forth by the state.

What trends do you notice among the top 30% percent of students in each content area?

The majority of the top 30% consists of transfer students. The top 30% of students in reading and writing overlap. The top 30% of students in writing are predominately female.

What factors or causes contributed to improved student achievement?

Curriculum coherency aligned to the state standards.

How do you know the factors made a positive impact on student achievement?

Common, formative and summative assessments

Increase student engagement

Implementation of a rigorous curriculum

Which content area(s) indicate the lowest levels of student achievement?

Math, Science and Social Studies

Which content area(s) show a negative trend in achievement?

Math and Science show a negative trend in achievement.

In which content area(s) is student achievement below the state targets of performance?

Math, Science and Social Studies

What trends do you notice among the bottom 30% of students in each content area?

Approximately half of the students in the bottom 30% have and IEP.

The majority of the students in the bottom 30% enrolled in the district at the secondary level.

What factors or causes contributed to the decline in student achievement?

Partial implementation of a district wide RTI model

Low student retention rates

How do you know the factors made a negative impact on student achievement?

Measure progress data

Disproportionality of students identified for special needs services

What action(s) could be taken to address achievement challenges?

Implement RTI with fidelity Develop curriculum coherency K-12 math, science and social studies curriculum,

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- African American or Black
- White
- Male
- Female
- Economically Disadvantaged
- Students with Disabilities

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- African American or Black
- Male
- Female
- Economically Disadvantaged

In what content areas is the achievement gap closing for these subgroups?*

Math and Reading

How do you know the achievement gap is closing?*

Michigan School Data comparison to the statewide mean for the identical subgroup.

What other data support the findings?

Michigan School Data student testing information and Measured Progress Data supports the findings.

What factors or causes contributed to the gap closing? (Internal and External)*

Curriculum coherency and Title I interventionists

How do you know the factors made a positive impact on student achievement?

Michigan School Data student testing information and Measured Progress Data supports the findings.

What actions could be taken to continue this positive trend?

Implement strategies from Title I interventionist and extended learning opportunities through Starfish.

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- Students with Disabilities

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

- Students with Disabilities

In what content areas is the achievement gap greater for these subgroups?*

Math and Reading

How do you know the achievement gap is becoming greater?*

Student achievement data

What other data support the findings?*

Common, formative and summative assessments

What factors or causes contributed to the gap increasing? (Internal and External)*

Lack of differentiated instruction, inconsistent implementation of curriculum and lack of student voice

How do you know the factors lead to the gap increasing?*

Student achievement data

What actions could be taken to close the achievement gap for these students?*

Professional development for teachers to address differentiated instruction for students with disabilities.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

The subgroup has less than 10 students.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Students with disabilities are assigned to general education classes to accommodate their least restrictive environment.

How are students designated 'at risk of failing' identified for support services?

Students are identified for support services using multiple measures of data including; demographic, perception, academic achievement and programmatic data.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Tomlinson Middle School has Extended Learning Opportunities through Starfish and tutoring.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	30.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Parents were informed of opportunities of Extended Learning through written correspondence, district website, parent meetings and social media.

Label	Question	Value
	What is the total FTE count of teachers in your school?	27.0

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Label	Question	Value
	How many teachers have been teaching 0-3 years?	3.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	3.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	17.0

Label	Question	Value
	How many teachers have been teaching >15 years?	4.0

What impact might this data have on student achievement?

Teacher experience distribution does not directly impact student achievement, rather individual instructional practices have a direct impact on student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	54.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	298.0

What impact might this data have on student achievement?

Classroom instruction was sacrificed when a guest teacher were responsible for a large portion of instruction, therefore student achievement was adversely impacted.

Perception Data - Students

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

The highest overall level of satisfaction among students is participating in learning opportunities through field trips.

Which area(s) show a positive trend toward increasing student satisfaction?

The area that shows a positive trend toward increasing student satisfaction is student voice.

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

The lowest overall level of satisfaction was based upon lack of academic engagement.

Which area(s) show a trend toward decreasing student satisfaction?

The lack of elective course selections offered due to budgetary constraints show a trend toward decreased student satisfaction.

What are possible causes for the patterns you have identified in student perception data?

Staff turnover rates and budget deficit are possible causes for the patterns identified in perception data.

What actions will be taken to improve student satisfaction in the lowest areas?

Implement a Positive Behavior Intervention Support for all students.

Perception Data – Parents/Guardians

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

Overall highest level of satisfaction among parents were transportation options, supplemental academic programs and no pay to play fees.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Parent involvement opportunities, increased two-way communication and open door policy.

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

Lack of traditional comprehensive instruction and suspension rate.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Discipline policies and overall student achievement

What are possible causes for the patterns you have identified in parent/guardian perception data?

Lack of comprehensive understanding of Common Core State Standards and Grade Level Content Expectations.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Parent meetings and workshop to address the paradigm shift in education.

Perception Data – Teachers/Staff

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

The implementation of technology indicates the overall highest level of satisfaction among teachers.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

A collaborative effort that encourages staff input.

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

Consistency with discipline

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Lack of instructional resources and materials

What are possible causes for the patterns you have identified in staff perception data?

Staff turnover and lack of external professional development

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Curriculum Council, Professional Learning Communities, Curriculum Surveys

What evidence do you have to indicate the extent to which the standards are being implemented?

Curriculum Maps, Curriculum Guides, Pacing Charts, Class Syllabus, Common and Summative assessments

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.	No	Tomlinson Middle School serves grades 6-8.	

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	http://westwood.tms.schooldesk.net/	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No		

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No		

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	Yolanda Williams-Davis Office of Human Resources Management 3335 South Beech Daly Road Dearborn Heights, MI 48125 313-565-3860/Fax: 313-565-3162	

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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		School Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Tomlinson School Parent Compact

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

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

Health and Safety (HSAT)

The following assurances come directly from the [Healthy School Action Tool \(HSAT\) Assessment](http://www.mihealthtools.org/hsat), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written Policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	No	N/A

	Statement or Question	Response	Rating
Question 3	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

	Statement or Question	Response	Rating
Question 4	Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.	Yes	N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

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	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	No	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Other curriculum	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	No	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	150 minutes or more at elementary level, 225 minutes or more at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	No action taken	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

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	Statement or Question	Response	Rating
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	Statement or Question	Response	Rating
Question 17	During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.	Yes	N/A

	Statement or Question	Response	Rating
Question 18	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	Statement or Question	Response	Rating
Question 19	Our school has a health services provider or school nurse accessible to students.	No	N/A

	Statement or Question	Response	Rating
Question 20	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written Policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	Response	Rating
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Reviewed policy, but not yet adopted	N/A

	Statement or Question	Response	Rating
Question 23	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	Yes	N/A

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	Statement or Question	Response	Rating
Question 24	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 25	During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
Question 27	Our school's mission statement includes the support of employee health and safety.	Yes	N/A

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	No	N/A

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	Yes	N/A

	Statement or Question	Response	Rating
Question 30	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	Yes	N/A

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	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	Yes	N/A

	Statement or Question	Response	Rating
Question 33	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to some indoor facilities	N/A

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Data Analysis (SDA), School Process Profile, and Summary Report. 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 Gap Statements and Causes for Gaps included in the Goals information address all four measures 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

How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted by a team of teachers, instructional specialists, administrators and parents who came together on several occasions throughout the school year to gather and analyze data from the Ed YES! school process profile (40 indicators), the School Data Profile/Analysis (SDP/A) and achievement summary results. The team also analyzed data and information from the results of student, staff, and parent surveys, and school program/process data. As a result of the information collected and analyzed, the staff came to a consensus on the school improvement goals, objectives, strategies and activities to increase student achievement in reading, mathematics, and science.

What were the results of the comprehensive needs assessment?

Student Achievement Data: Tomlinson Middle School has shown a two year improvement in 8th grade Reading, exceeding proficiency target goals, while 7th grade has shown a decline and not yet reached its proficiency target. Writing is improving, exceeding the proficiency target. Math and science continue to be challenging areas. Both core subjects underperform in all grade levels unable to reach their proficiency targets.

Program Process: Staff members analyzed the 40 school process rubrics and identified Professional Learning and Parent/Family Involvement as areas in need of improvement. Staff identified Instructional Leadership as strength of Tomlinson Middle School.

Perception Data: Students identified bullying as the area in need of improvement. Teachers identified the need for more training and planning time. Parents showed a concern for lack of safety.

What conclusions were drawn from the results?

As a result of the comprehensive needs assessment, there are significant achievement gap that need to be addressed with one reigning sub-group, the bottom 30%, which is prevalent in all core areas. In science, the sub-group includes Black or African-American and Economically Disadvantaged.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Student Achievement Data: The student achievement data provided the team with vital information regarding struggling students. Students performing in the bottom 30% need strategic intervention in all core areas. Teachers need to provide differentiated instruction to support students' needs.

Program Process: Tomlinson Staff decided to abandon ability based instruction for a more rigorous blended instructional program to meet students' needs. The new program will engage students and promote higher thinking strategies.

Perception Data: Students identified bullying as an area in need of improvement. Teachers identified need for professional development and training. Parents identified a need for improved student safety at school and on the bus.

How are the school goals connected to priority needs and the needs assessment?

The school goals are a direct result of the priority needs identified in the comprehensive needs assessment.

How do the goals portray a clear and detailed analysis of multiple types of data?

The goals identified portray a clear and detailed analysis of multiple types of data. The perception data offers a picture from the parents, students, teachers and community. The achievement data provides specific analysis, including sub-group performance, which allows teachers to target instructional needs.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

The goals, objectives, strategies and activities address the achievement of all students and identified sub-groups.

Component 2: Schoolwide Reform Strategies

Which strategies in the schoolwide plan focus on helping all students reach the State's standards?

Classroom teachers use differentiated instruction including graphic organizers, analogies, connections, learning targets, student self-assessments and student goal setting when presenting the lesson. Summative assessment through NWEA MAP testing. Carnegie Learning Blended Math Program. Leveled Reading in Language Arts and Social Studies using DRA. STEM in science with Project Lead The Way.

Which research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction?

Carnegie Math, Project Lead The Way/STEM, DRA

Which research-based reform strategies in the schoolwide plan align with the findings of the needs assessment?

Carnegie Learning, Compass Learning, Project Lead The Way, DRA

Which strategies in the schoolwide plan provide an enriched and accelerated curriculum for select students and support progress for all students?

Classroom teachers use differentiated instruction including graphic organizers, analogies, connections, learning targets, student self-assessments and student goal setting when presenting the lesson. Tomlinson's instructional and support programs; Compass Learning, Project Lead The Way/STEM, Carnegie Learning and DRA meet the needs of the students.

Which strategies in the schoolwide plan provide a level of interventions for students who need the most instructional support?

Students identified for Tier II intervention will receive supplemental services from an academic specialist in addition to the embedded intervention provided through the research-based programs; Compass Learning, Project Lead The Way/STEM and Carnegie Learning.

Component 3: Instruction by Highly Qualified Staff

Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

Yes, all paraprofessionals at Tomlinson Middle School meet the NCLB requirements for highly qualified.

Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

All teachers at Tomlinson Middle School meet the NCLB requirements as highly qualified.

Component 4: Strategies to Attract Highly Qualified Teachers

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

The teacher turnover rate is 16%.

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

The mean average of experience level of key teaching and learning personnel is 12 years.

What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

Tomlinson offers social events as well as school events. Tomlinson also has a warm, caring staff who makes all employees feel welcome. All teachers are part of a team working together for a common goal. Teachers support each other and share their ideas and resources.

What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

The district offers competitive salary and benefits. The district also offers professional development activities for all staff to participate in. Beginning the 2012-2013 school year, the district will be hosting a back to school breakfast meet and greet as well as a district meeting to welcome everyone back to school. This will also ensure that there is a cohesive K-12 program. There is not a high teacher turnover district wide and because people feel they are appreciated they look to stay.

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

Tomlinson Middle School was recently reconfigured. It now houses one less grade, in spite of the restructuring, the turnover rate remained low. The district also offered a voluntary layoff.

Component 5: High Quality and Ongoing Professional Development

What types of professional development has the staff received that is aligned with the comprehensive needs assessment and the goals of the school improvement plan?

The staff of Tomlinson Middle School will implement a summative assessment series to measure student progress and will participate in professional development to implement. Further professional development will be used to interpret the data and drive instruction. The math department is implementing a new blended program that incorporates technology. The math team will receive ongoing professional development and classroom support from a math coach.

Describe how this professional development is “sustained and ongoing.”

The professional development to support the new district wide assessment will be sustained and ongoing through web based training. The math team will receive ongoing professional development and classroom support from a math coach.

Component 6: Strategies to Increase Parental Involvement

How were parents involved in the design of the schoolwide plan?

Parents are involved in the design of the schoolwide program through the school improvement team and parent surveys.

How were parents involved in the implementation of the schoolwide plan?

Parents are involved in the schoolwide plan/program implementation through parent Title I meetings, School Improvement meetings, parent surveys, curriculum activity nights, parent workshops and two-way communication with staff.

How were parents involved in the evaluation of the schoolwide plan?

Parents will be provided with an opportunity to evaluate the programs through surveys, suggestions, curriculum activity nights, parent workshops and meetings. Feedback received by parents will help modify the schoolwide plan.

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. Tomlinson Middle School has a Title I Parent Involvement Policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f).

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

Provide information and assistance to parents regarding the state and local academic standards and assessments: 1118 (e) (1)

To ensure that parents are informed about academic standards and assessments, Tomlinson Middle School will provide the following:

- Parent Conferences (November, April, additional conferences available upon request)
- Parents will be provided with access information to the Grade Level Content Expectations and Common Core Standards through the district website.
- Local Assessment Information (Building Writing Prompt, Building Common Assessments, Math Performance Series Assessment) shared with parents at Open House.
- State Assessment Information (MEAP and Common Core) shared with parents at Open House.
- Students receiving additional assistance will have their progress monitored on a monthly or bi-weekly basis depending on student need. Information will be shared with parents when appropriate.
- Math/Literary Specialist and Math/Science Specialist will be available at Open House as well as Parent

Teacher Conferences to provide information and answer questions about assessments.

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- Fall Middle School Curriculum Night: Staff share Middle School expectations and provide all parents with examples of at how to help their child reach their highest potential.

- Math/Science Night and Literacy/Social Studies Night: Staff share ideas and resources on how to engage their child on the core subjects.

Provide materials and training to parents: 1118 (e) (2)

Tomlinson Middle School offers training and materials to parents through the following events and activities:

- Middle School Curriculum Night

- 6th Grade Orientation Night as well as 5th Grade Visits

- Provide lists of community resources to individual parents and assistance in accessing these resources, as needed

- Summer Math/Literacy Program and Back to School Camp

- Monthly School Calendars/District Website

- "The District" - District cable television program offers information about building programs and events.

- District Website Parent Tab - provides parents with materials and resources to help their child achieve success.

Educate teachers, Title 1 staff and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs: 1118 (e) (3)

- Tomlinson Middle School values and respects parent involvement in the school community. Parent involvement will be part of the professional development plan. Staff will attend workshops and implement new ideas for effective parent communication. Training will be provided to staff on how they can assist parents and in turn the parents can assist their children. When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact. Teachers will be able to have their classroom newsletters, materials and resources to the Parent Tab on the building website.

Coordinate parent involvement activities with other programs: 1118 (e) (4)

Tomlinson Middle School will work to coordinate programs to ensure success for all:

- Middle School Transition: activities to educate parents on the middle school environment

- Family Movie Nights

- PTO

- Math/Science Night

- Literacy/Social Studies Night

Inform parents of school and parent programs in a timely and practical format in a language they can understand: 1118 (e) (5)

To ensure that all parents are informed in a timely and user-friendly manner, Tomlinson Middle will provide:

- School Marquee

- Daily Planners

- Monthly Calendar/District and Building Website

- Bilingual Interpreter (as needed)

- Accommodations for Deaf Parents (as needed)

Provide support for parental involvement at their request: 1118 (e) (14)

Tomlinson Middle School will make every effort to support our parents and make sure their needs are met:

- Make every effort to accommodate parent requests to ensure that students' and parents' individual needs are met in order to foster more positive parent involvement.

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Parent involvement activities accessible to all parents, including those with disabilities and parents who use English as their 2nd language: 1118 (f)

Tomlinson Middle School will provide:

- Flexible Meeting Times
- Handicapped Accessible Facilities
- Phone Conferences (Bilingual Interpreter, as needed)
- Monthly Calendar/District and Building Websites
- Accommodations for Deaf Parents
- Collaboration with Community Agencies
- Transportation Assistance

Accommodations are made for all parents, including parents with disabilities, limited English proficient parents and migrant parents on an as need basis.

The reform model was discussed with parents at PTO meetings. Information was sent home to keep parents informed. At district curriculum meetings, we also explored possible models and shared the decision with the district school improvement team. On an ongoing basis, the following will be used:

- Placing a suggestion box located in the main office for parents to place comments about various programs.
- Reviewing and distributing Parent Compacts at fall conferences.
- Conducting a Parent Survey at November Parent Teacher conferences for all parents.
- Reviewing and revising the Parent Involvement Policy to incorporate suggestions based on the Parent Survey results.
- Placing a suggestion box in a visible location for continued communication between parents and school all year. Reviewing suggestions and comments at monthly PTO meetings. Acting on these suggestions made by stakeholders as appropriate.
- Holding a Title I meeting mid-year at flexible times (morning and evening) to review the Title I program, parent involvement policy and ask for suggestions for improvement. This meeting will then be uploaded and available for viewing on the Tomlinson website.
- Expanding all avenues of communication with parents (marquee, monthly calendar, school website, teacher website, Zangle Parent Connect, event flyers and post cards, district publications) to increase parent involvement in the School-Title I program.

2b

How will the parent involvement component of the schoolwide plan be evaluated?

Parents will be provided with an opportunity to evaluate the program through surveys, suggestions, parent-teacher conferences and participation in parent workshops and meetings. Feedback received by parents will help to modify the school-wide plan/program.

How will the results of the evaluation be used to improve the schoolwide program?

We will survey all stakeholders during the year and the results of the survey will be analyzed for strengths and weaknesses. The results

will be reflected in our schoowide plan.

How was the school-parent compact developed?

Tomlinson Middle School developed a school-parent compact with parents during school improvement meetings during the spring of 2012. The School-Parent compact is reviewed at the Fall Title I Parent Meeting and it is discussed annually during the Fall Parent-Teacher Conferences. At parent -teacher conferences parents agreed to the components by checking boxes of agreement. If parents do not agree or wish to make modifications it is done at this time and documented on the compact.

How is the parent compact used at elementary-level parent teacher conferences?

N/A

How the parent is compact shared with middle school or high school parents (depending on the grade span of the school)?

Tomlinson Middle School developed a school-parent compact with parents during school improvement meetings during the spring of 2012. The School-Parent compact is reviewed at the Fall Title I Parent Meeting and it is discussed annually during the Fall Parent-Teacher Conferences. At parent -teacher conferences parents agreed to the components by checking boxes of agreement. If parents do not agree or wish to make modifications it is done at this time and documented on the compact.

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

Tomlinson Middle School will provide individual student academic assessment results, including interpretation of those results through parent assessment reports, parent -connect and parent-teacher conferences. Trans-Act and bilingual/English Language Learners (ELL) interpretations services will be provided as needed. Accommodations for parents are made as needed.

Component 7: Preschool Transition Strategies

In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?

Tomlinson Middle School hosts parent nights and school visits for incoming students as they transition to middle school.

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

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

Assessment decisions are made with teacher input through participation in common planning time.

Teachers design and implement formative assessments in all core academic subjects daily. The results of the formative assessments are used to drive instruction. Teachers are also invited to participate in meetings with vendors when new assessment programs are being introduced and/or considered.

Assessments that are used at Tomlinson Middle School:

- MEAP
- MEAP Access
- MI Access
- Compass Learning
- Classroom Assessments
- DRA
- NWEA MAP Testing

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

Teachers have common planning time at grade level and meet weekly to review student data. All teachers have school-wide access to Class A, a data warehouse system for state and local assessments.

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

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Reading

Grade Span: 6th-8th

Tier I Interventions: Classroom teachers use differentiated instruction including graphic organizers, analogies, connections, learning targets, student self-assessments and student goal setting when presenting the lesson. Students who are identified as not grasping the concept are given additional assistance through small group instruction, peer tutoring, and reteaching. Tier II Interventions: Another intervention for students who have consistently struggled with reading concepts is a fusion reading program. Students are also referred for after school tutoring and here the program is designed to meet the individual needs of the student. Additionally, during the summer, enrichment camps are offered in June and August and are designed to meet the needs of the students who struggle the most. Students who qualify for special education or who are still struggling after all interventions are used are placed into the co-taught English classes which have a minimum of two teachers and a smaller student to teacher ratio. Lessons are designed to meet individual needs.

Writing

Grade Span: 6th - 8th

Tier I Interventions: Classroom teachers use differentiated instruction including graphic organizers, analogies, connections, learning targets, student self-assessments and student goal setting when presenting the lesson. Students who are identified as not grasping the concept are given additional assistance through small group instruction, peer tutoring, and reteaching. Tier II Interventions: Another intervention for students who have consistently struggled with writing concepts is a compass learning program. Students are also referred for after school tutoring and here the program is designed to meet the individual needs of the student. Additionally, during the summer, enrichment camps are offered in June and August and are designed to meet the needs of the students who struggle the most. Students who qualify for special education or who are still struggling after all interventions are used are placed into the co-taught English classes which have a minimum of two teachers and a smaller student to teacher ratio. Lessons are designed to meet individual needs.

Math

6-8 grade students are assigned classes through the performance series assessment test. Here students are grouped by their ability level and therefore classes are cross grade level. Tier I Interventions: Classroom teachers use differentiated instruction including graphic organizers, analogies, connections, learning targets, student self-assessments and student goal setting when presenting the lesson. Students who are identified as not grasping the concept are given additional assistance through small group instruction, peer tutoring, and reteaching. Tier II Interventions: Students who are then identified as needing additional assistance are referred to the Title I math specialist during non-core instruction. Another intervention for students who have consistently struggled with math concepts is a compass learning program. Students are also referred for after school tutoring and here the program is designed to meet the individual needs of the student. Additionally, during the summer, enrichment camps are offered in June and August and are designed to meet the needs of the students who struggle the most. Students who qualify for special education or who are still struggling after all interventions are used are placed into the co-taught math classes which have a minimum of two teachers and a smaller student to teacher ratio. Lessons are designed to meet individual needs. Students' progress is monitored and is regrouped on a quarterly basis.

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Science

Grade Span: 6th - 8th

Title I Interventions: Classroom teachers use differentiated instruction including graphic organizers, analogies, connections, learning targets, student self-assessments and student goal setting when presenting the lesson. Students who are identified as not grasping the concept are given additional assistance through small group instruction, peer tutoring, and reteaching.

Tier II Interventions: Students who are then identified as needing additional assistance are referred to the

Title I science specialist during non-core instruction. Students are also referred for after school tutoring and here the program is designed to meet the individual needs of the student. Students who qualify for special education or who are still struggling after all interventions are used are placed into the co-taught science classes which have a minimum of two teachers and a smaller student to teacher ratio. Lessons are designed to meet individual needs.

Social Studies

Grade Span: 6th - 8th

Tier I Interventions: Classroom teachers use differentiated instruction including graphic organizers, analogies, connections, learning targets, student self-assessments and student goal setting when presenting the lesson. Students who are identified as not grasping the concept are given additional assistance through small group instruction, peer tutoring, and reteaching.

Tier II Intervention: Students are also referred for after school tutoring and here the program is designed to meet the individual needs of the student.

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?

Reading

Grade Span: 6-8th

Identification/Criteria for Selection: Students are identified for additional assistance through the following criteria: MEAP (score 3 or 4) Students scoring a Grade Equivalent in reading two years or more, according to the Performance Series Assessment.

Writing

Grade Span: 6-8th

Identification/Criteria for Selection: Students are identified for additional assistance through the use of quarterly writing prompts (score below 75%).

Math

Grade Span: 6-8th

Identification/Criteria for Selection: All students are assessed through the performance series assessment and ability based classes are established. Students are identified for additional assistance through the following criteria: MEAP (score of 3 or 4), performance series assessment (scale score below 2400) and quarterly GLCE tests (score of 75% or lower).

Science

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Grade Span: 6-8th

Identification/Criteria for Selection: Students are identified for additional assistance through the quarterly GLCE tests (score of 75% or lower).

Social Studies

Grade Span: 6-8th

Identification/Criteria for Selection: Students are identified for additional assistance through the quarterly GLCE tests (score of 75% or lower).

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

Student's individual needs are being addressed by using multiple instructional strategies, ability-based grouping and a spiraled curriculum.

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

In what ways are the programs are coordinated and integrated toward the achievement of the schoolwide goals?

Students identified in the bottom 30% will receive supplemental services from an academic specialist in addition to the embedded intervention provided through the research-based programs; Compass Learning, Project Lead The Way/STEM and Carnegie Learning.

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

Academic Specialist- Title IA
Carnegie Learning-Title IA
Summative Assessment/NWEA-Title IA
Project Lead The Way- Title IA
Leveled Reading Books - Title IA
Professional Development- Title IIA
ELL Services- Title III (Consortium)
Technology Integration- 31A/Title IA
Summer Enrichment Programs- Title IA and 21st Century Community Grant
After School Program- 21st Century Community Grant
Tutors- University of Michigan DBN
Positive Behavior Intervention Support- Wayne RESA
Universal Free Lunch
Summer Food Service

Describe how the school will use the resources from Title I and other sources to implement the ten required schoolwide components.

Title IA:
Salaries, Benefits for Academic Specialist
Consumable supplies for teachers and students
Technology (I Pads, Smartboards, Computers, Software)
Schoolwide Professional Development
Parent Involvement
Leadership Development
Title IIA:
Teacher and Principal Training
Professional Development supplies and materials

How does the school coordinate and integrate the following Federal, State and local 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.

Tomlinson Middle School participates in Universal Free Lunch and free breakfast for all students. We currently house a center-based Autism Spectrum Disorder (ASD) program for middle school students that serve western Wayne County. Academic Specialist provides push-in and pull-out services to students. Westwood provides a summer feeding program for the entire community for all children ages 0-18 at two local schools.

Evaluation

How does the school evaluate at least annually the implementation of the schoolwide program?

The school improvement committees meet throughout the year to evaluate the implementation, progress and results achieved by the School Improvement Plan. Achievement, perception and program data is analyzed. This information is used to design professional development and drive instruction.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

The Tomlinson Middle School Improvement Team utilizes a variety of sources, on a quarterly basis, to disaggregate data by sub-groups. The information is then used to determine the impact school improvement activities had on student achievement. The results are then used to revise the school-wide plan and shared with all stakeholders.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The Tomlinson Middle School Improvement Team utilizes a variety of sources, on a quarterly basis, to disaggregate data by sub-groups. The information is then used to determine the impact school improvement activities had on student achievement. The results are then used to revise the school-wide plan and shared with all stakeholders.

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

The School Improvement Team at Tomlinson Middle School revises the plan based upon achievement, program and perception data.

Goal

Overview

Plan Name

Goal

Plan Description

All students will increase proficiency in Mathematics, Reading and Writing.

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 increase scores in Mathematics.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All students will increase proficiency in Reading.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	All students will increase proficiency in Writing.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students will increase scores in Mathematics.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency in rational number operations; expressions and equations; proportionality and similarity; functions, linear equations. in Mathematics by 06/06/2014 as measured by Students who score proficient on the MEAP..

Strategy 1:

Data Driven Instruction - Teachers will analyze assessment data and use the information to drive instruction using research-based practices.

Research Cited: Driven by Data: A Practical Guide to Improve Instruction by Paul Bambrick-Santoya

Driven by Data offers valuable tips and general guidelines about data-based methods and the difficulties surrounding the implementation of data-driven instruction.

Strategy Tier:

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During common planning time, staff will meet weekly to review data. At staff meetings a deeper analysis of building data is conducted and shared and used to drive classroom instruction. The academic specialist will gather multiple sources of data and create a data wall that is posted in the teacher's lounge for teachers to review daily.	Other			09/01/2013	06/30/2014	\$0	Other	All Faculty and Staff

Goal 2: All students will increase proficiency in Reading.

Measurable Objective 1:

15% of All Students will demonstrate a proficiency in comprehension and narrative text in Reading by 06/30/2014 as measured by proficiency on the MEAP.

Strategy 1:

Data-driven Instruction - Teachers will analyze assessment data and use the information to drive instruction using research-based practices.

Research Cited: Driven by Data: A Practical Guide to Improve Instruction by Paul Bambrick-Santoya

Driven by Data offers valuable tips and general guidelines about data-based methods and the difficulties surrounding the implementation of data-driven instruction.

Strategy Tier:

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

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During common planning time, staff will meet weekly to review data. At staff meetings a deeper analysis of building data is conducted and shared and used to drive classroom instruction. The academic specialist will gather multiple sources of data and create a data wall that is posted in the teacher's lounge for teachers to review daily.	Other			09/01/2013	06/30/2014	\$0	Other	All Faculty and Staff
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Goal 3: All students will increase proficiency in Writing.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency in writing process and genre in English Language Arts by 06/30/2014 as measured by proficiency on the MEAP.

Strategy 1:

Implement Marzano's Strategy - Teachers will implement Marzano's strategy, goal setting, with fidelity. The impact will be reviewed during data analysis.

Research Cited: Classroom Instruction that Works, McRel, Robert Marzano, Debra Pickering, Jane Pollack.

This version of capital research into practice series: Classroom Instruction that Works is based on work sponsored entirely, or in part, by the US Dept. of Education. It is the result of research, fieldwork,

evaluation, and trainings done by McREL staff over many years. The primary research and resource for these training manuals is A Theory Based Meta-Analysis of Research in Instruction. (Marzano, 1998).

Strategy Tier:

Activity - Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will set goals and monitor progress.	Other			09/01/2013	06/30/2014	\$0	Other	All Faculty and Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis	During common planning time, staff will meet weekly to review data. At staff meetings a deeper analysis of building data is conducted and shared and used to drive classroom instruction. The academic specialist will gather multiple sources of data and create a data wall that is posted in the teacher's lounge for teachers to review daily.	Other			09/01/2013	06/30/2014	\$0	All Faculty and Staff
Data Anaysis	During common planning time, staff will meet weekly to review data. At staff meetings a deeper analysis of building data is conducted and shared and used to drive classroom instruction. The academic specialist will gather multiple sources of data and create a data wall that is posted in the teacher's lounge for teachers to review daily.	Other			09/01/2013	06/30/2014	\$0	All Faculty and Staff
Goal Setting	Students will set goals and monitor progress.	Other			09/01/2013	06/30/2014	\$0	All Faculty and Staff