

2017-18 School Improvement Plan

Mason Middle School

Waterford School District

Mr. Roger Opsommer, Principal
3835 West Walton Blvd
Waterford, MI 48329-4270

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Overview

Plan Name

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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 Mason Middle School will increase math proficiency. | Objectives: 2 Strategies: 2 Activities: 4 | Academic | \$20150 |
| 2 | All students at Mason Middle School will increase reading proficiency. | Objectives: 2 Strategies: 2 Activities: 6 | Academic | \$408800 |
| 3 | All students at Mason Middle School will increase writing proficiency. | Objectives: 2 Strategies: 3 Activities: 10 | Academic | \$309500 |
| 4 | All students at Mason Middle School will be engaged in their education and be confident in their ability to be successful. | Objectives: 1 Strategies: 1 Activities: 3 | Organizational | \$8500 |

Goal 1: All students at Mason Middle School will increase math proficiency.

Measurable Objective 1:

70% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior of projected growth in Mathematics by 06/15/2018 as measured by NWEA.

Strategy 1:

Targeted Student Instruction - Students not demonstrating sufficient proficiency will participate in small group instruction and/or remediation.

Category: Learning Support Systems

Research Cited: Hattie, J. (2011) Visible Learning for Teachers: Maximizing Impact on Learning. New York, NY: Routledge

Van de Walle, J. (2011) Teaching Student Centered Mathematics. New York, NY: Pearson

Schmoker, M. (2011) Focus: Elevating the Essentials to Radically Improve Student Learning. Alexandria, VA: ASCD

Tier: Tier 2

| Activity - Math Lab | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Students not meeting math proficiency standards will participate in a math lab with a focus on remediation and basic math skills based on individual needs. | Academic Support Program | Tier 2 | Monitor | 09/05/2017 | 06/15/2018 | \$11500 | Section 31a | Math Lab Teacher, Math Lab Assistants, and Building Administrators |

| Activity - Compass Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Students who are not meeting proficiency standard in math will use Compass Learning on a computer with teacher assistance for individualized instruction and development on areas of weakness as defined by NWEA | Technology , Academic Support Program | Tier 2 | Monitor | 09/05/2017 | 06/15/2018 | \$8000 | Section 31a | Classroom teachers and classroom assistants |

Measurable Objective 2:

75% of All Students will increase student growth in meeting their projected growth targets towards math proficiency in Mathematics by 06/15/2018 as measured by NWEA.

Strategy 1:

Core Classroom Instruction - Teachers will improve the quality of core instruction in mathematics in order to increase student understanding and student performance

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on proficiency measures. Teachers will design instruction and implement the four components of the Gradual Release Lesson Design Model on a daily basis for all classes.

Category: Mathematics

Research Cited: Marzano, R. (2007) The Art and Science of Teaching. Alexandria, VA: ASCD

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-Analysis Relating to Achievement. New York, NY: Routledge

Moss, M., Brookhart, S.(2012) Learning Targets: Helping Students Aim for Understanding in Today's Lesson, Alexandria, VA: ASCD

Frey, N., Fisher, D. (2011) The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning, Alexandria, VA: ASCD

Tier: Tier 1

| Activity - Instructional Labs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will have the opportunity to participate in instructional labs centered on refining their practice around the Gradual Release of Responsibility Model. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$650 | Title II Part A | Curriculum Staff and Classroom Teachers |

| Activity - Professional Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Teachers will continue to engage in professional learning around effective lesson design including frequent formative assessments, differentiation and the implementation of learning Target Theory of Action using the Gradual Release Model. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$0 | No Funding Required | Curriculum Staff, Central Office and Building Administrators, and Classroom Teachers |

Goal 2: All students at Mason Middle School will increase reading proficiency.

Measurable Objective 1:

70% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior of projected growth in reading in English Language Arts by 06/15/2018 as measured by NWEA .

(shared) Strategy 1:

Core Reading Instruction - Teachers will participate in the systematic training of staff working with ELL population on SIOP strategies in the classroom.

Category:

Research Cited: Allington, R. (2011) What Really Matters for Struggling Readers. New York: Pearson

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Tier: Tier 1

| Activity - Compass Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Students at the secondary level who are not meeting proficiency standards in reading will use Compass Learning on a computer with teacher assistance for individualized instruction and development on areas of weakness defined by NWEA. | Academic Support Program | Tier 2 | Implement | 09/05/2017 | 06/15/2018 | \$500 | Section 31a | Classroom teacher and classroom assistants. |
| Activity - Instructional Labs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will participate in professional learning specific to gradual release and differentiation through embedding literacy circles in curriculum. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$1500 | Title II Part A | Learning Coaches, Classroom Teachers, and ELA Consultant |
| Activity - Learning Coaches | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Learning Coaches will provide support in instructional growth to teachers through student-centered learning labs, small group and one-on-one job embedded professional learning. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$265000 | Title II Part A | Learning Coaches, CIA, and Classroom Teachers |
| Activity - SIOP strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will participate in the systematic training of staff working with EL population on SIOP strategies in the classroom. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$500 | Title III | EL consultant and Classroom Teachers |

Measurable Objective 2:

75% of All Students will demonstrate a behavior in projected growth in reading in English Language Arts by 06/15/2018 as measured by NWEA .

Strategy 1:

Instructional Monitoring and Feedback - Building Administrators will monitor implementation of best practices in reading instruction and provide quality feedback to teacher in order to improve instruction.

Category: English/Language Arts

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Research Cited: Marzano, R. McNulty, B. (2005) School Leadership that Works: From Research to Results. Alexandria, VA: ASCD
 Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-Analysis Relating to Achievement. New York, NY: Routledge
 Moss, M., Brookhart, S.(2012) Learning Targets: Helping Students Aim for Understanding in Today's Lesson, Alexandria, VA: ASCD
 Robinson, V. (2011) Student Centered Leadership. San Francisco, CA: Jossey-Bass.

Tier: Tier 1

| Activity - Reading Lab | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will identify students who are not making adequate process on standardized testing in reading and place when in a reading support class in addition to their regular core instruction in ELA. | Direct Instruction | Tier 2 | Implement | 09/06/2016 | 06/16/2017 | \$133800 | Section 31a | Reading Lab teacher and reading lab assistants. |
| Activity - ELL Extended Day | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| ELL students from our high population buildings who score at the lowest levels on the WIDA will participate in an extended day program. | Academic Support Program | Tier 2 | Implement | 09/06/2016 | 06/16/2017 | \$7500 | Section 31a | ELL Coordinator and Extended Day teaching staff. |

(shared) Strategy 2:

Core Reading Instruction - Teachers will participate in the systematic training of staff working with ELL population on SIOP strategies in the classroom.

Category:

Research Cited: Allington, R. (2011) What Really Matters for Struggling Readers. New York: Pearson

Tier: Tier 1

| Activity - Compass Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Students at the secondary level who are not meeting proficiency standards in reading will use Compass Learning on a computer with teacher assistance for individualized instruction and development on areas of weakness defined by NWEA. | Academic Support Program | Tier 2 | Implement | 09/05/2017 | 06/15/2018 | \$500 | Section 31a | Classroom teacher and classroom assistants. |
| Activity - Instructional Labs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|--|-----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Teachers will participate in professional learning specific to gradual release and differentiation through embedding literacy circles in curriculum. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$1500 | Title II Part A | Learning Coaches, Classroom Teachers, and ELA Consultant |
| Activity - Learning Coaches | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Learning Coaches will provide support in instructional growth to teachers through student-centered learning labs, small group and one-on-one job embedded professional learning. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$265000 | Title II Part A | Learning Coaches, CIA, and Classroom Teachers |
| Activity - SIOP strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will participate in the systematic training of staff working with EL population on SIOP strategies in the classroom. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$500 | Title III | EL consultant and Classroom Teachers |

Goal 3: All students at Mason Middle School will increase writing proficiency.

Measurable Objective 1:

70% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in meeting projected growth targets in English Language Arts by 06/15/2018 as measured by NWEA.

Strategy 1:

Differentiated Instruction - Target the specific areas of all students through data analysis and develop interventions to accommodate those areas of need.

Category: English/Language Arts

Research Cited: Gregory, G. and Chapman, C. (2002). Differentiated Instructional Strategies: One Size Doesn't Fit All. Thousand Oaks, CA: Corwin Press.

Tier: Tier 1

| | | | | | | | | |
|---|----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| Activity - Learning Target Theory of Action. | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|

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|--|--------------------|--------|---------|------------|------------|-----|---------------------|--|
| All teachers will utilize the LTTA daily when designing and delivering lessons for students. | Direct Instruction | Tier 2 | Monitor | 09/05/2017 | 06/15/2018 | \$0 | No Funding Required | Building Administrators and Classroom Teachers |
|--|--------------------|--------|---------|------------|------------|-----|---------------------|--|

| Activity - Instructional Labs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will be provided the opportunity to participate in instructional labs centered on improving instruction. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$500 | Title II Part A | Learning Coaches, Classroom Teachers, and ELA Consultant |

| Activity - Learning Coaches | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Learning Coaches will provide support in instructional growth to teachers through student-centered learning labs, small group and one-on-one job embedded professional learning. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$275000 | Title II Part A | Learning Coaches, CIA, and Classroom Teachers. |

Strategy 2:

Targeted Instruction - Students not demonstrating sufficient growth based on the district writing prompts will participate in interventions wither within the classroom or in small writing instruction.

Category: English/Language Arts

Research Cited: Calkins, L. (2010) The Nuts and Bolts of Teaching Writing. Portsmouth, NH: Heinemann.

Marzano, R. (2007) The Art of Science and Teaching. Alexandria, VA: ASCD

Tier: Tier 1

| Activity - Writing/Grammar Class | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|---------------------|---------------------|
| All 6th grade students will participate in a 10 week course designed to strengthen their writing skills to assess each students individual needs. | Academic Support Program | Tier 2 | Monitor | 09/05/2017 | 06/15/2018 | \$0 | No Funding Required | Classroom teachers. |

| Activity - EL Extended Day | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|--------------------------|--------|-----------|------------|------------|--------|-----------|------------------------------------|
| EL students who score at the lowest levels on the WIDA will participate in an extended day program. Funding is based on teaching staff, transportation and supplies. | Academic Support Program | Tier 2 | Implement | 09/05/2017 | 06/15/2018 | \$4000 | Title III | EL Coordinator and Teaching staff. |
|--|--------------------------|--------|-----------|------------|------------|--------|-----------|------------------------------------|

| Activity - Reading/Writing Lab | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|------------------------------------|
| Struggling students will participate in a reading/writing lab in addition to their normal instruction. This time will be above and beyond the general curriculum and teachers and assistants will work with these students to remediate and address their individual needs. | Academic Support Program | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$9000 | Section 31a | Classroom teachers and assistants. |

Measurable Objective 2:

75% of All Students will increase student growth in meeting their projected growth targets towards language usage proficiency in English Language Arts by 06/15/2018 as measured by NWEA.

Strategy 1:

Core Writing Instruction - Teachers will improve the quality of core writing instruction provided to students in the classroom.

Category: English/Language Arts

Research Cited: Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY: Routledge

Marzano, R. (2007) The Art of Science and Teaching. Alexandria, VA: ASCD

Moss, M., Brookhart, S. (2012) Learning Targets: Helping Students Aim For Understanding in Today's Lesson. Alexandria, VA: ASCD

Frey, N. Fisher, D. (2011) The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning. Alexandria, VA: ASCD

Tier: Tier 1

| Activity - Instructional Labs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| ELA teacher will participate in a series of labs focused on gradual release and differentiation within reading and writing. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$500 | Title II Part A | Learning Coaches, Classroom Assistants, and ELA Consultant |

| Activity - Learning Coaches | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Learning Coaches will provide support in instructional growth to teachers through student-centered learning labs, small group and one-on-one job embedded professional learning. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$20000 | Title II Part A | Learning Coaches, CIA Department, and Classroom Teachers |
| Activity - Professional Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will continue to engage in professional learning around effective lesson design including frequent formative assessments, differentiation and the implementation of the Learning Target Theory of Action using Gradual Release Model. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$0 | No Funding Required | Curriculum consultants, Learning Coaches, Central Office and Building Administrators and Classroom Teachers. |
| Activity - SIOP/WIDA training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will participate in the systematic training of staff working with EL populations on SIOP strategies in the classroom. Teachers will also participate in professional development around utilizing student WIDA scores to design and implement instruction appropriate to EL students' needs. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$500 | Title III | EL Consultant and Classroom Teachers. |

Goal 4: All students at Mason Middle School will be engaged in their education and be confident in their ability to be successful.

Measurable Objective 1:

demonstrate a behavior of engagement in school through satisfactory school attendance, minimal behavior infractions, academic performance and involvement in extra-curricular activities by 06/15/2018 as measured by attendance records, discipline records, report cards and participation in extra-curricular activities..

Strategy 1:

Culture and Climate - Teachers and Administrators will participate in professional learning and implement processes surrounding improving the culture and climate of the building.

Category: School Culture

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Research Cited: Covey, S. (2008) The Speed of Trust. New York, NY: CoveyLink

Marzano, R. McNulty, B. (2005) School Leadership that Works: From Research to Results. Alexandria, VA ASCD

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY: Routledge.

Tier: Tier 1

| Activity - PBIS | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|--------|---------------|------------|------------|-------------------|---------------------|--|
| Teachers, Administrators, and Students will learn and implement the PBIS model. The staff will engage the entire student body in meaningful community service to model expected behaviors. | Behavioral Support Program | Tier 1 | Monitor | 09/05/2017 | 06/15/2018 | \$0 | No Funding Required | All Classroom teachers and administrators |
| Activity - Newcomer Family Liaison | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Provides language support to newcomers and their families communicate effectively with teachers, administrators, office staff, and counselors. Coordinates meetings, information sessions and special events specific to newcomer students. Provides English practice opportunities to assist newcomers acquiring the English Language. | Behavioral Support Program | Tier 3 | Implement | 09/05/2017 | 06/15/2018 | \$7000 | Title III | Newcomer family liaison EL consultant, Central office and building administrators. |
| Activity - Book Study | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The entire staff will engage in a book study on, Teaching with Poverty in Mind by Eric Jensen | Behavioral Support Program | Tier 1 | Getting Ready | 09/05/2017 | 06/15/2018 | \$1500 | General Fund | Classroom teacher, counselors and building administrators |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------|--|-----------------------|--------|-----------|------------|------------|-------------------|--|
| Instructional Labs | ELA teacher will participate in a series of labs focused on gradual release and differentiation within reading and writing. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$500 | Learning Coaches, Classroom Assistants, and ELA Consultant |
| Learning Coaches | Learning Coaches will provide support in instructional growth to teachers through student-centered learning labs, small group and one-on-one job embedded professional learning. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$275000 | Learning Coaches, CIA, and Classroom Teachers. |
| Learning Coaches | Learning Coaches will provide support in instructional growth to teachers through student-centered learning labs, small group and one-on-one job embedded professional learning. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$20000 | Learning Coaches, CIA Department, and Classroom Teachers |
| Instructional Labs | Teachers will have the opportunity to participate in instructional labs centered on refining their practice around the Gradual Release of Responsibility Model. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$650 | Curriculum Staff and Classroom Teachers |
| Learning Coaches | Learning Coaches will provide support in instructional growth to teachers through student-centered learning labs, small group and one-on-one job embedded professional learning. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$265000 | Learning Coaches, CIA, and Classroom Teachers |
| Instructional Labs | Teachers will be provided the opportunity to participate in instructional labs centered on improving instruction. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$500 | Learning Coaches, Classroom Teachers, and ELA Consultant |

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|--------------------|--|-----------------------|--------|-----------|------------|------------|--------|--|
| Instructional Labs | Teachers will participate in professional learning specific to gradual release and differentiation through embedding literacy circles in curriculum. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$1500 | Learning Coaches, Classroom Teachers, and ELA Consultant |
|--------------------|--|-----------------------|--------|-----------|------------|------------|--------|--|

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------------|--|----------------------------|--------|-----------|------------|------------|-------------------|--|
| PBIS | Teachers, Administrators, and Students will learn and implement the PBIS model. The staff will engage the entire student body in meaningful community service to model expected behaviors. | Behavioral Support Program | Tier 1 | Monitor | 09/05/2017 | 06/15/2018 | \$0 | All Classroom teachers and administrators |
| Learning Target Theory of Action. | All teachers will utilize the LTTA daily when designing and delivering lessons for students. | Direct Instruction | Tier 2 | Monitor | 09/05/2017 | 06/15/2018 | \$0 | Building Administrators and Classroom Teachers |
| Professional Learning | Teachers will continue to engage in professional learning around effective lesson design including frequent formative assessments, differentiation and the implementation of the Learning Target Theory of Action using Gradual Release Model. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$0 | Curriculum consultants, Learning Coaches, Central Office and Building Administrators and Classroom Teachers. |
| Professional Learning | Teachers will continue to engage in professional learning around effective lesson design including frequent formative assessments, differentiation and the implementation of learning Target Theory of Action using the Gradual Release Model. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$0 | Curriculum Staff, Central Office and Building Administrators, and Classroom Teachers |
| Writing/Grammar Class | All 6th grade students will participate in a 10 week course designed to strengthen their writing skills to assess each students individual needs. | Academic Support Program | Tier 2 | Monitor | 09/05/2017 | 06/15/2018 | \$0 | Classroom teachers. |

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Section 31a

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------|---|---------------------------------------|--------|-----------|------------|------------|-------------------|--|
| Reading Lab | Teachers will identify students who are not making adequate progress on standardized testing in reading and place them in a reading support class in addition to their regular core instruction in ELA. | Direct Instruction | Tier 2 | Implement | 09/06/2016 | 06/16/2017 | \$133800 | Reading Lab teacher and reading lab assistants. |
| ELL Extended Day | ELL students from our high population buildings who score at the lowest levels on the WIDA will participate in an extended day program. | Academic Support Program | Tier 2 | Implement | 09/06/2016 | 06/16/2017 | \$7500 | ELL Coordinator and Extended Day teaching staff. |
| Compass Learning | Students at the secondary level who are not meeting proficiency standards in reading will use Compass Learning on a computer with teacher assistance for individualized instruction and development on areas of weakness defined by NWEA. | Academic Support Program | Tier 2 | Implement | 09/05/2017 | 06/15/2018 | \$500 | Classroom teacher and classroom assistants. |
| Reading/Writing Lab | Struggling students will participate in a reading/writing lab in addition to their normal instruction. This time will be above and beyond the general curriculum and teachers and assistants will work with these students to remediate and address their individual needs. | Academic Support Program | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$9000 | Classroom teachers and assistants. |
| Math Lab | Students not meeting math proficiency standards will participate in a math lab with a focus on remediation and basic math skills based on individual needs. | Academic Support Program | Tier 2 | Monitor | 09/05/2017 | 06/15/2018 | \$11500 | Math Lab Teacher, Math Lab Assistants, and Building Administrators |
| Compass Learning | Students who are not meeting proficiency standard in math will use Compass Learning on a computer with teacher assistance for individualized instruction and development on areas of weakness as defined by NWEA | Technology , Academic Support Program | Tier 2 | Monitor | 09/05/2017 | 06/15/2018 | \$8000 | Classroom teachers and classroom assistants |

Title III

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
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| SIOP/WIDA training | Teachers will participate in the systematic training of staff working with EL populations on SIOP strategies in the classroom. Teachers will also participate in professional development around utilizing student WIDA scores to design and implement instruction appropriate to EL students' needs. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$500 | EL Consultant and Classroom Teachers. |
| Newcomer Family Liaison | Provides language support to newcomers and their families communicate effectively with teachers, administrators, office staff, and counselors. Coordinates meetings, information sessions and special events specific to newcomer students. Provides English practice opportunities to assist newcomers acquiring the English Language. | Behavioral Support Program | Tier 3 | Implement | 09/05/2017 | 06/15/2018 | \$7000 | Newcomer family liaison EL consultant, Central office and building administrators. |
| EL Extended Day | EL students who score at the lowest levels on the WIDA will participate in an extended day program. Funding is based on teaching staff, transportation and supplies. | Academic Support Program | Tier 2 | Implement | 09/05/2017 | 06/15/2018 | \$4000 | EL Coordinator and Teaching staff. |
| SIOP strategies | Teachers will participate in the systematic training of staff working with EL population on SIOP strategies in the classroom. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$500 | EL consultant and Classroom Teachers |

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|---|----------------------------|--------|---------------|------------|------------|-------------------|---|
| Book Study | The entire staff will engage in a book study on, Teaching with Poverty in Mind by Eric Jensen | Behavioral Support Program | Tier 1 | Getting Ready | 09/05/2017 | 06/15/2018 | \$1500 | Classroom teacher, counselors and building administrators |