

'18-'19 SIP Mason Middle School

Mason Middle School

Waterford School District

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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: 3 Activities: 5	Academic	\$39100
2	All students at Mason Middle School will increase reading proficiency.	Objectives: 2 Strategies: 2 Activities: 6	Academic	\$148800
3	All students at Mason Middle School will increase writing proficiency.	Objectives: 2 Strategies: 2 Activities: 6	Academic	\$14000
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: 2 Activities: 5	Organizational	\$112000

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	09/04/2018	06/14/2019	\$11500	Section 31a	Math Lab Teacher, Math Lab Assistants, and Building Administrators

Activity - Edgenuity 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 Edgenuity Learning on a computer with teacher assistance for individualized instruction and development on areas of weakness as defined by NWEA	Academic Support Program, Technology	Tier 2	Monitor	09/04/2018	06/14/2019	\$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

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 - Middle School Specific Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sixth grade teacher will participate in professional learning to support the needs of the incoming students to their classrooms. Data will be reviewed and teachers will learn more about math structure, content and models relative to the date needs.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$1800	General Fund	CIA Math consultant, Instructional Coach 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	09/04/2018	06/14/2019	\$0	No Funding Required	Curriculum Staff, Central Office and Building Administrators, and Classroom Teachers

Strategy 2:

Instructional Support and Feedback - Principals will monitor classroom instruction through walk-throughs and observations. Peer will assist each other by providing effective feedback.

Category: Mathematics

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

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

Hattie, J. (2001) Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY: Rutledge

Robinson, V. (2011) Student Centered Leadership, San Francisco, CA: Jossey-Bass

Tier: Tier 1

Activity - Learning Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning coaches will provide support instructional growth for teachers through student-centered learning labs, small group and one-on-one embedded professional learning.	Professional Learning	Tier 2	Implement	09/04/2018	06/14/2019	\$17800	Title II Part A	Central Office Staff, Instructional Coaches, 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

Tier: Tier 1

Activity - Edgenuity 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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$1500	Title II Part A	Learning Coaches, Classroom Teachers, and ELA Consultant

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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	09/04/2018	06/14/2019	\$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

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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$7500	Section 31a	ELL Coordinator and Extended Day teaching staff.

Activity - EL Classroom Assistant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Classroom assistant will work with EL students in either one on one, small group or push-in learning opportunities to support students acquisition of the English language and its academic applications in the school setting.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$5000	Section 31a	EL classroom assistants, EL consultant, Central Office, and building administrators.
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(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 - Edgenuity 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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$1500	Title II Part A	Learning Coaches, Classroom Teachers, and ELA Consultant

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	09/04/2018	06/14/2019	\$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:

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	09/04/2018	06/14/2019	\$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
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	09/04/2018	06/14/2019	\$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 2	Implement	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$500	Title II Part A	Learning Coaches, Classroom Assistants, and ELA Consultant

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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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

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 - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Administrators and key identified building personal will be trained in Restorative Practices so that these practices can be established and utilized school wide and in the community throughout the district.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$1500	Title IV Part A, No Funding Required	District Central office staff, building administrators, social workers, and classroom teachers
Activity - Newcomer Family Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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	09/04/2018	06/14/2019	\$7000	Title III	Newcomer family liaison EL consultnat, Central office and building administrators.
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Activity - Intervention Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Counselor will focus on the most at-risk students in the building providing intervention to ensure students engagement and success in school.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$100000	Section 31a	Intervention Counselor, Building and Central office administrators.

Strategy 2:

Attendance - Attendance will be monitored at all buildings, as well as at the district level. Students who reach 5 absences will receive a parent contact from the school, at 7 absences a letter is sent to the home and at 10 absences the district Truancy Officer meets with the parents/guardians of the student. At 20 absences, the student is referred to the Oakland County Court System.

Category: School Culture

Tier: Tier 1

Activity - Attendance Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff members will monitor student attendance. Contacts will be made at 5 and 7 absences. A referral to the district Truancy Officer will occur at 10,	Policy and Process	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Building office managers, teachers, social workers, and building principals

Activity - Truancy Officer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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At 10 student absences, the truancy officer meets with parents/guardians. At 20 absences, the Truancy Officer makes a referral to the Oakland County court system.	Policy and Process	Tier 2	Implement	09/04/2018	06/14/2019	\$3500	Section 31a	Building administrators, social workers, and District Truancy Officers.
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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
Learning Coaches	Learning coaches will provide support instructional growth for teachers through student-centered learning labs, small group and one-on-one embedded professional learning.	Professional Learning	Tier 2	Implement	09/04/2018	06/14/2019	\$17800	Central Office Staff, Instructional Coaches, Building Administrators, and Classroom Teachers.
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	09/04/2018	06/14/2019	\$1500	Learning Coaches, Classroom Teachers, and ELA Consultant
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	09/04/2018	06/14/2019	\$500	Learning Coaches, Classroom Assistants, and ELA Consultant

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Restorative Practices	District Administrators and key identified building personal will be trained in Restorative Practices so that these practices can be established and utilized school wide and in the community throughout the district.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$1500	District Central office staff, building administrators, social workers, and classroom teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/04/2018	06/14/2019	\$0	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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$0	Curriculum Staff, Central Office and Building Administrators, and Classroom Teachers
Attendance Monitoring	Building staff members will monitor student attendance. Contacts will be made at 5 and 7 absences. A referral to the district Truancy Officer will occur at 10,	Policy and Process	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Building office managers, teachers, social workers, and building principals
Restorative Practices	District Administrators and key identified building personal will be trained in Restorative Practices so that these practices can be established and utilized school wide and in the community throughout the district.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	District Central office staff, building administrators, social workers, and classroom teachers

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$7000	Newcomer family liaison EL consultant, Central office and building administrators.
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	09/04/2018	06/14/2019	\$500	EL Consultant and Classroom Teachers.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Middle School Specific Professional Learning	Sixth grade teacher will participate in professional learning to support the needs of the incoming students to their classrooms. Data will be reviewed and teachers will learn more about math structure, content and models relative to the date needs.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$1800	CIA Math consultant, Instructional Coach and Classroom Teachers.

Section 31a

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Counselor	Intervention Counselor will focus on the most at-risk students in the building providing intervention to ensure students engagement and success in school.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$100000	Intervention Counselor, Building and Central office administrators.
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 2	Implement	09/04/2018	06/14/2019	\$9000	Classroom teachers and assistants.
Edgenuity 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	09/04/2018	06/14/2019	\$500	Classroom teacher and classroom assistants.
Reading Lab	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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$7500	ELL Coordinator and Extended Day teaching staff.
Edgenuity Learning	Students who are not meeting proficiency standard in math will use Edgenuity Learning on a computer with teacher assistance for individualized instruction and development on areas of weakness as defined by NWEA	Academic Support Program, Technology	Tier 2	Monitor	09/04/2018	06/14/2019	\$8000	Classroom teachers and classroom 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	09/04/2018	06/14/2019	\$11500	Math Lab Teacher, Math Lab Assistants, and Building Administrators

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Truancy Officer	At 10 student absences, the truancy officer meets with parents/guardians. At 20 absences, the Truancy Officer makes a referral to the Oakland County court system.	Policy and Process	Tier 2	Implement	09/04/2018	06/14/2019	\$3500	Building administrators, social workers, and District Truancy Officers.
EL Classroom Assistant	Classroom assistant will work with EL students in either one on one, small group or push-in learning opportunities to support students acquisition of the English language and its academic applications in the school setting.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$5000	EL classroom assistants, EL consultant, Central Office, and building administrators.