

2019-20 School Improvement Plan

Mason Middle School

Waterford School District

Mr. Roger Opsommer, Principal
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Waterford, MI 48329-4270

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Overview

Plan Name

2019-20 School Improvement Plan

Plan Description

2019-20 School Improvement Plan Goals

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 reading proficiency.	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$156300
2	All students at Mason Middle School will increase writing proficiency.	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$9500
3	All students at Mason Middle School will be engaged in their education and be confident in their ability to be successful.	Objectives: 2 Strategies: 3 Activities: 9	Organizational	\$141100
4	All students at Mason Middle School will increase Math proficiency	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$104500

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

Measurable Objective 1:

75% of All 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 professional learning regarding effective classroom reading instruction and assessment

Category: English/Language Arts

Research Cited: Allington, R. and Cunningham, P. (2012) Classrooms that Work: They can all read and write, 5th Edition. New York, NY: Pearson

Moss, C., Brookhart, S., (2012). LearningTargets: Helping Students Aim Understanding in Today's Lesson. Alexandria, VA. ASCD.

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

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

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

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

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 - 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 and the implementation of Learning Target Theory of Action using the Gradual Release Model.	Professional Learning	Tier 1	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	Curriculum Consultants Learning Coaches Central Office Administrators Classroom Teachers Building Administrators

Measurable Objective 2:

70% of Sixth, Seventh and Eighth grade Black or African-American, Bottom 30%, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a behavior in projected growth in reading in English Language Arts by 06/12/2020 as measured by NWEA .

Strategy 1:

Targeted Instruction - Building Administrators will monitor implementation of best practices in reading instruction and provide quality feedback to teacher in order to improve instruction and identify students not making adequate progress as determined by NWEA.

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Category: English/Language Arts

Research Cited: Allington, R. and Cunningham, P. (2012) Classrooms that Work: They can all read and write, 5th Edition. New York, NY: Pearson

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

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

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

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

Tier: Tier 2

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.	Technology , Academic Support Program, Direct Instruction	Tier 2	Implement	09/03/2019	06/12/2020	\$133800	Section 31a	Reading Lab Interventionist Classroom Teachers Counselors
Activity - EL Classroom Assistant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/03/2019	06/12/2020	\$5000	Section 31a	EL classroom assistants, EL consultant, Central Office, and building administrators.
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 ELA will use Edgenuity on a computer with teacher assistance for individualized instruction and development on areas of weakness as defined by NWEA.	Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$17500	Section 31a	Classroom teachers and classroom assistants.

(shared) Strategy 2:

Core Reading Instruction - Teachers will participate in professional learning regarding effective classroom reading instruction and assessment

Category: English/Language Arts

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Research Cited: Allington, R. and Cunningham, P. (2012) Classrooms that Work: They can all read and write, 5th Edition. New York, NY: Pearson

Moss, C., Brookhart, S., (2012). LearningTargets: Helping Students Aim Understanding in Today's Lesson. Alexandria, VA. ASCD.

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

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

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

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

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 - 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 and the implementation of Learning Target Theory of Action using the Gradual Release Model.	Professional Learning	Tier 1	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	Curriculum Consultants Learning Coaches Central Office Administrators Classroom Teachers Building Administrators

Goal 2: 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 building level 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

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Activity - Writing/Grammar Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Most 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	09/03/2019	06/12/2020	\$0	No Funding Required	Classroom teachers.
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	09/03/2019	06/12/2020	\$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
Teachers will have the opportunity to participate in instructional labs centered on refining their practice around the Gradual Release Model of Lesson Design, specific to reading and writing. Lower elementary grade teachers will participate in an interactive writing lab. Secondary ELA teachers will participate in a series of labs focused on gradual release and differentiation within reading and writing.	Professional Learning	Tier 1	Implement	09/03/2019	06/12/2020	\$500	Title II Part A	Learning Coaches Classroom Teachers ELA Consultant

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	09/03/2019	06/12/2020	\$0	No Funding Required	Curriculum consultants , Learning Coaches, Central Office and Building Administrators and Classroom Teachers.
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Goal 3: 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
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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	Implement	09/03/2019	06/12/2020	\$1500	No Funding Required, Title IV Part A	District Central office staff, building administrators, social workers, and classroom teachers
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Activity - Mental Health Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Honor Health Systems through a grant will provide mental health services to our school population. A mental health behavioral specialist will be placed in our school to provide mental health services for students.	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$7000	Title III	Building administration, central administration,

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.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$100000	Section 31a	Intervention Counselor, Building and Central office administrators.

Activity - Bully Prevention / Task Force	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A group of district social workers and psychologists will convene to evaluate the school districts current bully prevention practices and resources. The group will research best practices for bully prevention and make recommendations for adjustments and revisions as necessary.	Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$500	Title IV Part A	District Central Office Staff District Social Workers and Psychologists

Activity - Secondary Academic Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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An Academic Interventionist will support all secondary buildings across the district when designing and implementing academic interventions for students.	Academic Support Program	Tier 2	Implement	08/05/2019	06/26/2020	\$28000	Section 31a	Secondary Academic Interventionist Secondary Building Administrators Central Office Administrators
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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	09/03/2019	06/12/2020	\$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
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	09/03/2019	06/12/2020	\$3500	Section 31a	Building administrators, social workers, and District Truancy Officers.

Measurable Objective 2:

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achieve college and career readiness by increasing student participation in a variety of career and college experiences by 06/12/2020 as measured by the number of students participating and attendance in district provided college and career opportunities..

Strategy 1:

Career and College Counseling - This strategy will provide students access to the many options in which a student can pursue while enrolled within our school district and beyond.

Category: Career and College Ready

Tier: Tier 1

Activity - EDP/Talent Portfolio	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
middle and high school students create and annually review their Educational Development Plan with support from building personnel.	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	Counselors CTE Career Technicians and teachers Building Principals

Activity - Career Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students across the district will be provided with opportunities to discuss career interests, options and preparation depending on the age of the student. Activities include participation in career days, college and career fairs, field trips and guest speakers.	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/12/2020	\$600	Other	CTE Teachers Counselors Classroom Teachers CTE Coordinator Curriculum Director

Goal 4: All students at Mason Middle School will increase Math proficiency

Measurable Objective 1:

A 70% increase of Sixth, Seventh and Eighth grade Black or African-American, Bottom 30%, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will increase student growth by meeting their projected growth targets in Mathematics by 06/12/2020 as measured by NWEA .

Strategy 1:

Targeted Instruction for Students - Students that are identified as not proficient in state and local assessments will be provided specific learning opportunities to support skill building so that students can transfer their learning to their core classroom.

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Category: Mathematics

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

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

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

Tier: Tier 2

Activity - Middle School Math Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School students not meeting math proficiency standards will participate in Math Lab with a focus on individual remediation and basic math skills.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/12/2020	\$82500	Section 31a	Math Lab Teachers Classroom Teachers Building Administrators

Activity - Edgenuity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are not meeting proficiency standards at the middle school level in mathematics will use Edgenuity on a computer, with teacher assistance, for individualized instruction and development on areas of weakness as defined by NWEA.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/12/2020	\$19500	Section 31a	Math Lab teachers Classroom Teachers Building Principals

Measurable Objective 2:

A 75% increase of All Students will increase student growth by meeting their projected growth targets in Mathematics by 06/12/2020 as measured by NWEA .

Strategy 1:

Core Classroom Instruction - Gradual Release - 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 (collaborative, focused, guided and independent learning) on a daily basis for all classes.

Category: Learning Support Systems

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-Analyses 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

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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	09/03/2019	06/12/2020	\$0	No Funding Required	Curriculum Consultants Learning Coaches Central Office Administrators Building Administrators Classroom Teachers
Activity - Middle School Specific Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle school teachers will participate in professional learning to support the needs of students to their classrooms. Data will be reviewed and teachers will learn more about math structure, content and models relative to the data needs.	Professional Learning	Tier 1	Monitor	09/03/2019	06/12/2020	\$2500	General Fund	CIA Math Consultant and Instructional Coach CIA Director Classroom Teachers

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
Career Development	All students across the district will be provided with opportunities to discuss career interests, options and preparation depending on the age of the student. Activities include participation in career days, college and career fairs, field trips and guest speakers.	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/12/2020	\$600	CTE Teachers Counselors Classroom Teachers CTE Coordinator Curriculum Director

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Middle School Specific Professional Learning	Middle school teachers will participate in professional learning to support the needs of students to their classrooms. Data will be reviewed and teachers will learn more about math structure, content and models relative to the data needs.	Professional Learning	Tier 1	Monitor	09/03/2019	06/12/2020	\$2500	CIA Math Consultant and Instructional Coach CIA Director Classroom Teachers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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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.	Technology , Academic Support Program, Direct Instruction	Tier 2	Implement	09/03/2019	06/12/2020	\$133800	Reading Lab Interventionist Classroom Teachers Counselors
Edgenuity Learning	Students at the secondary level who are not meeting proficiency standards in ELA will use Edgenuity on a computer with teacher assistance for individualized instruction and development on areas of weakness as defined by NWEA.	Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$17500	Classroom teachers and classroom assistants.
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	09/03/2019	06/12/2020	\$3500	Building administrators, social workers, and District Truancy Officers.
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.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$100000	Intervention Counselor, Building and Central office administrators.
Edgenuity	Students who are not meeting proficiency standards at the middle school level in mathematics will use Edgenuity on a computer, with teacher assistance, for individualized instruction and development on areas of weakness as defined by NWEA.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/12/2020	\$19500	Math Lab teachers Classroom Teachers Building Principals
Secondary Academic Interventionist	An Academic Interventionist will support all secondary buildings across the district when designing and implementing academic interventions for students.	Academic Support Program	Tier 2	Implement	08/05/2019	06/26/2020	\$28000	Secondary Academic Interventionist Secondary Building Administrators Central Office Administrators

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Middle School Math Lab	Middle School students not meeting math proficiency standards will participate in Math Lab with a focus on individual remediation and basic math skills.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/12/2020	\$82500	Math Lab Teachers Classroom Teachers Building Administrators
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	09/03/2019	06/12/2020	\$5000	EL classroom assistants, EL consultant, Central Office, and building 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	09/03/2019	06/12/2020	\$9000	Classroom teachers and assistants.

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Mental Health Specialist	Honor Health Systems through a grant will provide mental health services to our school population. A mental health behavioral specialist will be placed in our school to provide mental health services for students.	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$7000	Building administration, central administration,

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Instructional Labs	Teachers will have the opportunity to participate in instructional labs centered on refining their practice around the Gradual Release Model of Lesson Design, specific to reading and writing. Lower elementary grade teachers will participate in an interactive writing lab. Secondary ELA teachers will participate in a series of labs focused on gradual release and differentiation within reading and writing.	Professional Learning	Tier 1	Implement	09/03/2019	06/12/2020	\$500	Learning Coaches Classroom Teachers ELA Consultant
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Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Bully Prevention / Task Force	A group of district social workers and psychologists will convene to evaluate the school districts current bully prevention practices and resources. The group will research best practices for bully prevention and make recommendations for adjustments and revisions as necessary.	Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$500	District Central Office Staff District Social Workers and Psychologists
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	Implement	09/03/2019	06/12/2020	\$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
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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	09/03/2019	06/12/2020	\$0	Building office managers, teachers, social workers, and building principals
Writing/Grammar Class	Most 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	09/03/2019	06/12/2020	\$0	Classroom teachers.
Professional Learning	Teachers will continue to engage in professional learning around effective lesson design including frequent formative assessments and the implementation of Learning Target Theory of Action using the Gradual Release Model.	Professional Learning	Tier 1	Implement	09/03/2019	06/12/2020	\$0	Curriculum Consultants Learning Coaches Central Office Administrators Classroom Teachers Building Administrators
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	09/03/2019	06/12/2020	\$0	Curriculum Consultants Learning Coaches Central Office Administrators Building Administrators Classroom Teachers
EDP/Talent Portfolio	middle and high school students create and annually review their Educational Development Plan with support from building personnel.	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/12/2020	\$0	Counselors CTE Career Technicians and teachers Building Principals

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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	Implement	09/03/2019	06/12/2020	\$0	District Central office staff, building administrators, social workers, 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	09/03/2019	06/12/2020	\$0	Curriculum consultants, Learning Coaches, Central Office and Building Administrators and Classroom Teachers.