



School Improvement Plan

Stevens T. Mason Middle School

Waterford School District

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

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Mason middle school services over 1270 students from various backgrounds. It is located in Waterford, Michigan and provides educational opportunities for a little over half of the community. Our students demographics are as follows: approximately 73% white, 12% hispanic, 12% african american, and about 2% other. Almost 70% of the total population is economically disadvantaged. The staff is over 95% white. A distinct community feature is that many residents that were born and raised here also attend the vary same schools their children now do. One challenge is that many of the families are struggling economically.

School's Purpose

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

Our purpose statement is: Mason is on the Move: to inspire, educate, and empower our students for their futures.

We follow the 3 B's - Be responsible, Be respectful, and Be safe.

We offer a wide variety of interventions to meet where they are at and move them forward. Programs include: High school credit courses (Algebra One, Personal Fitness, Health, and Spanish One), Advanced Math and Language Arts, Math Lab, Reading Lab, Guided Study, Pre-ACT, Math Enrichment, Reading Enrichment.

Notable Achievements and Areas of Improvement

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

Achievements and Areas of Improvement - Deveolped a solid system for identifying the needs of students and placing them properly in intervention classes that target areas of need. We have also improved our expectations for student behavior.

Future areas of improvement - Achieving our goals for student performances on standardized test and creating high functioning Proffesional Learning Communities.

Additional Information

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

Our goal is always to maintain a safe environment where students can achieve academically.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

All stakeholders were invited to specific staff meetings where we discussed, planned, organized, and developed a school wide improvement plan for the sole purpose of school improvement.

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

As a whole we developed three school wide improvement goals. Stakeholders were then broken into three groups surrounding each of our three school wide improvement goals. Their responsibilities were to discuss, plan, organize, and develop the plan for their particular goal. This work included setting objectives, strategies, and activities affiliated with each goal.

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

Every meeting that involves the school improvement plan the stakeholders were present and updated on its progress. When the final plan was completed, each member received a copy of the entire plan.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Our staff is based on the number of students that are enrolled and their needs.

How do student enrollment trends affect staff recruitment?

With the district staff enrollment trends down, we rarely are in a position to recruit new staff.

How do student enrollment trends affect budget?

We have to strategically plan our expenditures based on our student enrollment from year to year.

How do student enrollment trends affect resource allocations?

Resource allocations are based on the expected student enrollment for the following year.

How do student enrollment trends affect facility planning and maintenance?

Facility planning and maintainance are determined by projections of student enrollment.

How do student enrollment trends affect parent/guardian involvement?

Parent/Guardian involvment has been recently unaffected by the current enrollment trends.

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

Professional learning is done more from inside resources when enrollment has been down.

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

It is difficult to budget and plan when you are basing decisions of projections.

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

A team approach as been taken by the district to ensure that all relevant information is available to make sound decisions for our future.

What are the challenges you noticed based on student attendance?

It is becoming more difficult to predict.

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

More focus and attention has been effectively placed on central enrollment to identify student counts.

Student Achievement Data for All Students

This area includes data questions.

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

English Language Arts

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

English Language Arts

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

7th grade reading

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

They are staying about the same as previous years.

What factors or causes contributed to improved student achievement?

Good instruction.

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

Teachers are working together in Professional Learning Communities to ensure similar content and methods are being delivered to all students.

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

Math and Science

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

Writing

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

6th and 8th grade Reading

6th, 7th, and 8th Math

6th, 7th, and 8th Writing

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

Students are continuing to score low on standardized tests.

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

Basic needs not being met at home, attendance, and negative behaviors.

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

The more the students are away from instruction in the classroom and interventions provided the more they will fall behind.

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

Working with families to help meet some of their needs and be a constant resource for them to help meet needs outside of school.

Subgroup Student Achievement

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

Response:

- None

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

Response:

- None

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

None.

How do you know the achievement gap is closing?*

N/A

What other data support the findings?

None

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

None.

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

Students feel more involved in the school community.

What actions could be taken to continue this positive trend?

Continue to be a resource for families.

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

Response:

- None

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

Response:

- None

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

None.

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

Use data from standardized tests.

What other data support the findings?*

Use data from standardized tests.

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

Economics and Attendance

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

Use data from referrals for family services.

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

Continue to help find better resources for families.

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

They perform well below the school average.

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

Each student is hand scheduled to meet the needs of their IEP's.

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

Use standardized test scores, grades, attendance, summative exam scores, and teacher/counselor recommendations.

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

Students have access to teacher assistance during school wide Student Resource Time.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	35.0

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

Teachers inform students and parents via phone, email, or in person meetings.

Label	Question	Value
	What is the total FTE count of teachers in your school?	54.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	7.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	10.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	23.0

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Label	Question	Value
	How many teachers have been teaching >15 years?	24.0

What impact might this data have on student achievement?

A positive impact on student achievement based on the level of experience by the teaching staff.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	1.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	1.0

What impact might this data have on student achievement?

It has a negative impact on student achievement when the teacher is absent.

Perception Data - Students

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

- 8. In my school, the principal and teachers have high expectations of me.
- 20. All of my teachers provide me with information about my learning and grades.
- 32. My school prepares me for success in the next school year.

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

- 8. In my school, the principal and teachers have high expectations of me.

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

- 24. In my school students respect the property of others.

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

- 24. In my school, students respect the property of others.
- 27. In my school, students help each other even if they are not friends.

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

Staff does a good job of setting expectations of learning and success and we need to improve how to help students do that with one another.

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

Promote our Positive Behavior Intervention System more than we have. Use various media outlets to help promote the program.

Perception Data – Parents/Guardians

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

- 10. All of my child's teachers provide an equitable curriculum that meets his/her learning needs.
- 19. My child knows the expectations for learning in all classes.

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

- 10. All of my child's teachers provide an equitable curriculum that meets his/her needs.

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

- 18. My child sees a relationship between what is being taught and his/her everyday life.

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

- 18. My child sees a relationship between what is being taught and his/her everyday life.

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

Parents are not receiving as detailed a message from the school as their child is.

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

Increase are communication through our various media outlets to ensure parents are getting as detailed a message as students are.

Perception Data – Teachers/Staff

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

- 36. Our school provides qualified staff members to support student learning.
- 39. Our school provides protected instructional time.

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

- 39. Our school provides protected instructional time.

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

- 23. All teachers in our school use consistent grading and reporting policies across grade levels and courses based on clearly defined criteria.

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

- 18. All teachers in our school regularly use instructional strategies that require collaborative self reflection and development of critical thinking skills.

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

Staff has made it a priority to protect instructional time for student learning.

Other

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

It gives us insight in planning for how we will address issues that may impact student learning.

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

Teachers are brought together by our curriculum department to create, adjust, and monitor curriculum and assessments for each content and grade level. We then use staff and professional development time to learn more about good instructional practices. All teachers are involved.

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

Our curriculum continues to forward with common core implementation. We also look at lesson plans and teacher observations.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	No		

Assurance	Response	Comment	Attachment
Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

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

Assurance	Response	Comment	Attachment
The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Roger Opsommer, Principal, 3835 W. Walton Blvd. Waterford MI, 48329 - (248) 674-2281	

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Assurance	Response	Comment	Attachment
The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No		

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

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

2013-14 Plan

Overview

Plan Name

2013-14 Plan

Plan Description

Mason Middle School 2013-14 School Improvement Plan

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: 5	Academic	\$0
2	All students at Mason Middle School will increase reading proficiency.	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$0
3	All students at Mason Middle School will increase writing proficiency.	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$0

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

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2016 as measured by MEAP .

(shared) Strategy 1:

Professional Learning Communities - Grade level math teachers will meet once a week to discuss agreed upon data, instruction, and assessments to make necessary instructional changes to increase student achievement.

Research Cited: PLC (Dufour)

Activity - Common formative assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In PLC teams, teachers will create common formative assessments to assess and monitor student achievement.	Implementation	10/01/2013	06/01/2016	\$0	No Funding Required	All grade level Math teachers.

Activity - Common lesson plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In PLC teams, teachers will create common lesson plans to address specific concepts.	Communication	10/01/2013	06/01/2016	\$0	No Funding Required	All grade level math teachers

Activity - Problem solving opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least two times a month, teachers will create opportunities for students to make thinking visible by explaining, writing, and conversing with peers on how to apply real life problem solving strategies.	Communication	10/01/2013	06/01/2016	\$0	No Funding Required	All grade level math teachers

(shared) Strategy 2:

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

Research Cited: Differentiated Instructional Strategies - Gregory and Chapman.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide resources for teachers on researched based best practices in order to improve instruction, authentic tasks, and the Eight Principals of Common Core.	Professional Learning	10/01/2013	06/01/2016	\$0	No Funding Required	All grade level math teachers

Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Teachers will work together by grade level using a structured data process to identify subgroups farthest from proficient and in the greatest need of intervention.	Communication	10/01/2013	06/01/2016	\$0	No Funding Required	All grade level math teachers.
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Measurable Objective 2:

A 10% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2016 as measured by MEAP.

(shared) Strategy 1:

Professional Learning Communities - Grade level math teachers will meet once a week to discuss agreed upon data, instruction, and assessments to make necessary instructional changes to increase student achievement.

Research Cited: PLC (Dufour)

Activity - Common formative assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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At least two times a month, teachers will create opportunities for students to make thinking visible by explaining, writing, and conversing with peers on how to apply real life problem solving strategies.	Communication	10/01/2013	06/01/2016	\$0	No Funding Required	All grade level math teachers

(shared) Strategy 2:

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

Research Cited: Differentiated Instructional Strategies - Gregory and Chapman.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide resources for teachers on researched based best practices in order to improve instruction, authentic tasks, and the Eight Principles of Common Core.	Professional Learning	10/01/2013	06/01/2016	\$0	No Funding Required	All grade level math teachers

Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Stevens T. Mason Middle School

Teachers will work together by grade level using a structured data process to identify subgroups farthest from proficient and in the greatest need of intervention.	Communication	10/01/2013	06/01/2016	\$0	No Funding Required	All grade level math teachers.
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Goal 2: All students at Mason Middle School will increase reading proficiency.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in reading in English Language Arts by 06/01/2016 as measured by MEAP.

(shared) Strategy 1:

Instructional Practices - All staff will use data, best practices, and a fully aligned curriculum to inform decisions on instructional practices.

Research Cited: PLC (DuFour)_

Activity - Common formative assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In PLC teams, teachers will create common formative assessments to assess and monitor student achievement.	Implementation	10/01/2013	06/01/2016	\$0	No Funding Required	All teachers

Activity - Common lesson plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In PLC teams, teachers will create common lesson plans to address specific concepts.	Implementation	10/01/2013	06/01/2016	\$0	No Funding Required	All teachers

(shared) Strategy 2:

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

Research Cited: Integrating differentiated Instruction (Tomlinson and McTighe)

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide staff development for teachers on researched based practices in order to improve instruction, including reading workshop, complex text, and close and critical reading.	Professional Learning	10/01/2013	05/01/2014	\$0	No Funding Required	All teachers

Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together by grade level using a structured data process to identify students farthest from proficient and in the greatest need of intervention.	Communication	10/01/2013	06/01/2016	\$0	No Funding Required	All teachers

Measurable Objective 2:

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A 10% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in reading proficiency in English Language Arts by 06/01/2016 as measured by MEAP.

(shared) Strategy 1:

Instructional Practices - All staff will use data, best practices, and a fully aligned curriculum to inform decisions on instructional practices.

Research Cited: PLC (DuFour)_

Activity - Common formative assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together by grade level using a structured data process to identify students farthest from proficient and in the greatest need of intervention.	Communication	10/01/2013	06/01/2016	\$0	No Funding Required	All teachers

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

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in writing in English Language Arts by 06/01/2016 as measured by MEAP.

(shared) Strategy 1:

Professional Learning Communities - All grade level social studies teachers will work in their PLC groups to create common writing formative assessments to monitor the progress of students' writing proficiency.

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Research Cited: PLC (DuFour)

Activity - Common formative assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In PLC teams, teachers will create common formative assessments to assess and monitor student achievement.	Implementation	10/01/2013	06/01/2016	\$0	No Funding Required	All grade level social studies, english language arts and elective teachers.

Activity - Common lesson plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In PLC teams, teachers will create common lesson plans to address specific concepts.	Communication	10/01/2013	06/01/2016	\$0	No Funding Required	All grade level teachers

(shared) Strategy 2:

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

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

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide resources for teachers on researched based practices in order to improve instruction and authentic tasks associated with differentiated instruction.	Professional Learning	10/01/2013	06/01/2016	\$0	No Funding Required	All grade level teachers.

Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together by grade level using a structured data process to identify subgroups farthest from proficient and in the greatest need of intervention.	Communication	10/01/2013	06/01/2016	\$0	No Funding Required	All social studies, english language arts, and elective grade level teachers.

Measurable Objective 2:

A 10% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in writing in English Language Arts by 06/01/2016 as measured by MEAP.

(shared) Strategy 1:

Professional Learning Communities - All grade level social studies teachers will work in their PLC groups to create common writing formative assessments to monitor the progress of students' writing proficiency.

Research Cited: PLC (DuFour)

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Provide resources for teachers on researched based practices in order to improve instruction and authentic tasks associated with differentiated instruction.	Professional Learning	10/01/2013	06/01/2016	\$0	No Funding Required	All grade level teachers.

Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together by grade level using a structured data process to identify subgroups farthest from proficient and in the greatest need of intervention.	Communication	10/01/2013	06/01/2016	\$0	No Funding Required	All social studies, english language arts, and elective grade level teachers.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Teams	Teachers will work together by grade level using a structured data process to identify subgroups farthest from proficient and in the greatest need of intervention.	Communication	10/01/2013	06/01/2016	\$0	All grade level math teachers.
Common lesson plans	In PLC teams, teachers will create common lesson plans to address specific concepts.	Communication	10/01/2013	06/01/2016	\$0	All grade level teachers
Common formative assessments	In PLC teams, teachers will create common formative assessments to assess and monitor student achievement.	Implementation	10/01/2013	06/01/2016	\$0	All grade level social studies, english language arts and elective teachers.
Professional Development	Provide staff development for teachers on researched based practices in order to improve instruction, including reading workshop, complex text, and close and critical reading.	Professional Learning	10/01/2013	05/01/2014	\$0	All teachers
Common formative assessments	In PLC teams, teachers will create common formative assessments to assess and monitor student achievement.	Implementation	10/01/2013	06/01/2016	\$0	All grade level Math teachers.
Data Teams	Teachers will work together by grade level using a structured data process to identify subgroups farthest from proficient and in the greatest need of intervention.	Communication	10/01/2013	06/01/2016	\$0	All social studies, english language arts, and elective grade level teachers.
Common lesson plans	In PLC teams, teachers will create common lesson plans to address specific concepts.	Communication	10/01/2013	06/01/2016	\$0	All grade level math teachers
Data Teams	Teachers will work together by grade level using a structured data process to identify students farthest from proficient and in the greatest need of intervention.	Communication	10/01/2013	06/01/2016	\$0	All teachers
Problem solving opportunities	At least two times a month, teachers will create opportunities for students to make thinking visible by explaining, writing, and conversing with peers on how to apply real life problem solving strategies.	Communication	10/01/2013	06/01/2016	\$0	All grade level math teachers

School Improvement Plan

Stevens T. Mason Middle School

Professional Development	Provide resources for teachers on researched based best practices in order to improve instruction, authentic tasks, and the Eight Principals of Common Core.	Professional Learning	10/01/2013	06/01/2016	\$0	All grade level math teachers
Professional Development	Provide resources for teachers on researched based based practices in order to improve instruction and authentic tasks associated with differentiated instruction.	Professional Learning	10/01/2013	06/01/2016	\$0	All grade level teachers.
Common lesson plans	In PLC teams, teachers will create common lesson plans to address specific concepts.	Implementation	10/01/2013	06/01/2016	\$0	All teachers
Common formative assessments	In PLC teams, teachers will create common formative assessments to assess and monitor student achievement.	Implementation	10/01/2013	06/01/2016	\$0	All teachers
Total					\$0	