



School Improvement Plan

Shumate Middle School

Gibraltar School District

Mrs. Els Ferguson, Principal
30448 W Jefferson Ave
Gibraltar, MI 48173-9752

TABLE OF CONTENTS

Introduction.....	1
-------------------	---

Executive Summary

Introduction.....	3
-------------------	---

Description of the School.....	4
--------------------------------	---

School's Purpose.....	5
-----------------------	---

Notable Achievements and Areas of Improvement.....	6
--	---

Additional Information	7
------------------------------	---

Improvement Plan Stakeholder Involvement

Introduction.....	9
-------------------	---

Improvement Planning Process.....	10
-----------------------------------	----

School Data Analysis

Introduction.....	12
-------------------	----

Demographic Data.....	13
-----------------------	----

Process Data.....	15
-------------------	----

Achievement/Outcome Data.....	17
-------------------------------	----

Perception Data.....	22
----------------------	----

Summary.....	25
--------------	----

School Additional Requirements Diagnostic

Introduction..... 28

School Additional Requirements Diagnostic..... 29

Final SIP 2015-16

Overview..... 32

Goals Summary..... 33

 Goal 1: All students at Shumate Middle School will become proficient writers..... 34

 Goal 2: All students at Shumate Middle School will increase their reading proficiency..... 35

 Goal 3: All students will increase their Math proficiency..... 39

 Goal 4: All students at Shumate Middle School will be proficient in Science..... 41

 Goal 5: The school community will cultivate a positive, inclusive learning environment that includes student supports, builds capacity for leadership and effective instruction, and collaboration, communication, critical thinking, and creativity. 44

 Goal 6: All students will become proficient in Social Studies..... 46

Activity Summary by Funding Source..... 50

Progress Notes..... 57

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?

- Serves 5 communities in southeast Wayne county
- Enrollment averages 900 students per year
- provides comprehensive instructional programs
- provides athletic programs
- all professional staff are Highly Qualified
- offer School of Choice
- low to middle social economic population

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 learning community works collaboratively to:

- provide authentic, relevant, and rigorous learning opportunities
- differentiated instruction
- provide a safe and respectful environment
- respect diversity and cultivate positive relationships

SMS offers:

- Formative instructional and assessment strategies
- common assessment
- increased student accountability through at-risk networks (Advisory program, Homework House, student mentoring, Lunch Bunch. utilizing data to develop individualized growth for identified students, authentic elective programs...to name a few)

Mission statement- At Shumate we listen, education, achieve, respect, nurture...LEARN

Vision statement- Creating valuable learning opportunities where students soar to lifelong success!

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.

Notable areas for achievement

- all teachers use formative assessment strategies
- strong collaboration in in all content areas
- protected PLC time for staff collaboration
- home communications (Edulink, teacher websites, Open House, conference, Shumate parent group, Remind)
- new vision and mission statement created by staff
- teacher leaders
- literacy coaching
- strong National Junior Honor Society and Student Council programs
- electives meet rigorous standards
- Advanced math program
- Writing elective required for all incoming 6th graders

areas for improvement

1. Continue and expand literacy skills into all content areas
2. Ensure that writing is taking place across the curriculum
3. Improve problem solving strategies in Mathematics
4. Increase parent involvement
5. incorporate technology across the curriculum in order to enhance instruction

Additional Information

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

Shumate Middle School has a caring and dedicated staff committed to enriching minds and inspiring excellence to all members of our learning community.

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.

Our School Improvement process involves teachers, staff, and parents. Our leadership team was developed through teachers volunteering to be co-chairs. Other staff were given an opportunity to choose what area they preferred and were assigned accordingly. We work collaboratively for the betterment of our learning community.

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

Chair that oversees the entire process.

Co-Chairs oversee their assigned area and oversee the committee members assigned them.

Collaborative effort.

PLC works in conjunction with the school improvement plan

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

Information is shared electronically and in School Improvement meetings. Our teachers collaborate almost daily within their departments and School Improvement meets monthly. Information is also shared at Monday PLC meetings.

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 and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

transient students
economically disadvantaged students
low performing students

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Our attendance is good for the majority of students. However, a percentage of our students have a major attendance issue and there is little legal support for truancy.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Students with frequent referrals are not deterred by detentions. Suspensions have decreased in the last three years. We will continually search for strategies to deter negative behavior. We are implementing PBIS as a means to address positive and negative behaviors. This research based support system should decrease negative behaviors.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

a truancy policy with follow through
more communication with law enforcement with regard to attendance
PBIS implementation

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Our staff members work collaboratively, utilize best practice, and blend new and old very well. The diversity of our staff's years of experience
SY 2015-2016

is beneficial to students because students are exposed to a variety of teaching styles. We have a significant attrition rate for the 15-16 school year and look forward to welcoming staff members from other buildings as well as new hires.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

We have a great deal of experience in our building which may positively impact student achievement. Our staff's dedication to the profession is evident regardless of the number of years of experience each individual teacher possesses.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

It is important for the administrator to be visible and available on a daily basis. For the 2015-16 school year, administrator professional development during the school day will be limited and will not fall during PLC time. We are fortunate in having two excellent principals so that an administrator is readily available on a daily basis. Technology keeps administrators in constant communication with staff regardless of the absence reason.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Our staff possesses a desire to be present and in front of their students. Substitute teachers are at a minimum and this does cause obvious hardship for our students and their achievement. The district is researching ways to improve teacher attendance.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

Incentives may be put in place to ensure staff attendance. Also, it is important to interview and hire a diverse group of individuals who are a representation of our learning community.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Teaching for Learning

Assessment

Learning Environment

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Student involvement in the assessment process

Parent Involvement

Results focused

12. How might these challenges impact student achievement?

If the students are helping then it will give them some ownership and a purpose in their own learning journey. A high level of parent involvement can give students a drive and purpose for learning. Focusing more on the results will help us identify and differentiate.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

We want to create a systematic way for students to participate in self reflection and review. This will help students to take ownership for their own learning. Also, we will be implementing PBIS which will increase parent involvement as well as create a more positive learning environment.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

All students are given opportunities to participate in any program or activity provided through our school. Aides are provided to assist with students with physical disabilities.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

All students are encouraged to attend Homework House held twice a week and staffed with certified, highly qualified teachers. Students with severe behavioral and/or physical issues are encouraged to enroll in our alternative middle school. Struggling students are also given the opportunity for math remediation through our Academic Success program.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

We utilize the bottom 30%. Furthermore, assessment data is used as well as teacher recommendation. Parents are notified of these opportunities through letters, email, and phone calls.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

PLC notes

Pacing guides

Lesson plans

Administrator walk-through

Professional development

All new curriculum is aligned with the CCSS

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Silent Sustained Reading (15 minutes daily)
SSR is complemented with end of trimester student reading reflections
Students are utilizing literacy strategies for tackling complex text
Increase focus on vocabulary study and enrichment
More books than ever before are being checked out of the library and read on a daily basis
Students who considered themselves "nonreaders" are transitioning to life-long readers

19b. Reading- Challenges

Getting all content area classes utilizing literacy strategies for tackling complex text
Increase focus on Vocabulary strategies and knowledge
Increase the variety of books and purchasing high-interest fiction/nonfiction books

19c. Reading- Trends

Data suggests that students are utilizing dedicated SSR reading time to their benefit.
Students are using the library to check out books at an increased rate.
Student Reading reflections indicate that an increased number of students are exhibiting a love of reading and are self-motivated to read.
SY 2015-2016
© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Professional Development:

All teachers will be trained in SAT /Common Core Curriculum and Strategies. Critical Thinking with Questioning, Close and Critical Reading, Vocabulary Instruction, and Text Features/Graphics.

ELA Teachers will receive professional development to increase focus on Grammar/Rhetoric.

ELA and Social Studies Teachers will be trained in the new Argumentative Essay.

20a. Writing- Strengths

Constructive Responses include an opening statement, answer and supporting evidence.

SCOPE Units focus on Argumentative, Expository and Narrative Writing at each grade level.

Gradual Release strategy allows for modeling at various levels.

20b. Writing- Challenges

Incorporating Grammar/Conventions as a focus for improving student work.

Focus writing with precise language/word choice.

Improving transitions and sentence structure complexity.

20c. Writing- Trends

School Improvement Plan

Shumate Middle School

Students lack usage of precise language.

Students need to improve focus on Grammar/Conventions

Improve focus on complexity and elaboration

Increased focus on Writing has improved student writing stamina.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Professional Development through Educational Solutions LLC by Sharon Strean: New SAT (Common Core) Curriculum and Strategies

Gradual Release model will be utilized in Direct Instruction.

Periodic mini-lessons focusing on Grammar/Rhetoric

21a. Math- Strengths

Basic math fluency has improved including fractions and integer operations.

21b. Math- Challenges

Problem solving and critical thinking are areas that need improvement.

21c. Math- Trends

Geometry skills are weak.

Students are becoming more accustomed to questions and activities involving higher Depth of Knowledge using the Big Ideas curriculum.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Increase exposure to Level 3 and 4 Depth of Knowledge questions.

The Big Ideas curriculum incorporates Geometry throughout the year.

22a. Science- Strengths

Common curriculum and assessments including lab activities.

Staff works well collaboratively to create, support and implement curriculum.

Utilization of technology and connective learning to real life applications.

22b. Science- Challenges

Critical Thinking Questions

Content Literacy Skills Improvement

22c. Science- Trends

Students are motivated during hands-on activities and collaborative work.

Students struggle with content literacy skills.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Professional Development:

NEW SAT (Common Core) Curriculum and Strategies by Educational Solutions LLC, Sharon Streat

23a. Social Studies- Strengths

Staff collaboration to adapt, support, implement and enhance curriculum is strong.

The usage of the Michigan Collaborative Citizenship Curriculum has increased opportunities for student collaboration.

Increased focus on content area vocabulary has improved student performance.

23b. Social Studies- Challenges

Level 3 and 4 Depth of Knowledge Questions are challenging for most students

Content area literacy skills need to be beefed up.

23c. Social Studies- Trends

Students are utilizing notebooks for Vocabulary and Stop & Jot reflections.

Technology is helping students practice skills via Kahoot It and Quizlet.

Collaborative activities have been helpful in deepening student learning.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Professional Development:

NEW SAT (Common Core) Curriculum and Strategies by Educational Solutions LLC by Sharon Streat

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

Governance and Leadership
Purpose and Direction

24b. Student Perception Data

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

Using Results for Continuous Improvement

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Staff at Shumate will create a systematic process to share successes with family and community members. More student leadership opportunities will be given.

25a. Parent/Guardian Perception Data

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

Teaching and Assessing for Learning

25b. Parent/Guardian Perception Data

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

Purpose and Direction

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

We will work to involve parents in reviewing and revising our school's purpose statement.

26a. Teacher/Staff Perception Data

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

Purpose and Direction

26b. Teacher/Staff Perception Data

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

Governance and Leadership

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

We will work to increase communication between school leadership and our school board and support and innovative and collaborative culture.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

Not Applicable

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Not Applicable

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Not Applicable

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Demographic Data:

- +Service multiple communities
- Transient Students
- Economically Disadvantaged
- Low Performing
- No legal support for truancy

Process Data:

- +Teaching for Learning
- +Local assessment and Learning Environment
- Student Involvement in Assessment Process
- Parental Involvement
- Results Focused

Achievement Data:

- +Silent Sustained Reading
- +SSR is complemented with end of trimester student reading reflections
- +Students are utilizing literacy strategies for tackling complex text
- +Increase focus on vocabulary study and enrichment
- +More books than ever before are being checked out of the library and read on a daily basis
- +Students who considered themselves "nonreaders" are transitioning to life-long readers
- Getting all content area classes utilizing literacy strategies for tackling complex text
- Increase focus on vocabulary strategies and knowledge
- Increase the variety of books and purchasing of high-interest fiction/non-fiction books

Perception:

This data may be skewed due to the fact that parents and students were asked different survey questions.

While student perception data is derived from personal experience, parents may respond with preconceived notions from others.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Demographically speaking, our challenges impact student achievement because students that are not present for school miss valuable instruction time. Students that are not monitoring their learning or thinking metacognitively are unable to accurately assess their learning and make adaptations to improve upon it. The changes in leadership this school year prompted uncertainty; however as policies are put in place and used consistently, parents are becoming more comfortable with the governance.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Transiency/Tuancy will be addressed via Positive Behavior Intervention System because students will be given positive reinforcement. Emphasis will be placed on improving students' critical thinking via professional development opportunities with Sharon Streaan of Educational Solutions LLC: NEW SAT (Common Core) Curriculum and Strategies

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	No	N/A, we are grades 6-8.	

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

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We utilize Career Cruising with 8th grade students and each students has a file, however we do not have access to upload said document.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	We use Career Cruising in the 8th grade and that file is forwarded with student file to the high school.	

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Thomas Harrell Business Manager 19730 Vreeland Road Woodhaven, MI 48183 (734) 379-6350	

School Improvement Plan

Shumate Middle School

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No	Our School Improvement Team has a working relationship with parents, as do the entire staff, and we will be developing, adopting and implementing a School-Parent Involvement Plan.	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	We will be placing the School-Parent Compact in our Student Code of Conduct.	

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

Final SIP 2015-16

Overview

Plan Name

Final SIP 2015-16

Plan Description

Final School Improvement Plan 2015-16

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 Shumate Middle School will become proficient writers.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$0
2	All students at Shumate Middle School will increase their reading proficiency.	Objectives: 1 Strategies: 6 Activities: 13	Academic	\$14000
3	All students will increase their Math proficiency.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$332000
4	All students at Shumate Middle School will be proficient in Science.	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$10500
5	The school community will cultivate a positive, inclusive learning environment that includes student supports, builds capacity for leadership and effective instruction, and collaboration, communication, critical thinking, and creativity.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$8750
6	All students will become proficient in Social Studies	Objectives: 1 Strategies: 5 Activities: 10	Academic	\$0

Goal 1: All students at Shumate Middle School will become proficient writers.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

85% of All Students will demonstrate a proficiency using various best practice strategies in Writing by 06/04/2021 as measured by MSTEP proficiency standards.

Strategy 1:

Direct instruction - Teachers will help students create constructive responses in each academic area three times per year at a DOK level of three or four.

Research Cited: Hattie's List of Influences on achievement, effect size 0.59.

Tier: Tier 1

Activity - Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each staff member in each content area will use a rubric (developed by department) to assess writing samples three times a year.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	All teaching staff

Activity - Monitoring Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet at PLC groups to review student writing samples with rubrics- bring varying levels/grades each meeting-bring at least 2 from each level of writing abilities.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	All staff and administrator

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement formative assessment strategies on a daily basis, incorporate it into their instructional practices to inform instruction. Strategies include clear learning targets, effective questions, descriptive feedback, and students as assessors.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	all teachers

Strategy 2:

Technology and instruction - Teachers will engage students using SmartBoards, document cameras, and student classroom responders (clickers)

Research Cited: NCREL

Tier: Tier 1

Activity - Student interaction with technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Shumate Middle School

Teachers integrate technology into classroom instruction.	Technology	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	all staff
Activity - Monitor Use of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly walk-throughs to monitor use of technology by all staff	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	Administrator

Strategy 3:

PLC - All ELA teachers will meet in PLC teams on late start Mondays to work on common assessments, review assessment data in teams, and focus on the essentials for each unit.

Research Cited: John Hattie, Hattie's List

Tier: Tier 1

Activity - Identifying unit essentials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher's will identify the essentials for each unit. Students will be assessed on their ability to master each of the essentials through formative and summative assessments.	Curriculum Development	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	ELA teachers
Activity - Common Unit/Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will create common assessments and use the SCOPE units for instruction.	Curriculum Development	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	all ELA staff
Activity - Data Teams (Quarterly)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with administrators to share data as well discuss intervention and instructional strategies.	Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	all teachers

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

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

School Improvement Plan

Shumate Middle School

85% 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 proficiency in comprehension in Reading by 06/04/2021 as measured by MEAP and NWEA.

Strategy 1:

Literacy Skills - Teachers will continue to receive Literacy Skills PD in order to have consistency from classroom to classroom when it comes to best practices in reading instruction. Once teachers receive training, they will implement the strategies into their daily routines.

Research Cited: Reading For Understanding: Ruth Schoenbach, Cynthia Greenleaf, Lynn Murphy · Wiley

Tier: Tier 1

Activity - Silent Reading in Advisory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be required to silent read and record data related to books read during advisory.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	ELA teachers will collect student's data

Activity - Monitor Silent Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will collect reading logs from students and PLC groups will meet and discuss amount of books read per student each year	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	All ELA staff

Activity - Increase reading comprehension skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using mentor text and skills provided through Reader's Apprenticeship, students will be taught to read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	All ELA teachers

Activity - Monitor reading comprehension skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students should show evidence of growth in the reading comprehension area as indicated by district assessments, and class assessment scores no less than three times per year. Students will also keep mentor text samples and activities related to samples in an ELA binder. These can be discussed at PLC meetings.	Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/02/2017	\$0	No Funding Required	All ELA staff, RA trainers, and administration

School Improvement Plan

Shumate Middle School

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative assessment strategies to inform instruction.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	all staff

Strategy 2:

Technology to Enhance Reading Instruction - Teachers will effectively integrate technology into reading instruction by incorporating a variety of technology tools such as: smartboards, document cameras, computers

Research Cited: Reading Rockets

Barone Wright

Tier: Tier 1

Activity - Media Presentations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will demonstrate understanding of content using digital and media technology.	Technology	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	all staff

Strategy 3:

Webb's Depth of Knowledge Questioning - Daily instruction and assessments will focus on depth of knowledge questioning levels three and four.

Research Cited: Webb's Depth of Knowledge

Tier: Tier 1

Activity - Depth of Knowledge Questioning on Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will incorporate Webb's Depth of Knowledge Questioning levels three and four on their assessments. These types of questions will make up at least 25% of the assessments.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	all ELA staff

Strategy 4:

PLC - All ELA staff will collaborate during late start Mondays to create common assessments, identify essentials, and discuss data.

Research Cited: Hattie's List

Tier: Tier 1

Activity - Identifying unit essentials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Shumate Middle School

Teachers will identify unit essentials. Students will be assessed based on their mastery of unit essentials.	Curriculum Development	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	all ELA staff
Activity - Common Unit/Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use SCOPE units for ELA and assess students using common assessments.	Curriculum Development	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	all ELA staff
Activity - Data Teams (Quarterly)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with administrators to share data as well discuss intervention and instructional strategies.	Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	all ELA

Strategy 5:

Intervention - Teachers will utilize the co-teaching model in a designated class in order to address low assessment scores.

Research Cited: Hattie's List

Tier: Tier 2

Activity - Co-teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A special education teacher will partner with a general education teacher to co-teach selected science courses to offer additional academic support to lower achieving students.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	designated co-teaching staff

Strategy 6:

PD to Support New SAT Curriculum and Strategies - Teachers will be provided with PD regarding critical thinking-questioning, close and critical reading, vocabulary instruction, content literacy, and reading information graphics.

Research Cited: Hattie's List

Tier: Tier 1

Activity - Grammar/Rhetoric	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will receive PD from Educational Solutions LLC, Sharon Streaan, regarding grammar/rhetoric instruction.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$7000	Title II Part A, Section 31a, General Fund	ELA teachers

School Improvement Plan

Shumate Middle School

Activity - PD on Writing the New Argumentative Essay	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA and Social Studies teachers will receive PD from Educational Solutions LLC, Sharon Streen, in regards to writing the new argumentative essay.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$7000	Title II Part A, Section 31a, General Fund	ELA and SS teachers

Goal 3: All students will increase their Math proficiency.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 85% increase 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 proficiency in problem solving and critical thinking skills in Mathematics by 06/04/2021 as measured by common classroom summative and formative assessments.

Strategy 1:

Implementation of Big Ideas Curriculum - Teachers will utilize Big Ideas curriculum, activities, lessons, and assessments.

Research Cited: Ron Larson, Houghton Mifflin

Tier: Tier 1

Activity - Investigations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math teachers will continue to utilize the Big Ideas curriculum, activities, lessons, and assessments to engage students in inquiry-based instruction.	Direct Instruction	Tier 1	Implement	09/08/2015	06/08/2016	\$0	No Funding Required	All math teachers

Strategy 2:

Intervention for at-risk students - Using the local and state assessment data, teacher recommendations, pre and post tests students are placed into academic support courses using special attention to balance behavior issues in each class.

Research Cited: Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement by Robert Marzano

<http://www.palmbeachschools.org/qa/documents/Handout5-MarzanoHighYieldStrategies.pdf>

Tier: Tier 2

School Improvement Plan

Shumate Middle School

Activity - Academic Success Math Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional math course for identified students receive differentiated instruction specific to areas of weakness in 6th, 7th, and 8th grades. Teachers will use the "Do The Math Program" by Marilyn Burns.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/08/2016	\$132000	Section 31a, Section 31a	Building Principal and targeted staff teaching courses
Activity - Monitor Academic Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet during PLC work time for AS classes to assess if students in these classes are making academic growth-- using data from local assessments and MSTEP data. Teachers will record data using the shared Google Drive.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/08/2016	\$100000	Section 31a	All academic success teachers and administration
Activity - Evaluate Academic Success Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program will be evaluated using final student percentage or score, MSTEP, and local pre and post assessment data to determine student success and additionally multi-year data will be also be used.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/08/2016	\$100000	Section 31a	All academic success teachers and administration
Activity - Co-teaching Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A special education teacher will partner with a general education teacher to co-teach selected science courses to offer additional academic support to lower achieving students.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/08/2016	\$0	No Funding Required	Designated math and special education staff members.

Strategy 3:

PLC - Math teachers will work in PLC teams during late start Mondays to work on unit essentials, common unit assessments, and evaluate data on a quarterly basis.

Research Cited: Hattie's List, by John Hattie

Tier: Tier 1

School Improvement Plan

Shumate Middle School

Activity - Unit Essentials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will discuss and develop common essentials for each unit during PLC meeting times.	Teacher Collaboration	Tier 1		09/08/2015	06/08/2016	\$0	No Funding Required	All math teachers

Activity - Common Unit Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together during PLC time to develop common unit assessments.	Curriculum Development, Teacher Collaboration	Tier 1	Monitor	09/08/2015	06/08/2016	\$0	No Funding Required	All math teachers

Activity - Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together during PLC time to review local and state assessment data on a quarterly basis.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/08/2016	\$0	No Funding Required	All math teachers

Strategy 4:

Webb's Depth of Knowledge Questioning - Teachers will incorporate Webb's DOK questioning levels 3 and 4 into the mathematics curriculum.

Research Cited: Webb's Depth of Knowledge; Hattie's List

Tier: Tier 1

Activity - DOK	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on teaching to DOK levels 3 and 4. Teachers will incorporate DOK questioning for levels 3 and 4 into their curriculum. Additionally, 25% of questions on assessments must assess DOK levels 3 and 4.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/08/2016	\$0	No Funding Required	All math teachers

Goal 4: All students at Shumate Middle School will be proficient in Science.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

School Improvement Plan

Shumate Middle School

85% of All Students will demonstrate a proficiency of the HCSEs (MSS) in Science by 06/04/2021 as measured by state and local assessments..

Strategy 1:

Project Based Learning - Students will engage in project-based learning assessments and assignments that focus on hands on learning, higher level constructed responses, and using Depth of Knowledge Questioning level three and four questions to guide instruction.

Research Cited: Webb, N. L., Alt, M., Ely, R., & Vesperman, B (2005) Web alignment tool (WAT): Training manual 1.1 Madison: Wisconsin Center of Education Research, University of Wisconsin. Retrieved from <http://wat.wceruw.org>

Norman Webb's Depth of Knowledge Framework

Tier: Tier 1

Activity - Investigations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will engage students in planning and carrying out investigations through more hands on activities.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$1000	General Fund	all science teachers
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement formative assessment strategies on a daily basis, incorporated into their classroom instructional practices to inform instruction. Strategies include clear learning targets, effective questioning, descriptive feedback, and students as assessors.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$2500	Title II Part A	All Science staff.

Strategy 2:

PLC - All Science teachers will meet in PLC teams on late start Mondays to work on common assessments, review assessment data in teams, and focus on the essentials for each unit.

Research Cited: Hattie's List

Tier: Tier 1

Activity - Essentials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify the essentials for each unit. Students will be assessed on their ability to master each of the essentials through formative and summative assessments.	Curriculum Development	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	All Science teachers.
Activity - Common Unit/Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Shumate Middle School

All Science teachers will create common assessments based on the HSCE gearing toward the adoption of the MSS (formally known as NGSS).	Curriculum Development	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	All Science teachers.
Activity - Data teams (quarterly)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with administrators to share data as well as discuss intervention and instructional strategies.	Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	All science teachers.
Activity - Close and Critical Reading Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Science teachers will receive professional development on close and critical reading strategies to use in the classroom.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$7000	Section 31a, Title II Part A, General Fund	All Science teachers

Strategy 3:

Webb's Depth of Knowledge Questioning - Daily instruction and assessments will focus on Depth of Knowledge Questioning levels three and four.

Research Cited: Webb's Depth of Knowledge Questioning

Tier: Tier 1

Activity - Depth of Knowledge Questioning on Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Science teachers will incorporate Webb's Depth of Knowledge Questioning levels three and four on their formal assessments. These types of questions will make up at least 25% of the assessments.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	All Science teachers.

Strategy 4:

Interventions - Teachers will utilize the co-teaching model in a designated class in order to address the low-assessment scores.

Research Cited: Hanover Research -The Effectiveness of the Co-Teaching Model

Literature Review;

Co-Teaching Beliefs to Support Inclusive

Education: Survey of Relationships between

General and Special Educators in Inclusive Classes

Ida Malian Ph.D.

imalian@asu.edu

Erin McRae
emcrae@peoriaud.k12.az.us

Tier: Tier 2

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A special education teacher will partner with a general education teacher to co-teach selected science courses to offer additional academic support to lower achieving students.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	Designed staff.

Goal 5: The school community will cultivate a positive, inclusive learning environment that includes student supports, builds capacity for leadership and effective instruction, and collaboration, communication, critical thinking, and creativity.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to create a culture of learning by 06/08/2016 as measured by favorable responses to surveys designed to capture process and perception data..

Strategy 1:

PBIS - Staff will continue to be trained using PBIS techniques to create a culture of responsible and accountable behavior.

Research Cited: http://www.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf

Tier: Tier 1

Activity - Training for Teaching Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders will continue to train teachers on the PBIS program during the PLC late start meetings.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/08/2016	\$4000	Other	All staff

Activity - Implementing & Teaching the Matrix	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Shumate Middle School

The staff will implement and teach the behavior standards of the matrix in all areas of the school. Student expectations will be posted and student discipline data will be reviewed monthly. Teachers will conduct mini-lessons during in designated classes that teach student behavior expectations.	Behavioral Support Program	Tier 1	Getting Ready	09/08/2015	06/08/2016	\$2000	Other	PBIS Chairpersons and all staff
Activity - Positive Action Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give students positive reinforcement of the matrix by rewarding students with positive action tickets.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/08/2016	\$1000	Other	All staff
Activity - The Pride Depot (School Store) and Shumate's Closet	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To make positive action tickets more valuable, teachers will create and manage a school store and clothing closet. Students may use positive action tickets to purchase items. This reinforces student behavior expectations set forth in the matrix.	Behavioral Support Program	Tier 1	Getting Ready	09/08/2015	06/08/2016	\$1000	Other	PBIS Chairpersons and designated staff
Activity - Trimester Reward	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will organize rewards for students that exhibit positive behaviors each trimester.	Behavioral Support Program	Tier 1	Getting Ready	09/08/2015	06/08/2016	\$750	Other	PBIS Chairpersons and designated staff members
Activity - Check In/Check Out Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that need support in behavior will be placed into this program. Students will be rewarded for improvement in behavior.	Behavioral Support Program	Tier 2	Getting Ready	09/08/2015	06/08/2016	\$0	No Funding Required	PBIS Chairpersons and designated staff.

Strategy 2:

Data Discussion - Teachers will meet monthly in a professional learning community capacity at staff meetings

Research Cited: Leaders of Learning Richard Dufour and Robert Marzano

Tier: Tier 1

School Improvement Plan

Shumate Middle School

Activity - Data discussions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to review student behavior data on a monthly basis during PLC time.	Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/08/2016	\$0	No Funding Required	PBIS Chairpersons, all staff members, and administration.

Goal 6: All students will become proficient in Social Studies

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

85% of All Students will demonstrate a proficiency on various assessments in Social Studies by 06/04/2021 as measured by by district, grade level and state assessments scores.

Strategy 1:

Improve academic content vocabulary skills - Students will be asked to put formal writing pieces in their journals using the academic vocabulary (no less than 3) throughout the school year.

Research Cited: Building Academic Vocabulary: Robert J. Marzano, Debra J. Pickering

Tier: Tier 1

Activity - Monitor SS academic vocabulary journal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor and grade academic content journals no less than 6 times per year. Also during PLC meetings teachers will bring samples of the student's journal to the group to compare levels and quality of work at least 2 times per trimester.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	All Social Studies Staff

Activity - Academic Vocab Notebook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create and maintain an academic vocabulary journal for the school year-	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	All Social Studies Staff

Strategy 2:

Grade level and Unit Common Assessments - A common assessment (pre and post-test) will be created and used by each grade level for each unit or concept being taught. Current curriculum assessments may be used if already created and others may need to be created collaboratively among grade levels and units.

SY 2015-2016

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Improvement Plan

Shumate Middle School

Research Cited: Common Formative Assessments: Ainsworth and Viegut 2006

Tier: Tier 1

Activity - Create/Utilize common assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using curriculum goals and standards and/or MC3 teachers will create and/or utilize pre and post assessments for each unit/concept	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	All social studies staff
Activity - Monitor common assessments creation and/or use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLC meetings teachers will compare and analyze pre and post assessment data and use it to inform classroom instruction at least two times per trimester	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	All social studies staff and administration

Strategy 3:

Interventions - Teachers will utilize the co-teaching model in a designated class in order to address the low-assessment scores.

Research Cited: Hanover Research -The Effectiveness of the Co-Teaching Model

Literature Review

Co-Teaching Beliefs to Support Inclusive

Education: Survey of Relationships between

General and Special Educators in Inclusive Classes

Ida Malian Ph.D.

imalian@asu.edu

Erin McRae

emcrae@peoriaud.k12.az.us

Tier: Tier 2

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A special education teacher will partner with a general education teacher to co-teach selected social studies courses to offer additional academic support to lower achieving students.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	Designated staff members

School Improvement Plan

Shumate Middle School

Strategy 4:

PLC - All Social Studies teachers will meet in PLC teams on late start Mondays to work on common assessments, review assessment data in teams, and focus on the essentials for each unit.

Research Cited: Hattie's List

Tier: Tier 1

Activity - Essentials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify the essentials for each unit. Students will be assessed on their ability to master each of the essentials through formative and summative assessments.	Curriculum Development	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	All Social Studies teachers.
Activity - Data teams (quarterly)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with administrators to share data as well as discuss intervention and instructional strategies.	Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	All Social Studies teachers
Activity - Close and Critical Reading Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Social Studies teachers will receive professional development on close and critical reading strategies to use in the classroom.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	All Social Studies teachers.
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement formative assessment strategies on a daily basis, incorporated into their classroom instructional practices to inform instruction. Strategies include clear learning targets, effective questioning, descriptive feedback, and students as assessors.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	All Social Studies teachers.

Strategy 5:

Webb's Depth of Knowledge Questioning - Daily instruction and assessments will focus on Depth of Knowledge Questioning levels three and four.

Research Cited: Webb's Depth of Knowledge Questioning

Tier: Tier 1

School Improvement Plan

Shumate Middle School

Activity - Depth of Knowledge Questioning on Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Social studies teachers will incorporate Webb's Depth of Knowledge Questioning levels three and four on their formal assessments. These types of questions will make up at least 25% of the assessments.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	All Social Studies teachers.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Success Math Program	Additional math course for identified students receive differentiated instruction specific to areas of weakness in 6th, 7th, and 8th grades. Teachers will use the "Do The Math Program" by Marilyn Burns.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/08/2016	\$130000	Building Principal and targeted staff teaching courses
Evaluate Academic Success Class	Program will be evaluated using final student percentage or score, MSTEP, and local pre and post assessment data to determine student success and additionally multi-year data will be also be used.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/08/2016	\$100000	All academic success teachers and administration
Monitor Academic Success	Teachers will meet during PLC work time for AS classes to assess if students in these classes are making academic growth-- using data from local assessments and MSTEP data. Teachers will record data using the shared Google Drive.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/08/2016	\$100000	All academic success teachers and administration
Close and Critical Reading Professional Development	All Science teachers will receive professional development on close and critical reading strategies to use in the classroom.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$2000	All Science teachers
Academic Success Math Program	Additional math course for identified students receive differentiated instruction specific to areas of weakness in 6th, 7th, and 8th grades. Teachers will use the "Do The Math Program" by Marilyn Burns.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/08/2016	\$2000	Building Principal and targeted staff teaching courses
PD on Writing the New Argumentative Essay	ELA and Social Studies teachers will receive PD from Educational Solutions LLC, Sharon Streat, in regards to writing the new argumentative essay.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$2000	ELA and SS teachers

School Improvement Plan

Shumate Middle School

Grammar/Rhetoric	All ELA teachers will receive PD from Educational Solutions LLC, Sharon Streat, regarding grammar/rhetoric instruction.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$3000	ELA teachers
------------------	---	------------------------	--------	---------------	------------	------------	--------	--------------

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative Assessment	Staff will implement formative assessment strategies on a daily basis, incorporated into their classroom instructional practices to inform instruction. Strategies include clear learning targets, effective questioning, descriptive feedback, and students as assessors.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$2500	All Science staff.
PD on Writing the New Argumentative Essay	ELA and Social Studies teachers will receive PD from Educational Solutions LLC, Sharon Streat, in regards to writing the new argumentative essay.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$2000	ELA and SS teachers
Close and Critical Reading Professional Development	All Science teachers will receive professional development on close and critical reading strategies to use in the classroom.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$2000	All Science teachers
Grammar/Rhetoric	All ELA teachers will receive PD from Educational Solutions LLC, Sharon Streat, regarding grammar/rhetoric instruction.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$2000	ELA teachers

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementing & Teaching the Matrix	The staff will implement and teach the behavior standards of the matrix in all areas of the school. Student expectations will be posted and student discipline data will be reviewed monthly. Teachers will conduct mini-lessons during in designated classes that teach student behavior expectations.	Behavioral Support Program	Tier 1	Getting Ready	09/08/2015	06/08/2016	\$2000	PBIS Chairpersons and all staff
The Pride Depot (School Store) and Shumate's Closet	To make positive action tickets more valuable, teachers will create and manage a school store and clothing closet. Students may use positive action tickets to purchase items. This reinforces student behavior expectations set forth in the matrix.	Behavioral Support Program	Tier 1	Getting Ready	09/08/2015	06/08/2016	\$1000	PBIS Chairpersons and designated staff

School Improvement Plan

Shumate Middle School

Trimester Reward	Teachers will organize rewards for students that exhibit positive behaviors each trimester.	Behavioral Support Program	Tier 1	Getting Ready	09/08/2015	06/08/2016	\$750	PBIS Chairpersons and designated staff members
Positive Action Program	Teachers will give students positive reinforcement of the matrix by rewarding students with positive action tickets.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/08/2016	\$1000	All staff
Training for Teaching Staff	Teacher leaders will continue to train teachers on the PBIS program during the PLC late start meetings.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/08/2016	\$4000	All staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Close and Critical Reading Professional Development	All Science teachers will receive professional development on close and critical reading strategies to use in the classroom.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$3000	All Science teachers
Investigations	Science teachers will engage students in planning and carrying out investigations through more hands on activities.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$1000	all science teachers
PD on Writing the New Argumentative Essay	ELA and Social Studies teachers will receive PD from Educational Solutions LLC, Sharon Streaan, in regards to writing the new argumentative essay.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$3000	ELA and SS teachers
Grammar/Rhetoric	All ELA teachers will receive PD from Educational Solutions LLC, Sharon Streaan, regarding grammar/rhetoric instruction.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$2000	ELA teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Co-Teaching	A special education teacher will partner with a general education teacher to co-teach selected social studies courses to offer additional academic support to lower achieving students.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/10/2016	\$0	Designated staff members
Depth of Knowledge Questioning on Assessments	All Science teachers will incorporate Webb's Depth of Knowledge Questioning levels three and four on their formal assessments. These types of questions will make up at least 25% of the assessments.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	All Science teachers.
Media Presentations	Students will demonstrate understanding of content using digital and media technology.	Technology	Tier 1	Implement	09/08/2015	06/10/2016	\$0	all staff

School Improvement Plan

Shumate Middle School

Monitor Silent Reading	ELA teachers will collect reading logs from students and PLC groups will meet and discuss amount of books read per student each year	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	All ELA staff
Monitor Use of Technology	Monthly walk-throughs to monitor use of technology by all staff	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	Administrator
Depth of Knowledge Questioning on Assessments	All ELA teachers will incorporate Webb's Depth of Knowledge Questioning levels three and four on their assessments. These types of questions will make up at least 25% of the assessments.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	all ELA staff
Formative Assessment	Staff will implement formative assessment strategies on a daily basis, incorporated into their classroom instructional practices to inform instruction. Strategies include clear learning targets, effective questioning, descriptive feedback, and students as assessors.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	All Social Studies teachers.
Common Unit/Assessments	All Science teachers will create common assessments based on the HSCE gearing toward the adoption of the MSS (formally known as NGSS).	Curriculum Development	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	All Science teachers.
Data teams (quarterly)	Teachers will meet with administrators to share data as well as discuss intervention and instructional strategies.	Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	All Social Studies teachers
Identifying unit essentials	Teachers will identify unit essentials. Students will be assessed based on their mastery of unit essentials.	Curriculum Development	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	all ELA staff
Data Teams (Quarterly)	Teachers will meet with administrators to share data as well discuss intervention and instructional strategies.	Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	all ELA
Increase reading comprehension skills	Using mentor text and skills provided through Reader's Apprenticeship, students will be taught to read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	All ELA teachers
Data discussions	Teachers will collaborate to review student behavior data on a monthly basis during PLC time.	Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/08/2016	\$0	PBIS Chairpersons, all staff members, and administration.
Data teams (quarterly)	Teachers will meet with administrators to share data as well as discuss intervention and instructional strategies.	Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	All science teachers.
Co-teaching	A special education teacher will partner with a general education teacher to co-teach selected science courses to offer additional academic support to lower achieving students.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/10/2016	\$0	designated co-teaching staff

School Improvement Plan

Shumate Middle School

Common Unit/Assessments	All ELA teachers will create common assessments and use the SCOPE units for instruction.	Curriculum Development	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	all ELA staff
Data Teams	Teachers will work together during PLC time to review local and state assessment data on a quarterly basis.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/08/2016	\$0	All math teachers
Data Teams (Quarterly)	Teachers will meet with administrators to share data as well discuss intervention and instructional strategies.	Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	all teachers
Depth of Knowledge Questioning on Assessments	All Social studies teachers will incorporate Webb's Depth of Knowledge Questioning levels three and four on their formal assessments. These types of questions will make up at least 25% of the assessments.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	All Social Studies teachers.
Formative Assessment	Staff will implement formative assessment strategies on a daily basis, incorporate it into their instructional practices to inform instruction. Strategies include clear learning targets, effective questions, descriptive feedback, and students as assessors.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	all teachers
Common Unit/Assessments	Teachers will use SCOPE units for ELA and assess students using common assessments.	Curriculum Development	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	all ELA staff
Identifying unit essentials	Teacher's will identify the essentials for each unit. Students will be assessed on their ability to master each of the essentials through formative and summative assessments.	Curriculum Development	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	ELA teachers
Monitoring Writing Across the Curriculum	Teachers will meet at PLC groups to review student writing samples with rubrics- bring varying levels/grades each meeting-bring at least 2 from each level of writing abilities.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	All staff and administrator
Writing Across the Curriculum	Each staff member in each content area will use a rubric (developed by department) to assess writing samples three times a year.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	All teaching staff
Create/Utilize common assessments	Using curriculum goals and standards and/or MC3 teachers will create and/or utilize pre and post assessments for each unit/concept	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	All social studies staff
Common Unit Assessments	Teachers will work together during PLC time to develop common unit assessments.	Curriculum Development, Teacher Collaboration	Tier 1	Monitor	09/08/2015	06/08/2016	\$0	All math teachers
Investigations	The math teachers will continue to utilize the Big Ideas curriculum, activities, lessons, and assessments to engage students in inquiry-based instruction.	Direct Instruction	Tier 1	Implement	09/08/2015	06/08/2016	\$0	All math teachers

School Improvement Plan

Shumate Middle School

Check In/Check Out Program	Students that need support in behavior will be placed into this program. Students will be rewarded for improvement in behavior.	Behavioral Support Program	Tier 2	Getting Ready	09/08/2015	06/08/2016	\$0	PBIS Chairpersons and designated staff.
Essentials	Teachers will identify the essentials for each unit. Students will be assessed on their ability to master each of the essentials through formative and summative assessments.	Curriculum Development	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	All Social Studies teachers.
Monitor SS academic vocabulary journal	Teachers will monitor and grade academic content journals no less than 6 times per year. Also during PLC meetings teachers will bring samples of the student's journal to the group to compare levels and quality of work at least 2 times per trimester.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	All Social Studies Staff
Co-Teaching	A special education teacher will partner with a general education teacher to co-teach selected science courses to offer additional academic support to lower achieving students.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/10/2016	\$0	Designed staff.
Academic Vocab Notebook	Students will create and maintain an academic vocabulary journal for the school year-	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	All Social Studies Staff
Silent Reading in Advisory	Students will be required to silent read and record data related to books read during advisory.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	ELA teachers will collect student's data
Co-teaching Model	A special education teacher will partner with a general education teacher to co-teach selected science courses to offer additional academic support to lower achieving students.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/08/2016	\$0	Designated math and special education staff members.
DOK	Teachers will receive professional development on teaching to DOK levels 3 and 4. Teachers will incorporate DOK questioning for levels 3 and 4 into their curriculum. Additionally, 25% of questions on assessments must assess DOK levels 3 and 4.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/08/2016	\$0	All math teachers
Monitor reading comprehension skills	Students should show evidence of growth in the reading comprehension area as indicated by district assessments, and class assessment scores no less than three times per year. Students will also keep mentor text samples and activities related to samples in an ELA binder. These can be discussed at PLC meetings.	Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/02/2017	\$0	All ELA staff, RA trainers, and administration

School Improvement Plan

Shumate Middle School

Monitor common assessments creation and/or use	During PLC meetings teachers will compare and analyze pre and post assessment data and use it to inform classroom instruction at least two times per trimester	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	All social studies staff and administration
Unit Essentials	Teachers will discuss and develop common essentials for each unit during PLC meeting times.	Teacher Collaboration	Tier 1		09/08/2015	06/08/2016	\$0	All math teachers
Essentials	Teachers will identify the essentials for each unit. Students will be assessed on their ability to master each of the essentials through formative and summative assessments.	Curriculum Development	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	All Science teachers.
Student interaction with technology	Teachers integrate technology into classroom instruction.	Technology	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	all staff
Close and Critical Reading Professional Development	All Social Studies teachers will receive professional development on close and critical reading strategies to use in the classroom.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	All Social Studies teachers.
Formative Assessment	Teachers will use formative assessment strategies to inform instruction.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	all staff

Progress Notes

Type	Name	Status	Comments	Created On	Created By
------	------	--------	----------	------------	------------