



School Improvement Plan

West Intermediate School

Mt. Pleasant City School District

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Mt. Pleasant, MI 48858-3052

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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?

West Intermediate School serves students in grades 7 and 8. Programs provided at the school include "Responsible Thinking Program" (RTP-a behavioral support system for students), Peer-to-Peer mentoring programs, additional supports for at-risk students, special education services, Multi-tiered System of Supports (MTSS), student council, many clubs, band, choir and orchestra opportunities and athletic teams.

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.

The West Intermediate community envisions a safe environment where everyone is respectful and academically responsible.

Core Values:

Integrity: We practice the ethical, inclusive, and courageous behaviors that sustain an open and honest organizational culture.

Future Thinking: We are visionary and prepare for the future.

Respect: We value human worth, dignity, diverse talents, and varied perspectives.

Collaboration: We seek active partnerships and shared leadership opportunities at the state, national, and international levels.

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:

- *Using a common assessment NWEA for reading, math and science
- *Implementation of Intervention blocks based on data from NWEA
- *Attainment of national average for NWEA reading and math by the end of the year two years in a row
- *IXL math and English used in intervention classes and outside of school
- *Establishment of Saturday School (required and voluntary)
- *Addition of reading and math support classes for at risk students
- *Creation of a Behavior Program for an intervention
- *Addition of Responsible Thinking Program and part-time behavior specialist
- *Peer-to-Peer and Project Unify programs cultivated in order promote socialization between special ed and general ed students
- *Lions Club Student of the Month and Rotary INTERact club program to honor students' success and to give students opportunities to be involved in the community
- *After attending conferences, following through with learned practices such as co-teaching, student engagement, RTP, poverty, etc.
- *Protocol for Student Intervention Supports document created to identify student needs and to open communication among staff
- *Multi-tiered Systems Support
- *Student Support Staff (in progress)

Goals:

- *All students will be proficient or greater in the academic areas of mathematics, reading and writing.
- *Balanced Assessments based on State Standards
- *Differentiated Instruction through Brain-Based Research (Eric Jensen), Inquiry-Based Instruction and Responsible Thinking Program
- *Writing Across the Curriculum-Co-Teaching and Cross-Categorical Special Education Instructional Delivery
- *Data Based Decision Making;
- *Reading in the Core Content Academics-Co-Teaching with a Reading/Writing Across the Curriculum Focus. Flexible SSR

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 school has been identified as a Focus school. A key challenge for West Intermediate School will be to continue to raise the standard of academic achievement for all students, with a particular emphasis of accelerating the achievement of students in our bottom 30%. Strategies to better reach this group will be through ongoing academic support for those students identified as "At-Risk", special education support, and differentiated instruction to best meet student needs.

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.

The School Improvement Plan is available to a variety of stakeholders through the website, Facebook Page, Twitter Account, at the board meetings, and at the Parent Involvement Committee.

Stakeholders are volunteers/nominated and informed of their roles through the administration. Stakeholder meetings vary to accommodate availability.

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

All SIT members were on a committee targeting areas of interest/expertise. For example, the member from the Diversity Roundtable worked on issues regarding reaching disenfranchised populations for increased involvement and support with the educational process.

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

The School Improvement Plan is available to a variety of stakeholders through the website, Facebook Page, Twitter Account, at the board meetings, and at the Parent Involvement Committee.

The School Improvement Team met monthly at which time information regarding progress were shared and discussed. These meetings shared with staff via email.

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?

The last three years, West has seen a slight decrease in total enrollment numbers - this has been an expected trend as students came through our elementary system. We have experienced an increase in students/families requesting and qualifying for Free/Reduced lunch. We also are experiencing an increase in at-risk and homeless/mobile populations. As these groups become a larger portion of our enrollment, we also experience less parent involvement and lower student achievement.

Student Demographic Data

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

The rate of absenteeism is increasing, and the rate of chronically absent students is increasing. Students who are frequently absent are among those with low achievement and an increased rate of behavior concerns.

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?

It seems each class has it's own set of issues and characteristics. While the number of suspensions has gone down overall in the last three years, the current school year saw some increase in suspensions but fewer expulsions. The implementation of our Responsible Thinking Process, discipline referrals are mostly due to tardies not disruptive behavior and are drastically lower than 2 years ago.

Student Demographic Data

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

Providing all stakeholders multiple opportunities, venues and dates with which to get involved, more parents will be able to be informed and drawn to participate. We will offer city bus tickets for whom transportation is an issue. After-school study groups will be offered for any/all students needing assistance and Saturday School has been implemented and required for students who have excessive absences or missing assignments. Transportation will be provided.

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?

The fact that over 50% of the faculty has 15 years experience or more is a mixed bag. Often the need for change is met with fear-based resistance even if the data suggests the need is strong. Progress is much slower than expected.

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?

Our more veteran teachers are skilled in many things but somewhat averse to change. What is recently identified as best practice is slow to be adopted by some.

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?

Whenever a substitute is in the classroom little authentic learning takes place. The flip-side to that is teachers will learn best practice through professional development.

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?

Whenever a substitute is in the classroom little authentic learning takes place. The flip-side to that is teachers will learn best practice through professional development.

Teacher/School Leader(s) Demographic Data

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

Unfortunately, it seems teacher evaluation is the best route to go to force change.

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?

Content knowledge and teacher performance came out as strengths in the staff Self Assessment

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?

Vertical alignment, especially as it relates to incoming students and those to whom we send our students is a challenge.

12. How might these challenges impact student achievement?

The time it takes to "get to know" the students academically, puts

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 are taking steps to broaden our range of communication options. We can extend and vary our remedial support options (reading, writing, math).

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?

Options such as Saturday school, PEAK, Advisory, advocate programs, after-school tutoring are open to all students. All core classes have a team taught option and most exploratory/elective classes have a team taught option. IEP and 504 meetings include general education and special education staff as appropriate.

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

Options such as Saturday school, PEAK, Advisory, advocate programs, after-school tutoring, some after school clubs have an enrichment focus, are open to all students.

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

Many opportunities are made publically available to all students (announcements, West emails, team emails, twitter, auto-call, auto-email, school website, sign-up in person opportunities). Some options (title 1 remedial courses) are by invitation only: guardian contact is made by phone and by paper notice.

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?

We are creating more opportunity for dialogue amongst staff for vertical alignment. Our horizontal alignment is supported by our team structure.

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.

Information is used to support district decisions that support student health.

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

From fall to winter, national RIT norm scores should improve by at least 1.9 points. In 7th and 8th grade, our students improved 4-6 RIT points from fall to winter in all goal performance areas.

19b. Reading- Challenges

Our challenges include not meeting or exceeding the national RIT norm in 7th grade and 8th grade literature, informational text, or foundational skills and vocabulary. Another challenge is improving the percentage of American Indian population who scored below average for their overall mean RIT. The 7th grade students testing in the fall are beginning the year 4-6 RIT points below the national average.

19c. Reading- Trends

Vocabulary and Acquisition and Use is the highest category in both 7th and 8th grade. Greatest 8th grade gains are in Informational Text while greatest 7th grade gains are in Literature.

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.

Six sections of Reading Support classes are offered to address the needs of students who are behind grade level. Advisory periods will be used as Intervention periods three days a week. This will aid a great number of our students with skill acquisition.

20a. Writing- Strengths

West uses a common writing structure (Answer in Question Inclusive, Support with Facts, Reasons, Examples, Incidents, and Detail, Connect, and Conclude) for all written assignments in all classes.

20b. Writing- Challenges

There are currently no research-based data-driven secondary intervention programs.

20c. Writing- Trends

Six sections of Support Classes are offered to address the needs of students who are behind grade level in reading and writing. Advisory periods will be used as Intervention periods three days a week. This will aid a great number of our students with skill acquisition.

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.

Six sections of Support Classes are offered to address the needs of students who are behind grade level in reading and writing. Advisory periods will be used as Intervention periods three days a week. This will aid a great number of our students with skill acquisition.

21a. Math- Strengths

In both 7th and 8th grades, our students showed greater growth from Fall to Winter of 2014-15 than from Fall to Winter of 2013-14, as measured by the NWEA MAP 6+ Common Core 2010 V2 Test, so we see our uptrending data as a sign of our strengths. We attribute this growth to a number of strengths, including:

- a) math support classes
- b) math intervention periods
- c) co-taught math classes
- d) individualized math instruction through counseling, after-school tutoring, and Saturday School
- e) accelerated and advanced math courses and opportunities for talent development for our most mathematically talented
- f) online supports through IXL.com

21b. Math- Challenges

A significant number of students continue to reach grade level expectations in mathematics as evidenced by our NWEA testing. For example, 51% of our 7th graders scored below the average level on the NWEA test in the Spring of 2104-15. We attribute these data to a number of factors, including:

- a) Poor Attendance
- b) Student Disengagement
- c) Lack of Parental Involvement
- d) Content Deficiencies Present Prior to Enrollment
- e) Socio-Economic Challenges

21c. Math- Trends

While this year's 8th graders started the year ahead of last year's 8th graders, this year's 7th graders started the year behind last year's 7th graders. This was especially true with respect to our American Indian population. While this is true, we continued to show greater growth with each grade from one test session to the next, when compared to our 2013-14 results.

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.

We will attempt to expand our math support class offerings for 2015-16, and will look expand our Saturday School supports as well. At the same time, improved instructional methods continue to be explored and implemented throughout all of our math courses.

22a. Science- Strengths

Our Science teachers have been closely monitoring NWEA data to inform their instruction. While achievement data is low overall, it is in line with state and national norms.

22b. Science- Challenges

The state of Michigan has get to adopt state Science standards and are deciding whether to go with the Next Generation Science Standards or stay with GLCEs.

Currently, we have only one 8th grade teacher teaching the Chemistry portion of the content area and one teaching the Physics making common assessments impossible.

22c. Science- Trends

Science trends, as measured by CSAP and now NWEA are improving

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.

With the use of Professional Learning Communities and the reconstruction of the 8th grade teaching configuration, Science data with be more assessable. NWEA data is also available to drill down into specific areas of need.

23a. Social Studies- Strengths

Through our work with Professional Learning Communities, Our Social Studies teachers are working more collaboratively with our ELA teachers and have developed interdisciplinary lessons that resemble a "Humanities" like approach. This switch in philosophy has provided a more relevant curriculum consisting of common terms and common vocabulary.

23b. Social Studies- Challenges

As of yet, there are no viable Research-based diagnostic tools from which any formative assessment data can be derived. additionally, the scope and sequence of the state Social Studies courses are not aligned in a chronological order.

23c. Social Studies- Trends

Social Studies achievement trends have been flat. Hopefully this year's change in philosophy and delivery will prove fruitful.

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.

Indirectly, the use of PLCs will encompass the needs of students in the area of Social Studies.

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?

Students feel that their teachers care about them and want them to do their best.

24b. Student Perception Data

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

Students feel the Responsible Thinking Program is silly. They also feel our cell phone policy is outdated.

24c. Student Perception Data

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

If consensus can be accomplished, we will be approaching the Board of Education with a proposal to re-evaluate the district cell phone policy.

25a. Parent/Guardian Perception Data

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

Guardians indicate the highest agreement (85%) that they feel welcomed when they visit the school. Guardians also agree that the school is a safe environment (78%), West treats families fairly (79%), school work is meaningful and relevant (80%), and teams provide a common set of expectations to the students (79%).

25b. Parent/Guardian Perception Data

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

40% of guardians responding to the survey indicate that they do not feel that students' needs are met through individualization of learning.

33% of parents indicate that communication from the school is not adequate. 34% of guardians express some concern about how much

respect is shown by students toward other students.

25c. Parent/Guardian Perception Data

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

Discussions are being held amongst staff committees and parent/teacher committees. Additional energy is being put into publicizing events and communication opportunities--especially through the use of social media.

26a. Teacher/Staff Perception Data

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

Staff feel as though their individual Tier 1 instruction is solid and they are hard working and committed to student achievement.

26b. Teacher/Staff Perception Data

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

Teachers recognize that there is a division of trusting relationships. Mostly from 7th to 8th grade but also with administration. This tension results in a reluctance to collaborate.

26c. Teacher/Staff Perception Data

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

One of our focuses for the 2015-2016 school year will to improve relationships in all areas. Student to student, student to teacher, and staff to staff.

27a. Stakeholder/Community Perception Data

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

Stakeholders indicate the highest agreement (85%) that they feel welcomed when they visit the school. Stakeholders also agree that the school is a safe environment (78%), West treats families fairly (79%), school work is meaningful and relevant (80%), and teams provide a common set of expectations to the students (79%).

27b. Stakeholder/Community Perception Data

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

40% of stakeholders responding to the survey indicate that they do not feel that students' needs are met through individualization of learning. 33% of stakeholders indicate that communication from the school is not adequate. 34% of stakeholders express some concern about how much respect is shown by students toward other students.

27c. Stakeholder/Community Perception Data

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

Discussions are being held amongst staff committees and parent/teacher committees. Additional energy is being put into publicizing events and communication opportunities--especially through the use of social media.

Summary

28a. Summary

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

While parent and student perception data reflects positively, teacher perception in the areas of climate and relationships must be a focus of change.

28b. Summary

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

An unwillingness to collaborate impacts student achievement with the lack of alignment from grade to grade. That lack of alignment hinders the delivery of a coherent and relevant curriculum.

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?

Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

Professional development is mindful of the School Improvement Plan when creating a plan for the year.

Only one team frequently communicates with the community in ways other than the traditional manners. The other teams put out a team-wide "Week at a Glance" to all students/parents/families but do not differentiate communication to meet the needs of all stakeholders.

Data is analyzed and reviewed most effectively in teams during common planning time. This process is intended to drive instruction and intervention. Teams are free to analyze data in a manner that suits their needs as opposed to a prescribed process.

Staff is trained in and uses data analysis techniques that include multiple types of data, multiple sources, and comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams. Staff members use appropriate methods to examine data and collaboratively determine instructional methods. Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

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
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	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
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

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

Label	Assurance	Response	Comment	Attachment
5.	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
6.	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	Dana Calkins, Principal 440 S. Bradley/Mt. Pleasant, MI 48858 (989)775-2220	

School Improvement Plan

West Intermediate School

Label	Assurance	Response	Comment	Attachment
7.	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.	Yes		

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

School Improvement Plan 16-17

Overview

Plan Name

School Improvement Plan 16-17

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at West Intermediate will become proficient in mathematics.	Objectives: 4 Strategies: 2 Activities: 12	Academic	\$337500
2	All students at West Intermediate will become proficient in reading.	Objectives: 4 Strategies: 2 Activities: 8	Academic	\$142000
3	All students at West Intermediate will become proficient in writing.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$40000
4	Students at West Intermediate School will benefit from better Tier I instruction.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$25900

Goal 1: All students at West Intermediate will become proficient in mathematics.

Measurable Objective 1:

85% of 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 level in Mathematics by 05/27/2022 as measured by state assessment.

(shared) Strategy 1:

Differentiated Instruction - Teachers will learn about and implement effective instructional strategies including differentiated instructional strategies with a focus on improving the mathematics proficiency levels of underachieving students.

Category:

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Hyde, Arthur (2006). Comprehending Math: Adapting Reading Strategies to Teach Mathematics, K-6. Heinemann

Sousa, David A. (2008) How the Brain Learns Mathematics. Corwin Press

Payne, Ruby K. (1996) A Framework for Understanding Poverty. Aha! Process, Inc.

Scientific Method as presented in 7th grade science GLCE's.

Tier: Tier 1

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in co-teaching arrangements in mathematics.	Teacher Collaboration, Behavioral Support Program, Academic Support Program, Direct Instruction	Tier 1	Monitor	09/03/2013	05/01/2018	\$40000	Special Education	Building administrators, special education and math teachers.

School Improvement Plan

West Intermediate School

Activity - Staff Training in DI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Training will occur through multiple venues. Selected teachers will attend conferences and spend some/all their sessions focused on Differentiated Instruction. These strategies will be brought back to the building and taught to other staff. PD time will be allotted to share strategies following the conference.	Professional Learning, Teacher Collaboration, Curriculum Development, Academic Support Program, Direct Instruction	Tier 1	Monitor	09/03/2013	06/28/2019	\$2500	Title II Part A	Building administrators, counselors, and teachers.
Activity - Supporting Students with ASD & Accommodating Curriculum for Special Needs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will learn about Autism and Aspergers. All staff will learn about and apply Universal supports to their lessons and accommodations as needed by students. -workshop facilitated during PD -Team meeting logs will reflect dialogue and discussion centered on Universal Supports and ASD accommodations. Teacher lesson plans will reflect application. -Peer-to-Peer groups	Professional Learning, Teacher Collaboration, Behavioral Support Program, Academic Support Program, Direct Instruction, Extra Curricular	Tier 2	Monitor	09/03/2013	06/28/2019	\$0	No Funding Required	Building administrators, counselors and teachers.
Activity - Use of Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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West Intermediate School

All staff will continue to apply thinking maps in their instruction and assignments. i. Review time during beginning of school PD ii. Team meeting logs will reflect dialogue and discussion centered on Thinking Map applications. Teacher lesson plans will reflect application. iii. PD related to converting existing graphic organizers	Professional Learning, Teacher Collaboration, Curriculum Development, Recruitment and Retention, Supplemental Materials, Academic Support Program, Direct Instruction	Tier 1	Monitor	09/03/2013	06/28/2019	\$0	No Funding Required	Building administrators and teachers.
Activity - Responsible Thinking Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTP is very much like PBIS but is more interactive and is used systematically in classes at every step. All staff will be trained on August 27-28, 2013 so consistency is ensured.	Behavioral Support Program	Tier 2	Monitor	08/27/2013	06/29/2018	\$55000	Title II Part A	All staff at West Intermediate School.
Activity - Math Support Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3 sections of math support, 1 for 7th grade and 2 for 8th, were added to intervene and address deficient mathematical skills.	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/07/2015	06/30/2017	\$100000	Section 31a	Teachers of mathematics and administration.

(shared) Strategy 2:

Using Formative Assessments in Decision Making - Teachers will learn about and implement data-based decision making including formative and summative assessment strategies with a focus on improving the proficiency levels of economically disadvantaged students, students with disabilities, Native American students and other at-risk learners.

Category:

Research Cited: Guskey, Thomas, R. and Bailey, Jane M. (2001). Developing Grading and Reporting System Systems for Student Learning. Corwin Press, Inc.

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National

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West Intermediate School

Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Marzano, Robert J. (2006). Classroom Assessment and Grading That Work. ASCD

Marzano, Robert, J., Waters, Timothy, McNulky, Brian (2005). School Leadership that Works. ASCD.

Schmoker, Mike (2006) Results Now. ASCD.

Tier: Tier 1

Activity - Assessment Workshop/Guided Work Session	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Secondary district staff will participate in professional development to learn about, develop department and building level plans and develop timelines and procedures for implementing research-based practices relating to homework and grading.	Professional Learning		Monitor	08/01/2016	06/30/2017	\$0	No Funding Required	Building administrators and teachers.
Activity - Student Engagement Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West staff will devote time to selected article and book studies on this topic ensuring all staff have a common language and prior knowledge. -Staff, team and department meeting logs will reflect dialogue and discussion centered on assessment practices.	Professional Learning	Tier 1	Implement	09/05/2016	06/29/2018	\$0	No Funding Required	Building administrators and teachers.
Activity - Use of Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will devote their team planning time to diagnosing learning challenges and to learn about strategies to support at-risk learners. This will include examining student achievement data and the use of M-Step, NWEA and At-Risk factors. -Team meeting logs will reflect dialogue and discussion centered on student work and data collected from formative and summative assessments.	Professional Learning	Tier 1	Monitor	09/01/2015	06/29/2018	\$0	No Funding Required	Building administrators and teachers.
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Academic teams will use data from norm referenced assessments such as NWEA to create support programs for students.	Professional Learning, Teacher Collaboration, Parent Involvement, Curriculum Development, Behavioral Support Program, Technology, Academic Support Program, Direct Instruction	Tier 1	Implement	11/03/2014	06/29/2018	\$0	Section 31a	Core teachers involved in team planning
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Activity - At-Risk Math support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have been identified using state At-Risk criteria and local common assessments	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/01/2015	06/29/2018	\$40000	Section 31a	Building principal teachers of mathematics.

Activity - At-Risk Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on state 31a criteria, students are identified for support academically and socially	Academic Support Program	Tier 2	Monitor	09/01/2015	06/29/2018	\$100000	Section 31a, General Fund	Building principal, At-Risk Counselor

Measurable Objective 2:

A 25% increase of Bottom 30% and American Indian or Alaska Native students will demonstrate a proficiency level in Mathematics by 05/27/2016 as measured by state assessment.

(shared) Strategy 1:

Differentiated Instruction - Teachers will learn about and implement effective instructional strategies including differentiated instructional strategies with a focus on improving the mathematics proficiency levels of underachieving students.

Category:

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (Rtl) for elementary and middle schools

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West Intermediate School

(NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Hyde, Arthur (2006). *Comprehending Math: Adapting Reading Strategies to Teach Mathematics*, K-6. Heinemann

Sousa, David A. (2008) *How the Brain Learns Mathematics*. Corwin Press

Payne, Ruby K. (1996) *A Framework for Understanding Poverty*. Aha! Process, Inc.

Scientific Method as presented in 7th grade science GLCE's.

Tier: Tier 1

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in co-teaching arrangements in mathematics.	Teacher Collaboration, Behavioral Support Program, Academic Support Program, Direct Instruction	Tier 1	Monitor	09/03/2013	05/01/2018	\$40000	Special Education	Building administrators, special education and math teachers.

Activity - Staff Training in DI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Training will occur through multiple venues. Selected teachers will attend conferences and spend some/all their sessions focused on Differentiated Instruction. These strategies will be brought back to the building and taught to other staff. PD time will be allotted to share strategies following the conference.	Professional Learning, Teacher Collaboration, Curriculum Development, Academic Support Program, Direct Instruction	Tier 1	Monitor	09/03/2013	06/28/2019	\$2500	Title II Part A	Building administrators, counselors, and teachers.

Activity - Supporting Students with ASD & Accommodating Curriculum for Special Needs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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All staff will learn about Autism and Aspergers. All staff will learn about and apply Universal supports to their lessons and accomodations as needed by students. -workshop facilitated during PD -Team meeting logs will reflect dialogue and discussion centered on Universal Supports and ASD accomodations. Teacher lesson plans will reflect application. -Peer-to-Peer groups	Professional Learning, Teacher Collaboration, Behavioral Support Program, Academic Support Program, Direct Instruction, Extra Curricular	Tier 2	Monitor	09/03/2013	06/28/2019	\$0	No Funding Required	Building administrators, counselors and teachers.
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Activity - Use of Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will continue to apply thinking maps in their instruction and assignments. i. Review time during beginning of school PD ii. Team meeting logs will reflect dialogue and discussion centered on Thinking Map applications. Teacher lesson plans will reflect application. iii. PD related to converting existing graphic organizers	Professional Learning, Teacher Collaboration, Curriculum Development, Recruitment and Retention, Supplemental Materials, Academic Support Program, Direct Instruction	Tier 1	Monitor	09/03/2013	06/28/2019	\$0	No Funding Required	Building administrators and teachers.

Activity - Responsible Thinking Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTP is very much like PBIS but is more interactive and is used systematically in classes at every step. All staff will be trained on August 27-28, 2013 so consistency is ensured.	Behavioral Support Program	Tier 2	Monitor	08/27/2013	06/29/2018	\$55000	Title II Part A	All staff at West Intermediate School.

Activity - Math Support Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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3 sections of math support, 1 for 7th grade and 2 for 8th, were added to intervene and address deficient mathematical skills.	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/07/2015	06/30/2017	\$100000	Section 31a	Teachers of mathematics and administration.
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(shared) Strategy 2:

Using Formative Assessments in Decision Making - Teachers will learn about and implement data-based decision making including formative and summative assessment strategies with a focus on improving the proficiency levels of economically disadvantaged students, students with disabilities, Native American students and other at-risk learners.

Category:

Research Cited: Guskey, Thomas, R. and Bailey, Jane M. (2001). Developing Grading and Reporting System Systems for Student Learning. Corwin Press, Inc.

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Marzano, Robert J. (2006). Classroom Assessment and Grading That Work. ASCD

Marzano, Robert, J., Waters, Timothy, McNulky, Brian (2005). School Leadership that Works. ASCD.

Schmoker, Mike (2006) Results Now. ASCD.

Tier: Tier 1

Activity - Assessment Workshop/Guided Work Session	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Secondary district staff will participate in professional development to learn about, develop department and building level plans and develop timelines and procedures for implementing research-based practices relating to homework and grading.	Professional Learning		Monitor	08/01/2016	06/30/2017	\$0	No Funding Required	Building administrators and teachers.

Activity - Student Engagement Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West staff will devote time to selected article and book studies on this topic ensuring all staff have a common language and prior knowledge. -Staff, team and department meeting logs will reflect dialogue and discussion centered on assessment practices.	Professional Learning	Tier 1	Implement	09/05/2016	06/29/2018	\$0	No Funding Required	Building administrators and teachers.

School Improvement Plan

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Activity - Use of Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will devote their team planning time to diagnosing learning challenges and to learn about strategies to support at-risk learners. This will include examining student achievement data and the use of M-Step, NWEA and At-Risk factors. -Team meeting logs will reflect dialogue and discussion centered on student work and data collected from formative and summative assessments.	Professional Learning	Tier 1	Monitor	09/01/2015	06/29/2018	\$0	No Funding Required	Building administrators and teachers.
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic teams will use data from norm referenced assessments such as NWEA to create support programs for students.	Professional Learning, Teacher Collaboration, Parent Involvement, Curriculum Development, Behavioral Support Program, Technology, Academic Support Program, Direct Instruction	Tier 1	Implement	11/03/2014	06/29/2018	\$0	Section 31a	Core teachers involved in team planning
Activity - At-Risk Math support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have been identified using state At-Risk criteria and local common assessments	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/01/2015	06/29/2018	\$40000	Section 31a	Building principal teachers of mathematics.
Activity - At-Risk Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on state 31a criteria, students are identified for support academically and socially	Academic Support Program	Tier 2	Monitor	09/01/2015	06/29/2018	\$100000	General Fund, Section 31a	Building principal, At-Risk Counselor

School Improvement Plan

West Intermediate School

Measurable Objective 3:

A 25% increase of Bottom 30%, Economically Disadvantaged and American Indian or Alaska Native students will demonstrate a proficiency level in Mathematics by 05/27/2016 as measured by state assessment.

(shared) Strategy 1:

Differentiated Instruction - Teachers will learn about and implement effective instructional strategies including differentiated instructional strategies with a focus on improving the mathematics proficiency levels of underachieving students.

Category:

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Hyde, Arthur (2006). Comprehending Math: Adapting Reading Strategies to Teach Mathematics, K-6. Heinemann

Sousa, David A. (2008) How the Brain Learns Mathematics. Corwin Press

Payne, Ruby K. (1996) A Framework for Understanding Poverty. Aha! Process, Inc.

Scientific Method as presented in 7th grade science GLCE's.

Tier: Tier 1

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in co-teaching arrangements in mathematics.	Teacher Collaboration, Behavioral Support Program, Academic Support Program, Direct Instruction	Tier 1	Monitor	09/03/2013	05/01/2018	\$40000	Special Education	Building administrators, special education and math teachers.

Activity - Staff Training in DI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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West Intermediate School

Staff Training will occur through multiple venues. Selected teachers will attend conferences and spend some/all their sessions focused on Differentiated Instruction. These strategies will be brought back to the building and taught to other staff. PD time will be allotted to share strategies following the conference.	Professional Learning, Teacher Collaboration, Curriculum Development, Academic Support Program, Direct Instruction	Tier 1	Monitor	09/03/2013	06/28/2019	\$2500	Title II Part A	Building administrators, counselors, and teachers.
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Activity - Supporting Students with ASD & Accommodating Curriculum for Special Needs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will learn about Autism and Aspergers. All staff will learn about and apply Universal supports to their lessons and accommodations as needed by students. -workshop facilitated during PD -Team meeting logs will reflect dialogue and discussion centered on Universal Supports and ASD accommodations. Teacher lesson plans will reflect application. -Peer-to-Peer groups	Professional Learning, Teacher Collaboration, Behavioral Support Program, Academic Support Program, Direct Instruction, Extra Curricular	Tier 2	Monitor	09/03/2013	06/28/2019	\$0	No Funding Required	Building administrators, counselors and teachers.

Activity - Use of Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

West Intermediate School

All staff will continue to apply thinking maps in their instruction and assignments. i. Review time during beginning of school PD ii. Team meeting logs will reflect dialogue and discussion centered on Thinking Map applications. Teacher lesson plans will reflect application. iii. PD related to converting existing graphic organizers	Professional Learning, Teacher Collaboration, Curriculum Development, Recruitment and Retention, Supplemental Materials, Academic Support Program, Direct Instruction	Tier 1	Monitor	09/03/2013	06/28/2019	\$0	No Funding Required	Building administrators and teachers.
Activity - Responsible Thinking Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTP is very much like PBIS but is more interactive and is used systematically in classes at every step. All staff will be trained on August 27-28, 2013 so consistency is ensured.	Behavioral Support Program	Tier 2	Monitor	08/27/2013	06/29/2018	\$55000	Title II Part A	All staff at West Intermediate School.
Activity - Math Support Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3 sections of math support, 1 for 7th grade and 2 for 8th, were added to intervene and address deficient mathematical skills.	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/07/2015	06/30/2017	\$100000	Section 31a	Teachers of mathematics and administration.

(shared) Strategy 2:

Using Formative Assessments in Decision Making - Teachers will learn about and implement data-based decision making including formative and summative assessment strategies with a focus on improving the proficiency levels of economically disadvantaged students, students with disabilities, Native American students and other at-risk learners.

Category:

Research Cited: Guskey, Thomas, R. and Bailey, Jane M. (2001). Developing Grading and Reporting System Systems for Student Learning. Corwin Press, Inc.

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National

School Improvement Plan

West Intermediate School

Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Marzano, Robert J. (2006). Classroom Assessment and Grading That Work. ASCD

Marzano, Robert, J., Waters, Timothy, McNulky, Brian (2005). School Leadership that Works. ASCD.

Schmoker, Mike (2006) Results Now. ASCD.

Tier: Tier 1

Activity - Assessment Workshop/Guided Work Session	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Secondary district staff will participate in professional development to learn about, develop department and building level plans and develop timelines and procedures for implementing research-based practices relating to homework and grading.	Professional Learning		Monitor	08/01/2016	06/30/2017	\$0	No Funding Required	Building administrators and teachers.
Activity - Student Engagement Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West staff will devote time to selected article and book studies on this topic ensuring all staff have a common language and prior knowledge. -Staff, team and department meeting logs will reflect dialogue and discussion centered on assessment practices.	Professional Learning	Tier 1	Implement	09/05/2016	06/29/2018	\$0	No Funding Required	Building administrators and teachers.
Activity - Use of Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will devote their team planning time to diagnosing learning challenges and to learn about strategies to support at-risk learners. This will include examining student achievement data and the use of M-Step, NWEA and At-Risk factors. -Team meeting logs will reflect dialogue and discussion centered on student work and data collected from formative and summative assessments.	Professional Learning	Tier 1	Monitor	09/01/2015	06/29/2018	\$0	No Funding Required	Building administrators and teachers.
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

West Intermediate School

Academic teams will use data from norm referenced assessments such as NWEA to create support programs for students.	Professional Learning, Teacher Collaboration, Parent Involvement, Curriculum Development, Behavioral Support Program, Technology, Academic Support Program, Direct Instruction	Tier 1	Implement	11/03/2014	06/29/2018	\$0	Section 31a	Core teachers involved in team planning
Activity - At-Risk Math support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have been identified using state At-Risk criteria and local common assessments	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/01/2015	06/29/2018	\$40000	Section 31a	Building principal teachers of mathematics.
Activity - At-Risk Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on state 31a criteria, students are identified for support academically and socially	Academic Support Program	Tier 2	Monitor	09/01/2015	06/29/2018	\$100000	Section 31a, General Fund	Building principal, At-Risk Counselor

Measurable Objective 4:

A 27% increase of Bottom 30%, Students with Disabilities and American Indian or Alaska Native students will demonstrate a proficiency level in Mathematics by 05/27/2016 as measured by state assessment.

(shared) Strategy 1:

Differentiated Instruction - Teachers will learn about and implement effective instructional strategies including differentiated instructional strategies with a focus on improving the mathematics proficiency levels of underachieving students.

Category:

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools

School Improvement Plan

West Intermediate School

(NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Hyde, Arthur (2006). *Comprehending Math: Adapting Reading Strategies to Teach Mathematics*, K-6. Heinemann

Sousa, David A. (2008) *How the Brain Learns Mathematics*. Corwin Press

Payne, Ruby K. (1996) *A Framework for Understanding Poverty*. Aha! Process, Inc.

Scientific Method as presented in 7th grade science GLCE's.

Tier: Tier 1

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in co-teaching arrangements in mathematics.	Teacher Collaboration, Behavioral Support Program, Academic Support Program, Direct Instruction	Tier 1	Monitor	09/03/2013	05/01/2018	\$40000	Special Education	Building administrators, special education and math teachers.

Activity - Staff Training in DI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Training will occur through multiple venues. Selected teachers will attend conferences and spend some/all their sessions focused on Differentiated Instruction. These strategies will be brought back to the building and taught to other staff. PD time will be allotted to share strategies following the conference.	Professional Learning, Teacher Collaboration, Curriculum Development, Academic Support Program, Direct Instruction	Tier 1	Monitor	09/03/2013	06/28/2019	\$2500	Title II Part A	Building administrators, counselors, and teachers.

Activity - Supporting Students with ASD & Accommodating Curriculum for Special Needs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

West Intermediate School

All staff will learn about Autism and Aspergers. All staff will learn about and apply Universal supports to their lessons and accommodations as needed by students. -workshop facilitated during PD -Team meeting logs will reflect dialogue and discussion centered on Universal Supports and ASD accommodations. Teacher lesson plans will reflect application. -Peer-to-Peer groups	Professional Learning, Teacher Collaboration, Behavioral Support Program, Academic Support Program, Direct Instruction, Extra Curricular	Tier 2	Monitor	09/03/2013	06/28/2019	\$0	No Funding Required	Building administrators, counselors and teachers.
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Activity - Use of Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will continue to apply thinking maps in their instruction and assignments. i. Review time during beginning of school PD ii. Team meeting logs will reflect dialogue and discussion centered on Thinking Map applications. Teacher lesson plans will reflect application. iii. PD related to converting existing graphic organizers	Professional Learning, Teacher Collaboration, Curriculum Development, Recruitment and Retention, Supplemental Materials, Academic Support Program, Direct Instruction	Tier 1	Monitor	09/03/2013	06/28/2019	\$0	No Funding Required	Building administrators and teachers.

Activity - Responsible Thinking Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTP is very much like PBIS but is more interactive and is used systematically in classes at every step. All staff will be trained on August 27-28, 2013 so consistency is ensured.	Behavioral Support Program	Tier 2	Monitor	08/27/2013	06/29/2018	\$55000	Title II Part A	All staff at West Intermediate School.

Activity - Math Support Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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3 sections of math support, 1 for 7th grade and 2 for 8th, were added to intervene and address deficient mathematical skills.	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/07/2015	06/30/2017	\$100000	Section 31a	Teachers of mathematics and administration.
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(shared) Strategy 2:

Using Formative Assessments in Decision Making - Teachers will learn about and implement data-based decision making including formative and summative assessment strategies with a focus on improving the proficiency levels of economically disadvantaged students, students with disabilities, Native American students and other at-risk learners.

Category:

Research Cited: Guskey, Thomas, R. and Bailey, Jane M. (2001). Developing Grading and Reporting System Systems for Student Learning. Corwin Press, Inc.

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Marzano, Robert J. (2006). Classroom Assessment and Grading That Work. ASCD

Marzano, Robert, J., Waters, Timothy, McNulky, Brian (2005). School Leadership that Works. ASCD.

Schmoker, Mike (2006) Results Now. ASCD.

Tier: Tier 1

Activity - Assessment Workshop/Guided Work Session	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Secondary district staff will participate in professional development to learn about, develop department and building level plans and develop timelines and procedures for implementing research-based practices relating to homework and grading.	Professional Learning		Monitor	08/01/2016	06/30/2017	\$0	No Funding Required	Building administrators and teachers.

Activity - Student Engagement Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West staff will devote time to selected article and book studies on this topic ensuring all staff have a common language and prior knowledge. -Staff, team and department meeting logs will reflect dialogue and discussion centered on assessment practices.	Professional Learning	Tier 1	Implement	09/05/2016	06/29/2018	\$0	No Funding Required	Building administrators and teachers.

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Activity - Use of Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will devote their team planning time to diagnosing learning challenges and to learn about strategies to support at-risk learners. This will include examining student achievement data and the use of M-Step, NWEA and At-Risk factors. -Team meeting logs will reflect dialogue and discussion centered on student work and data collected from formative and summative assessments.	Professional Learning	Tier 1	Monitor	09/01/2015	06/29/2018	\$0	No Funding Required	Building administrators and teachers.
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic teams will use data from norm referenced assessments such as NWEA to create support programs for students.	Professional Learning, Teacher Collaboration, Parent Involvement, Curriculum Development, Behavioral Support Program, Technology, Academic Support Program, Direct Instruction	Tier 1	Implement	11/03/2014	06/29/2018	\$0	Section 31a	Core teachers involved in team planning
Activity - At-Risk Math support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have been identified using state At-Risk criteria and local common assessments	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/01/2015	06/29/2018	\$40000	Section 31a	Building principal teachers of mathematics.
Activity - At-Risk Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on state 31a criteria, students are identified for support academically and socially	Academic Support Program	Tier 2	Monitor	09/01/2015	06/29/2018	\$100000	Section 31a, General Fund	Building principal, At-Risk Counselor

Goal 2: All students at West Intermediate will become proficient in reading.

Measurable Objective 1:

85% of 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 level in English Language Arts by 05/27/2022 as measured by state assessment.

(shared) Strategy 1:

Differentiated Instruction - Building staff will learn about and implement differentiated instructional strategies for all students with a focus on improving the proficiency levels of underachieving students.

Category:

Research Cited: Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027).

Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Haafer, Diane, Klingner, Janette, Vaughn, Sharon (2007) Evidence-Based Reading Practices for Response to Intervention. Paul H, Brookes Publishing Co.

Bates, Lauren, Breslow, Nicole and Hupert, Naomi (2009) Five States' Efforts to Improve Adolescent Literacy. IES National Center for Education Evaluation and Regional Assistance, U.S. Department of Education.

Tier: Tier 1

Activity - Co-teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in co-teaching arrangements in various courses. Results will be shared with the rest of staff.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/28/2019	\$40000	Special Education	Building administrators, special education, core teachers and some exploratory/elective teachers.

Activity - Reading Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

West Intermediate School

Teachers will focus on a standardized set of informational Reading Strategies a. Staff Training: SIT will review previous programs and organize PD related to sharing and implementing the common language and structure. b. Reading Across the Curriculum: All staff will review and prompt strategies when reading informational texts.	Professional Learning	Tier 1	Monitor	09/03/2013	06/28/2019	\$0	No Funding Required	Building administrators and teachers.
Activity - Staff Training in DI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Training will occur through multiple venues. Selected teachers will attend conferences and spend some/all their sessions focused on Differentiated Instruction. These strategies will be brought back to the building and taught to other staff. PD time will be allotted to share strategies following the conference.	Professional Learning, Technology	Tier 1	Monitor	09/05/2016	06/30/2017	\$0	No Funding Required	Building administrators, counselors and teachers.
Activity - Supporting Students with ASD & Accommodating Curriculum for Special Needs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will learn about Autism and Aspergers. All staff will learn about and apply Universal supports to their lessons and accommodations as needed by students. -workshop -Team meeting logs will reflect dialogue and discussion centered on Universal Supports and ASD accommodations. Teacher lesson plans will reflect application.	Professional Learning, Behavioral Support Program, Supplemental Materials, Technology, Policy and Process	Tier 1	Monitor	09/03/2013	06/28/2019	\$0	No Funding Required	Building administrators, teachers and support staff.
Activity - Use of Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will continue to apply thinking maps in their instruction and assignments. i. Review time during beginning of school PD ii. Team meeting logs will reflect dialogue and discussion centered on Thinking Map applications. Teacher lesson plans will reflect application. iii. PD related to converting existing graphic organizers	Academic Support Program, Direct Instruction	Tier 1	Monitor	09/05/2016	06/28/2019	\$0	No Funding Required	Building administrators and teachers.

(shared) Strategy 2:

Using Formative Assessments in Decision Making - Teachers will learn about and implement data-based decision making including formative and summative assessment strategies with a focus on improving the proficiency levels of economically disadvantaged students, students with disabilities and other at-risk learners.

School Improvement Plan

West Intermediate School

Category:

Research Cited: Guskey, Thomas, R. and Bailey, Jane M. (2001). Developing Grading and Reporting System Systems for Student Learning. Corwin Press, Inc. Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.
 Marzano, Robert J. (2006). Classroom Assessment and Grading That Work. ASCD
 Marzano, Robert, J., Waters, Timothy, McNulky, Brian (2005). School Leadership that Works. ASCD.
 Schmoker, Mike (2006) Results Now. ASCD.

Tier: Tier 1

Activity - Assessment Workshop/Guided Work Session	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Secondary district staff has participated in professional development to learn about, develop department and building level plans and develop timelines and procedures for implementing research-based practices relating to homework and grading. This will continue and be continually monitored during staff and team meetings.	Professional Learning, Teacher Collaboration, Technology	Tier 1	Monitor	09/05/2016	06/28/2019	\$2000	General Fund	Administrators and teachers.
Activity - Use of Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will use of their time to diagnosing learning challenges and to learn about strategies to support at-risk learners. This will include examining student work, data from M-Step, NWEA and pre/post tests. -PD time will be used to familiarize other staff with using technology (i.e. Illuminate) to track student progress. -Team and department meeting logs will reflect dialogue and discussion centered on student work and data collected from formative and summative assessments.	Technology, Direct Instruction	Tier 1	Monitor	09/07/2015	06/29/2018	\$0	No Funding Required	Administrators and teachers.
Activity - Reading support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using state At-Risk criteria, students will be identified to receive a reading support class.	Academic Support Program	Tier 2	Monitor	09/05/2016	06/28/2019	\$100000	Section 31a	Building principal, Reading Teacher

Measurable Objective 2:

A 15% increase of Bottom 30% and American Indian or Alaska Native students will demonstrate a proficiency levels in English Language Arts by 05/27/2016 as measured by state assessment.

School Improvement Plan

West Intermediate School

(shared) Strategy 1:

Differentiated Instruction - Building staff will learn about and implement differentiated instructional strategies for all students with a focus on improving the proficiency levels of underachieving students.

Category:

Research Cited: Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027).

Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Haafer, Diane, Klingner, Janette, Vaughn, Sharon (2007) Evidence-Based Reading Practices for Response to Intervention. Paul H, Brookes Publishing Co.

Bates, Lauren, Breslow, Nicole and Hupert, Naomi (2009) Five States' Efforts to Improve Adolescent Literacy. IES National Center for Education Evaluation and Regional Assistance, U.S. Department of Education.

Tier: Tier 1

Activity - Co-teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in co-teaching arrangements in various courses. Results will be shared with the rest of staff.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/28/2019	\$40000	Special Education	Building administrators, special education, core teachers and some exploratory/elective teachers.

Activity - Reading Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on a standardized set of informational Reading Strategies a. Staff Training: SIT will review previous programs and organize PD related to sharing and implementing the common language and structure. b. Reading Across the Curriculum: All staff will review and prompt strategies when reading informational texts.	Professional Learning	Tier 1	Monitor	09/03/2013	06/28/2019	\$0	No Funding Required	Building administrators and teachers.

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Activity - Staff Training in DI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Training will occur through multiple venues. Selected teachers will attend conferences and spend some/all their sessions focused on Differentiated Instruction. These strategies will be brought back to the building and taught to other staff. PD time will be allotted to share strategies following the conference.	Professional Learning, Technology	Tier 1	Monitor	09/05/2016	06/30/2017	\$0	No Funding Required	Building administrators, counselors and teachers.
Activity - Supporting Students with ASD & Accommodating Curriculum for Special Needs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will learn about Autism and Aspergers. All staff will learn about and apply Universal supports to their lessons and accommodations as needed by students. -workshop -Team meeting logs will reflect dialogue and discussion centered on Universal Supports and ASD accommodations. Teacher lesson plans will reflect application.	Professional Learning, Behavioral Support Program, Supplemental Materials, Technology, Policy and Process	Tier 1	Monitor	09/03/2013	06/28/2019	\$0	No Funding Required	Building administrators, teachers and support staff.
Activity - Use of Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will continue to apply thinking maps in their instruction and assignments. i. Review time during beginning of school PD ii. Team meeting logs will reflect dialogue and discussion centered on Thinking Map applications. Teacher lesson plans will reflect application. iii. PD related to converting existing graphic organizers	Academic Support Program, Direct Instruction	Tier 1	Monitor	09/05/2016	06/28/2019	\$0	No Funding Required	Building administrators and teachers.

(shared) Strategy 2:

Using Formative Assessments in Decision Making - Teachers will learn about and implement data-based decision making including formative and summative assessment strategies with a focus on improving the proficiency levels of economically disadvantaged students, students with disabilities and other at-risk learners.

Category:

Research Cited: Guskey, Thomas, R. and Bailey, Jane M. (2001). Developing Grading and Reporting System Systems for Student Learning. Corwin Press, Inc.

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

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West Intermediate School

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Schmoker, Mike (2006) Results Now. ASCD.

Tier: Tier 1

Activity - Assessment Workshop/Guided Work Session	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Secondary district staff has participated in professional development to learn about, develop department and building level plans and develop timelines and procedures for implementing research-based practices relating to homework and grading. This will continue and be continually monitored during staff and team meetings.	Professional Learning, Teacher Collaboration, Technology	Tier 1	Monitor	09/05/2016	06/28/2019	\$2000	General Fund	Administrators and teachers.
Activity - Use of Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will use of their time to diagnosing learning challenges and to learn about strategies to support at-risk learners. This will include examining student work, data from M-Step, NWEA and pre/post tests. -PD time will be used to familiarize other staff with using technology (i.e. Illuminate) to track student progress. -Team and department meeting logs will reflect dialogue and discussion centered on student work and data collected from formative and summative assessments.	Technology, Direct Instruction	Tier 1	Monitor	09/07/2015	06/29/2018	\$0	No Funding Required	Administrators and teachers.
Activity - Reading support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using state At-Risk criteria, students will be identified to receive a reading support class.	Academic Support Program	Tier 2	Monitor	09/05/2016	06/28/2019	\$100000	Section 31a	Building principal, Reading Teacher

Measurable Objective 3:

A 10% increase of Bottom 30% and Economically Disadvantaged students will demonstrate a proficiency levels in English Language Arts by 05/27/2016 as measured by state assessment.

(shared) Strategy 1:

Differentiated Instruction - Building staff will learn about and implement differentiated instructional strategies for all students with a focus on improving the proficiency levels of underachieving students.

Category:

Research Cited: Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027).

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Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

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Bates, Lauren, Breslow, Nicole and Hupert, Naomi (2009) Five States' Efforts to Improve Adolescent Literacy. IES National Center for Education Evaluation and Regional Assistance, U.S. Department of Education.

Tier: Tier 1

Activity - Co-teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in co-teaching arrangements in various courses. Results will be shared with the rest of staff.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/28/2019	\$40000	Special Education	Building administrators, special education, core teachers and some exploratory/elective teachers.

Activity - Reading Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on a standardized set of informational Reading Strategies a. Staff Training: SIT will review previous programs and organize PD related to sharing and implementing the common language and structure. b. Reading Across the Curriculum: All staff will review and prompt strategies when reading informational texts.	Professional Learning	Tier 1	Monitor	09/03/2013	06/28/2019	\$0	No Funding Required	Building administrators and teachers.

Activity - Staff Training in DI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Training will occur through multiple venues. Selected teachers will attend conferences and spend some/all their sessions focused on Differentiated Instruction. These strategies will be brought back to the building and taught to other staff. PD time will be allotted to share strategies following the conference.	Professional Learning, Technology	Tier 1	Monitor	09/05/2016	06/30/2017	\$0	No Funding Required	Building administrators, counselors and teachers.

School Improvement Plan

West Intermediate School

Activity - Supporting Students with ASD & Accommodating Curriculum for Special Needs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will learn about Autism and Aspergers. All staff will learn about and apply Universal supports to their lessons and accommodations as needed by students. -workshop -Team meeting logs will reflect dialogue and discussion centered on Universal Supports and ASD accommodations. Teacher lesson plans will reflect application.	Professional Learning, Behavioral Support Program, Supplemental Materials, Technology, Policy and Process	Tier 1	Monitor	09/03/2013	06/28/2019	\$0	No Funding Required	Building administrators, teachers and support staff.

Activity - Use of Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will continue to apply thinking maps in their instruction and assignments. i. Review time during beginning of school PD ii. Team meeting logs will reflect dialogue and discussion centered on Thinking Map applications. Teacher lesson plans will reflect application. iii. PD related to converting existing graphic organizers	Academic Support Program, Direct Instruction	Tier 1	Monitor	09/05/2016	06/28/2019	\$0	No Funding Required	Building administrators and teachers.

(shared) Strategy 2:

Using Formative Assessments in Decision Making - Teachers will learn about and implement data-based decision making including formative and summative assessment strategies with a focus on improving the proficiency levels of economically disadvantaged students, students with disabilities and other at-risk learners.

Category:

Research Cited: Guskey, Thomas, R. and Bailey, Jane M. (2001). Developing Grading and Reporting System Systems for Student Learning. Corwin Press, Inc.

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Marzano, Robert J. (2006). Classroom Assessment and Grading That Work. ASCD

Marzano, Robert, J., Waters, Timothy, McNulky, Brian (2005). School Leadership that Works. ASCD.

Schmoker, Mike (2006) Results Now. ASCD.

Tier: Tier 1

Activity - Assessment Workshop/Guided Work Session	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

West Intermediate School

All Secondary district staff has participated in professional development to learn about, develop department and building level plans and develop timelines and procedures for implementing research-based practices relating to homework and grading. This will continue and be continually monitored during staff and team meetings.	Professional Learning, Teacher Collaboration, Technology	Tier 1	Monitor	09/05/2016	06/28/2019	\$2000	General Fund	Administrators and teachers.
Activity - Use of Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will use of their time to diagnosing learning challenges and to learn about strategies to support at-risk learners. This will include examining student work, data from M-Step, NWEA and pre/post tests. -PD time will be used to familiarize other staff with using technology (i.e. Illuminate) to track student progress. -Team and department meeting logs will reflect dialogue and discussion centered on student work and data collected from formative and summative assessments.	Technology , Direct Instruction	Tier 1	Monitor	09/07/2015	06/29/2018	\$0	No Funding Required	Administrators and teachers.
Activity - Reading support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using state At-Risk criteria, students will be identified to receive a reading support class.	Academic Support Program	Tier 2	Monitor	09/05/2016	06/28/2019	\$100000	Section 31a	Building principal, Reading Teacher

Measurable Objective 4:

A 19% increase of Bottom 30% and Students with Disabilities students will demonstrate a proficiency levels in English Language Arts by 05/27/2016 as measured by S.

(shared) Strategy 1:

Differentiated Instruction - Building staff will learn about and implement differentiated instructional strategies for all students with a focus on improving the proficiency levels of underachieving students.

Category:

Research Cited: Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027).

Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Haafer, Diane, Klingner, Janette, Vaughn, Sharon (2007) Evidence-Based Reading Practices for Response to Intervention. Paul H, Brookes Publishing Co.

School Improvement Plan

West Intermediate School

Bates, Lauren, Breslow, Nicole and Hupert, Naomi (2009) Five States' Efforts to Improve Adolescent Literacy. IES National Center for Education Evaluation and Regional Assistance, U.S. Department of Education.

Tier: Tier 1

Activity - Co-teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in co-teaching arrangements in various courses. Results will be shared with the rest of staff.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/28/2019	\$40000	Special Education	Building administrators, special education, core teachers and some exploratory/elective teachers.
Activity - Reading Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on a standardized set of informational Reading Strategies a. Staff Training: SIT will review previous programs and organize PD related to sharing and implementing the common language and structure. b. Reading Across the Curriculum: All staff will review and prompt strategies when reading informational texts.	Professional Learning	Tier 1	Monitor	09/03/2013	06/28/2019	\$0	No Funding Required	Building administrators and teachers.
Activity - Staff Training in DI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Training will occur through multiple venues. Selected teachers will attend conferences and spend some/all their sessions focused on Differentiated Instruction. These strategies will be brought back to the building and taught to other staff. PD time will be allotted to share strategies following the conference.	Professional Learning, Technology	Tier 1	Monitor	09/05/2016	06/30/2017	\$0	No Funding Required	Building administrators, counselors and teachers.
Activity - Supporting Students with ASD & Accommodating Curriculum for Special Needs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

West Intermediate School

All staff will learn about Autism and Aspergers. All staff will learn about and apply Universal supports to their lessons and accommodations as needed by students. -workshop -Team meeting logs will reflect dialogue and discussion centered on Universal Supports and ASD accommodations. Teacher lesson plans will reflect application.	Professional Learning, Behavioral Support Program, Supplemental Materials, Technology, Policy and Process	Tier 1	Monitor	09/03/2013	06/28/2019	\$0	No Funding Required	Building administrators, teachers and support staff.
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Activity - Use of Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will continue to apply thinking maps in their instruction and assignments. i. Review time during beginning of school PD ii. Team meeting logs will reflect dialogue and discussion centered on Thinking Map applications. Teacher lesson plans will reflect application. iii. PD related to converting existing graphic organizers	Academic Support Program, Direct Instruction	Tier 1	Monitor	09/05/2016	06/28/2019	\$0	No Funding Required	Building administrators and teachers.

(shared) Strategy 2:

Using Formative Assessments in Decision Making - Teachers will learn about and implement data-based decision making including formative and summative assessment strategies with a focus on improving the proficiency levels of economically disadvantaged students, students with disabilities and other at-risk learners.

Category:

Research Cited: Guskey, Thomas, R. and Bailey, Jane M. (2001). Developing Grading and Reporting System Systems for Student Learning. Corwin Press, Inc. Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Marzano, Robert J. (2006). Classroom Assessment and Grading That Work. ASCD

Marzano, Robert, J., Waters, Timothy, McNulky, Brian (2005). School Leadership that Works. ASCD.

Schmoker, Mike (2006) Results Now. ASCD.

Tier: Tier 1

Activity - Assessment Workshop/Guided Work Session	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

West Intermediate School

All Secondary district staff has participated in professional development to learn about, develop department and building level plans and develop timelines and procedures for implementing research-based practices relating to homework and grading. This will continue and be continually monitored during staff and team meetings.	Professional Learning, Teacher Collaboration, Technology	Tier 1	Monitor	09/05/2016	06/28/2019	\$2000	General Fund	Administrators and teachers.
Activity - Use of Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will use of their time to diagnosing learning challenges and to learn about strategies to support at-risk learners. This will include examining student work, data from M-Step, NWEA and pre/post tests. -PD time will be used to familiarize other staff with using technology (i.e. Illuminate) to track student progress. -Team and department meeting logs will reflect dialogue and discussion centered on student work and data collected from formative and summative assessments.	Technology , Direct Instruction	Tier 1	Monitor	09/07/2015	06/29/2018	\$0	No Funding Required	Administrators and teachers.
Activity - Reading support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using state At-Risk criteria, students will be identified to receive a reading support class.	Academic Support Program	Tier 2	Monitor	09/05/2016	06/28/2019	\$100000	Section 31a	Building principal, Reading Teacher

Goal 3: All students at West Intermediate will become proficient in writing.

Measurable Objective 1:

85% of 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 level in English Language Arts by 05/27/2022 as measured by state assessment.

Strategy 1:

Differentiated Instruction - Teachers will learn about and implement effective instructional strategies including differentiated instructional strategies with a focus on improving the ELA proficiency levels of underachieving students.

Category: English/Language Arts

Research Cited: Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027).

Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

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Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Haafer, Diane, Klingner, Janette, Vaughn, Sharon (2007) Evidence-Based Reading Practices for Response to Intervention. Paul H, Brookes Publishing Co.

Bates, Lauren, Breslow, Nicole and Hupert, Naomi (2009) Five States' Efforts to Improve Adolescent Literacy. IES National Center for Education Evaluation and Regional Assistance, U.S. Department of Education.

Tier: Tier 1

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in co-teaching arrangements in various disciplines. Results will be shared with the rest of staff.	Professional Learning, Teacher Collaboration, Behavioral Support Program, Academic Support Program, Direct Instruction	Tier 1	Monitor	09/07/2015	06/28/2019	\$40000	Special Education	Administrators and teachers.

Strategy 2:

Common Writing Structure - Team teachers will use common writing vocabulary and formats such as Question Inclusive, Answer Support Connect, Openers and Closers and FRIED (Facts, Reasons, Incidents, Examples, Detail).

Category:

Tier: Tier 1

Activity - ASC / FRIED	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

West Intermediate School

7th and 8th grade team teachers teach and use the ASC / FRIED acronyms for written responses. (Answer, Support, Connect) (Facts, Reasons, Incidents, Examples, Detail)	Academic Support Program, Direct Instruction	Tier 1	Monitor	09/07/2015	06/28/2019	\$0	No Funding Required	ELA teachers present information and all team teachers support the format requirements.
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Goal 4: Students at West Intermediate School will benefit from better Tier I instruction.

Measurable Objective 1:

demonstrate a behavior Teachers and students will experience increased efficiency and an understanding of learning that motivates students. by 06/30/2017 as measured by the comparison of teacher evaluation from 2015-2016..

Strategy 1:

West Intermediate will focus its Professional Development on improving instruction. - We will contract with New Ways School to conduct ongoing training on student engagement as a means to improve instruction and achievement.

Category:

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teaching and administrative staff will receive ongoing professional development on understanding and increasing student engagement.	Professional Learning	Tier 1	Implement	09/05/2016	06/29/2018	\$12400	Title II Part A	Principal

Activity - Professional Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Book Study of the book "Battling Boredom: 99 Strategies to Spark Student Engagement"	Professional Learning, Technology, Academic Support Program, Direct Instruction, Materials	Tier 1	Getting Ready	09/01/2016	06/30/2017	\$1500	Title II Part A	All staff will be involved in the book study. Administrators will monitor the progress.

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend statewide professional development as it relates to integrating technology in the classroom.	Professional Learning, Technology	Tier 1	Getting Ready	09/01/2015	06/01/2018	\$2000	Title II Part A	Building principal
Activity - Guided School Improvement Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of the building School Improvement will attend 5 sessions of School Improvement Training through the local ISD	Professional Learning, Academic Support Program	Tier 1	Getting Ready	09/02/2015	06/22/2016	\$2000	Title II Part A	Building principal and School Improvement Team members.
Activity - COMMIT Summer Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10 members of the staff will attend the COMMIT summer Leadership Training and bring the learning back to the whole staff in the way of building provided professional development	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	06/20/2016	06/25/2016	\$8000	Title II Part A	Building principal, School Improvement Team members

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
At-Risk Counselor	Based on state 31a criteria, students are identified for support academically and socially	Academic Support Program	Tier 2	Monitor	09/01/2015	06/29/2018	\$25000	Building principal, At-Risk Counselor
Assessment Workshop/Guided Work Session	All Secondary district staff has participated in professional development to learn about, develop department and building level plans and develop timelines and procedures for implementing research-based practices relating to homework and grading. This will continue and be continually monitored during staff and team meetings.	Professional Learning, Teacher Collaboration, Technology	Tier 1	Monitor	09/05/2016	06/28/2019	\$2000	Administrators and teachers.

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Co-Teaching	Teachers will participate in co-teaching arrangements in various disciplines. Results will be shared with the rest of staff.	Professional Learning, Teacher Collaboration, Behavioral Support Program, Academic Support Program, Direct Instruction	Tier 1	Monitor	09/07/2015	06/28/2019	\$40000	Administrators and teachers.

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Co-Teaching	Teachers will participate in co-teaching arrangements in mathematics.	Teacher Collaboration, Behavioral Support Program, Academic Support Program, Direct Instruction	Tier 1	Monitor	09/03/2013	05/01/2018	\$40000	Building administrators, special education and math teachers.
Co-teaching	Teachers will participate in co-teaching arrangements in various courses. Results will be shared with the rest of staff.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/28/2019	\$40000	Building administrators, special education, core teachers and some exploratory/elective teachers.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Guided School Improvement Training	Members of the building School Improvement will attend 5 sessions of School Improvement Training through the local ISD	Professional Learning, Academic Support Program	Tier 1	Getting Ready	09/02/2015	06/22/2016	\$2000	Building principal and School Improvement Team members.
Staff Training in DI	Staff Training will occur through multiple venues. Selected teachers will attend conferences and spend some/all their sessions focused on Differentiated Instruction. These strategies will be brought back to the building and taught to other staff. PD time will be allotted to share strategies following the conference.	Professional Learning, Teacher Collaboration, Curriculum Development, Academic Support Program, Direct Instruction	Tier 1	Monitor	09/03/2013	06/28/2019	\$2500	Building administrators, counselors, and teachers.
Professional Development	All teaching and administrative staff will receive ongoing professional development on understanding and increasing student engagement.	Professional Learning	Tier 1	Implement	09/05/2016	06/29/2018	\$12400	Principal

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Professional Book Study	Professional Book Study of the book "Battling Boredom: 99 Strategies to Spark Student Engagement"	Professional Learning, Technology, Academic Support Program, Direct Instruction, Materials	Tier 1	Getting Ready	09/01/2016	06/30/2017	\$1500	All staff will be involved in the book study. Administrators will monitor the progress.
Professional Development	Teachers will attend statewide professional development as it relates to integrating technology in the classroom.	Professional Learning, Technology	Tier 1	Getting Ready	09/01/2015	06/01/2018	\$2000	Building principal
Responsible Thinking Process	RTP is very much like PBIS but is more interactive and is used systematically in classes at every step. All staff will be trained on August 27-28, 2013 so consistency is ensured.	Behavioral Support Program	Tier 2	Monitor	08/27/2013	06/29/2018	\$55000	All staff at West Intermediate School.
COMMIT Summer Leadership	10 members of the staff will attend the COMMIT summer Leadership Training and bring the learning back to the whole staff in the way of building provided professional development	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	06/20/2016	06/25/2016	\$8000	Building principal, School Improvement Team members

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of Formative Assessment	Teams will devote their team planning time to diagnosing learning challenges and to learn about strategies to support at-risk learners. This will include examining student achievement data and the use of M-Step, NWEA and At-Risk factors. -Team meeting logs will reflect dialogue and discussion centered on student work and data collected from formative and summative assessments.	Professional Learning	Tier 1	Monitor	09/01/2015	06/29/2018	\$0	Building administrators and teachers.
Student Engagement Book Study	West staff will devote time to selected article and book studies on this topic ensuring all staff have a common language and prior knowledge. -Staff, team and department meeting logs will reflect dialogue and discussion centered on assessment practices.	Professional Learning	Tier 1	Implement	09/05/2016	06/29/2018	\$0	Building administrators and teachers.

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ASC / FRIED	7th and 8th grade team teachers teach and use the ASC / FRIED acronyms for written responses. (Answer, Support, Connect) (Facts, Reasons, Incidents, Examples, Detail)	Academic Support Program, Direct Instruction	Tier 1	Monitor	09/07/2015	06/28/2019	\$0	ELA teachers present information and all team teachers support the format requirements.
Use of Thinking Maps	All staff will continue to apply thinking maps in their instruction and assignments. i. Review time during beginning of school PD ii. Team meeting logs will reflect dialogue and discussion centered on Thinking Map applications. Teacher lesson plans will reflect application. iii. PD related to converting existing graphic organizers	Academic Support Program, Direct Instruction	Tier 1	Monitor	09/05/2016	06/28/2019	\$0	Building administrators and teachers.
Use of Formative Assessment	Teams will use of their time to diagnosing learning challenges and to learn about strategies to support at-risk learners. This will include examining student work, data from M-Step, NWEA and pre/post tests. -PD time will be used to familiarize other staff with using technology (i.e. Illuminate) to track student progress. -Team and department meeting logs will reflect dialogue and discussion centered on student work and data collected from formative and summative assessments.	Technology, Direct Instruction	Tier 1	Monitor	09/07/2015	06/29/2018	\$0	Administrators and teachers.
Supporting Students with ASD & Accommodating Curriculum for Special Needs	All staff will learn about Autism and Aspergers. All staff will learn about and apply Universal supports to their lessons and accommodations as needed by students. -workshop facilitated during PD -Team meeting logs will reflect dialogue and discussion centered on Universal Supports and ASD accommodations. Teacher lesson plans will reflect application. -Peer-to-Peer groups	Professional Learning, Teacher Collaboration, Behavioral Support Program, Academic Support Program, Direct Instruction, Extra Curricular	Tier 2	Monitor	09/03/2013	06/28/2019	\$0	Building administrators, counselors and teachers.

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Staff Training in DI	Staff Training will occur through multiple venues. Selected teachers will attend conferences and spend some/all their sessions focused on Differentiated Instruction. These strategies will be brought back to the building and taught to other staff. PD time will be allotted to share strategies following the conference.	Professional Learning, Technology	Tier 1	Monitor	09/05/2016	06/30/2017	\$0	Building administrators, counselors and teachers.
Assessment Workshop/Guided Work Session	All Secondary district staff will participate in professional development to learn about, develop department and building level plans and develop timelines and procedures for implementing research-based practices relating to homework and grading.	Professional Learning		Monitor	08/01/2016	06/30/2017	\$0	Building administrators and teachers.
Reading Across the Curriculum	Teachers will focus on a standardized set of informational Reading Strategies a. Staff Training: SIT will review previous programs and organize PD related to sharing and implementing the common language and structure. b. Reading Across the Curriculum: All staff will review and prompt strategies when reading informational texts.	Professional Learning	Tier 1	Monitor	09/03/2013	06/28/2019	\$0	Building administrators and teachers.
Use of Thinking Maps	All staff will continue to apply thinking maps in their instruction and assignments. i. Review time during beginning of school PD ii. Team meeting logs will reflect dialogue and discussion centered on Thinking Map applications. Teacher lesson plans will reflect application. iii. PD related to converting existing graphic organizers	Professional Learning, Teacher Collaboration, Curriculum Development, Recruitment and Retention, Supplemental Materials, Academic Support Program, Direct Instruction	Tier 1	Monitor	09/03/2013	06/28/2019	\$0	Building administrators and teachers.

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Supporting Students with ASD & Accommodating Curriculum for Special Needs	All staff will learn about Autism and Aspergers. All staff will learn about and apply Universal supports to their lessons and accommodations as needed by students. -workshop -Team meeting logs will reflect dialogue and discussion centered on Universal Supports and ASD accommodations. Teacher lesson plans will reflect application.	Professional Learning, Behavioral Support Program, Supplemental Materials, Technology, Policy and Process	Tier 1	Monitor	09/03/2013	06/28/2019	\$0	Building administrators, teachers and support staff.
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading support	Using state At-Risk criteria, students will be identified to receive a reading support class.	Academic Support Program	Tier 2	Monitor	09/05/2016	06/28/2019	\$100000	Building principal, Reading Teacher
Math Support Classes	3 sections of math support, 1 for 7th grade and 2 for 8th, were added to intervene and address deficient mathematical skills.	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/07/2015	06/30/2017	\$100000	Teachers of mathematics and administration.
At-Risk Counselor	Based on state 31a criteria, students are identified for support academically and socially	Academic Support Program	Tier 2	Monitor	09/01/2015	06/29/2018	\$75000	Building principal, At-Risk Counselor
At-Risk Math support	Students have been identified using state At-Risk criteria and local common assessments	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/01/2015	06/29/2018	\$40000	Building principal teachers of mathematics.

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Professional Learning Communities	Academic teams will use data from norm referenced assessments such as NWEA to create support programs for students.	Professional Learning, Teacher Collaboration, Parent Involvement, Curriculum Development, Behavioral Support Program, Technology, Academic Support Program, Direct Instruction	Tier 1	Implement	11/03/2014	06/29/2018	\$0	Core teachers involved in team planning
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