



School Improvement Plan

Eastland Middle School

Roseville Community Schools

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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.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The School Improvement Team attended professional development on completing a Comprehensive Needs Assessment held by the Michigan Association of State and Program Specialists held at the Macomb ISD. With the guidance of trainers from the MAS/FPS the CNA was completed at the professional development. Parents were asked to talk to the building principal on the school culture, academic goals, and behavioral goals. Their input, along with staff and students, guided the decision making for the plan.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Demographic Data -

Eastland Middle School is comprised of approximately 337 students in 6th-8th grades and 35 staff members. As of Fall 2017 count, there are 190 males and 147 females.

EMS has gone from 69% down to 59% for white students, while the African American population has gone from 23% to 28%.

Male to female ratio of the school has consistently been male heavy, with at least 8% higher rate of male to female over the last 5 years.

EMS has 58% of students qualify for free and reduced lunch in 2016-17 vs. 75% in 2013-14.

EMS ELL student count in 2016-17 has gone up almost 4 times since 2012-13.

EMS students with disabilities has also increase from 40 in 2012-13 to 59 in 2016-17.

Perception Data -

Strengths.

Parents are highly satisfied with the welcoming atmosphere of the school and the high expectations set by the teachers. Parents are also reporting a higher level of communications with teacher about their child's academic performance throughout the school year.

Administration has high expectations for the teachers and the teachers have high expectations for students and administrations.

Students are highly concerned with doing well in school and believe the staff has high expectation for all students. Students indicated strongly that their teachers at EMS want them to be successful, and students feel that there are programs and services available to help them succeed.

Challenges

Parents are least satisfied with students showing disrespect for other students. Parents also showed interests in additional support for their child's learning at home.

Teacher feel the students are showing a lack of respect for staff as well other students. Teachers also feel there is a need to engage families in the student leaning process.

Students perceive that the student body shows a general lack of respect toward each other, property, and staff. Students also expressed the need for individualized instruction within the classroom.

Process Data-

The Advanc-Ed team recommended to the staff of Eastland Middle to focus heavily on student centered, student led activities. The reviewing team also wanted to see increased student engagement, collaboration, and higher level learning. The team also wanted the staff to

collaborate, learning to engage students at a higher level, and provide equitable learning opportunities. In order for the staff to complete

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these goals, they set aside multiple times a month for department meetings and data teams to focus on higher level learning opportunities for all the students, including collaborative assignments. A summer packet was created in 2017 for every student at EMS (an incoming 6th graders) to combat the summer slide. Assignments were both higher level and comprehension based. Special needs students assignments were geared for their own levels as well.

NWEA MAP Testing Data - % of students performing at or above the norm (50th percentile)

Math

6th and 7th grade performance has had some slight ups and down, but has maintained an average of 23% of students at or above the norm. 8th grade has been consistent with 30% of students at or above the norm.

Reading

6th and 7th grade have a smaller percentage of students at or above the norm than we saw 3 years ago, with some years better than others. 6th grade has approximately 35% of students at or above the norm, while 7th grade has 40%. Our 8th grade MAP performance has show a downward trend over these past 4 years, with over 50% at or above the norm one year, but now just 36%of students performing at that level.

Language

6th grade has had 37% of students above the norm quite consistently. 7th and 8th grade have seen a downward trend in performance. Both 7th and 8th grade had over 50% of students at or above the norm 3 years ago, but now have 35% and 39% (respectively) at that level.

Science

The percentage of students performing at or above the norm on science increases with grade level. 6th grade averages 36% at or above the norm, 7th grade averages 42% at or above the norm, and 8th grade averages 45% of students performing at or above the norm.

M-STEP Data - by Percent Proficient (Proficient or Advanced)

English Language Arts - All Students:

Spring 15 Spring 16 Spring 17

6th Grade 24.8% 18.7% 18.8%

7th Grade 34.3% 37.4% 16.3%

8th Grade 42.1% 46.9% 30.6%

We have seen a downward trend in our ELA performance on the M-STEP assessment. In 2016, our proficiency numbers for 7th and 8th grade showed improvement but we saw those numbers drop back down on the 2017 assessment. This data also shows a pattern of higher proficiency from our 8th grade students than our 6th and 7th grade students. 8th grade was within 3% of the state proficiency average for 2016, but in 2017 was nearly 18% below the state average. 6th and 7th grade students had proficiency averages 25% below state averages. 7th grade ELA proficiency dropped 20% in Spring 17 from Spring 16.

Math - All Students:

Spring 15 Spring 16 Spring 17

6th Grade 19.8% 11% 12.8%

7th Grade 18.2% 21.5% 12.4%

8th Grade 23.5% 20.8% 13.9%

Math proficiency percentages for Spring 17 are all down from where they were in Spring 15, with this drop being most prominent (and consistent) in our 8th grade. Our math proficiency has always been below state averages, but we are seeing that the gap is widening.

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Science - All Students:

Spring 15 Spring 16 Spring 17

7th Grade 8.1% 7.5% 16.2%

Our science proficiency remained steady from 15 to 16. Our proficiency percentage doubled in Spring 17, putting us still below states averages but now within 7%.

Social Studies - All Students:

Spring 15 Spring 16 Spring 17

8th Grade 28.7% 20.6% 12%

Student proficiency in social studies is showing a steady drop. Our percent proficient for Spring 17 is less than half of what we saw in Spring 15, while the state average has remained fairly consistent.

English Language Arts - Ethnicity:

Spring 15 Spring 16 Spring 17

6th - Black/African American 7% 5% 3%

6th - White 30% 25% 23%

7th - Black/African American 31% 17% 4%

7th - White 34% 48% 25%

8th - Black/African American 30% 38% 9%

8th - White 47% 48% 41%

Math - Ethnicity:

Spring 15 Spring 16 Spring 17

6th - Black/African American 7% 0% 0%

6th - White 24% 17% 19%

7th - Black/African American 15% 7% 4%

7th - White 21% 29% 18%

8th - Black/African American 15% 17% 3%

8th - White 29% 22% 20%

Science - Ethnicity:

Spring 15 Spring 16 Spring 17

7th - Black/African American 4% 3% 0%

7th - White 10% 9% 27%

Social Studies - Ethnicity:

Spring 15 Spring 16 Spring 17

8th - Black/African American 18% 25% 3%

8th - White 30% 17% 18%

We have historically seen a gap in student achievement of our Black/African American and white student populations - this is seen across all grade levels and tests except for the Spring 16 social studies test. This gap between these two subgroups has become far more prevalent in the results of the most recent M-STEP assessments. The data is showing not only a gap in student performance, but also a significantly low proficiency in our Black/African American students - which has resulted in a "Targeted Support and Improvement" (TSI) designation.

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English Language Arts - Economically Disadvantaged Yes vs. No

Spring 15 Spring 16 Spring 17

6th - Yes 23% 13% 14%

6th - No 29% 28% 28%

7th - Yes 31% 36% 3%

7th - No 44% 40% 35%

8th - Yes 35% 41% 28%

8th - No 54% 64% 35%

Math - Economically Disadvantaged Yes vs. No

Spring 15 Spring 16 Spring 17

6th - Yes 13% 4% 9%

6th - No 35% 22% 20%

7th - Yes 19% 20% 4%

7th - No 15% 24% 25%

8th - Yes 13% 20% 8%

8th - No 42% 24% 24%

Science - Economically Disadvantaged Yes vs. No

Spring 15 Spring 16 Spring 17

7th - Yes 10% 6% 3%

7th - No 4% 11% 34%

Social Studies - Economically Disadvantaged Yes vs. No

Spring 15 Spring 16 Spring 17

8th - Yes 21% 18% 6%

8th - No 42% 28% 24%

We have also seen some achievement gaps in our Economically Disadvantaged subgroup. This gap has also become more prominent in recent testing results.

MSTEP data is attached.

Students Achievement-

1. There is a need to have a consistent way to collect building data for progress monitoring of standards being met.
2. There is a need to close the achievement gap in the follow subgroups:
 - A. Students with disabilities, B. Black and white students. C. Economically disadvantaged and non disadvantaged
3. There is a need for consistent skills strategies in all classes to address areas of weakness.
4. There is a need for consistent intervention and tracking for all students.
5. There is a need to have data protocol for the staff when reviewing formative and summative assessment data.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

70% of the student population will achieve proficiency in social studies and science.

80% of student population will achieve proficiency in ELA and math.

Percentages were based on district goals

Gaps were prevalent with African American students in all categories, as seen in the MStep data attached.

Gaps were prevalent between economically disadvantaged students and non-economically disadvantaged students

Culture and climate of the school is based around Restorative Justice practices. The staff was introduced to the program over five years ago to combat bullying, time out of class for disruptive behaviors, and a way to allow students to face their issues and work through problems, foregoing disruptive behaviors such as fighting.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Due to the data, the goals are aimed to address the needs of the entire school.

Students who are far from achieving the standards will be given intervention support.

1. All students will be proficient in Reading and Writing.
2. All students will become proficient in Social Studies.
3. All students will become proficient in Science.
4. All students will be proficient in Math.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

Reading and Writing: All ELA teachers will use Classroom Instruction that Works, "CITW," strategies such as setting learning objectives, providing feedback, and using cooperative learning strategies. All ELA teachers will use data driven strategies to inform their classroom instruction, using ELA common assessments, Close and Critical Reading strategies using their Collections reading program and interactive Writing Lessons and Performance Tasks, NWEA reading test and Language Use test two times a year , and data teams to monitor student growth and discuss curriculum. All students will have iPads in their ELA classes to have access to the Collections program online.

Math: All math teachers will use "CITW" strategies such as providing feedback and cooperative learning. All Math teachers will use Data Driven strategies to inform their classroom instruction, using Common Assessments, NWEA Math test 3 times a year, and Data Teams to monitor student growth, and discuss curriculum. All students will have access to technology such as iPads, Mimeo and Projector, and ELMO to assist in their learning in their math classes.

Science: All Science teachers will use "CITW" strategies such as cooperative learning and providing feedback. All Science teachers will use Data Driven strategies to inform instruction, using Common Assessments, NWEA Science test two times a year, and data teams to discuss curriculum and monitor student growth. All students will have access to technology such as iPads, Mimeo, projector, and ELMO, and they will also use Edmodo and Learning Gizmos which are 2 types of online learning programs.

Social Studies: All Social Studies teachers will use "CITW" strategies such as cooperative learning and non-linguistic representations to learn from each other and dive deeper into vocabulary and content. All Social Studies teachers will use Data Driven strategies to drive instruction, such as Common Trimester Assessments, and they will analyze strengths and weaknesses of the Social Studies MSTEP proficiency. They will work to input curriculum into the district's new Atlas Rubicon website, while "unpacking" standards to prioritize curriculum, and work in Data Teams to monitor student growth. All students will have access to iPads, ELMO, projector in Social Studies classrooms to aid in their learning.

Behavioral:

Restorative Justice will be implemented with fidelity within the building to create a safe school culture. Staff will be trained on it, with refresher courses each year. Students will be taught the program and are expected to follow the rules. A facilitator will be made available for peace circles, parent meetings, and teacher/student meetings. Students with conflicts will be allowed to address those concerns with a facilitator in a safe school environment.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Through the use of our research based methods, we are able to focus our instruction on best practices. We are also able to create a more student-centered atmosphere. The data from these methods allow us to determine and focus on areas of concern.

Cooperative learning is completed throughout many of the classrooms on a weekly basis. Students are taught at the beginning of the year how to correctly work in a cooperative group. Teachers frequently model the correct behaviors and make sure that student engagement is

high during this time.

Teachers also use total participation techniques, which allows for ALL students to participate and the teacher to evaluate learning goals frequently. Students are engaged and are expected to participate at all times.

Classroom Instruction that Works (CITW) techniques were taught to the teachers, and are expected to be used in the classroom. techniques include note taking, objective setting, timely feedback, and non linguistic representation. This allows for students to participate in a way that they can show their understanding of a concept.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

The comprehensive needs assessment states we need a consistent way to collect building data. We are using data teams to collect data in a more direct and focused manner. We use learning scales and daily formative assessments to monitor standards. Each class is also responsible for writing a CERC (Claim, Evidence, Reason, Counterclaim), which teaches consistent writing skills across classes.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Reading and Writing: EMS provides an ELA Attack class that focuses on students who need additional help. Interventionists work with students in small groups in areas where they need support. Homerooms are leveled based on skills needed. Moby Max lessons are geared towards student needs. ELA teachers work on writing lessons, both targeted smaller lessons, and larger, final essays at the end of each trimester. Interventionists are also available for ELA students to work on writing skills.

Math: Math Attack homerooms are established for those students needing additional support. Interventionists work with small groups needing additional support. Moby Max lessons are geared towards student needs. Leveled math support in classes are also used to help support struggling students, as well as challenge those who are above grade level.

Science: Students not meeting standards in science class will have access to after school tutoring. Differentiated instruction in the classroom will also take place, Students in 7th grade SERP Homeroom Classes will focus on Science skills. Students will also use MobyMax.com to increase proficiency in science standards. Students with IEP's will have access to an Academic Support Center during the school day.

Social Studies: Students not meeting standards in social studies class will have access to after school tutoring. Differentiated instruction in the classroom will also take place. Students in the 8th grade SERP Homeroom Classes will focus on Social Studies concepts. Students will also use MobyMax.com to increase proficiency in social studies standards. Students with IEP's will have access to an Academic Support Center during the school day.

5. Describe how the school determines if these needs of students are being met.

MStep and NWEA results are reviewed to determine appropriate homeroom placement. Teachers use pre/post test results to ensure concepts are understood. Data teams use common assessments to determine what concepts still need additional support. Interventionists

complete formative assessments to make sure they are understanding the information.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All of our instructional paraprofessionals meet the NCLB requirements for highly qualified.	EMS Title I 2018

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All of our teachers meet the NCLB requirements for highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

EMS has 8 full time teachers, 3 full time special education teachers, and 8 shared teachers. At the end of the 2017 school year, the school lost 5 full time teachers. With a small building, 5 teachers is a high turn over. Those 5 teachers were replaced with new hires into the district.

2. What is the experience level of key teaching and learning personnel?

20 teachers at EMS took a survey. From those results, 21% have been teaching a total of 0-4 years, 26% for 11-15 years, 5% for 16-20 years and 47% have taught for over 21 years.

Of the 20 teachers at EMS, 26% have been in the district for 0-4 years, 26% have been in the district for 11-15, and 47% have been in the district for at least 21 years.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Eastland Middle School has a new teacher orientation, a new teacher induction program with Dr. Mickens during the first two years of a new teacher's assignment, a teacher mentor program where a veteran teacher is assigned to a new teacher to guide and assist the new teacher. We also have a behavioral program to support daily classroom management using our Restorative Practices where the new teacher can observe experienced teachers, and be observed by these teachers, and receive non-evaluative feedback for growth in classroom management. New teachers participate in the MISD "New Teacher Academy" during their first two years to receive professional development in many areas that help prepare new teachers.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Roseville Community Schools offers competitive wages and benefits and we participate in several Educator job fairs at local universities.

We use other district positions as starting points for hiring teachers such as long-term substitutes and grant-funded interventionists. These positions create the opportunity for high qualified teacher candidates to become familiar with the district and are used as a pathway for hiring into the district.

The district posts positions on several platforms including our district website and social media.

The district hosts a welcome luncheon and orientation and the assignment of a highly qualified district mentor during the teachers first five years. Professional development opportunities are offered in areas identified by the teachers Individual Development Plan.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

To lower the turnover rate, we have a new teacher induction program where Dr. Mickens meets with the new teacher regularly, a mentor teacher is assigned to guide and assist a new teacher. New teachers receive guidance in classroom management and our Restorative Practices program, opportunities to observe and be observed by experienced teachers to receive non-evaluative feedback for growth, and new teachers participate in the MISD "New Teacher Academy" for professional development.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Staff will receive professional development in the area of reading in all content areas. This is an area of great concern to our building due to our number of students not reading at grade level. We will also receive support in Multi-Tiered Systems Support (MTSS), which includes Restorative Practices, interventions, and advanced strategies. Professional learning would be provided for Homeroom classes as well.

Our school will educate our staff on student engagement. Further professional development in cooperative learning will be provided to get more teachers to use it more often. Total Participation Techniques will be readdressed in order to get more students actively engaged in class.

Professional development will also be provided in teaching diverse groups of students. We have a large achievement gap with our African American students, especially our males. We need training to reduce this gap.

2. Describe how this professional learning is "sustained and ongoing."

Professional learning is sustained and ongoing through our data team meetings, staff meetings, leadership team meetings and delayed start days.

Communication between administration and teachers will continue to make sure strategies are implemented in the classroom effectively. Cooperative learning will continue to take place in the classrooms and noted in lesson plans.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Component 10 Question 2 chart Discipline Summary MStep historical data

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

The school hosts a Title I Parent Night each year. Parents are invited to the school to see what their child is learning, how classes are set up, scheduling for classes, and what additional resources are available through the school. Parents are surveyed each year on various aspects of the school. A newsletter goes home every month with information about the school as well. Parents are invited to staff meetings. A parent resource center is set up and available at all times for parents needing additional information as well as Internet access. A parent liaison is also implemented at EMS. That person is responsible for connecting with new parents, along with addressing parent concerns about the school. The liaison works in partnership with the principal. Parents and guardians are encouraged to attend staff meetings where the school improvement plan is being worked on for their input.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parent representatives are invited to Title I meetings, as well as individual meetings with the principal regarding the school's needs. Parents are asked to volunteer their time and get involved with the school improvement plans. Parents are asked at Parent Teacher Conferences and Open House to complete a Parent Survey to gain valuable input to help us as we implement our schoolwide plan.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents are invited to attend Title I planning meetings.. During the times when the school is being evaluated, parents are asked to come in for interviews with the committee. Perception data is gathered in surveys parents are asked to complete. Parents are invited to attend events such as "Showcase Night" where we showcase programs, strategies, and initiatives funded by Title I and parents will have the opportunity to see how their child's needs are being met. Conversations are held with parents where they can give their input on the programs, and we use their input to make adjustments as needed.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent Involvement Plan

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Provide information and assistance to parents regarding the state and local academic standards and assessments: 1116 (e) (1)

-To provide information to parents regarding academic standards; we hold parent/teacher conferences twice a year, we have an Open House at the beginning of the year where we introduce all of our programs to the parents, we have a "Showcase Night" where we highlight our Title I programs and initiatives. NWEA and MStep data are displayed in our newsletter and website.

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Provide materials and training to parents: 1116 (e) (2)

-We offer materials and training to parents through our counseling department and parent resource center in our main office, our school website, newsletter, and district website. Our Open House in the fall provides information about our curriculum and expectations.

Educate teachers, Title I staff and principals regarding the value of parent involvement, ways to communicate effectively with parents and implementation of parent programs: 1116 (e) (3)

- Parent involvement will always be highly valued at our school. We will continue to find ways to effectively communicate with parents. We have implemented a Google Doc form to document all parent contacts made.

Coordinate parent involvement activities with other programs: 1116 (e) (4)

-We will work to coordinate programs to ensure success in the transition to middle school by educating parents and other stakeholders on middle school expectations and having interventions in the parent resource center.

Inform parents of school and parent programs in a timely and practical format in a language they can understand: 1116 (e) (5)

-To ensure parents are informed of school and parent programs in a timely format in language they can understand, we will provide brochures on our programs and other topics in our parent resource center, and provide information on our school and teacher websites and newsletters.

Provide support for parental involvement at their request: 1116 (e) (14)

-We make every effort to provide support to parents as needed. Teachers are usually available before and after school to meet with parents as needed.

Parent involvement activities accessible to all parents, including those with disabilities, parents of migratory children and parents who use English as their second language: 1116 (f)

-We will provide flexible meeting times, handicapped accessible facilities, phone conferences with a bilingual interpreter provided by the MISD as needed, collaboration with community agencies (such as CARE of Southeast Michigan), and transportation assistance for homeless families.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

The parent involvement component of the schoolwide plan is evaluated through the use of parent surveys completed during parent/teacher conferences. The results are evaluated by the school improvement team. Discussions are also held at the Parent Club meetings and shared during Leadership team meetings.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Results from parent surveys, Parent Club discussions, and other meetings with parents are shared with the School Improvement Team and adjustments are made to the schoolwide program as needed.

8. Describe how the school-parent compact is developed.

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A collaborative team of administrators, teachers, counselors, and parents meet to develop the school-parent compact. They consider ways to ensure our students' academic and behavior success.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

N/A

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

The School-Parent compact is sent each year to all students through the mail with important information before the year begins. Students/Parents return it either on Jump Start day (2 weeks before school starts) or when school begins.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent-Student-Staff Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

During conferences, teachers explain the results of all MAP testing, using print outs. MStep data is sent home from the state. Report cards are given at conferences and teachers explain any information to the parents. All reports to parents are provided in a family friendly language both orally and in written form.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Although this building does not have kindergarten we do have transition plans for our incoming 6th grade and our outgoing 8th grade, for staff, students and parents.

1. Open house
2. Orientation for all incoming students
3. 6th Grade sneak peak (for students)
4. 6th Grade showcase night (for students and parents)
5. 8th Grade open house (Parents and students)
6. 8th grade high school visit. (Students)
7. Jumpstart program for all new students in August
8. Monthly Principal presentations to elementary schools

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

N/A

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Common assessments are created between the two middle schools in each department. Department meetings allows teachers to stay on track and discuss where they are in relation to curriculum. NWEA scores are used by teachers for reading placements, along with math placements. Science teachers use their NWEA scores for additional information on where their students need additional support. Social studies focuses on non fiction scores through reading.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers participate in Data Teams to go over student results of common tests, NWEA data, etc. Teams go through very purposeful steps as they evaluate data to help improve the achievement of all students. Reading and math scores are evaluated to determine scheduling for lower performing students needing additional help. Social studies teachers look at non fiction reading scores to better understand where students are and what additional support is needed in the classrooms.

Before each NWEA testing cycle, teachers help students set goals and discuss how they can improve their proficiency before testing starts.

Data teams Information:

DATA TEAM MEETING PROTOCOL

PRIOR TO THE MEETING

o Data: teachers bring up-to-date data. Review data PRIOR to meeting for discussion (You may choose to use the Classroom Data Analysis Forms)

o Bring any agenda items

INTRODUCTION (2 minutes)

o Review the purpose or goal for the meeting

o Review the norms

o Review agenda

o Facilitator commits to staying to the agenda: any off-topic ideas will be placed on the Parking Lot chart to be discussed at the end of the meeting or at a later date

SHARING SUCCESSES (5 minutes)

o List standards students are showing proficiency on using actual data results in term of % proficient

o Members share successes - you may wish to use Classroom Data Analysis form

o Members identify areas where students were most improved

CHALLENGES (5 minutes)

o List standards students are demonstrating lack of proficiency on using actual data results in terms of % not proficient

o Determine areas of highest need - you may wish to use Classroom Data Analysis form

o Identify any common areas of need between classrooms

PROPOSED SOLUTIONS (10 minutes)

School Improvement Plan

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o Record these ideas where everyone can see them

o Brainstorm possible solutions for challenges

ACTION PLAN (10 minutes)

o Examine successful strategies from SHARING IDEAS and ideas from PROPOSED SOLUTIONS

o Select one strategy that everyone will work on between now and the next meeting

o Articulate a goal for the team

o Record the Focus Goal/SMART Goal where everyone can see

CLOSING THE MEETING (5 minutes)

o Note what is to be followed up at next meeting

o Complete the Meeting Summary Forms I and II

o Parking Lot (Time Permitting), place on agenda for next meeting

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Math- EMS staff uses NWEA scores as well as MStep to determine placement of students in classes. All students who are not proficient are either placed into a Math Attack class, given time with a math interventionist, as well as targeted for after school tutoring. The bottom 30% students are placed into the Math Attack class during their full day schedule, while the students who are in the 30-60th percentile will receive Math Attack in Homeroom.

Reading- EMS staff uses NWEA scores as well as MStep to determine placement of students in classes. Students who are not proficient are identified and placed in a Corrective Reading course, or a reading intervention class during homeroom. Students are also given an ELA interventionist to work with in smaller targeted goals. Students who are partially proficient or not proficient are invited to attend after school tutoring as well. The bottom 30% of the students are placed in Corrective Reading during homeroom. The students scoring in the 30-60th percentile are placed in the SERP homeroom, which are geared towards increasing their proficiency in writing and reading.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Special Ed students have access to an Academic Support classes. Students with special needs who receive a 504 are accommodated according to their needs. Special education students are placed in either an ELA or math core class, dependent on their needs and their IEP goals. Academic support hours are used for science and social studies, electives, and one on one time with the special education teacher.

Interventionists are used daily, with all core subjects having access to their additional help. Students who need additional help are pulled out of classes and given a targeted lesson to aid them in their learning once a week. Science and social studies have an interventionist once a week. Math and ELA classes have interventionists 4 days a week in all of their classes. Targeted instruction, complete with small group pull outs happen twice a week during electives, as to not take students out of their core classes.

Differentiated instruction is used throughout the classrooms to assist students. Collaboration, partner work, and one on one is used in the classroom to give students additional support. Those students who are at or above the proficient level are placed in an advanced homeroom, which allows for higher level learning, cooperative groupings, and focus on state testing standards. 6th grade advanced students focus on reading and writing. 7th grade students focus on STEM activities in science. 8th grade students focus on history and social studies standards.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Students' individual needs are being addressed in targeted homerooms which are identified by NWEA and MStep results. Interventionists work with small groups of students as needed to focus on areas of weakness. Diverse instructional strategies are used in the classrooms to reach all students with various learning modalities. Math attack classes are based on student levels and work to their potential. Other strategies include CITW strategies of summarizing, non linguistic representations. Students are given choices to work either online with their assignments or paper and pencil. Classrooms are also using more student-led instruction to allow students to work at their own levels and interests.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

The Secondary administrative staff meet regularly to discuss and plan the use of funds from Title I and other state and federal sources based on the needs of their buildings and communities.

Eastland Middle School will use Title I funds, along with state and other federal funds, to enhance the academic achievement of all students.

District General Fund

Title I

Title II

Title III

Title IV

31a

IDEA

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Eastland Middle School will use Title I funds, along with state and other federal funds to enhance academic achievement of all students.

Breakdown is attached

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The school coordinates and integrates the following Federal, State, and local programs:

Title I

Title II

Title III

Title IV

31a

IDEA

Community Eligibility Program for feeding students free breakfast and lunch during the school year and summer

CARE of Southeast Michigan

Macomb Intermediate School District for consortium services such as bilingual education

Roseville Police Department for a School Resource Officer

School Improvement Plan

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District Homeless Liaison and transportation

Macomb Mall for Community Outreach

Roseville-Eastpointe Parks and Recreation Department

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

Math Attack- Every 2 weeks, the math department will assess the student growth in Math Attack classes. Identifying growth and if students are eligible to be moved out of the class. Eligibility will come by their assessment scores, classroom grades, and by teacher recommendation. The staff will use the scores from their i-Ready program and NWEA scores.

Corrective Reading- Every 2 weeks, the ELA department will assess the student growth in Corrective Reading classes. Identifying growth and if students are eligible to be moved out of the class. Eligibility will come by their assessment scores, classroom grades, and by teacher recommendation. The staff will use the scores from their NWEA tests and their Corrective Reading checkpoint test scores.

Principal will observe each classroom monthly as well as department meetings that assess the success and the fidelity of the programs. Principal and staff will evaluate the program on a monthly basis through department meetings and discussions.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Eastland Middle School evaluates the schoolwide program annually. We continue to use Data Team meetings during late starts, and parent perception data to evaluate our results and adjust our School Improvement Plan as needed. We will analyze the MStep and NWEA data. In addition, the department teams and our data coach will disaggregate results by subgroups and subject areas. These teams will analyze and discuss achievement gaps, current strategies, their effectiveness and the necessary changes needed to improve student achievement. The School Improvement team will discuss the results with the staff. This will continue to be a collaborative effort among all stakeholders.

Eastland Middle School evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement. We will focus on our weakest subgroups, African Americans and students with disabilities, which make us a school for Targeted Support and Improvement. Our focus is to increase reading proficiency, as only 30% of our students read at grade level.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

Based on MStep and NWEA results, common assessment evaluation, and School Improvement Plan review, our Data Teams and School Improvement Team will evaluate the effectiveness of our schoolwide plan. We will discuss and analyze the effectiveness of our goals and strategies and re-evaluate if a goal is not met.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

School Improvement Plan

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All stakeholders will be involved to ensure continuous improvement of students in the schoolwide program. The School Improvement Team and Leadership Team will recommend a plan of action consisting of strategies, resources, and interventions, based on research and best practices. Staff and parents will participate in decision making during staff meetings and delayed starts, through discussions about school improvement and student achievement. Collaboration will begin in the fall and continue throughout the school year.

2018-2019 School Improvement Plan

Overview

Plan Name

2018-2019 School Improvement Plan

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 will be proficient in reading	Objectives: 1 Strategies: 9 Activities: 45	Academic	\$25582
2	All students will be proficient in Math	Objectives: 1 Strategies: 6 Activities: 26	Academic	\$50570
3	Multi Tiered System of Support for all students	Objectives: 1 Strategies: 3 Activities: 23	Organizational	\$60000

Goal 1: All students will be proficient in reading

Measurable Objective 1:

26% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/13/2019 as measured by the state assessment .

Strategy 1:

Classroom Instruction That Works (CITW) - All staff members will implement the CITW "Creating the Environment for Learning" non-negotiables into their instructional practice to increase student engagement and learning.

Category: English/Language Arts

Research Cited: Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: ASCD. Dean, C., Hubbell, E.R., Pitler, H., & Stone, B.J. (2012) Classroom instruction that works (2nd ed.). Alexandria, VA: ASCD. Kulik, J.A., & Kulik, C.C. (1988). Timing of feedback and verbal learning. Review of Educational Research, 58, 79-97. Schunk, D.H. (2003). Self-efficacy for reading and writing: influence of modeling, goal setting, and self-evaluation. Reading & Writing Quarterly, 19, 159-172. Henderlong, J., & Lepper, M.R. (2002). the effects of praise on children's intrinsic motivation: A review and synthesis. Psychological Bulletin, 128, 774-795. Roseth, C.J., Johnson, D.W., & Johnson, R.T. (2008). Promoting early adolescents' achievement and peer relationships: The effects of cooperative, competitive, and individualistic goal structures. Psychological Bulletin, 134(2), 223-246.

Tier: Tier 1

Activity - Setting Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Set learning objectives that are specific but not restrictive. Identify what students will know, understand, and be able to do by the end of the learning experience. Communicate the learning objectives to students and parents. Connect the learning objective to previous and future learning. Engage students in personalizing the learning objectives by using scales. Post the learning objectives on the whiteboard in the classroom on a daily basis.	Implementation	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All teachers.

Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Include elements of positive interdependence, individual accountability and specific roles . Organize groups of two to five students. Use cooperative learning consistently and systematically.	Implementation	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All Teachers

School Improvement Plan

Eastland Middle School

Strategy 2:

Data Driven Instruction/Decision Making - All ELA staff members will implement data driven decision making when looking at student growth, in order to increase curriculum rigor.

Category: English/Language Arts

Research Cited: Fletcher, J. M., & Vaughn, S. (2009). Response to intervention: Preventing and remediating academic difficulties. *Child Development Perspectives*, 3(1), 30-37.

Tier: Tier 1

Activity - ELA Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take ELA End of Trimester Common Assessments. Teachers will analyze student achievement data and make instructional decisions accordingly.	Implementation	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	ELA staff
Activity - Collections Close Reads	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers in ELA will use the Close and Critical Reading instructional model in their classrooms to increase student learning.	Academic Support Program, Materials	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	ELA staff
Activity - NWEA testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in the MAP reading testing 3 times a year to monitor.	Evaluation, Monitor	Tier 1	Evaluate	09/04/2018	06/13/2019	\$0	No Funding Required	ELA staff
Activity - Professional Development for SIP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will receive ongoing professional development to implement Collections Curriculum	Professional Learning	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	ELA staff
Activity - Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will meet and discuss curriculum and student growth.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All staff

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Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Data Coach will be responsible for compiling NWEA, MSTEP, and SIP plan files for the school. Also, they will provide teachers with data from testing to show student growth.	Technology	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Data Coach Principal All staff
Activity - Literacy Specialist Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Specialist will participate in professional development courses to enhance the teaching and learning of the staff and students. Literacy Cohort meetings Let's Continue to Grow Good Readers Supporting Good Reader Series 15	Professional Learning	Tier 2	Implement	09/04/2018	06/13/2019	\$170	Title II Part A	Literacy Specialist

Strategy 3:

Developing the English Language Learner/Special Education Learner - The instructional staff will engage in targeted pullouts of Title I eligible students to help meet the SIP goal.

Category: English/Language Arts

Research Cited: Fletcher, J. M., & Vaughn, S. (2009). Response to intervention: Preventing and remediating academic difficulties. *Child Development Perspectives*, 3(1), 30-37.

Tier: Tier 1

Activity - Intervention Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELA Intervention Specialist will engage in targeted pullouts of Title I eligible students to help meet the SIP goal.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$25158	Title I Part A	Principal Intervention Specialist
Activity - Early Literacy Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Working with Intervention Specialists, the Literacy coach will target 31a eligible students for small group support as well as assist in the classroom working directly with teachers and 31a eligible students	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$0	Section 31a	Principal Literacy Coach
Activity - ELA Resource Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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Students will receive additional support in ELA through a resource class that is differentiated to their needs	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Principal Special Ed ELA teachers
Activity - Read to Achieve	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have finished Corrective Reading, but not yet on grade level will take this course and gain reading and writing skills in the content area.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	ELA staff
Activity - Corrective Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who score below grade level on their NWEA Reading test will take this course, which focuses on vocabulary, comprehension, and fluency	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	ELA staff
Activity - Differentiated Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use differentiated learning in the classroom	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All staff
Activity - ELL tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors from the MISD will come in to assist the ELL students at EMS	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All staff will support the tutors

Strategy 4:

Student and Teacher Centered Classroom Technology - All teachers will use a variety of instructional technologies in their classrooms on a daily basis. Technologies include but are not limited to: ELMOs, Mimios, iPads and mobile iPad carts, Data Director, etc.

Category: Technology

Tier: Tier 1

Activity - Online Collections Component	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be able to access Collections assignments and assessments online as part of the required curriculum.	Technology	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	ELA staff

School Improvement Plan

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Strategy 5:

Extended Learning Time - Students will have access to after school tutoring, intervention specialists, and resource rooms for additional support.

Category: English/Language Arts

Tier: Tier 1

Activity - Targeted Homerooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on scores on NWEA reading and writing, students will be placed in a targeted homeroom in the morning to assist in student growth in those areas.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All staff
Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to after school tutoring from instructional staff.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Intervention Specialists Principals Staff as needed
Activity - Summer Literacy Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students can take additional support classes in the summer that will allow for them to progress in reading.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Summer School Staff ELA staff Principal
Activity - 8th Grade Anne Frank field trip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8th grade students will attend Anne Frank at the Jewish Community Center after reading and analyzing the drama in the Collections curriculum.	Field Trip	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	ELA staff
Activity - Summer Packet	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming 6th-8th graders will receive a summer packet with reading activities that students will work on throughout the summer.	Supplemental Materials, Academic Support Program	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	No Funding Required	ELA staff

School Improvement Plan

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Strategy 6:

Community Involvement - Community involvement will allow for parents to gain more information about what is going on at their child's school. They will have access to teacher email, parent support center, student grades and attendance.

Category: School Culture

Tier: Tier 1

Activity - Monthly Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly meetings will take place that will allow parents to learn more about the school	Community Engagement	Tier 1		09/04/2018	06/13/2019	\$0	No Funding Required	Principal Staff Parents

Activity - Stakeholder Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are asked to take a survey on the climate of the school setting, which is used by the staff to gauge changes and opportunities for increased parent involvement.	Community Engagement	Tier 1		09/04/2018	06/13/2019	\$0	No Funding Required	All staff and principal Parents

Activity - Parent Teacher Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conferences will be held twice a year to allow parents and teachers to discuss student growth. Additional time may be set up as needed for individual conferences between parent and teacher.	Communication	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All staff

Activity - Title I Information Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to a Title I information night twice a year to introduce and explain the programs that are taking place at the school. Extended learning materials are distributed to parents/guardians as well.	Community Engagement, Parent Involvement	Tier 3	Implement	09/04/2018	06/13/2019	\$254	Title I Part A	Principal ELA staff Intervention specialists

Activity - Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to attend Curriculum Night in September as an introduction to the ELA curriculum. Parents of incoming 6th graders are invited in February/March as an introduction to middle school and curriculum.	Community Engagement	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All staff

School Improvement Plan

Eastland Middle School

Strategy 7:

Reading and Writing in the Content Area- Social Studies - Teacher will use high leverage reading and writing strategies to support growth and proficiency in social studies.

Category: Social Studies

Research Cited: Self-efficacy for reading and writing: influence of modeling, goal setting, and self-evaluation. Reading & Writing Quarterly, 19, 159-172. Henderlong, J., & Lepper, M.R. (2002).

Tier: Tier 1

Activity - Non Linguistic Representation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be able to use non linguistic representations when learning about vocabulary, specifically using Marzano squares	Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All Social Studies staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will take place as new curriculum and instruction is introduced	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All social studies staff
Activity - Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete informational reading through Moby Max at least 4 times a month.	Technology	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All social studies staff
Activity - Summer Packet	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 6th-8th grades will have a summer packet to complete. Focus will be on informational reading in the social studies content area.	Supplemental Materials	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All social studies staff
Activity - Writing in the Content Area	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete monthly CERC (Claim, Evidence, Reasoning, Counterclaim) writings to support MStep and ELA writing. Students will focus on informational articles to write their informational writing.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All social studies staff

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Activity - Academic Resource Room	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with IEP's will receive additional support in the area of social studies.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All social studies staff All special education staff

Strategy 8:

Reading and Writing in the Content Area- Science - Teacher will use high leverage reading and writing strategies to support growth and proficiency in science.

Category: Science

Research Cited: Self-efficacy for reading and writing: influence of modeling, goal setting, and self-evaluation. Reading & Writing Quarterly, 19, 159-172. Henderlong, J., & Lepper, M.R. (2002).

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in ongoing Professional Development that relates to science curriculum.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All science staff

Activity - Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete informational reading through Moby Max at least 4 times a month.	Technology	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All science staff

Activity - Summer Packet	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 6th-8th grades will have a summer packet to complete. Focus will be on informational reading in the science content area.	Supplemental Materials	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All science staff

Activity - Writing in the Content Area	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete monthly CERC (Claim, Evidence, Reasoning, Counterclaim) writings to support MStep and ELA writing. Students will focus on informational articles to write their informational writing.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All science staff

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Activity - Academic Resource Room	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students with IEP's will have access to additional support in science.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All science staff All special education staff

Strategy 9:

All students will be proficient in writing - All teachers will use high leverage reading and writing strategies to support growth and proficiency.

Category: English/Language Arts

Tier: Tier 1

Activity - CERC Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will complete CERC (Claim, Evidence, Reasoning, Counterclaim) writing on a monthly basis. This will happen across all core subjects.	Curriculum Development	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All staff members

Activity - Collections Interactive Writing Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA staff will utilize the Collections interactive writing lessons into practice to teach Common Core writing activities. Staff will use Collections performance tasks to construct a writing piece in each of the 3 genres of writing.	Curriculum Development	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All ELA staff

Activity - NWEA testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will take the Language Usage NWEA test 3 times a year to show growth in writing features	Curriculum Development	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All ELA staff

Activity - Intervention Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention specialists will pull out students in need of additional support in writing, based on NWEA scores, classroom grades, and teacher input.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Principal Intervention Specialists

Activity - Literacy Specialist	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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Literacy specialist will be available to push into classrooms to aide the teacher in writing and teaching skills. Literacy specialists many also pull students out to need additional support.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Literacy Specialists All core staff members
Activity - Academic Resource Room	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students will have access to an ELA English class with a smaller setting to focus on writing.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Special Education ELA staff
Activity - Summer Packet	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 6th-8th grade students will receive a summer packet with writing activities to work on during the summer.	Supplemental Materials	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All staff members

Goal 2: All students will be proficient in Math

Measurable Objective 1:

17% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in math concepts in Mathematics by 06/13/2019 as measured by NWEA math test and common assessments.

Strategy 1:

Classroom Instruction that Works (CITW) - All staff members will implement the CITW "Creating the Environment for Learning" non-negotiables into their reading instructional practice to increase student engagement and learning.

Category:

Research Cited: Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: ASCD. Dean, C., Hubbell, E.R., Pitler, H., & Stone, B.J. (2012) Classroom instruction that works (2nd ed.). Alexandria, VA: ASCD. Kulik, J.A., & Kulik, C.C. (1988). Timing of feedback and verbal learning. Review of Educational Research, 58, 79-97. Schunk, D.H. (2003). Self-efficacy for reading and writing: influence of modeling, goal setting, and self-evaluation. Reading & Writing Quarterly, 19, 159-172. Henderlong, J., & Lepper, M.R. (2002). the effects of praise on children's intrinsic motivation: A review and synthesis. Psychological Bulletin, 128, 774-795. Roseth, C.J., Johnson, D.W., & Johnson, R.T. (2008). Promoting early adolescents' achievement and peer relationships: The effects of cooperative, competitive, and individualistic goal structures. Psychological Bulletin, 134(2), 223-246.

Tier: Tier 1

School Improvement Plan

Eastland Middle School

Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Include elements of positive interdependence, specific roles and individual accountability. Organize groups of two-five students. Use cooperative learning consistently and systematically.	Implementation	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Math staff

Activity - Providing Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide feedback that addresses what is correct and elaborates on what students need to do next. Provide feedback appropriately in time to meet students' needs. Provide feedback that is criterion-referenced. Engage students in the feedback process. Procedural knowledge requires immediate feedback while declarative knowledge can be delayed depending on the learning.	Implementation	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Math Staff

Strategy 2:

Data Driven Instruction/Decision Making - Staff will use results from MSTEP, NWEA testing, and common assessments to guide student placement in appropriate classes.

Category: Mathematics

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in ongoing PD	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Math staff

Activity - NWEA testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will take the MAP math test 3 times a year to monitor growth	Curriculum Development	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Math staff

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take common assessment each trimester	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Math staff

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Activity - Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will meet to discuss curriculum and student growth	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All staff

Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Data Coach will be responsible for compiling NWEA, MSTEP, and SIP plan files for the school. Also, they will provide teachers with data from testing to show student growth.	Technology	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Data Coach Principal All staff

Strategy 3:

Developing the English Language Learner/Special Education Learner - Students will be placed accordingly in math classes that will provide best practices and show student growth.

Category: Mathematics

Tier: Tier 3

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in ongoing PD	Professional Learning	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Math staff

Activity - Intervention Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Specialists will pull out students in need of additional support in math.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$50316	Title I Part A	Principal Intervention Specialist

Activity - Resource Room for Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with special needs in need of additional math support will have access to a math resource room.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Principal Special Ed Staff

Activity - Math Attack	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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Students in need of additional math skills will be placed in a math attack class based on teacher input, common assessment scores, and NWEA test scores	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Math staff Data Coach Principal
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Activity - Differentiated Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement differentiated learning in the classroom	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All staff

Activity - ELL tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL tutors from the MISD will be available to work with ELL students at EMS.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All staff

Strategy 4:

Student and Teacher Centered Classroom Technology - Students and teachers will have access to various forms of technology in the school and classroom. iPads will be in every classroom for online portions of the curriculum. Computer labs, Mimeos, and calculators will be available as well.

Category: Technology

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ongoing PD	Technology Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All staff

Activity - Classroom Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms will have access to a projector, Mimeo, iPad cart, printer, and an ELMO.	Technology	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All staff

Strategy 5:

Extended Learning Time - Students needing additional support in math will have access to after school tutoring, intervention specialists, math attack, and specific homeroom classes that target math skills.

Category: Mathematics

Tier: Tier 3

School Improvement Plan

Eastland Middle School

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff members will participate in ongoing PD	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All staff
Activity - Homeroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who score low on their NWEA math test will be placed in a targeted homeroom that will allow for growth in basic skills.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Principal Math staff
Activity - Math Attack	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need additional support in math and have scored below grade level on their NWEA math test will be placed in Math Attack.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Principal Math Staff
Activity - Summer Math Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of additional math practice will have the opportunity to join the summer math camp classes within the district.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Summer school staff principal Math staff
Activity - Summer Packet	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming 6th-8th grade students will receive a summer packet with math activities to practice over the summer.	Supplemental Materials, Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Math staff

Strategy 6:

Community Involvement - Parents will have the ability to follow grades, attendance, class scheduling, and join in with parent teacher conferences to stay up to date with their student's education.

Category: Mathematics

Tier: Tier 1

School Improvement Plan

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Activity - Parent Resource Center	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A parent resource center will be available within the school for parents to use. Resources and technology will be available.	Parent Involvement	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All staff
Activity - Monthly Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to monthly PTO meetings relating to school issues.	Parent Involvement	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Principal All staff
Activity - Parent Surveys	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be asked to take a survey in relation to the school climate, curriculum, and staff.	Parent Involvement	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All staff
Activity - Trimester Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 nights throughout the year will be designated for conferences. Additional conferences may be held between parent and teacher throughout the year.	Parent Involvement	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All staff
Activity - Title I Information Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to a Title I information night twice a year to introduce and go over the programs that are available at the school.	Community Engagement, Parent Involvement	Tier 3	Getting Ready	09/04/2018	06/13/2019	\$254	Title I Part A	Principal Math staff Math interventionists
Activity - Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to attend the Curriculum Night in September to gain more insight into the Math curriculum. Parents with incoming 6th graders are invited to attend during February/March as an introduction to the middle school curriculum.	Community Engagement	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All Staff

Goal 3: Multi Tiered System of Support for all students

Measurable Objective 1:

demonstrate a proficiency in all tiered support systems for all students by 06/13/2019 as measured by The culture climate, social-emotional, and academic needs of all students.

Strategy 1:

School Climate and Culture - All students will have access to the Restorative Justice program at Eastland Middle School. Students will be trained each year on how the program runs and how it affects the culture of the school. Staff will be retrained yearly on the practices and are expected to implement the program with fidelity.

Category: School Culture

Research Cited: Morrison, B. E. , 2009-11-03 "Mapping the Development and Impact of Restorative Justice in Schools: On-Line Tools for Schools" Paper presented at the annual meeting of the ASC Annual Meeting, Philadelphia Marriott Downtown, Philadelphia, PA . 2013-05-24 from

http://citation.allacademic.com/meta/p380024_index.html Institute, A. (2008). The anatomy of peace, resolving the heart of conflict. Berrett-Koehler Publishers. The Sower Center. Wachtel, T. (1997). Real justice. (1st ed.). Pipersville, PA: The Piper's Press.

Tier: Tier 1

Activity - Restorative Justice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and students will be expected to follow the guidelines of the Restorative justice program within the school to maintain a school culture that focuses on successes and how to work through problems with other students, staff, and parents.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All staff Students

Activity - Restorative Justice Facilitator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Restorative Justice Facilitator will use behavioral and restorative justice data on a monthly, trimester, and full year basis, to implement changes within the program as necessary.	Behavioral Support Program	Tier 1	Monitor	09/04/2018	06/13/2019	\$50000	Section 31a	Restorative Justice Facilitator Principal All staff

Activity - Restorative Justice Parent and Academic Circles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be called in to participate in circles relating to students' academics and behavioral choices in school. Led by the facilitator, parents, staff, and students will work together to create a successful climate in the building.	Behavioral Support Program	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	All staff Restorative facilitator Principal

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Activity - Hallway Hero Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students witnessed helping out the school climate and culture will be recognized through the school wide program.	Behavioral Support Program	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	All staff
Activity - Mentor/Mentee Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students struggling will be paired with NJHS students to discuss opportunities in school, homework, how to stay on track, etc.	Behavioral Support Program	Tier 2	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Counselor Restorative Justice facilitator Staff as needed
Activity - Welcome Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are knowledgeable about EMS will participate in a committee formed each year. The students will be responsible for touring new students, welcoming new students, talking to parents about the school culture, participating in after school activities.	Other	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Counselor
Activity - Parent Liason	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Liaison will communicate with parents and guardians to organize meetings and workshops to help parents relate to students as well as to staff.	Community Engagement, Parent Involvement	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Principal Parent Liaison/Teacher representative
Activity - Successful Intercultural Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identifying how our personal social identities shape our perceptions. Understanding our complexities of social norms increase intercultural consequences and communication skills. Empathy building regarding bi cultural and bilingual marginalized groups.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$1500	Title II Part A	All staff
Activity - Leadership Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Department heads, along with the principal will meet once a month to discuss data, building culture, student behaviors and academics, and successes within the building.	Communication	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Principal Department heads
Activity - Facilitators of School Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SIP team will go to monthly meetings at the ISD to discuss improvements to the School Improvement reports, state information, and how it related to local school curriculum	Professional Learning	Tier 1	Monitor	09/04/2018	06/13/2019	\$500	Title II Part A	SIP team Principal

Strategy 2:

Social-Emotional - All students will have access to the school counselor to discuss grades, scheduling, and personal issues taking place at school and at home. The school counselor will make every effort to be available to the students on a daily basis.

Category: School Culture

Tier: Tier 1

Activity - Counseling Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have access to the school counselor to discuss grades, scheduling, check ins after suspensions, personal issues relating to school and home. Counselor will communicate with parents regarding same ideas.	Academic Support Program, Communication, Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Counseling staff Principal
Activity - Referrals for Community Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselor will provide referrals to students in need of additional counseling services. Counselor will contact parents about additional community support programs.	Parent Involvement, Communication	Tier 2	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Counseling
Activity - Relational/Aggression Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students who are struggling socially, emotionally, and academically will be invited to join a group that focuses on healthy peer relationships, study habits, and how to handle issues when they arise.	Academic Support Program, Behavioral Support Program, Communication	Tier 2	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Principal Counselor
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Activity - Mentor/Mentee Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are struggling academically will be paired with NJHS students to track progress in classes. Homework, assignments, organizational tools, and discussions will take place on a bi-weekly or monthly time period.	Academic Support Program, Behavioral Support Program, Communication	Tier 3	Implement	09/04/2018	06/01/2019	\$0	No Funding Required	Counselor Principal

Activity - Counseling Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eastland Middle School counselor will attend monthly meetings at the ISD. It is called the Student Assistance Program. Each month rotates between community outreach and what's trending in schools (different topics like suicide, vaping, homelessness, drugs, cutting, etc...) and then the next month will be more on college readiness, career cruising, programs that are offered to schools at low to no cost etc...	Community Engagement, Parent Involvement, Academic Support Program, Behavioral Support Program	Tier 1		09/04/2018	06/13/2019	\$0	No Funding Required	EMS counselor

Strategy 3:

Academic - All students will be placed in the proper schedule that fits their academic needs. Special education, grade level, and above grade levels classes will exist to allow students to succeed. Scheduling by the counselor for all classes will take place and place students in the proper classes, depending on standardized testing scores, NWEA scores, and teacher input.

Category: School Culture

Tier: Tier 1

Activity - Targeted Homeroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Based on NWEA scores, MStep scores, and teacher input, students will be placed in a homeroom that is targeted to fit their needs. Advanced students will be placed in higher level homeroom focusing on ELA, science, and social studies. Tier 2 students will be placed in classes, depending on their academic needs, including reading and writing based on informational reading. Tier 3 students will be placed in Corrective Reading or Math Attack classes, depending on their greatest need.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	All staff
Activity - Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists will work "pushing in" with math and ELA classes to work with students in small groups.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Interventionists ELA staff Math staff
Activity - Literacy Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The literacy specialist will push in to classes to assist teachers in ELA. The specialists will also pull out small groups of students for a more intensive lesson several days a week.	Academic Support Program, Direct Instruction	Tier 3	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	ELA staff Literacy Specialist
Activity - After School tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school tutoring is available to the bottom 30% of the school to assist and support in all academic classes. After school tutoring is available each day for one hour.	Supplemental Materials, Academic Support Program	Tier 3	Monitor	09/04/2018	06/13/2019	\$8000	Title I Schoolwide	Available staff
Activity - ELA Attack Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are partially proficient on the MStep will be in a class that focuses on text analysis, CERC writing, genre writing. The class will follow the regular ELA curriculum guidelines, but with a more intensive approach.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	ELA staff Literacy Specialist
Activity - Schoology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Learning management system that connects all the people, content, and systems that fuel education.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All staff
Activity - Grading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grading student work with fidelity as well as standards based grading	Academic Support Program	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	All staff
Activity - Roseville Public Library	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and students will have a local librarian come to the school to see what the library has to offer in the community	Community Engagement	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After School tutoring	After school tutoring is available to the bottom 30% of the school to assist and support in all academic classes. After school tutoring is available each day for one hour.	Supplemental Materials, Academic Support Program	Tier 3	Monitor	09/04/2018	06/13/2019	\$8000	Available staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Restorative Justice Facilitator	The Restorative Justice Facilitator will use behavioral and restorative justice data on a monthly, trimester, and full year basis, to implement changes within the program as necessary.	Behavioral Support Program	Tier 1	Monitor	09/04/2018	06/13/2019	\$50000	Restorative Justice Facilitator Principal All staff
Early Literacy Specialists	Working with Intervention Specialists, the Literacy coach will target 31a eligible students for small group support as well as assist in the classroom working directly with teachers and 31a eligible students	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$0	Principal Literacy Coach

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Stakeholder Survey	Parents are asked to take a survey on the climate of the school setting, which is used by the staff to gauge changes and opportunities for increased parent involvement.	Community Engagement	Tier 1		09/04/2018	06/13/2019	\$0	All staff and principal Parents

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Parent Liason	Parent Liaison will communicate with parents and guardians to organize meetings and workshops to help parents relate to students as well as to staff.	Community Engagemen t, Parent Involvement	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Principal Parent Liaison/Teacher representative
Summer Packet	All 6th-8th grade students will receive a summer packet with writing activities to work on during the summer.	Supplemental Materials	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All staff members
ELA Resource Class	Students will receive additional support in ELA through a resource class that is differentiated to their needs	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	Principal Special Ed ELA teachers
Summer Packet	Incoming 6th-8th grade students will receive a summer packet with math activities to practice over the summer.	Supplemental Materials, Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Math staff
Literacy Specialist	Literacy specialist will be available to push into classrooms to aide the teacher in writing and teaching skills. Literacy specialists many also pull students out to need additional support.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	Literacy Specialists All core staff members
Literacy Specialist	The literacy specialist will push in to classes to assist teachers in ELA. The specialists will also pull out small groups of students for a more intensive lesson several days a week.	Academic Support Program, Direct Instruction	Tier 3	Implement	09/04/2018	06/13/2019	\$0	ELA staff Literacy Specialist
Curriculum Night	Parents are invited to attend the Curriculum Night in September to gain more insight into the Math curriculum. Parents with incoming 6th graders are invited to attend during February/March as an introduction to the middle school curriculum.	Community Engagemen t	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All Staff
Providing Feedback	Provide feedback that addresses what is correct and elaborates on what students need to do next. Provide feedback appropriately in time to meet students' needs. Provide feedback that is criterion-referenced. Engage students in the feedback process. Procedural knowledge requires immediate feedback while declarative knowledge can be delayed depending on the learning.	Implementation	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Math Staff
Welcome Committee	Students who are knowledgeable about EMS will participate in a committee formed each year. The students will be responsible for touring new students, welcoming new students, talking to parents about the school culture, participating in after school activities.	Other	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	Counselor

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Data Teams	ELA teachers will meet and discuss curriculum and student growth.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All staff
Online Collections Component	Students will be able to access Collections assignments and assessments online as part of the required curriculum.	Technology	Tier 1	Implement	09/04/2018	06/13/2019	\$0	ELA staff
Targeted Homeroom	Based on NWEA scores, MStep scores, and teacher input, students will be placed in a homeroom that is targeted to fit their needs. Advanced students will be placed in higher level homeroom focusing on ELA, science, and social studies. Tier 2 students will be placed in classes, depending on their academic needs, including reading and writing based on informational reading. Tier 3 students will be placed in Corrective Reading or Math Attack classes, depending on their greatest need.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	All staff
Restorative Justice	Staff and students will be expected to follow the guidelines of the Restorative justice program within the school to maintain a school culture that focuses on successes and how to work through problems with other students, staff, and parents.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All staff Students
Counseling Services	All students will have access to the school counselor to discuss grades, scheduling, check ins after suspensions, personal issues relating to school and home. Counselor will communicate with parents regarding same ideas.	Academic Support Program, Communication, Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	Counseling staff Principal
Mentor/Mentee Program	Students who are struggling academically will be paired with NJHS students to track progress in classes. Homework, assignments, organizational tools, and discussions will take place on a bi-weekly or monthly time period.	Academic Support Program, Behavioral Support Program, Communication	Tier 3	Implement	09/04/2018	06/01/2019	\$0	Counselor Principal
Data Coach	The Data Coach will be responsible for compiling NWEA, MSTEP, and SIP plan files for the school. Also, they will provide teachers with data from testing to show student growth.	Technology	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	Data Coach Principal All staff
Data Coach	The Data Coach will be responsible for compiling NWEA, MSTEP, and SIP plan files for the school. Also, they will provide teachers with data from testing to show student growth.	Technology	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	Data Coach Principal All staff
Professional Development	Staff will participate in ongoing PD	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Math staff

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Summer Packet	Students in 6th-8th grades will have a summer packet to complete. Focus will be on informational reading in the science content area.	Supplemental Materials	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All science staff
Professional Development	All staff will participate in ongoing Professional Development that relates to science curriculum.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All science staff
Restorative Justice Parent and Academic Circles	Parents will be called in to participate in circles relating to students' academics and behavioral choices in school. Led by the facilitator, parents, staff, and students will work together to create a successful climate in the building.	Behavioral Support Program	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	All staff Restorative facilitator Principal
Targeted Homerooms	Based on scores on NWEA reading and writing, students will be placed in a targeted homeroom in the morning to assist in student growth in those areas.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All staff
Math Attack	Students in need of additional math skills will be placed in a math attack class based on teacher input, common assessment scores, and NWEA test scores	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	Math staff Data Coach Principal
Read to Achieve	Students who have finished Corrective Reading, but not yet on grade level will take this course and gain reading and writing skills in the content area.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	ELA staff
Data Teams	Math teachers will meet to discuss curriculum and student growth	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All staff
Summer Literacy Camp	Students can take additional support classes in the summer that will allow for them to progress in reading.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	Summer School Staff ELA staff Principal
Referrals for Community Support	Counselor will provide referrals to students in need of additional counseling services. Counselor will contact parents about additional community support programs.	Parent Involvement, Communication	Tier 2	Monitor	09/04/2018	06/13/2019	\$0	Counseling
Parent Resource Center	A parent resource center will be available within the school for parents to use. Resources and technology will be available.	Parent Involvement	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All staff
Classroom Technology	All classrooms will have access to a projector, Mimeo, iPad cart, printer, and an ELMO.	Technology	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All staff
Academic Resource Room	Students with IEP's will receive additional support in the area of social studies.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	All social studies staff All special education staff

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Parent Teacher Conferences	Conferences will be held twice a year to allow parents and teachers to discuss student growth. Additional time may be set up as needed for individual conferences between parent and teacher.	Communication	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All staff
Math Attack	Students who need additional support in math and have scored below grade level on their NWEA math test will be placed in Math Attack.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	Principal Math Staff
ELA Attack Class	Students who are partially proficient on the MStep will be in a class that focuses on text analysis, CERC writing, genre writing. The class will follow the regular ELA curriculum guidelines, but with a more intensive approach.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$0	ELA staff Literacy Specialist
Counseling Professional Development	Eastland Middle School counselor will attend monthly meetings at the ISD. It is called the Student Assistance Program. Each month rotates between community outreach and what's trending in schools (different topics like suicide, vaping, homelessness, drugs, cutting, etc...) and then the next month will be more on college readiness, career cruising, programs that are offered to schools at low to no cost etc...	Community Engagement, Parent Involvement, Academic Support Program, Behavioral Support Program	Tier 1		09/04/2018	06/13/2019	\$0	EMS counselor
Grading	Grading student work with fidelity as well as standards based grading	Academic Support Program	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	All staff
Cooperative Learning	Include elements of positive interdependence, individual accountability and specific roles . Organize groups of two to five students. Use cooperative learning consistently and systematically.	Implementation	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All Teachers
Moby Max	Students will complete informational reading through Moby Max at least 4 times a month.	Technology	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All science staff
Intervention Specialists	Intervention specialists will pull out students in need of additional support in writing, based on NWEA scores, classroom grades, and teacher input.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$0	Principal Intervention Specialists
Professional Development for SIP	All ELA teachers will receive ongoing professional development to implement Collections Curriculum	Professional Learning	Tier 1	Implement	09/05/2017	06/13/2018	\$0	ELA staff
Monthly Parent Meetings	Parents are invited to monthly PTO meetings relating to school issues.	Parent Involvement	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Principal All staff
Professional Development	Professional development will take place as new curriculum and instruction is introduced	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All social studies staff

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Collections Close Reads	All teachers in ELA will use the Close and Critical Reading instructional model in their classrooms to increase student learning.	Academic Support Program, Materials	Tier 1	Implement	09/04/2018	06/13/2019	\$0	ELA staff
8th Grade Anne Frank field trip	8th grade students will attend Anne Frank at the Jewish Community Center after reading and analyzing the drama in the Collections curriculum.	Field Trip	Tier 1	Implement	09/04/2018	06/13/2019	\$0	ELA staff
ELA Common Assessments	Students will take ELA End of Trimester Common Assessments. Teachers will analyze student achievement data and make instructional decisions accordingly.	Implementation	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	ELA staff
Leadership Meetings	Department heads, along with the principal will meet once a month to discuss data, building culture, student behaviors and academics, and successes within the building.	Communication	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	Principal Department heads
ELL tutor	Tutors from the MISD will come in to assist the ELL students at EMS	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	All staff will support the tutors
Resource Room for Math	Students with special needs in need of additional math support will have access to a math resource room.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	Principal Special Ed Staff
Homeroom	Students who score low on their NWEA math test will be placed in a targeted homeroom that will allow for growth in basic skills.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	Principal Math staff
ELL tutor	ELL tutors from the MISD will be available to work with ELL students at EMS.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	All staff
Professional Development	All staff members will participate in ongoing PD	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All staff
Curriculum Night	Parents are invited to attend Curriculum Night in September as an introduction to the ELA curriculum. Parents of incoming 6th graders are invited in February/March as an introduction to middle school and curriculum.	Community Engagement	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All staff
Academic Resource Room	All students with IEP's will have access to additional support in science.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	All science staff All special education staff
NWEA testing	All students will take the Language Usage NWEA test 3 times a year to show growth in writing features	Curriculum Development	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All ELA staff
CERC Writing	All students will complete CERC (Claim, Evidence, Reasoning, Counterclaim) writing on a monthly basis. This will happen across all core subjects.	Curriculum Development	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All staff members

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Trimester Conferences	2 nights throughout the year will be designated for conferences. Additional conferences may be held between parent and teacher throughout the year.	Parent Involvement	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All staff
Summer Math Camp	Students in need of additional math practice will have the opportunity to join the summer math camp classes within the district.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	Summer school staff principal Math staff
Schoology	Learning management system that connects all the people, content, and systems that fuel education.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All staff
Cooperative Learning	Include elements of positive interdependence, specific roles and individual accountability. Organize groups of two-five students. Use cooperative learning consistently and systematically.	Implementation	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Math staff
Professional Development	All staff will participate in ongoing PD	Professional Learning	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	Math staff
After School Tutoring	Students will have access to after school tutoring from instructional staff.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	Intervention Specialists Principals Staff as needed
Parent Surveys	Parents will be asked to take a survey in relation to the school climate, curriculum, and staff.	Parent Involvement	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All staff
NWEA testing	All students will participate in the MAP reading testing 3 times a year to monitor.	Evaluation, Monitor	Tier 1	Evaluate	09/04/2018	06/13/2019	\$0	ELA staff
Academic Resource Room	Special education students will have access to an ELA English class with a smaller setting to focus on writing.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	Special Education ELA staff
Moby Max	Students will complete informational reading through Moby Max at least 4 times a month.	Technology	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All social studies staff
Non Linguistic Representation	Students will be able to use non linguistic representations when learning about vocabulary, specifically using Marzano squares	Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All Social Studies staff
Roseville Public Library	Staff and students will have a local librarian come to the school to see what the library has to offer in the community	Community Engagement	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All staff
Common Assessments	Students will take common assessment each trimester	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Math staff
Hallway Hero Program	Students witnessed helping out the school climate and culture will be recognized through the school wide program.	Behavioral Support Program	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	All staff

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Collections Interactive Writing Lessons	All ELA staff will utilize the Collections interactive writing lessons into practice to teach Common Core writing activities. Staff will use Collections performance tasks to construct a writing piece in each of the 3 genres of writing.	Curriculum Development	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All ELA staff
Summer Packet	Incoming 6th-8th graders will receive a summer packet with reading activities that students will work on throughout the summer.	Supplemental Materials, Academic Support Program	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	ELA staff
NWEA testing	All students will take the MAP math test 3 times a year to monitor growth	Curriculum Development	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Math staff
Relational/Aggression Groups	Students who are struggling socially, emotionally, and academically will be invited to join a group that focuses on healthy peer relationships, study habits, and how to handle issues when they arise.	Academic Support Program, Behavioral Support Program, Communication	Tier 2	Implement	09/04/2018	06/13/2019	\$0	Principal Counselor
Setting Objectives	Set learning objectives that are specific but not restrictive. Identify what students will know, understand, and be able to do by the end of the learning experience. Communicate the learning objectives to students and parents. Connect the learning objective to previous and future learning. Engage students in personalizing the learning objectives by using scales. Post the learning objectives on the whiteboard in the classroom on a daily basis.	Implementation	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All teachers.
Writing in the Content Area	Students will complete monthly CERC (Claim, Evidence, Reasoning, Counterclaim) writings to support MStep and ELA writing. Students will focus on informational articles to write their informational writing.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All science staff
Professional Development	Teachers will participate in ongoing PD	Technology, Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All staff
Monthly Parent Meetings	Monthly meetings will take place that will allow parents to learn more about the school	Community Engagement	Tier 1		09/04/2018	06/13/2019	\$0	Principal Staff Parents

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Writing in the Content Area	Students will complete monthly CERC (Claim, Evidence, Reasoning, Counterclaim) writings to support MStep and ELA writing. Students will focus on informational articles to write their informational writing.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All social studies staff
Interventionists	Interventionists will work "pushing in" with math and ELA classes to work with students in small groups.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$0	Interventionists ELA staff Math staff
Mentor/Mentee Program	Students struggling will be paired with NJHS students to discuss opportunities in school, homework, how to stay on track, etc.	Behavioral Support Program	Tier 2	Monitor	09/04/2018	06/13/2019	\$0	Counselor Restorative Justice facilitator Staff as needed
Corrective Reading	Students who score below grade level on their NWEA Reading test will take this course, which focuses on vocabulary, comprehension, and fluency	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	ELA staff
Summer Packet	Students in 6th-8th grades will have a summer packet to complete. Focus will be on informational reading in the social studies content area.	Supplemental Materials	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All social studies staff
Differentiated Learning	All teachers will implement differentiated learning in the classroom	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All staff
Differentiated Learning	Teachers will use differentiated learning in the classroom	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Specialist Professional Development	Literacy Specialist will participate in professional development courses to enhance the teaching and learning of the staff and students. Literacy Cohort meetings Let's Continue to Grow Good Readers Supporting Good Reader Series 15	Professional Learning	Tier 2	Implement	09/04/2018	06/13/2019	\$170	Literacy Specialist
Successful Intercultural Communication	Identifying how our personal social identities shape our perceptions. Understanding our complexities of social norms increase intercultural consequences and communication skills. Empathy building regarding bi cultural and bilingual marginalized groups.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$1500	All staff

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Facilitators of School Improvement	The SIP team will go to monthly meetings at the ISD to discuss improvements to the School Improvement reports, state information, and how it related to local school curriculum	Professional Learning	Tier 1	Monitor	09/04/2018	06/13/2019	\$500	SIP team Principal
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Information Night	Parents are invited to a Title I information night twice a year to introduce and explain the programs that are taking place at the school. Extended learning materials are distributed to parents/guardians as well.	Community Engagement, Parent Involvement	Tier 3	Implement	09/04/2018	06/13/2019	\$254	Principal ELA staff Intervention specialists
Title I Information Night	Parents will be invited to a Title I information night twice a year to introduce and go over the programs that are available at the school.	Community Engagement, Parent Involvement	Tier 3	Getting Ready	09/04/2018	06/13/2019	\$254	Principal Math staff Math interventionists
Intervention Specialists	Intervention Specialists will pull out students in need of additional support in math.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$50316	Principal Intervention Specialist
Intervention Specialists	The ELA Intervention Specialist will engage in targeted pullouts of Title I eligible students to help meet the SIP goal.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$25158	Principal Intervention Specialist