



# **School Improvement Plan**

**Comstock Middle School**

**Comstock Public 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 2018-2019 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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 comprehensive needs assessment is an ongoing, year long process that occurs during leadership, department, grade group and PLC meetings. Assessment, behavior, attendance, process data and intervention/programming are all evaluated throughout the school year in response to new data. All teaching and support staff participate during the various weekly and monthly meetings. The leadership team, and school improvement team, compiles data for reporting.

The comprehensive needs assessment is included in our school improvement plan cycle for continuous improvement. Grade level and department teams analyze NWEA, AimsWeb, and State Assessment data (an any other intervention data) to inform instructional practices, and determine adjustments. In addition, this data is used to determine entrance and exit criteria for our multi-tiered systems of support through intervention classes, or small group instruction.

The Student Lighthouse Team, will focus on needs to address culture and climate, and curricular concerns. Students propose areas of need, plan, and create solutions to problems, as well as, celebrations to supplement PBIS strategies.

Students, Staff, and Parents/Guardians all completed the building survey in February and March. The staff survey was completed online via the link provided by ASSIST. Staff members were sent the link.. Students completed the survey online in their technology classes. Parents were given the link via Shout Point (email and phone call), offered time in the computer lab to complete the survey at conferences, if requested, personally emailed, and offered a print version to take home. The results of these surveys were given to the school improvement co-chairs and administrator. Future results will be included in PLCs, and Lighthouse Team meetings.

Parent/guardian and community stakeholder involvement in the process was limited, and is an area of focus for this upcoming school year. Parents were offered opportunities to provide feedback at open house, conferences, and enrichment night activities. Most feedback was obtained with the parent survey.

PLCs will analyze survey results, MEAP/NWEA data, and address curriculum alignment, and student achievement. The School Improvement Co-Chairs then enter the responses into the School Data Analysis, Comprehensive Needs Assessment, and share the results with the staff, and review results during PLCs, and other leadership meetings. All groups provide suggestions, and feed back on editing, which the Co-Chairs then address in the SDA.

The final school improvement plan including the CNA/ School Data Analysis is offered to staff, and reviewed at parent meetings and staff meetings, and available online (district website). Stakeholders that attend the Lighthouse Team/School Improvement Meetings will, at a minimum, get updates monthly on the progress of the school improvement plan, and participate in evaluating the fidelity of the plan, and accountability of responsible stakeholders.

### **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?**

The comprehensive needs assessment highlighted several areas in need of improvement. Perception data from students, staff and parents was collected and analyzed, achievement data analyzed, program/process, and demographic data was also reviewed.

#### **Achievement Data:**

In 2013-2014, NEMS was at the 6th percentile on the Top to Bottom list. In 2014-2015, NEMS was not ranked due to the transformation of the assessment from MEAP to M-Step. In 2015-16, NEMS improved from the 6th percentile to the 20th. No data was available for 2016-17, 17-18, or 18-19.

## School Improvement Plan

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MSTEP data for ELA in the 2014-16 school year, Sixth graders taking the ELA MSTEP in 2014-15, had 41.9% at or above proficient. In 2015-16, 21.5% were at or above proficient, in 2016-17, 26.4%, and in 18-19 18.1%. This shows a 8.3% decrease from the previous year, with an overall decline. Seventh graders taking the ELA MSTEP in 2014-15, had 41.9 at or above proficient. In 2015-16, only 21.5% were at or above, in 2016-17, 26.4%, and in 17-18 17.8%. This represents a 3.7% decrease from the previous year, with an overall decline. Eighth grade students taking the ELA MSTEP in 2014-15 had 49.3% at or above proficient, 48.1% in 2015-16, 27.6% in 2016-17, and in 2017-16.2% . This shows a decrease of 11.4% from the previous year.

In 2016-17, for the Math MSTEP sixth graders had 10.3% at or above proficient in 2014-15, 10.9% in 2015-16, 12% in 2016-17, and in 2017-18 5.4%. This indicates a 6.6% decrease. Seventh grade students has 20% score at or above proficient in 2014-15, 12.4% in 2016-17, and in 2017-18 7.8% a 4.6% decrease. Eighth grade students had 25% score at or above proficient in 2014-15, 16.7% in 15-16. Eighth grade students did not take the mathematics assessment in 16-17. In 2017-18, 5.4% were at or above proficient, a 11.3% decline from the last recorded data.

NWEA Data indicated that all grade levels exceeded projected growth in ELA. Fifth grade was projected to have a 7.1 point growth and achieved a 9.2 average RIT growth. Sixth grade students were project to have a growth of 5.4, and achieved a 7.0 average RIT growth. Seventh grade was projected to have a 4.2 growth, and had a 5.5 RIT point growth. Eighth grade was projected to have a 3.5 point growth, and achieved a 3.7 point growth. Currently, the 2018-19 school year data is not available as students are still completing the test.

### Demographic

An analysis of the demographic data yielded the following results. Based on self-reporting, the student population is 47% White, 23% Black or African American, 10% Hispanic or Latino, 11% Two or more races, 1.5% Asian, and 1.5% American Indian or Alaska Native. About 24% of the student population is classified special education.

Our student enrollment continues to decline following a ten year pattern. We have a large incidence of transience which challenges our ability to provide consistent instruction. In 2016-17, Northeast Middle School had an enrollment of 423 students. During the year, 69 new students enrolled and 52 student moved out. In response to this fact, we will continue to support students with quick assessments after late enrollment to ensure proper placement and support. In 2017-18, enrollment was 415, with 105 new enrollments, and 146 withdraws. In 2018-19, enrollment was 274, with 49 new enrollments, and 79 withdrawals. Overall enrollment decline is due to 5th grade returning to the elementary building.

### Perception Data

We conduct an annual perception data survey that compares the perceptions of parents/guardians, students and staff. As a result we noted the following areas where responses were significant:

#### Student

From the 2017-18 student survey, it showed the most agreed upon statement was, "In my school, the principal and teachers have high expectations of me," with an average score of 3.42, or 52.46% agreeing or strongly agreeing. The student survey results showed that two statement had the second highest average score. The first was, "In my school, programs and services are available to help me succeed," with an average score of 3.37, or 57.89% agreeing or strongly agreeing. The second statement, "My school gives me multiple assessments to check my understanding of what was taught." For the 2018-19 school year, highest responses include, "In my school, programs and services are available to help me succeed," "In my school, teachers work together to improve student learning," and " My school gives me multiple assessments to check my understanding of what was taught." Some positives indicated with open-ended question responses include, "The teachers and how nice they are," "I'm respected by my teachers," and "it's safe." Some improvements indicated by the open-ended survey include, "we can't go outside," "bullies," and " hot rooms and no A/C."

#### Parent

The parents survey results showed that the statement with the highest average score was "My child knows the expectations for learning in

all classes" with a 4.04, with 81.08% agreeing, or strongly agreeing with that statement. Two statements tied for the second most agreed upon statement. Those statements were, "All of my child's teachers work as a team to help my child learn," and "All of my child's teachers report on my child's progress in easy to understand language." Both statements had a 3.85 average score, with 75.47% agreeing or strongly agreeing. The third most agreed upon statement was, "All of my child's teachers provide an equitable curriculum that meets his/her learning needs." The average score for this item was 3.77, with 73.59% agreeing or strongly agreeing with this statement. There were too little responses for the 2018-19 school year to warrant a summary.

### Staff

The staff survey showed that two statements had an average score of 3.84, or 76% agreeing or strongly agreeing. Those statements were, "Our school provides qualified staff members to support student learning" and "In our school, staff members provide peer coaching to teachers." The second most positive response was to the statement, "Our school's leaders hold all staff members accountable for student learning," with an average score of 3.83, or 79.31%. For 2018-19, the top 3 areas of agreement with 91.67% were "Our school uses multiple assessment measures to determine student learning and school performance," "Our school has a systematic process for collecting, analyzing and using data, " and" Our school provides protected instructional time." Some current opened ended comments regarding improvements include the carpets, air conditioning, mold, and negativity with some staff members. Positive comments included, "if you need something there are others there to help you," "I love our students," "supportive collaborative staff," and "the sense of family" among the staff.

### Behavior Data

Our behavior data reflects the impact of systematic implementation of Positive Behavior Supports, a focus on student engagement and effective interventions applied by our behavior interventionists. During the first quarter of the 2017-2018 academic year the average number of referrals per week was 191. During the second quarter the average number of referrals per week was 150. During the 3rd quarter the trend of decreasing referrals was continued with the average being 106 referral per week. During the 2018-19, school year, the process for referrals changed, and therefore the total number decreased. The total number of referrals as of May 24, was 407, and 59 average per month.

### **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.**

The school goals are tied to research-based, high impact strategies, especially related to low socio-economic populations, in each subject area. School wide professional development focuses on best practices for specific subject areas, as well as, universal instructional strategies that impact our students. A high percentage of the student population has moved frequently, and apply academic avoidance as a survival strategy. School goals include assessing student progress, providing skills and strategies to access vocabulary and text, implementing intentional, research based engagement strategies, to providing frequent and actionable feedback, and guaranteeing a viable curriculum.

The school academic goal is directly related to the priority needs of student assessment process, with emphasis on all core content area mastery and improvement. The analysis of MSTEP, NWEA, AIMS Web, attendance, behavior, and demographic data was included in creating the goals. Goals were chosen to address the needs of all students. The two areas of main academic focus are reading and math. Math has come forward as a particular area of need, as improvements in Reading and Writing have occurred. Specific strategies including coaching from KRESA for instructors in mathematics, continuation of the updated math curriculum, with Big Ideas Math.

Both sixth and seventh grade curriculum include the school-wide intervention in the core of Read to Achieve. Writing Coach curricular resources, MAISSA units, and Step Up to Writing, are implemented in our writing classes.

Math, Social Studies, and Science will benefit from the literacy strategies being implemented school-wide. Literacy instruction will occur across curricular areas. Assessments in both areas contain the academic vocabulary. Internal coaching will support the integration of literacy practice in these content areas.

The need to increase parent involvement and to provide a safe learning environment remain areas of focus. Strategies to address these areas include increased opportunities for parents to be involved in the school improvement process, activities for parent education, and positive behavior support for student behavior. The CHAMPS classroom strategies are integrated in our mentoring process, and specific instruction on school-wide student expectations all address these areas. Students who are at risk of failure are the focus of interventions (Tiers II and III). The goals for Comstock Northeast Middle School include:

1. The staff, students, and families will collaborate to create a culture of leadership.
2. The students and staff will participate in a successful, multi-tiered system of academic programming and supports.

#### **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?**

The large majority of our students are socio-economically disadvantaged, as the entire student body receives free breakfast and lunch. Our goals, objectives and strategies are differentiated in application to the varied student groups. It is the ability of teachers, who apply the strategies appropriately, and differentiate instruction, to each learning group, that ensure that the individual needs of students are met. Best practice instruction, classroom management, aligned curriculum, positive school culture, continuous parent communication, all monitored systematically, will meet assist the school meet the individual needs of all students. The ability to identify the individual needs of students quickly and monitor the fidelity of implementation of all of the aforementioned components that will increase student achievement.

The goals address the needs of the entire population by stressing individual growth and grade level mastery. Exit and entrance criteria have been established to meet the needs of students that are in need of additional academic help, disadvantaged students have access to free breakfast/lunch, mobile health clinic, vision testing, Department of Health and Human Services office in house, reduced athletic fee rates, and field trip assistance. The strategies mentioned above are designed as Tier I strategies aimed at improving all student learning. Specific Tier II/III strategies in reading and math include paraprofessionals integrated in classrooms needing additional support. Further assistance provides strategies for sixth through eighth grade in academic support classes.

## **Component 2: Schoolwide Reform Strategies**

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

As a school-wide Title I building in which all of our students receive free lunch and breakfast. Most of our strategies are schoolwide. We currently have 66 special education students which is 24% of our total population. Strategies in the school wide plan that focus on helping all students include PLCs (professional learning communities), where all staff members can receive peer support, analyze data, and collaborate for student success. Peer observations, to inform classroom management, improve instruction, and encourage student engagement, also occur. Teachers, as well as, students, utilize data to set, monitor and reach goals. Another strategy also includes promoting literacy across all content areas, and encouraging students to engage with books, the media center, and various written materials. A new initiative to promote project-based learning is beginning this school year, a new schedule to encourage students to enjoy learning in various learning environments, such as clubs, is being implemented. School wide student interventions take place, as well as, target interventions for those students falling in the bottom 30% in need of additional learning time, or small group instruction. Paraprofessionals push into classrooms where a high number of at-risk students are learning, and an after school program for supplemental learning, or additional support can be provided. An instructional coach also provides support to teachers in analyzing data, conducting assessments, and making curricular adjustments.

Teachers are trained in how to explicitly teach expectations, including practice, how to monitor and evaluate the schoolwide expectations. Teachers, or paraprofessionals, that demonstrate a need, will have professional development in the CHAMPS protocol, Teaching with Poverty in Mind, and Teach Like a Champion. Instructional coaches will provide classroom management coaching for staff demonstrating need. All staff will monitor behavior patterns systematically. The Lighthouse Team will analyze behavior data, assign, monitor and assess school wide, and individual, student interventions. Teachers are trained on behavior protocol for utilizing office support staff. Positive Behavior will be rewarded by teachers and school wide celebrations will be planned, and announced, with predetermined criteria. Teachers and paraprofessionals will participate in professional development on positive behavior support as needed.

Multiple opportunities for parents to participate in their students' education will be utilized to aid parents in knowing grade level curriculum, analyzing assessment results, addressing adolescent behavior, using school communication tools, and supporting the school in developing school improvement. The monthly activity calendar will identify activities where parents can volunteer, chaperone, or participate. Talking points will be created for conferences to guide effective communication between teachers and parents. The instructional coach will provide in depth explanation of assessment data at conferences. Community Mental Health, and DHS, will provide information on community resources for families at conferences. During conferences instructional leaders are also on hand to help with the understanding of assessments. Parents will be invited to monthly meetings.

### **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).**

The comprehensive needs assessment indicates that a majority of our students are low performing, and researched-based, high impact strategies, need to be implemented school wide. Students who are at risk of failure are the focus of interventions. The comprehensive needs assessment demonstrates that students need additional support in reading and writing. The SRA curricula, Read to Achieve, 6 Minute Solution, explicit vocabulary, intervention classes, and the literacy block, integrating reading and writing courses, all address this need. Math scores continue to be low. Aligning the curricula, and implementing Big Ideas, into the math curriculum in grades 6-8, and providing math

intervention classes helps to address the needs found in the comprehensive needs assessment. Specific training in Leader in ME, content area specific strategies, will continue to occur due to the student population.

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

Targeted interventions are provided to students identified through the analysis of academic assessment data. Intervention specialists, a social worker, and other student support staff coordinate, to provide individual student behavioral and academic interventions. This ensures continuity in interventions, and provides communication between parents and teachers, assists to coordinates meetings, and connects families to community resources. Interventions include daily check sheets, check and connect, and after school time to reinforce learning, or complete assignments.

In addition, the Leader in Me program will be utilized to help students set goals, track their own learning, and take on leadership roles. Leader in Me is also a strategy to increase attendance, improve achievement, motivate students to take ownership of their own learning, and increase parent involvement.

### **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.**

Targeted interventions are provided to students identified through the analysis of academic assessment data. Intervention specialists, a social worker, and other student support staff coordinate, to provide individual student behavioral and academic interventions. This ensures continuity in interventions, and provides communication between parents and teachers, assists to coordinates meetings, and connects families to community resources. Interventions include daily check sheets, check and connect, and after school time to reinforce learning, or complete assignments.

In addition, the Leader in Me program will be utilized to help students set goals, track their own learning, and take on leadership roles. Leader in Me is also a strategy to increase attendance, improve achievement, motivate students to take ownership of their own learning, and increase parent involvement.

A math intervention class, Mathletes is assigned to students below benchmark in math. A certified math teacher provides instruction, every day for 54 minutes for a total of 270 min a week, to 6th-8th graders. The intervention teacher is the regular instructor, or collaborates with, math teachers, to align instruction with grade level class curriculum.

A reading intervention class is assigned to students below benchmark in reading. A certified English language arts teacher/Reading Specialist provides intervention, Young Authors, every day for 54 minutes for a total of 270 minutes per week, to 6-8th graders. Research-based interventions utilized are Six Minute Solution, SQ3R, SRA, and focused word study.

Students identified for special education can be assigned the intervention classes or special education classes, in reading, math or academic skills, depending on the data and teacher input. In both cases students work with the interventions listed above, as well as, direct instruction programs for students who are more than two grade levels below benchmark.

Paraprofessionals provide identified students interventions and small group instruction in both math and reading. Reading interventions include Six Minute Solution and small group instruction. Math instruction focuses on number sense and math concept fluency. Paraprofessional support is provided in targeted six, seventh and eighth grade classes for small group instruction and practice.

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

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Continuous review of formative assessments throughout the year help to determine if a student's needs are being met. In the ELA intervention classes, there is progress monitoring with Aims Web for comprehension and word recognition. On-going monitoring by the instructor in Math interventions, and Academic Skills, along with NWEA Reading and Math RIT scores are used to continually monitor student progress. NWEA testing is given three times per year to students in intervention classes, progress monitoring with Aims Web occurs several times throughout each semester, and formative assessments during weekly instruction help determine if needs are being met.



### 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		

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		

## Component 4: Strategies to Attract Highly Qualified Teachers

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

In 2017-18, of the 29 full time teaching staff, 18 new individuals cycled through positions since the start of the year. This would equate to a 62% teacher turnover rate. However, for several of the positions, the teacher changed more than once. For instance, in 7th grade 4 of the 5 core teachers changed, however, two positions changed twice. This also applies to 8th grade where 2 of the 5 positions changed, but those two changed twice. The ISS instructor changed twice, and 4 of the 6 exploratory teachers turned over. The special education department saw 3 new instructors for the 4 positions.

In the 2018-19 school year, of the 22 full time teaching staff, one left the district for a new position. This is a 4.5% turnover rate. This is much improved from the previous school year.

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

In the 2017-18 school year, the average total teaching experience is 13.45 years total, with only 5.02 at Northeast Middle School. Twenty of the teachers have 5 or less years teaching at Comstock Northeast Middle School. This means 69% of the staff is learning new curriculum, and are still trying to establish relationships with the students. 15 staff members have Master's Degrees. Also, the building level leadership changed twice, resulting in an interim principal.

In the 2018-19, school year, the interim principal was hired as principal, and a one year appointment of a vice principal to mentor the new principal was hired. The average total teaching experience of the building 8.19 years in district. The total number of years would be higher if outside district data was available. Breaking it down, without the teachers with over 20 years of experience (6 teachers), the average number of years teaching drops to 3.

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

The school provides a mentoring program for new instructors and offers collaboration between staff in their respective subject areas. The district makes an effort to match years of experience for incoming staff for salary and benefits purposes. In addition, student-centered project-based learning is a new initiative to not only retain students, but attract quality teachers by allowing them to instruct in areas that they are passionate about, and help coach students through projects.

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

The district provides mentoring, and offers a small financial incentive for teachers whose students meet achievement goals. In addition, efforts are made to match years of experience for salary and benefit purposes.

**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?**

There is a high turnover rate due to many factors including a student population that all receive free lunch, high instances of behavior problems, and lower respective pay compared to surrounding districts. The district has a mentoring program, and made strides to ensure a safe learning environment for students and staff, as well as, make changes to the pay scale to attract quality teachers.

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## 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.

The staff will receive training in Leader in Me, content specific professional development, and external and internal coaching as needed.

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

Professional learning is sustained and on-going so that new staff members and long-time staff members have a common language and research-based strategies. Within our professional development cycle, newer teachers need to have positive behavior support training, which long term staff have received. In addition, analysis of the data will show specific areas of concern with gap analysis, and instructors will receive instructional coaching to help close those achievement gaps.

Professional development that continues from year to year includes CHAMPS, Teach Like a Champion, PBIS, and Leader in Me. This professional development is sustained and ongoing through department, grade level PLCs, and staff meetings with time set aside for professional development. Internal coaching, and mentoring, is also sustained and on-going.

Dissemination of learning from staff members attending outside professional development during monthly meetings. Continued discussion and evaluation of standards, mapping, and pacing occur in department PLCs, and the Lighthouse/school improvement meetings. Student behavior, and classroom management, strategies and techniques are shared during grade level PLCs. Instructors are provided the opportunity to observe peers to learn instructional and classroom management strategies. Department heads, as a part of the leadership team, help determine what continued professional development is occurring and if it is implemented correctly and of the fidelity of implementation.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

## **Component 6: Strategies to Increase Parental Involvement**

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

Our school improvement process continues to try to maximize the involvement of stakeholders, and to receive the greatest amount of input. Surveys are completed by students, staff, community, and parents yearly. However, historically, the parent/guardian and community stakeholders involved in the process is limited. Parents meet with teachers during conferences and IEPs to participate in instructional planning for their child. Parents aid in completing the Comprehensive Needs Analysis (CNA) by responding to a parent survey providing the school with perception data. Parents will be invited to meetings, where discussion of the school wide plan and implementation will occur. The parents will help monitor, and evaluate, the progress of the current year's plan. A survey will be conducted to identify other times and formats for meetings and communication.

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

To aid in the implementation of the schoolwide plan, all parents will:

- aid the school in completing the Comprehensive Needs Assessment (CNA) by responding to a parent survey providing the school with perception data..
- be invited to attend monthly meetings to review the School Data Analysis and identifying areas in need of improvement and strategies to address them.
- review school-wide expectations and school-wide behavior plan with students.
- utilize assistance provided at conferences to learn how to interpret assessment reports.
- check homework folders each evening.
- attend parent meetings to determine how to spend the Title I funds, and attend education nights.
- attend, and provide feedback to, NEMS is Your Neighborhood where family activities in all subjects are presented.
- support the success of the staff by maintaining communication, supporting their student at home, volunteering, and attending school events.
- complete a survey identifying topics for parent education nights.
- determine the budget for the Title I Parent Involvement funds.
- review student progress monitoring and progress reports sent home four times a year..
- monitor Infinite Campus Parent Portal for academic progress and missing work.

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

Parents aid in the evaluation of the schoolwide plan by:

- responding to the school-wide parent survey each year, which contains questions regarding the components of the school-wide plan.
- completing an evaluation after each parent event.
- completing a Title I survey
- attending school meetings and evaluating the fidelity of the school wide plan, and offer input on barriers, changes, and resources needed to continue with these strategies.

-reviewing the Comprehensive Needs Analysis to collaborate with staff to identify areas that need improvement and strategies to address

them.

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 Policy

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

Northeast Middle School is offering the opportunity for parents to be involved in the Lighthouse Team/school improvement process (about one meeting a month), participate in the parent advisory group (about one meeting a month), educational opportunities throughout the school year (about 3 per year), increased opportunity for feedback on events, yearly parent survey, increased communication (online, email, phone, and print).

ESEA Section 1118 (e) 1. To provide assistance to parents in understanding such topics as the state's academic content standards, state a local assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.

- The instructional coach is stationed at a table during conferences to help parents interpret assessment results.
- Teachers provide a syllabus for each class outlining curriculum covered throughout the year.
- Teachers send home progress reports, daily homework, and notes on parent programs/meetings.
- Curriculum maps are posted in each classroom, on the school website, and available upon request in the office.
- Parent group meetings and educational opportunities include analyzing student data, understanding content benchmarks, and reviewing the school wide plan.
- Informational brochures are available at the school resource table explaining: school-wide assessments, Title I programs, extra curricular opportunities, exploratory classes, college and career academy, behavior expectations, department curriculum guides.

ESEA Section 1118(e) 2: To provide materials and training to help parents to work with their children to improve their children's achievement such as literacy training and using technology as appropriate, to foster parental involvement.

- Parent education night on technology and websites directly related to the NEMS curriculum.

ESEA Section 1118 (e) 3. To educate teachers, pupil services, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners.

- All staff will participate in Leader in Me Training.
- Parent Learning nights will include Leader in Me Training for Families.
- The Instructional Leadership Team will participate Leader in Me training.

ESEA Section 1118 (e) 4: The middle school will maintain an informational resource table at the entrance to the school that provides information for families on all levels of education provided in the district as well as community resources and contacts.

- Information and resources are available in the office.

ESEA Section 1118 (e) 5: To ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

- ELL paraprofessionals are provided a copy of all communications sent home. They are in continuous contact with families.
- Teachers send home notes, grade sheets, and conferences notifications (phone/in-person) to communicate in a language that parents understand. Surveys are offered in Spanish, Chinese Mandarin, or other languages necessary for effective communication.
- School expectations are communicated through our student/parent handbook, and presentations at parent meetings, and positive feedback is given through postcards and phone calls recorded in parent communication logs. In addition, Facebook, Twitter, and the school website

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assists in communication.

ESEA Section 1118 (e) 14: To provide such other reasonable support for parental involvement activities under this section as parents may request:

- Teachers send notes, grade sheets, and conferences (phone/in-person) to communicate in a language that parents understand. Surveys are offered in Spanish, Chinese Mandarin, or other languages necessary for effective communication. School expectations are communicated through presentations at parent meetings, and positive feedback is given through postcards and phone calls recorded in parent communication logs.

-If parents require transportation, or translation services, these services are provided. ESL paraprofessionals offer services to both students and parents daily.

ESEA Section 1118 (f): meetings and activities will be conducted with parents various times of the day and evening, will be offered more than once, with transportation and whatever assistance the school may be able to provide in order to better ensure their attendance at meetings.

-Parents will meet with the principal and staff to help determine how to spend the Title I Parent Involvement Funds.

-Parents will be asked to join staff in attending Lighthouse Team/school improvement meetings throughout the year as we complete the activities necessary to implement our school improvement plan with fidelity.

-Parents attend parent/teacher conferences to share communication regarding student academic and social achievement.

-Parents and families attend Title I parent education nights.

-Parents attend parent advisory group meetings.

To provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand, we selected the following activities:

-For parents who may be away from their student, or home due to work obligations, current academic progress and two way communication is available on the Infinite Campus Parent Portal twenty four hours a day. School announcements, and pertinent parent information is posted on the school website daily.

-For families that require translation into a foreign language, our English Language Learner paraprofessional will meet with them as they meet with teachers during parent/teacher conferences and Title I parent education nights to translate any notes that go home when requested to do so.

-For hearing impaired or deaf parents the school will provide modified seating arrangements, a sign language interpreter, or amplification to the p.a. system.

-For migratory families, flexible meeting times and dates, copies of meeting minutes and transportation will be available.

-For parents with disabilities, the school maintains a barrier-free school. A school liaison will conduct a home visit when necessary.

-Teachers will meet with parents twice a year in October and March during parent/teacher conferences to teach parents how to interpret various assessment results.

-Student support staff will provide support and connect to resources for parents of migratory students as requested and identified by need.

-Meetings will be conducted at various times of the day and days of the week. Meetings will be offered more than once.

Transportation will be provided to parents when requested. Review of meeting content, with the principal, will be available upon request.

-Child Care will be available when requested.

-Meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;

-During the annual Title I Informational Meeting held in September, the principal reviews and

explains to parents the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain.

-Multiple events will be conducted throughout the school year for staff to review and explain curriculum, means of assessment and the proficiency levels students are expected to achieve and maintain.

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

The parent involvement component will be evaluated during the school improvement process by the Lighthouse team, and the PLCs. It will also be evaluated at designated parent meetings. Strategies will be analyzed for implementation, responsibility, results, and the steps to move forward will be determined. During this time, parent event surveys, title I surveys, school-wide surveys are reviewed and analyzed. Attendance for parental events is monitored for possibility of new strategies to increase the number of parents/guardians involved.

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

Based on the results of parent feedback forms, the parent survey, and Lighthouse/school improvement team analysis of fidelity and effectiveness, strategies will be improved, changed, or implemented to better serve our students and families. Included in these improvements are varied meeting times, increased social media presence, more after school opportunities for students not engaged in athletics, MStep prep, more individualized professional development, better PLC formats, and increased student participation.

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

The School-Parent Compact form was developed by a parent advisory team and has been reviewed and edited by parents, students, and educators, through the Lighthouse/school improvement team, parent advisory group, and student government group. The language of NCLB 118 (d) is discussed and reviewed to ensure that the compact addresses all the elements. Changes are made if there are missing aspects.

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

Although we are not an elementary school, the School-Parent Compact (Advisory teachers send the compact home, it was offered at conferences, and is located in the office) is signed by parents, students, and the teachers, and then referenced during conferences for agreeing to provide homework help, provide ample sleep, nutritious meals, and communicate with teachers regarding the academic success of their student. Signed compacts are signed and filed in the office.

### **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 given to all students and parents during enrollment, conferences, or homeroom classes so that students have a compact with a teacher that they will be interacting with throughout the school year. It is also located on the website for review.



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Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	in district shared file	Compact Form

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

Parents receive assessment data for their students at conferences, and are offered educational opportunities to review the information. Grades are communicated formally with final report cards. Grades are also continuously available through the Infinite Campus Parent Portal, and with alerts through an App available to families. Other opportunities are in the form of an instructional coach available at conferences, open house, and parent educational meetings, to review standardized testing data. ELL students each work with a parapro who provides interpretive services to families. For parents who require translation into a foreign language, our English Language Learner parapro will accompany the family to meet with the teacher during scheduled conferences, and other meetings. Families can also request translation of written materials sent home, and our English Language Learner parapro will do the translation.

## **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?**

Comstock Green Meadow Elementary houses two sections of a full-day, 4-year old Great Start Readiness Program AND two sections of half day, 3-year old Headstart. These programs provide an excellent preschool program for our families, according to state described indicators. Throughout the school year, the students in these programs participate in building-rich experiences while learning the natural "in's and out's" of their future elementary building. In order to provide a seamless transition process to kindergarten, the teachers of these programs adhere to the following transition schedule:

October-December: Building and Staff Awareness Activities

January: Exchange a letter and pictures with Kindergarten

February: Valentine Exchange

March: Visit Kindergarten for a story

April: Kindergarten Orientation May: School To

### **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?**

Preschool teachers meet with the principal, Instructional Coach, and the ECSC teacher for on-going trainings throughout the school year. The ECSC teacher also works alongside the preschool teachers to help build skills that are necessary for success in kindergarten. The students are assessed using the Creative Curriculum assessments and those results are shared with parents. Ideas for helping the students learn these necessary skills are communicated to parents in newsletters, two home visits per year, daily folders home, and phone calls to parents. Our preschool program also works directly with a parent educator. Her responsibility is to work with families individually that may need some additional services or parent education.

## **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?**

Teachers provide input regarding assessments during the Lighthouse Team, school improvement meetings, department and PLC meetings. They also have the opportunity to give input in the yearly staff survey. During curriculum development and review, teachers create their own assessments, and collaborate to create common assessments, based on student achievement data (once a month department and grade group meetings). There is summer curriculum work, and department meetings to discuss alignment, and student achievement data.

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

The school improvement team, which includes all staff members, reviews and analyzes achievement data to impact instructional strategies, school activities, student support services, family involvement, and school improvement goals. Departments analyze item-analysis data from the M-Step, AIMS Web and NWEA to determine interventions, and modifications, for instruction. This year, in PLCs, departments will look at academic achievement data and curriculum alignment.

## **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.**

Students are assessed multiple times a year, in addition to class grades. Based on the data collected on the student (class grades and formative assessments, NWEA, MSTEP, AIMS Web) Students then receive intervention based on his/her individual needs.

#### General Guidelines

- Eligibility of students for Academic Assistance Intervention services will be determined using a multi-criteria approach.
- Each grade level team will review and agree upon the criteria.
- Each student will be evaluated using the same criteria to determine which children have the greatest need for services.
- Criteria will be used six times per school year, or upon enrollment (due to support at previous school);
  - o September (NWEA, teacher input and AIMS-Web)
  - o October/November (district report card/Parent-Teacher Conferences)
  - o January (AIMS-Web, NWEA)
  - o March (district report card/Parent-Teacher Conferences)
  - o May (NWEA, classroom grades, teacher input, M-STEP and AIMS-Web)
  - o June (district report card)
- Classroom teacher will do initial assessments to check for eligibility.

Criteria for selection of students includes (assessment tools):

- o NWEA
- o AIMS-Web and M-Step
- o Content Area Summative Assessments

#### Additional Guidelines

- M-Step Levels of proficiency.
  - Student NWEA scores are printed in RIT from low to high. Each student starting with the lowest is checked for additional support. That support may come from special education or it may come from Title I services.
  - Students Aims Web fluency and comprehension data is sorted in a similar fashion as NWEA. Students who fall below benchmark on one or more of the Aims Web assessments is added to the spreadsheet.
  - Course formative and summative assessments.
  - Teacher recommendations are a final consideration if the above data is showing conflicting recommendations.
- Students who fall below benchmark on NWEA or AIMS Web fluency are added to the spreadsheet and then all data is collected on those students. Those with the highest needs are given intervention first. The students with the highest needs will be placed first.

Math Support-Small Group Additional Time Support Class and Extended Day Opportunity in small group format.

To enter: Student is performing below grade level on the math targets for a given point in the year.

To exit: Student is performing at grade level math on the math targets for a given point in the year.

NWEA Normative Targets for Math. Teacher input. Intervention pre and post tests

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Reading/Writing/Science/Social Studies

Support - Small Group Additional Time Support, Extended Day Opportunity in small group format, REWARDS, Six Minute Solution, Read Naturally, Word Study, SRA .

To enter: Student is performing below grade level reading target for a given point in the year.

To exit: Student is performing at grade level reading target for a given point in the year.

### **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?**

Students are assessed multiple times a year, in addition to class grades. Based on the data collected on the student (class grades and formative assessments, NWEA, MSTEP, AIMS Web ) Students then receive intervention based on his/her individual needs.

General Guidelines

- Eligibility of students for Academic Assistance Intervention services will be determined using a multi-criteria approach.
- Each grade level team will review and agree upon the criteria.
- Each student will be evaluated using the same criteria to determine which children have the greatest need for services.
- Criteria will be used six times per school year, or upon enrollment (due to support at previous school);
  - o September (NWEA, M-step, teacher input and AIMS-Web)
  - o October/November (district report card/Parent-Teacher Conferences)
  - o January (AIMS-Web)
  - o March (district report card/Parent-Teacher Conferences)
  - o May (NWEA, classroom grades, teacher input, and AIMS-Web)
  - o June (district report card)
- Classroom teacher will do initial assessments to check for eligibility.

Criteria for selection of students includes (assessment tools):

- o NWEA
- o AIMS-Web and M-Step
- o Content Area Summative Assessments

Additional Guidelines

- M-Step Levels of proficiency.
- Student NWEA scores are printed in RIT from low to high. Each student starting with the lowest is checked for additional support. That support may come from special education or it may come from Title I services.

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

Individual student needs are address in the classroom through differentiated instruction on assignments and projects, additional time to complete assignments, after school tutoring, and small group teacher assistance. Students are offered books to read at his/her lexile level, and intervention courses to help individual students find success in the classroom. Teachers offer guided notes for struggling students, cooperative group learning, project-based assignments, Special Ed and Title I parapro push in for additional support, and objective-based assignments are offered.



## **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.**

Comstock Northeast Middle School coordinates and integrates funds from Title I, Title IIA, 31A, the National School Lunch Program, and district general funds to support a variety of programs as listed below. Each of these programs will provide staff, parents, and students with the skills and resources to be successful in their educational role. Ways in which the Title I Part A programs/resources are coordinated and integrated toward the achievement of the school-wide goals include: The instructional coach will provide assistance in interpreting individual student data at two sessions of conferences.

Paraprofessionals will provide small group and individualized interventions throughout all grades.

The instructional coach will collaborate with teachers to analyze data to provide appropriate interventions.

The instructional coach will order supplemental materials that provide and support school wide interventions.

The interventionist will research and staff will provide family activities to promote family learning at NEMS in Your Neighborhood Night. The interventionist provides progress monitoring data to English Language Arts teachers to inform core class instruction. The math interventionist coordinates with the core math teachers to provide intervention support aligned with the weekly instructional objectives.

ELL paraprofessionals provide instructional support in classrooms including supplies and materials. After school tutoring is provided twice a week by paraprofessional and/or teachers.

Ways in which the school's portion of the district's general fund is coordinated and integrated toward the achievement of the schoolwide goals include:

Teachers will implement the SRA Read to Achieve program in 6th and 7th English Language Arts reading class.

Teachers will implement the SRA Reading Laboratory in ELA courses.

Teachers will implement the iReady Math in 6th -8th grades.

Teachers will align the resources/programs listed above with grade level appropriate Common Core State Standards.

Teachers will provide scheduled practice with M-Step released items, practice tests and tasks.

Teachers in grades 6-8 will integrate literature components into the Read to Achieve program to create a balanced and integrated reading curriculum.

The school will provide an after school bus, twice a week, for tutoring and multiple opportunities for assessment.

The school will provide school wide benchmark data using AIMSweb and NWEA.

The school will provide a part time social worker for intense behavior challenges.

Ways in which the school's At-Risk 31 A programs are coordinated and integrated toward the achievement of the schoolwide goals include:

-Intervention specialists will monitor a caseload of at risk students' academic progress, academic behavior, attendance, social behavior and home situations. They will maintain a detailed log for each student to assure continuity in interventions. They will provide communication between parents and teachers, coordinate meetings, and connect families to community resources.

Ways in which the school's Title II Part A programs/resources are coordinated and integrated toward achievement of the school-wide goals include: Math teachers will be coached in authentic application of the Common Core math practices. The math intervention teacher will be coached in accurate assessment of student knowledge to provide high impact intervention.

Teachers will receive in class coaching from a consultant on strategies to increase student engagement through increasing variety opportunities to respond.

Two teachers will attend Third Coast Writing Project.

Three teachers will attend the Michigan Council of Social Studies conference.

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Four ELA teachers will attend MRA conference.

Two teachers will attend the Michigan Science Teacher's Association conference.

Two teachers will receive training in Project-based Learning.

Two math teachers will attend the Michigan Council of Mathematics Teachers annual conference.

Ways in which the National School Lunch Program is coordinated and integrated toward achievement of the schoolwide goals include:

Program allowable breakfast and lunch provided each day.

After school program approved snack provided each Tuesday and Thursday.

Summer lunch program offered in five targeted district locations. These resources directly impact the academic achievement of all students and our school-wide goals of student achievement in all subject areas. Intervention specialists, academic coach and the social worker work directly with students to apply a targeted and sustained interventions. The academic instructional coach develops plans with teachers to increase consistency of school-wide interventions, improve instruction and provide meaningful data to PLC groups for analysis. Additional support through the interventionists for behavior and school climate also relate to our safe school environment goal.

### **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.**

**Comprehensive Needs Assessment:** Through the use of general funds and Title I funding for parents, throughout the school year, Northeast Middle School implements, monitors and evaluates our school improvement plan. Instructional Leaders of the school lead this process that filters through smaller committees and subgroups that participate in providing input, analyzing data, and making modifications for the benefit of all. These groups include teachers, paraprofessionals, students and parents.

**School-wide Reform Strategies:** Through the use of general funds, Title I, Title II, and 31a Northeast Middle School implements the strategies listed in each goal area of our plan. These funds combine to provide timely assistance to students who need additional support. (see previous question) These funds allow for professional development to be integrated into each content area to improve instruction and knowledge of the common core. These funds allow the participation of parents and parent learning in and out of the school. These funds provide supplies and personnel that focus on academic achievement.

**Instruction by Highly Qualified Professional Staff:** Through the use of general funds, Title I, and 31A Comstock Northeast Middle School is allowed to hire highly qualified staff in all areas. All of our teachers and paraprofessionals are highly qualified. These funds allow us to provide a mentoring program and an academic coach that supports teachers in their continual growth as instructors.

**Strategies to attract highly qualified teachers:** General Funds and Title IIA all teachers to receive ongoing professional development. It provides for a mentoring program and tuition reimbursement, and pays for conferences and workshops. Highly qualified teachers stay current by attending relevant professional development.

**High Quality and Ongoing Professional Development:** Title IIA and general funds provide funding for professional development. Leader in Me, as well as job embedded professional development such as coaching.

**Strategies to Increase Parental Involvement:** Title I and general funds provide money for Parent Education nights, Parent Partnership team meetings and strategies, Parent training on understanding achievement data and how to support their child's education.

**Teacher Participation in Making Assessment Decisions:** General funds, 31A, and Title I money is used to pay staff who attend Instructional Team meetings, Collaborative Team meetings, Curriculum development meetings, grade level meetings, and department meetings. These meetings impact all goal areas. During these meetings teachers participate in making assessment decisions and adjusting curriculum maps and pacing guides as guided and directed by the leadership.

**Timely and Additional Assistance to students having difficult mastering the Standards:** Funding from Title I, 31a, Special Education Funding, General funds, Title II A, and Community Mental Health provide the means to offer Intervention classes, social work services, intervention specialist, AIMSweb and NWEA assessments and progress monitoring, Accelerated reading, School/Community mental health



liaison, after school busing, online platforms, Tutoring, ELL paraprofessionals,

Coordination and Integration of Federal, State, and Local Program and Resources: General fund money provide the resources for the Superintendent and administrative staff to coordinate these programs and resources. Evaluation of program elements requires input and data collection from all involved in implementing the school-wide plan. Therefore all funding sources help to fund the evaluation of programs and services.

**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.**

Of programs listed we participate in only the nutrition program.

We coordinate the federal, state and local programs and services to provide nutrition programming during the school year and also during the summer. We provide breakfast and lunch and an after school snack for all students. Our behavior interventionist work directly with the Department of Human Services to increase communication, provide interventions and necessary resources to our students and families. Bimonthly meetings monitor the progress of all stakeholders. Our College and Career Academy works with students K-12 to set goals for future employment and academic success. Inventories for interest in occupations are given, students are able to hear guest speakers from various occupations, and are encouraged to enroll in courses that support his or her future plans.

## **Evaluation:**

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

The leadership groups utilize the cycle of inquiry, review formative and summative data, and evaluate progress of goals through many teams weekly, and monthly throughout the school year.

The Lighthouse Leadership team plans for the creation of subcommittees and determines the calendar to analyze our process, goals, and strategies. This leadership team helps to determine the strategies that will be continued, new strategies to be added, and professional development needs to accomplish the goals of our plan. The teams meet monthly to review progress on implementation, identify barriers, and trouble shoot implementation. In the future, teams will more deliberately define and carry out monitoring activities for school improvement strategies in their areas of focus.

### **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.**

The groups that meet during department and staff meetings determine the strategies that will be continued, new strategies to be added, and professional development needs necessary for accomplishing the goals of our plan. These groups analyze assessment data, perception data, and process data to make recommendations. The ITL team takes the information from the subgroups and makes adjustments to the plan by creating new strategies or eliminating strategies that are no longer relevant. The creation of a parent involvement calendar and professional development calendar helps us to make steady progress toward our goals. The Lighthouse/ITL team designs agendas for staff, department, and grade level meetings that include the essentials of our plan.

The school wide data is analyzed during staff and department meetings. Item analysis are completed in order to find gaps in instruction. this information is used to make adjustments to curriculum maps, pacing guides, or lesson planning. Dissemination of data allows us to find subgroups who may need additional support to make progress. The student who are found to have a deficiency are placed in the appropriate supportive intervention for their need in a timely way. These groups receiving intervention are flexible and monitored for effectiveness. This is done The staff looks at the State Assessment growth, maintaining, and declining data to measure our current curriculum's effectiveness. School improvement/ PLCs, and leadership team members analyze curriculum maps and pacing guides and adjust them each year as needed. Research is incorporated into collaborative discussions around changes in programming or instructional practices. Teachers participate in PLC groups where they answer the four PLC learning questions.

### **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.**

The staff analyzes all data from the bottom 30% of the students in each content area. Integrating data from NWEA, AIMSweb, teachers find patterns and determine needs for students and/or interventions. While we look at individual student's ongoing progress within interventions, the overall impact of the school-wide plan is examined during school improvement planning. We review all data and carefully analyze gaps and gains.

#### **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?**

Data from all assessments and class progress are analyzed in an ongoing manner. Teachers are evaluated and monitored on the implementation of planned strategies. School leadership members meet monthly to plan for evaluation and implementation of the plan. Lighthouse/School improvement sub committees analyze data and provide feedback. PLCs, and Department and grade level teams work to improve instruction through sharing of lesson plans and student work, weekly. Peer observations allow peers to make adjustments and suggestions or learn new techniques. Parents have continual input through surveys and monthly meetings. In addition, parents attend staff meetings to become a voice on planning for changes. All revisions come to the table during SI planning the following year where adjustments, and implementations decisions are made by the group.

# **Title I Targeted Assistance Diagnostic**

## Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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: Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

The comprehensive needs assessment is an ongoing, year long process that occurs during leadership, department, grade group and PLC meetings. Assessment, behavior, attendance, process data and intervention/programming are all evaluated throughout the school year in response to new data. All teaching and support staff participate during the various weekly and monthly meetings. The leadership team, and school improvement team, compiles data for reporting.

The comprehensive needs assessment is included in our school improvement plan cycle for continuous improvement. Grade level and department teams analyze NWEA, AimsWeb, and State Assessment data (and any other intervention data) to inform instructional practices, and determine adjustments. In addition, this data is used to determine entrance and exit criteria for our multi-tiered systems of support through intervention classes, or small group instruction.

The Student Lighthouse Team, will focus on needs to address culture and climate, and curricular concerns. Students propose areas of need, plan, and create solutions to problems, as well as, celebrations to supplement PBIS strategies.

Students, Staff, and Parents/Guardians all completed the building survey in February and March. The staff survey was completed online via the link provided by ASSIST. Staff members were sent the link. Students completed the survey online in their technology classes. Parents were given the link via Shout Point (email and phone call), offered time in the computer lab to complete the survey at conferences, if requested, personally emailed, and offered a print version to take home. The results of these surveys were given to the school improvement co-chairs and administrator. Future results will be included in PLCs, and Lighthouse Team meetings.

Parent/guardian and community stakeholder involvement in the process was limited, and is an area of focus for this upcoming school year. Parents were offered opportunities to provide feedback at open house, conferences, and enrichment night activities. Most feedback was obtained with the parent survey.

PLCs will analyze survey results, MEAP/NWEA data, and address curriculum alignment, and student achievement. The School Improvement Co-Chairs then enter the responses into the School Data Analysis, Comprehensive Needs Assessment, and share the results with the staff, and review results during PLCs, and other leadership meetings. All groups provide suggestions, and feed back on editing, which the Co-Chairs then address in the SDA.

The final school improvement plan including the CNA/ School Data Analysis is offered to staff, and reviewed at parent meetings and staff meetings, and available online (district website). Stakeholders that attend the Lighthouse Team/School Improvement Meetings will, at a minimum, get updates monthly on the progress of the school improvement plan, and participate in evaluating the fidelity of the plan, and accountability of responsible stakeholders.

### **2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?**

Targeted interventions are provided to students identified through the data analysis. Intervention specialists, a social worker, and other student support staff coordinate, to provide individual student behavioral and academic interventions. This ensures continuity in interventions, and provides communication between parents and teachers, coordinates meetings, and connects families to community resources. Interventions include daily check sheets, check and connect, and after school time to reinforce learning, or complete assignments.

A math intervention class is assigned to students below benchmark in math. A certified math teacher provides instruction.

A reading intervention class is assigned to students below benchmark in reading. A certified English language arts teacher provides intervention. Research-based interventions utilized are Six Minute Solution, SQ3R, small group instruction, and focused word study.

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Students identified for special education can be assigned the intervention classes or special education classes, in reading, math or academic skills, depending on the data. In both cases students work with the interventions listed above, as well as, direct instruction programs for students who are more than two grade levels below benchmark.

Paraprofessionals provide identified students interventions and small group instruction in both math and reading. Reading interventions include Six Minute Solution and small group instruction. Math instruction focuses on number sense and math concept fluency, and iReady, and Math Recovery. Paraprofessional support is provided in targeted six, seventh and eighth grade classes for small group instruction and practice.

### **3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.**

Students are assessed multiple times a year, in addition to class grades. Based on the data collected on the student (class grades and formative assessments, NWEA, MSTEP, AIMS Web) Students then receive intervention based on his/her individual needs.

#### General Guidelines

- Eligibility of students for Academic Assistance Intervention services will be determined using a multi-criteria approach.
- Each grade level team will review and agree upon the criteria.
- Each student will be evaluated using the same criteria to determine which children have the greatest need for services.
- Criteria will be used six times per school year, or upon enrollment (due to support at previous school);
- Classroom teacher will do initial assessments to check for eligibility.

Criteria for selection of students includes (assessment tools):

- o NWEA
- o AIMS-Web and M-Step
- o Content Area Summative Assessments

#### Additional Guidelines

- M-Step Levels of proficiency.
- Student NWEA scores are printed in RIT from low to high. Each student starting with the lowest is checked for additional support. That support may come from special education or it may come from Title I services.
- Students Aims Web fluency and comprehension data is sorted in a similar fashion as NWEA. Students who fall below benchmark on one or more of the Aims Web assessments is added to the spreadsheet.
- Course formative and summative assessments.
- Teacher recommendations are a final consideration if the above data is showing conflicting recommendations.

Students who fall below benchmark on NWEA or AIMS Web fluency are added to the spreadsheet and then all data is collected on those students. Those with the highest needs are given intervention first. The students with the highest needs will be placed first.

Math Support-Small Group Additional Time Support Class and Extended Day Opportunity in small group format.

To enter: Student is performing below grade level on the math targets for a given point in the year.

To exit: Student is performing at grade level math on the math targets for a given point in the year.

NWEA Normative Targets for Math. Teacher input. Intervention pre and post test

RIT Bands:

Low Support Needed - High Advanced

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6th 209 -222 215-229

7th 214 - 228 220-236

8th 220-235 226-243

Grade Level Math Report Card Outcomes.

Reading/Writing/Science/Social Studies

Support - Small Group Additional Time Support, Extended Day Opportunity in small group format, Six Minute Solution, Word Study, SRA Decoding.

To enter: Student is performing below grade level reading target for a given point in the year.

To exit: Student is performing at grade level reading target for a given point in the year.

NWEA Normative Targets for Reading

Rit Bands for September and May

Low Support Needed - High Advanced

6th 206 -218 211-222

7th 210 - 222 214-226

8th 214-226 219-230

AIMS Benchmark Assessments for Reading

Sept Jan May

6th CBM 136 149 161

MAZE 21 27 27

7th CBM 136 150 171

MAZE 22 25 29

8th CBM 138 151 161

MAZE 23 21 27

Grade Level Reading Report Card Outcomes

**4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.**

N/A



## **Component 2: Services to Eligible Students**

### **1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.**

Through the use of Title I funding, throughout the school year, Northeast Middle School implements, monitors and evaluates our school improvement plan. Instructional Leaders of the school lead this process that filters through smaller committees and subgroups that participate in providing input, analyzing data, and making modifications for the benefit of all. These groups include teachers, paraprofessionals, students and parents.

Through the use of general funds, Title I, Title II, and 31a Northeast Middle School implements the strategies listed in each goal area of our plan. These funds combine to provide timely assistance to students who need additional support. These funds allow for professional development to be integrated into each content area to improve instruction and knowledge of the common core. These funds allow the participation of parents and parent learning in and out of the school. These funds provide supplies and personnel that focus on academic achievement.

**Instruction by Highly Qualified Professional Staff:** Through the use of general funds, Title I, and 31A Comstock Northeast Middle School is allowed to hire highly qualified staff in all areas. All of our teachers and paraprofessionals are highly qualified. These funds allow us to provide a mentoring program and an academic coach that supports teachers in their continual growth as instructors. Strategies to attract highly qualified teachers: General Funds and Title IIA all teachers to receive ongoing professional development. It provides for a mentoring program and tuition reimbursement, and pays for conferences and workshops.

Highly qualified teachers stay current by attending relevant professional development.

**High Quality and Ongoing Professional Development:** Title IIA and general funds provide monies for professional development. CHAMPS, Leader in ME, Project-based Learning, Teach like a Champion, Cooperative Learning, Anita Archer (vocabulary instruction, active engagement), Positive Behavior Supports, collaborative Team meetings, formative assessment, and poverty training, as well as job embedded professional development such as coaching. **Strategies to Increase Parental Involvement:** Title I and general funds provide money for Parent Education nights, Parent Partnership team meetings and strategies, Parent training on understanding achievement data and how to support their child's education. **Teacher Participation in Making Assessment Decisions:** General funds, 31A, and Title I money is used to pay staff who attend Instructional Team meetings, Collaborative Team meetings, Curriculum development meetings, grade level meetings, and department meetings. These meetings impact all goal areas. During these meetings teachers participate in making assessment decisions and adjusting curriculum maps and pacing guides as guided and directed by the leadership. **Timely and Additional Assistance to students having difficult mastering the Standards:** Funding from Title I, 31a, Special Education Funding, General funds, Title II A, and Community Mental Health provide the means to offer Intervention classes (SRA, Read to Achieve), social work services, intervention specialist, AIMSweb and NWEA assessments and progress monitoring, school/community mental health liaison, after school busing, Odyssey Ware, Tutoring, and ELL paraprofessionals,

**Coordination and Integration of Federal, State, and Local Program and Resources:** General fund money provide the resources for the Superintendent and administrative staff to coordinate these programs and resources. Evaluation of program elements requires input and data collection from all involved in implementing the school wide plan. Therefore, all funding sources help to fund the evaluation of programs and services.

## **Component 3: Incorporated Into Existing School Program Planning**

### **1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

The Lighthouse team plans for the creation of subcommittees and determines the calendar to analyze our process, goals, and strategies. This leadership team helps to determine the strategies that will be continued, new strategies to be added, and professional development needs to accomplish the goals of our plan. The teams meet monthly to review progress on implementation, identify barriers, and trouble shoot implementation. In the future, various Leader in Me teams will more deliberately define and carry out monitoring activities for school improvement strategies in their areas of focus.

In May we use the MDE Evaluation tool as a guide for reviewing major strategies in your plan.

Did we make an impact? (Using growth data from NWEA, AIMSweb, and classroom data)

Did we implement the strategy with fidelity ?

Did we have systems in place to implement the strategy?

Did we train and support people adequately?

Did we build awareness for the strategy?

September

-Pre-test Students

-Implement SI Strategies

-Benchmark Assessments-NWEA, AIMS WEB

-SI Calendar

-Review SI Plan

-Screening New Students

-SI Meeting #1

October

-Collect, Analyze New Student Data

-Implement Activities from SI Plan

-PLCs in Grade Group, Department Meetings

-Track Student Progress in formative assessments

-SI Meeting #2

-School Process Profile

November

-Submit Progress Data on SI initiatives (teachers)

-Analyze formative assessments refine instruction

-PLCs

-SI Meeting #3

-Collect Progress monitoring data

-Staff Survey/Parent Surveys

-Begin formal evaluation of supplementary programs and SI Plan

December

-Review formative and summative assessment data, adjust for 2nd semester

-PLCs-Grade Group/Department

-Progress monitor student

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## SI Meeting #4

- School Process Profile SPR 40/90
- Identify Barriers & Challenges
- Action plan to address
- Teacher Training for student monitoring
- Target students needing additional screening for 2nd semester courses
- Refine 2nd semester courses for those placement in Tier II and III classes

## January

- Compile formative assessment data
- Check fidelity of implementation of SI Plan Actions
- Informed Interim Assessment Data
- Winter benchmarking NWEA, Delta Math.
- Reflect on Student/Parent/Staff Survey results-what stood out and why?
- 5th SI Meeting for Year
- School Data Analysis (SDA)-include survey results, assessments, community information
- Agenda for February SI Meeting

## February

- Finish School Process Profile
- Continue work on SDA
- Staff Demographics
- 6th SI Meeting
- Trends and Red Flags from collected Data
- Agenda for March SI Meeting

## March

- Summative Assessment Data and Interventions
- Fidelity check of SI Action Plan
- All surveys completed integrate MiPHY, HSAT, Etc
- Summarize Surveys-celebrations and areas of focus
- SI Subgroups analyze attendance, achievement data, demographics for SDA
- 7thSI Meeting
- Agenda for April Meeting

## April

- Continue SDA work
- 8th SI Meeting
- Comprehensive Needs Assessment

## SMART GOALS for SI Plan

- Deficits, gaps, cause and strategies
- Sub-group differences
- New Title I budget with Staff Input
- 31A Programs -May SI Agenda

## Component 4: Instructional Strategies

### 1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

Targeted interventions are provided to students identified through the analysis of academic assessment data. Intervention specialists, a social worker, and other student support staff coordinate, to provide individual student behavioral and academic interventions. This ensures continuity in interventions, and provides communication between parents and teachers, assists to coordinates meetings, and connects families to community resources. Interventions include daily check sheets, check and connect, and after school time to reinforce learning, or complete assignments. In addition, the Leader in Me program will be utilized to help students set goals, track their own learning, and take on leadership roles. Leader in Me is also a strategy to increase attendance, improve achievement, motivate students to take ownership of their own learning, and increase parent involvement.

A math intervention class is assigned to students below benchmark in math. The intervention teacher either is the regular instructor, or collaborates with, math teachers, to align instruction with grade level class curriculum.

A reading intervention class is assigned to students below benchmark in reading. A certified English language arts teacher/Reading Specialist provides intervention. Research-based interventions are utilized.

Students identified for special education can be assigned the intervention classes or special education classes, in reading, math or academic skills, depending on the data and teacher input. In both cases students work with the interventions listed above, as well as, direct instruction programs for students who are more than two grade levels below benchmark.

Paraprofessionals provide identified students interventions and small group instruction in both math and reading. Paraprofessional support is provided in targeted six, seventh and eighth grade classes for small group instruction and practice.

In addition, Leader in Me, provides strategies to all stakeholders to put first things first, focus on learning, and set and monitor achievement goals. These strategies will help students reach the State's standards.

### 2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

Targeted interventions are provided to students identified through the analysis of academic assessment data. Intervention specialists, a social worker, and other student support staff coordinate, to provide individual student behavioral and academic interventions. This ensures continuity in interventions, and provides communication between parents and teachers, assists to coordinates meetings, and connects families to community resources. Interventions include daily check sheets, check and connect, and after school time to reinforce learning, or complete assignments. In addition, the Leader in Me program will be utilized to help students set goals, track their own learning, and take on leadership roles. Leader in Me is also a strategy to increase attendance, improve achievement, motivate students to take ownership of their own learning, and increase parent involvement.

The intervention teacher either is the regular instructor, or collaborates with, math teachers, to align instruction with grade level class curriculum. A reading intervention class is assigned to students below benchmark in reading. A certified English language arts teacher/Reading Specialist provides intervention every. Research-based interventions utilized are Six Minute Solution, SQ3R, small group instruction with leveled readers, and focused word study.

Students identified for special education can be assigned the intervention classes or special education classes, in reading, math or academic skills, depending on the data and teacher input. In both cases students work with the interventions listed above, as well as, direct

instruction programs for students who are more than two grade levels below benchmark.

Paraprofessionals provide identified students interventions and small group instruction in both math and reading. Reading interventions include Six Minute Solution and small group instruction. Math instruction with iReady, focuses on number sense and math concept fluency. Paraprofessional support is provided in targeted six, seventh and eighth grade classes for small group instruction and practice.

### **3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.**

Targeted interventions are provided to students identified through the analysis of academic assessment data. Intervention specialists, a social worker, and other student support staff coordinate, to provide individual student behavioral and academic interventions. This ensures continuity in interventions, and provides communication between parents and teachers, assists to coordinates meetings, and connects families to community resources. Interventions include daily check sheets, check and connect, and after school time to reinforce learning, or complete assignments.

In addition, the Leader in Me program will be utilized to help students set goals, track their own learning, and take on leadership roles. Leader in Me is also a strategy to increase attendance, improve achievement, motivate students to take ownership of their own learning, and increase parent involvement.

A math intervention class is assigned to students below benchmark in math. A certified math teacher provides instruction, every day The intervention teacher either is the regular instructor, or collaborates with, math teachers, to align instruction with grade level class curriculum.

A reading intervention class is assigned to students below benchmark in reading. A certified English language arts teacher/Reading Specialist provides intervention every day.

Students identified for special education can be assigned the intervention classes or special education classes, in reading, math or academic skills, depending on the data and teacher input. In both cases students work with the interventions listed above, as well as, direct instruction programs for students who are more than two grade levels below benchmark.

Paraprofessionals provide identified students interventions and small group instruction in both math and reading. Reading interventions include Six Minute Solution and small group instruction. Math instruction focuses on number sense and math concept fluency. Paraprofessional support is provided in targeted six, seventh and eighth grade classes for small group instruction and practice

Two days per week, an after school bus is provided for students that wish to explore extended learning opportunities, and obtain assistance from teachers and/or paraprofessionals.

### **4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**

Extended learning opportunities are offered as a separate course, not during regular classroom time. Students may receive supplemental instruction during added exploratory and elective offerings, which have been expanded for this year. These learning opportunities include academic clubs, Leader in Me Leadership opportunities, project-based options, and elective (physical education, artistic, musical). In addition, an after school bus runs two days a week to offer students extended options after school.

## **Component 5: Title I and Regular Education Coordination**

**1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?**

Teachers in general education, special education, and Title I, and ELL programs share students, team teach, and communicate. Special education teachers and ELL paraprofessionals along with Title I paraprofessionals push into content area classes to provide support on a scheduled basis. Department meetings ensure that the focus of the instruction in support classrooms are aligned and demonstrate impact.

**2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.**

Northeast Middle School serves 6th-8th grades.

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**Component 6: Instruction by Highly Qualified Staff**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

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## Component 7: High Quality and Ongoing Professional Development/Learning

**1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

Teachers and paraprofessionals have been trained in the use of the intervention and researched based instructional strategies which include: Leader in Me, SRA, AIMS Web, explicit vocabulary instruction, student engagement (Teach Like a Champion), PBIS, CHAMPS, High Quality Questioning to create student discourse, 5D+, that they use. Teachers are trained in behavior management and Positive Behavior Supports. The entire staff will be trained in Leader in Me. Ongoing PD will be provided on classroom management and best practices according to the 5D+ evaluation, and content area instruction.

**2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

Parents are given The Seven Habits of Highly Effective Families upon enrollment. In addition, books are available for each family that did not receive The Seven Habits of Highly Effective Families book to be used as a resource at home. Paraprofessionals will be a part of the Leader in Me training. Parents are also taught about the assessments and student progress during conferences and meetings with the instructional coach and teachers. Parents are taught about the Title I programming each year at our open house parent meeting.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		



## **Component 8: Strategies to Increase Parental Involvement**

### **1. How are parents involved in the design of the Targeted Assistance program plan?**

Our school improvement process continues to try to maximize the involvement of stakeholders, and to receive the greatest amount of input. Surveys are completed by students, staff, community, and parents yearly. However, historically, the parent/guardian and community stakeholders involved in the process is limited. Parents meet with teachers during conferences, 504s, and IEPs to participate in instructional planning for their child. Parents aid in completing the Comprehensive Needs Analysis (CNA) by responding to a parent survey providing the school with perception data. Parents will be invited to meetings, where discussion of the school wide plan and implementation will occur. The parents will help monitor, and evaluate, the progress of the current year's plan. A survey will be conducted to identify other times and formats for meetings and communication.

### **2. How are parents involved in the implementation of the Targeted Assistance program plan?**

To aid in the implementation of the schoolwide plan, all parents will:

- aid the school in completing the Comprehensive Needs Assessment (CNA) by responding to a parent survey providing the school with perception data..
- be invited to attend monthly meetings to review the School Data Analysis and identifying areas in need of improvement and strategies to address them.
- Review school-wide expectations and school-wide behavior plan with students.
- utilize assistance provided at conferences to learn how to interpret assessment reports.
- attend parent meetings, and education nights.
- attend, and provide feedback to, NEMS is Your Neighborhood where family activities in all subjects are presented.
- support the success of the staff by maintaining communication, supporting their student at home, volunteering, and attending school events.
- complete a survey identifying topics for parent education nights.
- determine the budget for the Title I Parent Involvement funds.
- review student progress monitoring and progress reports sent home four times a year..
- monitor Infinite Campus Parent Portal for academic progress and missing work.

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Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents aid in the evaluation of the schoolwide plan by: -Responding to the schoolwide parent survey each year , which contains questions regarding the components of the schoolwide plan. -Completing an evaluation after each parent event. -Completing a Title I survey -Attending school meetings and evaluating the fidelity of the school wide plan, and offer input on barriers, changes, and resources needed to continue with these strategies. -reviewing the Comprehensive Needs Analysis to collaborate with staff to identify areas that need improvement and strategies to address them.	

#### 4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Northeast Middle School is offering the opportunity for parents to be involved in the Lighthouse Team/school improvement process (about one meeting a month), participate in the parent advisory group (about one meeting a month), educational opportunities throughout the school year (about 3 per year), increased opportunity for feedback on events, yearly parent survey, increased communication (online, email, phone, and print).

ESEA Section 1118 (e) 1.To provide assistance to parents in understanding such topics as the state's academic content standards, state a local assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.

- The instructional coach is stationed at a table during conferences to help parents interpret assessment results.
- Teachers provide a syllabus for each class outlining curriculum covered throughout the year.
- Teachers send home progress reports, daily homework, and notes on parent programs/meetings.
- Curriculum maps are posted in each classroom, on the school website, and available upon request in the office.
- Parent group meetings and educational opportunities include analyzing student data, understanding content benchmarks, and reviewing the school wide plan.
- Informational brochures are available at the school resource table explaining: school-wide assessments, Title I programs, extra curricular opportunities, exploratory classes, college and career academy, behavior expectations, department curriculum guides.

ESEA Section 1118(e) 2: To provide materials and training to help parents to work with their children to improve their children's achievement such as literacy training and using technology as appropriate, to foster parental involvement.

- Parent education night on technology and websites directly related to the NEMS curriculum.

ESEA Section 1118 (e) 3.To educate teachers, pupil services, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners.

- All staff will participate in Leader in Me Training.
- Parent Learning nights will include Leader in Me Training for Families.
- The Instructional Leadership Team will participate Leader in Me training.

ESEA Section 1118 (e) 4: The middle school will maintain an informational resource table at the entrance to the school that provides information for families on all levels of education provided in the district as well as community resources and contacts.

- Information and resources are available in the office.

ESEA Section 1118 (e) 5: To ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

- ELL paraprofessionals are provided a copy of all communications sent home. They are in continuous contact with families.

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Teachers send home notes, grade sheets, and conferences notifications (phone/in-person) to communicate in a language that parents understand. Surveys are offered in Spanish, Chinese Mandarin, or other languages necessary for effective communication.

-School expectations are communicated through our student/parent handbook, and presentations at parent meetings, and positive feedback is given through postcards and phone calls recorded in parent communication logs. In addition, Facebook, Twitter, and the school website assists in communication.

ESEA Section 1118 (e) 14: To provide such other reasonable support for parental involvement activities under this section as parents may request:

- Teachers send notes, grade sheets, and conferences (phone/in-person) to communicate in a language that parents understand. Surveys are offered in Spanish, Chinese Mandarin, or other languages necessary for effective communication. School expectations are communicated through presentations at parent meetings, and positive feedback is given through postcards and phone calls recorded in parent communication logs.

-If parents require transportation, or translation services, these services are provided. ESL paraprofessionals offer services to both students and parents daily.

ESEA Section 1118 (f): meetings and activities will be conducted with parents various times of the day and evening, will be offered more than once, with transportation and whatever assistance the school may be able to provide in order to better ensure their attendance at meetings.

-Parents will meet with the principal and staff to help determine how to spend the Title I Parent Involvement Funds.

-Parents will be asked to join staff in attending Lighthouse Team/school improvement meetings throughout the year as we complete the activities necessary to implement our school improvement plan with fidelity.

-Parents attend parent/teacher conferences to share communication regarding student academic and social achievement.

-Parents and families attend Title I parent education nights.

-Parents attend parent advisory group meetings.

To provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand, we selected the following activities:

-For parents who may be away from their student, or home due to work obligations, current academic progress and two way communication is available on the Infinite Campus Parent Portal twenty four hours a day. School announcements, and pertinent parent information is posted on the school website daily.

-For families that require translation into a foreign language, our English Language Learner paraprofessional will meet with them as they meet with teachers during parent/teacher conferences and Title I parent education nights to translate any notes that go home when requested to do so.

-For hearing impaired or deaf parents the school will provide modified seating arrangements, a sign language interpreter, or amplification to the p.a. system.

-For migratory families, flexible meeting times and dates, copies of meeting minutes and transportation will be available.

-For parents with disabilities, the school maintains a barrier-free school. A school liaison will conduct a home visit when necessary.

-Teachers will meet with parents twice a year in October and March during parent/teacher conferences to teach parents how to interpret various assessment results.

-Student support staff will provide support and connect to resources for parents of migratory students as requested and identified by need.

-Meetings will be conducted at various times of the day and days of the week. Meetings will be offered more than once.

Transportation will be provided to parents when requested. Review of meeting content, with the principal, will be available upon request.

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-Child Care will be available when requested.

-Meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;

-During the annual Title I Informational Meeting held in September, the principal reviews and explains to parents the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain.

-Multiple events will be conducted throughout the school year for staff to review and explain curriculum, means of assessment and the proficiency levels students are expected to achieve and maintain.

## 5. Describe how the parent involvement activities are evaluated.

The parent involvement component will be evaluated during the school improvement process by the Lighthouse team, and the PLCs. It will also be evaluated after parent events. Strategies will be analyzed for implementation, responsibility, results, and the steps to move forward will be determined. During this time, parent event surveys, Title I surveys, school-wide surveys are reviewed and analyzed. Attendance for parental events is monitored for the possibility of new strategies to increase the number of parents/guardians involved.

## 6. Describe how the school-parent compact is developed.

The School-Parent Compact form was developed by a parent advisory team and has been reviewed and edited by parents, students, and educators, through the school improvement team, parent advisory group, and student government group. The language of NCLB 118 (d) is discussed and reviewed to ensure that the compact addresses all the elements. Changes are made if there are missing aspects.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		Parent Compact

## 8. How does the school provide individual student academic assessment results in a language parents can understand?

Parents receive assessment data for their students at conferences, and are offered educational opportunities to review the information. Grades are communicated formally with final report cards. Grades are also continuously available through the Infinite Campus Parent Portal, and with alerts through an App available to families. Other opportunities are in the form of an instructional coach available at conferences, open house, and parent educational meetings, to review standardized testing data, and discuss with the student's teacher. ELL students each work with a parapro who provides interpretive services to families. For parents who require translation into a foreign language, our English Language Learner parapro will accompany the family to meet with the teacher during scheduled conferences and other meetings. Families can also request translation of written materials sent home and our English Language Learner parapro will do the translation.

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Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		Parent Involvement Policy

**10. Describe how the parent compact is used at elementary-level parent teacher conferences.**

N/A

## **Component 9: Coordination of Title I and Other Resources**

### **1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.**

We use general funds, at risk funds, in combination with Title I to provide federal, state and local programs. Our students receive free school-wide breakfast and free/ reduced lunch. Summer meals are provided along with an after school bus to provide transportation for students needed additional support after school. Our English Language Learner paraprofessionals work side by side with our general education instructors to provide support. We have deans who work with students on behavior goals. The instructional coach works with all of the staff to ensure data is collected, delivered and analyzed. In addition, the coach supports instruction in every classroom with modeling, observations and feedback. We provide district funded transportation to homeless students.

### **2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

We use general funds, at risk funds, in combination with Title I to provide federal, state and local programs. Our students receive free school-wide breakfast and free/ reduced lunch. Summer meals are provided along with an after school bus to provide transportation for students needed additional support after school. Our English Language Learner paraprofessionals work side by side with our general education instructors to provide support. We have deans who work with students on behavior goals. The instructional coach works with all of the staff to ensure data is collected, delivered and analyzed. In addition, the coach supports instruction in every classroom with modeling, observations and feedback. We provide district funded transportation to homeless students. In addition, we work hand in hand with DHHS who is housed in our building, and our social worker also assists in coordinating services for students and families. Meetings are held to analyze attendance data and assistance is given through the truancy office.

## **Component 10: Ongoing Review of Student Progress**

### **1. Describe how the progress of participating students is reviewed on an ongoing basis.**

Progress monitoring is done through, NWEA and AIMSWeb, assessments provided additional data to show if the intervention was increasing the reading skills of those chosen. In addition, classroom grades, and teacher assessment, are considered. Teachers and the instructional coaches analyze data to choose the students who would best benefit.

### **2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.**

The targeted assistance program is revised through data analysis. The intervention strategies are adjusted according to the needs of the students. The program uses flexible grouping that allows the students to move in and out of the program as needed. All students receive support in their core content with general education teachers, special education teachers, ELL and Title I paraprofessionals, and in the flex schedule and intervention time.

### **3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.**

Teachers have been trained by instructional and behavioral coaches on data analysis. Training has been provided on engagement, questioning, and reading strategies. In addition, training has been provided in the use of the interventions.

## **Evaluation**

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

**1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.**

The school evaluates the program using pre- post data along with standardized, and bench mark, testing. Teachers and students set goals and those goals are evaluated using student data.

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

The school uses the annual state assessment to identify areas of achievement gap and instructional focus. This information is used to plan the targeted assistance program and the instruction provided. Student growth in NWEA, which predicts state assessment proficiency, is also used to demonstrate growth of the students provided with assistance.

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

The staff analyses all data from the bottom 30% of the students in each content area. Integrating data from NWEA, AIMSWeb, and State assessments, leadership teams, find patterns to determine the needs for students, and which interventions should be utilized. Individual student progress within interventions is progress monitored, and then a comparison with school wide achievement to determine the impact, and effectiveness, of the program.

**4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.**

The school revises the plan of the intervention and the reconsiders the students receiving assistance at each benchmark time, and when new students enroll, during the year. The new data is analyzed and the students are chosen based on their current standings in the assessments and classroom progress. In addition, new students are evaluated and added as soon as they are found in need.



# **NEMS 2019-20 SIP Plan**

## Overview

### Plan Name

NEMS 2019-20 SIP 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 at Northeast Middle School will be proficient in reading and writing on the on the state assessment.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$34930
2	All students at Northeast Middle School will be proficient in math on the state assessment.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$19740
3	The staff, students, and families will collaborate to create a culture of leadership	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$47100
4	Students and staff will participate in a successful, multi-tiered system of academic programming and supports	Objectives: 2 Strategies: 2 Activities: 7	Academic	\$180600

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## Goal 1: All students at Northeast Middle School will be proficient in reading and writing on the on the state assessment.

### Measurable Objective 1:

50% of All Students will demonstrate a proficiency in their ability to read and write in English Language Arts by 06/19/2020 as measured by the state assessment..

### Strategy 1:

Implementation of Instructional Best Practices - Teachers will implement best practice strategies as part of their daily reading and writing instruction including increasing engagement and effectively using formative and summative assessments. They will collaborate and look at student work and other data in order to improve instruction and student achievement.

Category: English/Language Arts

Research Cited: Lemov, Doug. Teach like a Champion: 49 Techniques That Put Students on the Path to College. San Francisco: Jossey-Bass, 2010.

Honig, Bill, Linda Diamond, Linda Gutlohn, and Carrie L. Cole. Teaching Reading Sourcebook. Novato, CA.: Arena, 2008.

Kamil, Michael L. Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Washington, D.C. : Institute of Education Sciences, 2008.

Keene, Ellin Oliver. Comprehension Going Forward. Where We Are, What's Next. Portsmouth, NH: Heinemann, 2011.

Marzano, Robert J. Building Academic Vocabulary: Teacher's Manual. Alexandria, VA: Association for Supervision and Curriculum Development, 2005.

Sedita, Joan. The Key Three Routine: Comprehension Strategy Instruction. Boxford, MA: Sedita Learning Strategies, 2003.

Tier: Tier 1

Activity - Professional Collaboration- Analyzing data and Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Comstock Middle School

<p>Teachers will use a portion of each PLC/department meeting to reflect on the four essential questions:</p> <p>What do we expect the students to learn? Teachers will evaluate the rigor of lesson plans and alignment of the curriculum maps with the CCSS. They will continue to integrate resources: Writing To Text and Step Up to Writing with content resources in all content areas to increase writing in all content areas. Teachers will reinforce students use of close reading and writing to text including citing textual evidence and analysis of prompts in all content areas.</p> <p>How will we learn that they are learning? Teachers will analyze fidelity of assessments and student achievement as demonstrated on formative, intermittent, and summative assessments.</p> <p>How will we respond when they don't learn- intervention? Teachers will conduct collaborative discussions around universal screeners, benchmark, and progress monitoring data and will determine best placements to meet all student needs. Collaborative discussions around the modification of curriculum and lesson plans to effectively differentiate will occur monthly.</p> <p>How will we respond when they already know it? Discussions will include modifications to instruction for students requiring enrichment.</p> <p>Share and create lesson plans that will promote student engagement.</p> <p>Teachers will work together to establish and teach behavioral expectations.</p> <p>Teachers will discuss data from Aimweb, NWEA, MSTEP and DIBELS. (see resources)</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/18/2021</p>	<p>\$4130</p>	<p>Title I Schoolwide, Title I Schoolwide, Title I Schoolwide</p>	<p>School Improvement Team English Language Arts Department All teaching staff</p>
Activity - Intervention Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Comstock Middle School

Identified staff members will attend professional development facilitated by KRESA coach and internal coach for: REWARDS Intervention, Read Naturally, Read to Achieve, Accelerated Reader, SRA and 6 Minute Solution, and explicit comprehension strategy instruction, vocabulary instruction, and writing. Internal and external coaching will support teachers in their implementation of best practice in reading and writing. Follow up coaching will check for fidelity of implementation.  Michigan Reading Association and other local professional development will be integrated into individual staff professional development plans as needed.	Professional Learning	Tier 2	Implement	08/29/2016	06/18/2021	\$10800	Title II Part A, Title II Part A	ITL ELA department Title I All teaching staff
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Activity - Monitoring of the Implementation of Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative staff will monitor the implementation of the following Best Practices (defined as priorities by the district as Best Practices- Back to Basics): Learning Targets are posted Agenda (with times) is posted Behavioral Expectations are identified, clearly communicated, and consistently enforced Greet every student every time (hallway presence?) Curriculum Map is posted	Academic Support Program	Tier 1	Monitor	08/27/2019	06/18/2021	\$0	No Funding Required	All staff and administrators

Activity - Literacy Action Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher and district leaders will participate in the county-wide Literacy Action Network to develop processes for the implementation of the GELN Essential Practices, with specific focus on Essential #3- The learning environment reflects a strong commitment to literacy.	Academic Support Program	Tier 1	Implement	08/26/2019	06/18/2021	\$0	No Funding Required	Teacher and district leaders

### Strategy 2:

Student Engagement - Teachers will implement a variety of engagement strategies that increase students' abilities to collaborate and participate in deep discussions and engage in higher level thinking.

Category: English/Language Arts

Research Cited: Kagean, Spencer, and Miguel Kagan. Kagan Cooperative Learning. San Clemente, CA: Kagan, 2009.

Lemov, Doug. Teach like a Champion: 49 Techniques that put Students on the Path to College. San Francisco: Jossey-Bass, 2010.

Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research based strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development, 2001.

## School Improvement Plan

Comstock Middle School

Fister, Susan L. and Karen A. Kemp. Teach All Reach All: Instructional Design and Delivery with TGIF. Eugene, Or.: Pacific Northwest, 2009

Tier: Tier 1

Activity - Collaborative Instructional Discussions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to participate group discussions around Teaching with Poverty in Mind by Jensen throughout the year. In addition, implementation of Teach Like a Champion will continue to be a focus of lesson planning. The principal, internal and external coaches will monitor implementation of engagement strategies.	Professional Learning	Tier 1	Implement	08/29/2016	06/18/2021	\$0	No Funding Required	ITL All staff

Activity - (External) Coaching and instructional support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to receive training and be monitored on implementation of components of classroom management that include CHAMPs. Professional development, including internal and external coaching will be provided to improve behavior management. Behavior external coaching from KRESA to develop and support a system for schoolwide best practices via a collaboration with the internal coaches	Behavioral Support Program	Tier 1	Implement	08/29/2016	06/18/2021	\$10000	Other, Title II Part A	All Staff

Activity - Access to Culturally Relevant Literature	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and students will undergo a process of identifying and evaluating text to enhance classroom and school libraries to ensure access for all students to a variety of culturally relevant literature.	Supplemental Materials	Tier 1	Getting Ready	08/26/2019	06/18/2021	\$5000	Other	Teacher leaders, staff and students

### Strategy 3:

Multi-Tiered System of Supports - Staff will develop and implement a multi-tiered system of supports to ensure individualized identification of student needs, and programming and supports that meet the needs of all students as identified by that data.

Category: Learning Support Systems

Tier: Tier 2

Activity - (External) Instructional Coaching and Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Comstock Middle School

Staff will be provided with instructional coaching and support from an ISD consultant around the development and implementation of a MTSS.	Academic Support Program	Tier 2	Getting Ready	08/27/2019	06/18/2021	\$5000	Other	Instructional Staff
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## Goal 2: All students at Northeast Middle School will be proficient in math on the state assessment.

### Measurable Objective 1:

50% of All Students will demonstrate a proficiency in solving math problems in Mathematics by 06/18/2021 as measured by the state assessment. .

### Strategy 1:

Implementation of Instructional Best Practices - Teachers will implement best practice strategies as part of their daily math instruction including increasing engagement and effectively using formative and summative assessments. They will collaborate and look at student work and other data in order to improve instruction and student achievement.

Category: Mathematics

Research Cited: Lemov, Doug. Teach like a Champion: 49 Techniques That Put Students on the Path to College. San Francisco: Jossey-Bass, 2010.

IES practice Guide: Improving Mathematical Problem Solving in Grades 4 Through 8. What Works ClearingHouse. National Center for Education and Evaluation and Regional Assistance, 2012.

NCTM Illuminations (<http://illuminations.nctm.org/index2.html>)

Sowell, E.J. (1989) Effects of manipulative materials in mathematics instruction. Journal for Research in Mathematics education, 30, 171-91.

(<http://www.wcer.wisc.edu/ncisla/>) National Center for Improving Student Learning and Achievement in Mathematics.

<http://enc.org/> Eisenhower National Clearinghouse for Mathematics and Science Education

Steadly, Kathlyn, Ph.D, Kyrei Dragoo, M.ED, Sousan ARafeh, Ph.D., Stephen D. Luke, Ed.D. Effective Math Instruction. Nathion Dissemination Center for Children with Disabilities (NICHCY). Evidence for Education. Volume 3. Issue 1. 2008.

The Effective Mathematics Classroom [http://www.ipsi.utexas.edu/docs/alg\\_readiness\\_toolkit/Admin%20white%20paper\\_NL\\_2-1-10.pdf](http://www.ipsi.utexas.edu/docs/alg_readiness_toolkit/Admin%20white%20paper_NL_2-1-10.pdf)

The Effective Mathematics Classroom



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www.educationalliance.org. Closing the Achievement Gap: Best Practices in Teaching Mathematics. Alliance.org. 2006

Protheroe, Nancy. What Does Good Math Instruction Look Like? Principal magazine. September/October 2007.

Using the portions of following resources: Stiggins, Rick J, Jan Chappuis. An Introduction To Student-Involved Assessment For Learning. Boston: Pearson Assessment Training Institute, 2012.

Stiggins, Rick, Judith Arter, Jan Chappuis, Steve Chappuis. Classroom Assessment for Student Learning. Doing It Right -Using It Well. Boston, MA: Pearson Education, Inc, 2006.

Marzano, Robert J. Formative Assessment and Standards -Based Grading. Bloomington, IN: Marzano Research Laboratory, 2010.

Marzano, Robert J. Classroom Assessment and Grading that Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Nicol, David and DEBRA MACFARLANE-DICK, Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. Author for Correspondence; Dr David J. Nicol, Centre for Academic Practice, Graham Hills Building, University of Strathclyde, 50 George St., Glasgow, G1 1QE. e-mail: d.j.nicol@strath.ac.uk

Grant Wiggins, September 2012 | Volume 70 | Number 1 Feedback for Learning Pages 10-16 Seven Keys to Effective

Tier: Tier 1

Activity - Professional Development and Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Math teachers will work with KRESA coach(es), and internal coaches who will provide support for teachers to effectively implement mathematical practices, specifically by implementing the Math Recovery Training. They will increase effectiveness of math instruction and engagement of all students through the use of best practice math instructional strategies. Ten days of KRESA math coaching will be integrated into the school schedule to support math teachers implementation of the Common Core State Standards and Math Practices. In addition, KRESA math coaches will support the implementation of the pilot program for iReady Math	Professional Learning	Tier 1	Implement	08/29/2016	06/18/2021	\$13300	Title II Part A	ITL Math department

Activity - Professional Collaboration-Analyzing data and instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan**

Comstock Middle School

<p>Teachers will use a portion of each department meeting to reflect on the four essential questions:          What do we expect the students to learn? Teachers will evaluate the rigor of lesson plans and alignment of the curriculum maps with the CCSS. They will continue to integrate resources: Writing To Text and Step Up to Writing with content resources in all content areas to increase writing in all content areas. Teachers will reinforce students use of close reading and writing to text including citing textual evidence and analysis of prompts in all content areas.          How will we learn that they are learning? Teachers will analyze fidelity of assessments and student achievement as demonstrated on formative, intermittent, and summative assessments.          How will we respond when they don't learn- intervention? Teachers will conduct collaborative discussions around universal screeners, benchmark, and progress monitoring data and will determine best placements to meet all student needs. Collaborative discussions around the modification of curriculum and lesson plans to effectively differentiate will occur monthly.          How will we respond when they already know it? Discussions will include modifications to instruction for students requiring enrichment.          Share and create lesson plans that will promote student engagement. Teachers will research and share online resources to support subject area instruction during monthly meetings. Teachers will share information learned at conferences and workshops during department discussions. Teachers will develop plans of instruction to teach collaborative discussions and thorough written responses of all students to math tasks.</p> <p>Teachers will work together to establish and teach behavioral expectations.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/18/2021</p>	<p>\$6440</p>	<p>General Fund</p>	<p>ITL Math Department</p>
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**Strategy 2:**

Student Engagement - Teachers will increase their positive to negative interaction ratio, opportunities to respond, and student time on task to increase student engagement and achievement.

Category: Mathematics

Research Cited: Kagean, Spencer, and Miguel Kagan. Kagan Cooperative Learning. San Clemente, CA: Kagan, 2009.

Lemov, Doug. Teach like a Champion: 49 Techniques that put Students on the Path to College. San Francisco: Jossey-Bass, 2010.

Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research Based strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development, 2001.

## School Improvement Plan

Comstock Middle School

Fister, Susan L. and Karen A. Kemp. Teach All Reach All: Instructional Design and Delivery with TGIF. Eugene, Or.: Pacific Northwest, 2009

Sprick, Randy. Coaching Classroom Management Strategies and Tools for Administrators and Coaches. Eugene:OR. Pacific Northwest. 2010.

Tier: Tier 1

Activity - Collaborative Discussions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to participate group discussions around Teaching with Poverty in Mind by Jensen throughout the year. In addition, implementation of Teach Like a Champion will continue to be a focus of lesson planning. The principal, internal and external coaches will monitor implementation of engagement strategies.	Professional Learning	Tier 1	Monitor	08/29/2016	06/18/2021	\$0	Other, General Fund	Instructional Coach Principal Classroom Teachers
Activity - Career and Technical Educational Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to electives with content centered around career and technical objectives to enhance student engagement.	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/18/2021	\$0	No Funding Required	teachers and students

### Goal 3: The staff, students, and families will collaborate to create a culture of leadership

#### Measurable Objective 1:

collaborate to improve the school culture by 06/18/2021 as measured by a 25 % decrease in weekly student discipline referrals from 1st to 3rd/4th quarters..

#### Strategy 1:

PBIS - PBIS will be addressed by the Lighthouse Leadership Team and then will support the staff on Positive Behavior Supports.

Category: School Culture

Research Cited: <http://www.tandfonline.com/doi/abs/10.1080/09362830903235375>

<http://www.safeandcivilschools.com/services/index.php?gclid=CKmro8Wqk9QCFQGQaQodehkDKA>

[http://go.kickboardforschools.com/LP\\_Q217-03\\_MKT\\_pbis-playbook?utm\\_source=adwords-search-pbis&utm\\_medium=cpc&utm\\_term=positive%20behavioral%20support&matchtype=b&device=c&gclid=CLzP0c-qk9QCFQEEaQodz6EOPg](http://go.kickboardforschools.com/LP_Q217-03_MKT_pbis-playbook?utm_source=adwords-search-pbis&utm_medium=cpc&utm_term=positive%20behavioral%20support&matchtype=b&device=c&gclid=CLzP0c-qk9QCFQEEaQodz6EOPg)

<http://resources.crisisprevention.com/Top-10-PBIS.html?code=ITG032PBIS&src=Pay-Per-Click&gclid=Cl-bpeGqk9QCFQMuaQodTq8Hww>

Tier: Tier 1

## School Improvement Plan

Comstock Middle School

Activity - PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Lighthouse Leadership Teams will facilitate the use of PBIS and support the rest of the staff on the use of PBIS. Tickets will be provided and incentive programs will be established. School-wide expectations, including lesson plans, and timing, will be provided. The process will be supported by both internal and external behavior coaches.	Behavioral Support Program	Tier 1	Implement	09/07/2018	06/18/2021	\$3500	Title II Part A	All staff- Leadership teams

### Strategy 2:

Staff Professional Learning - Teachers will be trained in Leader in Me during three days of professional development. Continued training will be led by the Leader in Me Lighthouse team monthly. Departments, staff, and grade level meetings will consider how the Leader in Me habits fit into the curriculum and daily learning. Teachers will model and explicitly teach the habits in their classrooms.

Category: Other - Leadership

Research Cited: <http://www.theleaderinme.org/what-is-the-leader-in-me/>

<http://www.theleaderinme.org/how-do-schools-implement/>

<http://www.theleaderinme.org/how-is-it-different/>

Tier: Tier 1

Activity - On-Going Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Leader in Me, instructional, and behavioral ongoing professional development throughout the school year. Implementation of strategies and practices learned via the PD will be reviewed, monitored and evaluated during PLC and department meetings, as well as whole staff data meetings.	Professional Learning	Tier 1	Implement	09/07/2018	06/18/2021	\$18000	Title II Part A	All staff

Activity - Leader in Me PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development on Leader in Me	Professional Learning	Tier 1	Getting Ready	08/20/2018	06/18/2021	\$25600	Title II Part A	All staff

## Goal 4: Students and staff will participate in a successful, multi-tiered system of academic programming and supports

### Measurable Objective 1:

## School Improvement Plan

Comstock Middle School

25% of All Students will increase student growth by scoring partially, or fully proficient, on assessments in English Language Arts by 06/18/2021 as measured by NWEA and the State Assessment .

### (shared) Strategy 1:

Academic Achievement Goals - All teachers will write, evaluate, and monitor student growth within their content area. Students will be included in the monitoring of goals.

Category: Career and College Ready

Research Cited: <http://www.edweek.org/tm/articles/2015/01/20/10-tips-for-setting-successful-goals-with.html>

<https://www.schoolnewsnetwork.org/attachments/schoolandcenterlevelessentials.pdf>

Tier: Tier 1

Activity - Teacher Collaboration/ PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet as grade levels and departments at least weekly to use protocols to look at student data, curriculum maps, and lesson plans. Collaborative efforts are made to integrate mathematics practices across the curriculum. Lesson plans will demonstrate that students are utilizing and implementing mathematical concepts across content areas.	Teacher Collaboration	Tier 1	Implement	09/07/2018	06/18/2021	\$0	No Funding Required	All teaching staff
Activity - Schoolwide Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in chosen grades will participate in SRA and Read to Achieve as part of their advisory and core reading program. \$2100 for SRA workbooks and \$2300 for Read to Achieve workbooks for 6th and 7th grades. To promote engagement in the school library, students will have the opportunity to be exposed to the media center through the ELA classes.	Academic Support Program	Tier 1	Monitor	09/07/2018	06/21/2019	\$4400	General Fund	All staff
Activity - Student Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will utilize AIMSweb \$1480, Read Naturally \$2500, IXL \$2500, and NWEA \$6400 to provide progress monitoring and benchmark data.	Other - Data Collection	Tier 1	Monitor	09/07/2018	06/18/2021	\$15700	General Fund	All staff
Activity - (Internal) Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

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Instructional Coach will participate in department meetings, ITL, and district leadership team. Instructional coach will do observations, model teach, and team teach to increase student engagement and discourse. Instructional coach will organize and plan assessments and provide data analysis to teaching staff.	Professional Learning, Academic Support Program	Tier 1	Monitor	09/07/2018	06/18/2021	\$100000	Title I Part A	Instructional Coach Building Administrator
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### (shared) Strategy 2:

Multi-Tiered System of Supports - Staff will develop and implement a multi-tiered system of supports to ensure individualized identification of student needs, and programming and supports that meet the needs of all students as identified by that data.

Category: Learning Support Systems

Research Cited: <http://www.theleaderinmeblog.org/goal-setting-ensure-student-success/>

<https://www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias>

<https://www.scholastic.com/teachers/blog-posts/genia-connell/setting-almost-smart-goals-my-students/>

Tier: Tier 1

Activity - Setting and Monitoring Goals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and Students will set, evaluate, and monitor progress. Data will be reviewed during PLCs weekly, and students will participate in a daily intervention block where goals will be communicated and monitored.	Academic Support Program, Other - Data Collection	Tier 1	Getting Ready	09/07/2018	06/18/2021	\$500	Other	All staff and students

Activity - Tiers 2 and 3 Implementation of Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will assist teaching staff with instruction and provide research based interventions to individuals and small groups during a daily intervention block for all students. Tier 3 interventions will be supported by interventionists in small groups or one on one as needed based on the data. Interventions may include but will not be limited to: REWARDS, Moby Max, SRA, Math Recovery.	Academic Support Program	Tier 2	Implement	09/07/2018	06/18/2021	\$45000	Title I Part A	Paraprofessionals Teaching staff Instructional Coach

Activity - (External) Instructional Coaching and Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Comstock Middle School

Staff will be provided with instructional coaching and support from an ISD consultant around the development and implementation of a MTSS.	Academic Support Program	Tier 3	Evaluate	08/28/2019	06/18/2021	\$15000	Title I Part A	All staff; ISD consultant; principal, instructional coaches
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### Measurable Objective 2:

A 25% increase of All Students will demonstrate a proficiency on the state assessment in Mathematics by 06/18/2021 as measured by the number of students who are proficient or projected to be proficient according to NWEA.

### (shared) Strategy 1:

Academic Achievement Goals - All teachers will write, evaluate, and monitor student growth within their content area. Students will be included in the monitoring of goals.

Category: Career and College Ready

Research Cited: <http://www.edweek.org/tm/articles/2015/01/20/10-tips-for-setting-successful-goals-with.html>

<https://www.schoolnewsnetwork.org/attachments/schoolandcenterlevelessentials.pdf>

Tier: Tier 1

Activity - Teacher Collaboration/ PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet as grade levels and departments at least weekly to use protocols to look at student data, curriculum maps, and lesson plans. Collaborative efforts are made to integrate mathematics practices across the curriculum. Lesson plans will demonstrate that students are utilizing and implementing mathematical concepts across content areas.	Teacher Collaboration	Tier 1	Implement	09/07/2018	06/18/2021	\$0	No Funding Required	All teaching staff

Activity - Student Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will utilize AIMSweb \$1480, Read Naturally \$2500, IXL \$2500, and NWEA \$6400 to provide progress monitoring and benchmark data.	Other - Data Collection	Tier 1	Monitor	09/07/2018	06/18/2021	\$15700	General Fund	All staff

Activity - (Internal) Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will participate in department meetings, ITL, and district leadership team. Instructional coach will do observations, model teach, and team teach to increase student engagement and discourse. Instructional coach will organize and plan assessments and provide data analysis to teaching staff.	Professional Learning, Academic Support Program	Tier 1	Monitor	09/07/2018	06/18/2021	\$100000	Title I Part A	Instructional Coach Building Administrator

## School Improvement Plan

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### (shared) Strategy 2:

Multi-Tiered System of Supports - Staff will develop and implement a multi-tiered system of supports to ensure individualized identification of student needs, and programming and supports that meet the needs of all students as identified by that data.

Category: Learning Support Systems

Research Cited: <http://www.theleaderinmeblog.org/goal-setting-ensure-student-success/>

<https://www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias>

<https://www.scholastic.com/teachers/blog-posts/genia-connell/setting-almost-smart-goals-my-students/>

Tier: Tier 1

Activity - Setting and Monitoring Goals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and Students will set, evaluate, and monitor progress. Data will be reviewed during PLCs weekly, and students will participate in a daily intervention block where goals will be communicated and monitored.	Academic Support Program, Other - Data Collection	Tier 1	Getting Ready	09/07/2018	06/18/2021	\$500	Other	All staff and students

Activity - Tiers 2 and 3 Implementation of Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will assist teaching staff with instruction and provide research based interventions to individuals and small groups during a daily intervention block for all students. Tier 3 interventions will be supported by interventionists in small groups or one on one as needed based on the data. Interventions may include but will not be limited to: REWARDS, Moby Max, SRA, Math Recovery.	Academic Support Program	Tier 2	Implement	09/07/2018	06/18/2021	\$45000	Title I Part A	Paraprofessionals Teaching staff Instructional Coach

Activity - (External) Instructional Coaching and Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided with instructional coaching and support from an ISD consultant around the development and implementation of a MTSS.	Academic Support Program	Tier 3	Evaluate	08/28/2019	06/18/2021	\$15000	Title I Part A	All staff; ISD consultant; principal, instructional coaches



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaborative Instructional Discussions	Teachers will continue to participate group discussions around Teaching with Poverty in Mind by Jensen throughout the year. In addition, implementation of Teach Like a Champion will continue to be a focus of lesson planning. The principal, internal and external coaches will monitor implementation of engagement strategies.	Professional Learning	Tier 1	Implement	08/29/2016	06/18/2021	\$0	ITL All staff
Literacy Action Network	Teacher and district leaders will participate in the county-wide Literacy Action Network to develop processes for the implementation of the GELN Essential Practices, with specific focus on Essential #3- The learning environment reflects a strong commitment to literacy.	Academic Support Program	Tier 1	Implement	08/26/2019	06/18/2021	\$0	Teacher and district leaders
Monitoring of the Implementation of Best Practices	Administrative staff will monitor the implementation of the following Best Practices (defined as priorities by the district as Best Practices- Back to Basics): Learning Targets are posted Agenda (with times) is posted Behavioral Expectations are identified, clearly communicated, and consistently enforced Greet every student every time (hallway presence?) Curriculum Map is posted	Academic Support Program	Tier 1	Monitor	08/27/2019	06/18/2021	\$0	All staff and administrators
Teacher Collaboration/ PLCs	Teachers will meet as grade levels and departments at least weekly to use protocols to look at student data, curriculum maps, and lesson plans. Collaborative efforts are made to integrate mathematics practices across the curriculum. Lesson plans will demonstrate that students are utilizing and implementing mathematical concepts across content areas.	Teacher Collaboration	Tier 1	Implement	09/07/2018	06/18/2021	\$0	All teaching staff
Career and Technical Educational Opportunities	Students will have access to electives with content centered around career and technical objectives to enhance student engagement.	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/18/2021	\$0	teachers and students

## School Improvement Plan

Comstock Middle School

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaborative Discussions	Teachers will continue to participate group discussions around Teaching with Poverty in Mind by Jensen throughout the year. In addition, implementation of Teach Like a Champion will continue to be a focus of lesson planning. The principal, internal and external coaches will monitor implementation of engagement strategies.	Professional Learning	Tier 1	Monitor	08/29/2016	06/18/2021	\$0	Instructional Coach Principal Classroom Teachers
Schoolwide Intervention	Students in chosen grades will participate in SRA and Read to Achieve as part of their advisory and core reading program. \$2100 for SRA workbooks and \$2300 for Read to Achieve workbooks for 6th and 7th grades. To promote engagement in the school library, students will have the opportunity to be exposed to the media center through the ELA classes.	Academic Support Program	Tier 1	Monitor	09/07/2018	06/21/2019	\$4400	All staff
Student Assessment	The school will utilize AIMSweb \$1480, Read Naturally \$2500, IXL \$2500, and NWEA \$6400 to provide progress monitoring and benchmark data.	Other - Data Collection	Tier 1	Monitor	09/07/2018	06/18/2021	\$15700	All staff

## School Improvement Plan

Comstock Middle School

<p>Professional Collaboration-Analyzing data and instruction</p>	<p>Teachers will use a portion of each department meeting to reflect on the four essential questions: What do we expect the students to learn? Teachers will evaluate the rigor of lesson plans and alignment of the curriculum maps with the CCSS. They will continue to integrate resources: Writing To Text and Step Up to Writing with content resources in all content areas to increase writing in all content areas. Teachers will reinforce students use of close reading and writing to text including citing textual evidence and analysis of prompts in all content areas. How will we learn that they are learning? Teachers will analyze fidelity of assessments and student achievement as demonstrated on formative, intermittent, and summative assessments. How will we respond when they don't learn-intervention? Teachers will conduct collaborative discussions around universal screeners, benchmark, and progress monitoring data and will determine best placements to meet all student needs. Collaborative discussions around the modification of curriculum and lesson plans to effectively differentiate will occur monthly. How will we respond when they already know it? Discussions will include modifications to instruction for students requiring enrichment. Share and create lesson plans that will promote student engagement. Teachers will research and share online resources to support subject area instruction during monthly meetings. Teachers will share information learned at conferences and workshops during department discussions. Teachers will develop plans of instruction to teach collaborative discussions and thorough written responses of all students to math tasks.</p> <p>Teachers will work together to establish and teach behavioral expectations.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/18/2021</p>	<p>\$6440</p>	<p>ITL Math Department</p>
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### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**School Improvement Plan**

Comstock Middle School

<p>Professional Collaboration- Analyzing data and Instruction</p>	<p>Teachers will use a portion of each PLC/department meeting to reflect on the four essential questions:</p> <p>What do we expect the students to learn? Teachers will evaluate the rigor of lesson plans and alignment of the curriculum maps with the CCSS. They will continue to integrate resources: Writing To Text and Step Up to Writing with content resources in all content areas to increase writing in all content areas. Teachers will reinforce students use of close reading and writing to text including citing textual evidence and analysis of prompts in all content areas.</p> <p>How will we learn that they are learning? Teachers will analyze fidelity of assessments and student achievement as demonstrated on formative, intermittent, and summative assessments.</p> <p>How will we respond when they don't learn-intervention? Teachers will conduct collaborative discussions around universal screeners, benchmark, and progress monitoring data and will determine best placements to meet all student needs. Collaborative discussions around the modification of curriculum and lesson plans to effectively differentiate will occur monthly.</p> <p>How will we respond when they already know it? Discussions will include modifications to instruction for students requiring enrichment.</p> <p>Share and create lesson plans that will promote student engagement.</p> <p>Teachers will work together to establish and teach behavioral expectations.</p> <p>Teachers will discuss data from Aimweb, NWEA, MSTEP and DIBELS. (see resources)</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/18/2021</p>	<p>\$2100</p>	<p>School Improvement Team English Language Arts Department All teaching staff</p>
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**School Improvement Plan**

Comstock Middle School

<p>Professional Collaboration- Analyzing data and Instruction</p>	<p>Teachers will use a portion of each PLC/department meeting to reflect on the four essential questions:</p> <p>What do we expect the students to learn? Teachers will evaluate the rigor of lesson plans and alignment of the curriculum maps with the CCSS. They will continue to integrate resources: Writing To Text and Step Up to Writing with content resources in all content areas to increase writing in all content areas. Teachers will reinforce students use of close reading and writing to text including citing textual evidence and analysis of prompts in all content areas.</p> <p>How will we learn that they are learning? Teachers will analyze fidelity of assessments and student achievement as demonstrated on formative, intermittent, and summative assessments.</p> <p>How will we respond when they don't learn-intervention? Teachers will conduct collaborative discussions around universal screeners, benchmark, and progress monitoring data and will determine best placements to meet all student needs. Collaborative discussions around the modification of curriculum and lesson plans to effectively differentiate will occur monthly.</p> <p>How will we respond when they already know it? Discussions will include modifications to instruction for students requiring enrichment.</p> <p>Share and create lesson plans that will promote student engagement.</p> <p>Teachers will work together to establish and teach behavioral expectations.</p> <p>Teachers will discuss data from Aimweb, NWEA, MSTEP and DIBELS. (see resources)</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/18/2021</p>	<p>\$1480</p>	<p>School Improvement Team English Language Arts Department All teaching staff</p>
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# School Improvement Plan

Comstock Middle School

Professional Collaboration- Analyzing data and Instruction	<p>Teachers will use a portion of each PLC/department meeting to reflect on the four essential questions:</p> <p>What do we expect the students to learn? Teachers will evaluate the rigor of lesson plans and alignment of the curriculum maps with the CCSS. They will continue to integrate resources: Writing To Text and Step Up to Writing with content resources in all content areas to increase writing in all content areas. Teachers will reinforce students use of close reading and writing to text including citing textual evidence and analysis of prompts in all content areas.</p> <p>How will we learn that they are learning? Teachers will analyze fidelity of assessments and student achievement as demonstrated on formative, intermittent, and summative assessments.</p> <p>How will we respond when they don't learn-intervention? Teachers will conduct collaborative discussions around universal screeners, benchmark, and progress monitoring data and will determine best placements to meet all student needs. Collaborative discussions around the modification of curriculum and lesson plans to effectively differentiate will occur monthly.</p> <p>How will we respond when they already know it? Discussions will include modifications to instruction for students requiring enrichment.</p> <p>Share and create lesson plans that will promote student engagement.</p> <p>Teachers will work together to establish and teach behavioral expectations.</p> <p>Teachers will discuss data from Aimweb, NWEA, MSTEP and DIBELS. (see resources)</p>	Teacher Collaboration	Tier 1	Implement	08/29/2016	06/18/2021	\$550	School Improvement Team English Language Arts Department All teaching staff
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## Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

Comstock Middle School

Collaborative Discussions	Teachers will continue to participate group discussions around Teaching with Poverty in Mind by Jensen throughout the year. In addition, implementation of Teach Like a Champion will continue to be a focus of lesson planning. The principal, internal and external coaches will monitor implementation of engagement strategies.	Professional Learning	Tier 1	Monitor	08/29/2016	06/18/2021	\$0	Instructional Coach Principal Classroom Teachers
Setting and Monitoring Goals	Staff and Students will set, evaluate, and monitor progress. Data will be reviewed during PLCs weekly, and students will participate in a daily intervention block where goals will be communicated and monitored.	Academic Support Program, Other - Data Collection	Tier 1	Getting Ready	09/07/2018	06/18/2021	\$500	All staff and students
(External) Coaching and instructional support	Teachers will continue to receive training and be monitored on implementation of components of classroom management that include CHAMPS. Professional development, including internal and external coaching will be provided to improve behavior management. Behavior external coaching from KRESA to develop and support a system for schoolwide best practices via a collaboration with the internal coaches	Behavioral Support Program	Tier 1	Implement	08/29/2016	06/18/2021	\$5000	All Staff
Access to Culturally Relevant Literature	Staff and students will undergo a process of identifying and evaluating text to enhance classroom and school libraries to ensure access for all students to a variety of culturally relevant literature.	Supplemental Materials	Tier 1	Getting Ready	08/26/2019	06/18/2021	\$5000	Teacher leaders, staff and students
(External) Instructional Coaching and Support	Staff will be provided with instructional coaching and support from an ISD consultant around the development and implementation of a MTSS.	Academic Support Program	Tier 2	Getting Ready	08/27/2019	06/18/2021	\$5000	Instructional Staff

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
(Internal) Instructional Coach	Instructional Coach will participate in department meetings, ITL, and district leadership team. Instructional coach will do observations, model teach, and team teach to increase student engagement and discourse. Instructional coach will organize and plan assessments and provide data analysis to teaching staff.	Professional Learning, Academic Support Program	Tier 1	Monitor	09/07/2018	06/18/2021	\$100000	Instructional Coach Building Administrator

## School Improvement Plan

Comstock Middle School

Tiers 2 and 3 Implementation of Supports	Paraprofessionals will assist teaching staff with instruction and provide research based interventions to individuals and small groups during a daily intervention block for all students. Tier 3 interventions will be supported by interventionists in small groups or one on one as needed based on the data. Interventions may include but will not be limited to: REWARDS, Moby Max, SRA, Math Recovery.	Academic Support Program	Tier 2	Implement	09/07/2018	06/18/2021	\$45000	Paraprofessionals Teaching staff Instructional Coach
(External) Instructional Coaching and Support	Staff will be provided with instructional coaching and support from an ISD consultant around the development and implementation of a MTSS.	Academic Support Program	Tier 3	Evaluate	08/28/2019	06/18/2021	\$15000	All staff; ISD consultant; principal, instructional coaches

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS	The Lighthouse Leadership Teams will facilitate the use of PBIS and support the rest of the staff on the use of PBIS. Tickets will be provided and incentive programs will be established. School-wide expectations, including lesson plans, and timing, will be provided. The process will be supported by both internal and external behavior coaches.	Behavioral Support Program	Tier 1	Implement	09/07/2018	06/18/2021	\$3500	All staff- Leadership teams
Professional Development and Instructional Coaching	All Math teachers will work with KRESA coach(es), and internal coaches who will provide support for teachers to effectively implement mathematical practices, specifically by implementing the Math Recovery Training. They will increase effectiveness of math instruction and engagement of all students through the use of best practice math instructional strategies. Ten days of KRESA math coaching will be integrated into the school schedule to support math teachers implementation of the Common Core State Standards and Math Practices. In addition, KRESA math coaches will support the implementation of the pilot program for iReady Math	Professional Learning	Tier 1	Implement	08/29/2016	06/18/2021	\$13300	ITL Math department



## School Improvement Plan

Comstock Middle School

Intervention Professional Development	Identified staff members will attend professional development facilitated by KRESA coach and internal coach for: REWARDS Intervention, Read Naturally, Read to Achieve, Accelerated Reader, SRA and 6 Minute Solution, and explicit comprehension strategy instruction, vocabulary instruction, and writing. Internal and external coaching will support teachers in their implementation of best practice in reading and writing. Follow up coaching will check for fidelity of implementation.  Michigan Reading Association and other local professional development will be integrated into individual staff professional development plans as needed.	Professional Learning	Tier 2	Implement	08/29/2016	06/18/2021	\$10000	ITL ELA department Title I All teaching staff
(External) Coaching and instructional support	Teachers will continue to receive training and be monitored on implementation of components of classroom management that include CHAMPS. Professional development, including internal and external coaching will be provided to improve behavior management. Behavior external coaching from KRESA to develop and support a system for schoolwide best practices via a collaboration with the internal coaches	Behavioral Support Program	Tier 1	Implement	08/29/2016	06/18/2021	\$5000	All Staff
Intervention Professional Development	Identified staff members will attend professional development facilitated by KRESA coach and internal coach for: REWARDS Intervention, Read Naturally, Read to Achieve, Accelerated Reader, SRA and 6 Minute Solution, and explicit comprehension strategy instruction, vocabulary instruction, and writing. Internal and external coaching will support teachers in their implementation of best practice in reading and writing. Follow up coaching will check for fidelity of implementation.  Michigan Reading Association and other local professional development will be integrated into individual staff professional development plans as needed.	Professional Learning	Tier 2	Implement	08/29/2016	06/18/2021	\$800	ITL ELA department Title I All teaching staff
On-Going Professional Development	Teachers will participate in Leader in Me, instructional, and behavioral ongoing professional development throughout the school year. Implementation of strategies and practices learned via the PD will be reviewed, monitored and evaluated during PLC and department meetings, as well as whole staff data meetings.	Professional Learning	Tier 1	Implement	09/07/2018	06/18/2021	\$18000	All staff
Leader in Me PD	Professional Development on Leader in Me	Professional Learning	Tier 1	Getting Ready	08/20/2018	06/18/2021	\$25600	All staff