



School Improvement Plan

Madison Middle School

Madison School District (Lenawee)

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

School Context

Madison Middle School serves a 6-8 population of approximately 370 students. Madison is a unique school district for several reasons. One reason is that approximately 49% of the students enrolled at Madison School District are School of Choice students. Madison serves resident students from the City of Adrian as well as Adrian, Madison, and Palmyra townships. Students enrolled through School of Choice are primarily residents of the Adrian School District. Additionally, Madison's student enrollment continues to grow, mostly due to School of Choice, while enrollment throughout Lenawee County has significantly decreased over the past ten years. A five year trend of enrollment for the Middle School shows an increase from 345 students to the current enrollment of 370. Madison School District is comprised of an elementary school, a middle school, and a high school. All three schools are located on one campus and under one roof.

Madison School District employs over 104 certified, highly qualified teachers. There are 23.5 highly qualified teachers serving the Middle School. In addition, support staff in areas of instruction, transportation, technology, custodial/maintenance, and food service work to support student growth. Due to enrollment growth, two retirees, and five faculty members re-locating, there were thirteen teachers hired over the past five years to fill vacant positions, provide additional sections at specific grade levels, or to expand educational programming. The Middle School hired seven new teachers over the past four years. Prior to this the faculty turnover rate had been extremely low. The District continues to strategically enhance nationally recognized programs such as Project Lead the Way and, at the same time, initiate new programs to enhance educational opportunities. Beginning the fall of 2012, fourth grade through ninth grade students now have the opportunity to be part of an orchestra program at Madison Schools. Madison administration and staff continue to research, develop, and initiate additional course offerings. Madison School District taxpayers continue a proud tradition of supporting funds for additional facilities to support educational programs. Most recently, a new 5.2 million dollar Performing Arts Center was erected to provide a state-of-the-art venue for orchestra, band, choir, performing arts, and fine arts.

Madison School District is comprised of a diverse student population. Families who choose to send their child(ren) to Madison are of varying religion, race, and socio-economic status. It is a point of pride that each and every student at Madison, regardless of background, receives a quality, well-rounded education. Madison has earned a positive reputation for delivering quality education and, at the same time, providing each student individualized attention. Each year staff and students join the Madison family to teach and learn. Madison School District is their school of choice.

Family Context

Madison Middle School District has a relatively diverse 6-8 student population compared with the resident population of Lenawee County. Although some students may reside in Madison Charter Township where the campus is physically located, students may also reside within the District if they own or rent a home in the City of Adrian or Adrian, Madison, or Palmyra townships. Furthermore, additional School of Choice students live throughout, and at times beyond, Lenawee County. Madison Charter Township is therefore a small portion of area which constitutes the student population enrolled at Madison. Of the approximately 370 students enrolled at Madison Middle School, 13% receive special education services. Approximately 68% of Madison Middle School students are eligible for free and reduced lunch.

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Community Context

Madison Charter Township is located within the Metropolitan Statistical Area of Adrian, Michigan, 49221. There are 2,365 households with 1,751 families residing within the Township. The population density is 283.7 per square mile. Madison Charter Township is located in Lenawee County. The county consists of 749.56 square miles, 30.9 square miles of which is Madison Charter Township.

Ethnicity/Race

Students enrolled at Madison Middle School consist of the following ethnicity/race. Included in parenthesis are Lenawee County percentages as defined by the U.S. Census Bureau, for comparison. Madison School District's student population is relatively diverse compared to the overall percentages located within Lenawee County. Madison Middle School consists of 59% (87.5%) White persons not Hispanic; 4% (2.8%) Black persons; 4% (1.8%) persons reporting two or more races; 33% (7.6%) persons of Hispanic or Latino origin; and 10% of families located in Adrian speak a language other than English in their home.

School's Purpose

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

The mission (purpose) statement of Madison School District is reviewed and revised at the annual School Board retreat. The retreat provides an opportunity for stakeholders to discuss various aspects of the school's mission and vision (direction). This event includes time to reflect upon the mission statement and reaffirm the statement based on input from stakeholders. The Madison Board of Education and administration utilize this opportunity to collaborate with parents, students, district school improvement team members, alumni, and staff. The mission is reviewed and, if necessary, revised to assure the purpose and direction aligns with the strategic plan. The mission and vision statement is adopted once stakeholders in attendance have an opportunity to discuss proposed changes. It is with great pride that stakeholders of the Madison School District gather to honor past contributions, cherish present accomplishments, and deliberately move towards future goals.

Mission Statement: Madison School, in cooperation with our community, will enable each student to develop his or her full potential to be successful in an ever-changing world.

Vision Statement: Developing individual excellence through rigorous academics, innovative technology and personal attention.

Notable Achievements and Areas of Improvement

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

Overall Strengths

Madison continues to sustain educational opportunities aligned with the use of technology. Madison Middle School has designated technology courses per grade level, three computer labs with a total of 86 stations, 56 iPads, 90 Netbooks, 12 SmartBoards, and 30 TI - Nspire graphing calculators for resources intended to enhance student use of technology as a part of their learning experience. Performing and Fine Arts programming continues to expand while maintaining a standard of excellence with current course offerings. Quality instruction for performing and fine arts is a point of pride. Each year students compete and earn honors at both the State and Regional level.

Madison families continue to participate with their children's educational process in numerous ways. Parents are able to access Home Access Center (HAC) to view their child's academic progress. Teachers also utilize various means to communicate with families. E-mail, phone calls, and face-to-face meetings occur often. In addition, the county-wide Alert Now system provides yet another resource to keep parents informed. The Madison School District has launched a new website and utilized other means of social media to provide stakeholders with up-to-date information that can be easily accessed.

Furthermore, staff at the Madison School District take advantage of opportunities to assist students with fulfilling Pre K-20 educational and career development plans. Students are able to exercise a variety of educational options while continuing to reside in Lenawee County. The Lenawee Intermediate School District (LISD) serves Madison School District which is one of 11 Lenawee County public school districts. Program offerings related to general education, special education, and career and technical education are available to students who attend Madison School District. Several students choose to take advantage of these options. The K-12 Deaf and Hard of Hearing (DHH) Program, facilitated by the LISD, is housed at Madison School District.

Madison students are able to either utilize Jackson Community College (JCC)/LISD Academy: A Regional Middle College or dual enrollment options through Madison School District if they choose to begin post-secondary coursework as a high school student. A significant resource to residents is the availability of three post-secondary institutions located in Adrian. Siena Heights University, Adrian College, and Jackson Community College offer numerous post-secondary certification and degree programs.

Overall Challenges

Madison School District has a significant student population that is classified as low socio-economic status (SES). Often families of lower SES have limited access to resources which may prepare students for additional educational opportunities. Often priorities focus on daily necessities such as food, shelter, and clothing rather than opportunities which may enhance the existing educational setting. Despite these challenges Madison School District continues to exceed expectations, receiving state and national recognition for significant accomplishments related to student growth. Madison staff pride themselves on individualizing instruction and providing personal attention, sustaining a positive school culture where each and every student has the opportunity to reach his or her greatest potential.

Additional Information

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

N/A

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

All stakeholders are invited, using several forms of communication, to participate in the school improvement process. Participation can include being a member of a school improvement team, attending an open meeting to discuss pertinent issues, or by taking a survey. Personal invitations extended to stakeholders generate the highest success rate of participation. Once a parent expresses interest, a team member will discuss roles and responsibilities with the stakeholder. Great effort is made to decrease any apprehension in the stakeholder's decision to become involved. When stakeholders are a part of meeting agendas then a time is set conducive to all those involved.

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

There are positive and challenging implications for stakeholders participating in the continuous school improvement process. There is a continued feeling of uncertainty by non-educators alike. At the same time, new and fresh ideas surface from stakeholders looking at data from a different perspective. School wide initiatives often stem from conversations related to these discussions around data. For instance, teachers have asked for time to observe colleagues via learning walks. This will provide an opportunity for teachers to observe various aspects of instruction occurring within grade levels or content areas. Stakeholder perception(s) reaffirms our need to effectively engage stakeholders in the decision-making process. In addition, survey feedback also implies and supports a need to explore standards-based assessments to more effectively measure student achievement.

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

Reported findings are consistent with perceptual data communicated by various stakeholders. School improvement plans are posted on the District's web page. A user friendly document summarizing school improvement initiatives is made available to the staff. Data regarding the school improvement goals is presented annually at the Board meeting in August/September and during the strategic planning session in October. The faculty reviews student achievement data in their team meetings. School improvement teams are seeking ways to reach out and share data more frequently. The reflections regarding data prove to be valuable in moving the district forward.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

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

Student Demographic Data

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

The three year trend in student enrollment data indicates that Madison Middle School has reached a plateau after several years of increased enrollment. The challenge we face is that the increase in student enrollment observed in previous years absorbed the rising cost of school operations; however, without that increase, we will face budget constraints. We have to determine how to continue offering high quality educational opportunities, a safe learning environment, and a service-oriented family atmosphere in order to attract new families and maintain student enrollment. Over the past five years, the number of economically disadvantaged students has amplified from 33% to 61%. As the number of economically disadvantaged students increases, we face the challenge of meeting the needs of all students.

Student Demographic Data

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

More and more students are missing school due to the challenges faced by being economically disadvantaged, such as their families' lack of transportation, responsibility of being a caregiver for younger siblings, and insufficient parental support. As a faculty, our challenge is to address each attendance issue individually and provide interventions to support regular attendance.

Student Demographic Data

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

A major challenge that has been identified is a lack of social assets, including conflict resolution and communication skills. This, coupled with increased access to social media, affects the school environment when outside tensions flow into the educational setting. We have seen a significant escalation in verbal assaults among female students. Another issue is that disrespectful actions have intensified when teachers attempt to redirect or correct disruptive/inappropriate behaviors.

Student Demographic Data

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

We need to develop a plan to better market the Madison School District.

Our curriculum must match and continue to adjust to the needs of the 21st century workforce. We can achieve this by integrating technology and technical writing skills in all subject areas. This will require deliberate cross-curricular planning and performance task assessments.

We need to maintain a culture that keeps students safe both physically and emotionally. We will continue to foster avenues of two-way

communication between stakeholders and the school. Methods used for communication include surveys, conferences, social media, and web pages. We will also provide strategic opportunities for supporting and mentoring students.

Teacher/School Leader(s) Demographic Data

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

The current building administrators were promoted from within the district, which allows for a better understanding of the school culture and needs. They had a significant number of years in the classroom prior to their administrative positions. This has heightened their comprehension of teachers' needs and ability to provide support that will positively influence student achievement in the future.

In addition to the school administrators, there are several teacher-leaders within the building. There are numerous opportunities for faculty to assume leadership in the decision-making processes within their departments, school building, and district.

Teacher/School Leader(s) Demographic Data

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

Most teachers at Madison Middle School have 10-15 years of teaching experience. We have been able to attract and keep experienced educators to fill positions, rather than new, inexperienced teachers. The educators are experienced enough to adapt to the ever-changing educational system and use best practices daily in the classroom. Because the turnover rate of the staff is low, we are able to provide a consistent foundation of school-wide initiatives that benefit students.

Teacher/School Leader(s) Demographic Data

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

School leaders attempt to limit the number of absences for professional development or illness, in order to maintain a consistent, visible presence in the building. This provides a stable environment for the students, where both celebrations and consequences are addressed in a timely fashion. It also exhibits reliability and models the importance of good attendance, which equates to positive student achievement.

Teacher/School Leader(s) Demographic Data

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

The number of teacher absences for the school is relatively low (an average of 3-4 per teacher each year), which ensures quality instruction,

uninterrupted curriculum, consistent expectations, and accountability amongst the staff.

Teacher/School Leader(s) Demographic Data

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

When teachers/school leaders do need to attend professional development and/or need to be absent, we face a lack of substitute teachers. The quality of substitutes is also deficient. To this end, the faculty has worked together to identify and utilize quality substitute teachers. Teachers personally contact substitutes, instead of leaving the fulfillment to a random assignment. This creates another layer of consistency for the students.

Process Data

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

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

Strand 1: Purpose and Direction and Strand 2: Governance and Leadership are our strongest areas.

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

Standard 3: Teaching and Assessing for Learning is the weakest area.

12. How might these challenges impact student achievement?

These challenges impact students achievement because our students struggle to be independent, self-reflective learners who think critically. All students need to feel important, valued, and part of the school community. Teachers need to continue to utilize data to drive instruction.

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

We can schedule professional development centered around using data, implementing best practices for instructional strategies, and creating a student advocacy program.

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

Stakeholder groups, including parents, teachers, administrators, and special education personnel, perform an annual review regarding students with disabilities and their access to intervention programs.

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

- The Culture of Achievement Program (CAP) is an immediate help to students who struggle with assignment completion. It takes place daily after school. Teachers and high school tutors are available to support middle level students.

- Summer school is available for credit recovery. It utilizes a web-based program so students can learn remotely, as well as at school. It also allows for multiple course offerings.

- Credit recovery opportunities are also available during holiday intercessions.

- Clubs, such as Equations, Quiz Bowl, Journalism Club, Book Club, and Girls on Track, provide additional opportunities for students to learn outside of the school day.

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

- All Extended Learning Opportunities are available for all students. A credit audit is conducted annually to identify students with insufficient credit needed for promotion. Parents are notified through personal meetings, mail correspondence, social media sites, and personal phone calls home.

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

Units of study completed in each content area are reviewed by content area teams, grade level teams, and administrators to ensure that state content standards are implemented across grade levels.

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

The MIPHY survey is administered biannually to 7th graders. The data is used to direct health instruction and provide information to stakeholders. It also provides trend data about our students to compare to other county schools.

Achievement/Outcome Data

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

19a. Reading- Strengths

- * Reading informational text
- * Inferential analysis
- * Mandatory Silent Sustained Reading
- * Real world connections
- * Use of a number of sources on a given topic to synthesize information

19b. Reading- Challenges

- * Identifying themes and messages
- * lack of interest/apathy
- * limited vocabulary that is content specific and in general
- * lack of utilizing basic reading strategies
- * Reading to read but not to comprehend
- * Students do not want to read outside of what they are required to read/it is no longer a hobby

19c. Reading- Trends

From 2011-2014, the MEAP trend data indicates a significant increase in the number of students reading at or above grade level as they exit the eighth grade. Local assessment data, as measured by NWEA, supports this conclusion as well. In addition, improvement has been made in the areas of reading comprehension and the use of informational text. This has been widely demonstrated by the closing of the achievement gap between male and female students. We continue to strive to close the achievement gap between Caucasian and Hispanic students, as well as economically disadvantaged and non-disadvantaged students.

19d. Reading- Summary

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

School-wide initiatives to address reading challenges include professional development in reading strategies for all subject areas, response to text, and the gradual release of responsibility model. Students identified as struggling readers will be placed in a multi-tiered intervention program that will focus on reading comprehension and vocabulary acquisition strategies. Teachers will participate in PD related to Webb's Depth of Knowledge to learn how to develop and implement curriculum based on Bloom's taxonomy and learn to create meaningful assessments.

20a. Writing- Strengths

- * Writing narratives related to real-world connections
- * Summarization techniques
- * Can identify supporting evidence from multiple sources
- * Using a rubric to identify personal strengths and weaknesses

20b. Writing- Challenges

- * Voice and personalized style of writing
- * Expounding upon ideas and content
- * Linking the explanation to the claim/thesis
- * Staying focused on topic

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- * Utilizing basic writing conventions
- * Argumentative writing
- * Writing that transcends across the curricula
- * Editing and revision

20c. Writing- Trends

Local assessment data, which includes students' writing portfolios, indicates student growth from the beginning of the year to the end of the year. All staff members now focus on integrating writing in their subject areas. They use exemplars and model writing strategies for students. Students are coming to expect writing in all subject areas and are less resistant to writing throughout the year. Students are working toward mastery of the claim, support, explanation model.

20d. Writing- Summary

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

School-wide initiatives to address writing challenges include professional development in writing strategies for all subject areas, response to text, and the gradual release of responsibility model. Teachers will participate in PD related to Webb's Depth of Knowledge to learn how to develop and implement curriculum based on Bloom's taxonomy and learn to create meaningful assessments. Students will participate in courses dedicated to compositional writing at each grade level. Subject area teachers will collaborate with the composition teachers to create authentic writing assignments that can be used as performance tasks to measure growth.

21a. Math- Strengths

- * Solving equations
- * Pattern and sequence recognition
- * Identifying inverse operations
- * Calculating the measures of variability

21b. Math- Challenges

- * Number sense
- * Computation without a calculator
- * Multi-step problems
- * Fractions, decimals, percents
- * Geometry
- * Interpreting data
- * Solving real-life and mathematical problems involving angle measure, area, surface area, and volume

21c. Math- Trends

The number of students proficient within a cohort is increasing from year to year, with the exception of 7th grade to 8th grade. The current gap between economically disadvantaged and non-economically disadvantaged remains a concern. While the gap between Caucasian and Hispanic students remains an area to consider, the data does not show a trend in a positive or negative direction. This fluctuation requires further analysis.

21d. Math- Summary

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

School-wide initiatives to address math challenges include professional development in the gradual release of responsibility model and continued documentation of the curriculum utilizing the Understanding by Design model. Teachers will participate in PD related to Webb's Depth of Knowledge to learn how to develop and implement curriculum based on Bloom's taxonomy and learn to create meaningful assessments. Students identified as struggling math students will be placed in a multi-tiered intervention program that will focus on computation and number sense.

22a. Science- Strengths

- Staff is working toward aligning curriculum to Next Generation Standards

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- Current instructional resources include many critical thinking questions
- Informational text reading skills have improved

22b. Science- Challenges

- Weak science foundation for students entering into the middle school
- Student apathy
- Integrating new engineering standards into curriculum
- Need to improve vertical alignment in grades 6-8 and documentation of taught curriculum
- Students need to utilize critical thinking skills in lab setting, rather than only procedural skills

22c. Science- Trends

- Science scores have increased over 6th and 7th grade, but the data shows a drop when students reach 8th grade
- Informational text reading scores have improved with an increase in reading instruction in science classes
- Academic writing has been amplified with the use of cross-curricular collaboration and performance tasks

22d. Science- Summary

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

School-wide initiatives to address science challenges include professional development in reading strategies for all subject areas, response to text, and the gradual release of responsibility model. Teachers will participate in PD related to Webb's Depth of Knowledge to learn how to develop and implement curriculum based on Bloom's taxonomy and learn to create meaningful assessments. Staff will continue to collaborate K-12, and with other local school districts, to align and integrate NGSS standards into curriculum.

23a. Social Studies- Strengths

Students exiting the 8th grade are skilled at:

- * Drawing evidence from informational texts to support claims
- * Write narrative analysis of historical individuals and events.
- * Determine central theme with assistance
- * Distinguish between fact and opinion in a text
- * Distinguish between primary and secondary sources
- * With guidance and support, students can develop writing as needed on a given topic

23b. Social Studies- Challenges

- * Inferential analysis of primary documents
- * Analysis of charts, graphs, maps to make conclusions
- * Spatial thinking
- * Sequential reasoning
- * Determining central theme independently
- * Inability to relate to past time periods
- * Comprehending texts of primary sources
- * Weak social studies foundation
- * Content vocabulary
- * Use of context clues
- * Research skills
- * Connecting the past to the present

23c. Social Studies- Trends

There has been a significant increase in writing and use of informational text. Teachers are incorporating higher-level thinking questions while connecting past events with current events. There is constant collaboration between social studies and ELA teachers.

23d. Social Studies- Summary

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

School-wide initiatives to address social studies challenges include professional development in writing strategies for all subject areas, response to text, and the gradual release of responsibility model. Teachers will participate in PD related to Webb's Depth of Knowledge to learn how to develop and implement curriculum based on Bloom's taxonomy and learn to create meaningful assessments.

Perception Data

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

24a. Student Perception Data

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

- Teacher-student connections; staff is approachable and caring
- High expectations for students (Academic and Behavior)
- Consistency and accountability for students
- Positive behavior reward system
- Teachers modify instruction to meet students' individual needs
- Teachers are willing to relinquish personal time to support students
- Variety of activities offered

24b. Student Perception Data

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

- Food choices (disagreement over government nutrition requirements)
- Current fashions do not align with school dress code requirements
- Students are not able to use personal electronic devices at school for non-academic reasons
- Some students perceive that teachers have favorite students
- Students think that teachers assign too much homework

24c. Student Perception Data

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

- Teachers will continue to listen to students' concerns: roundtable discussions, include students in decision-making when possible
- Strategic planning of homework per grade level teams: more blended learning, scheduling of large homework assignments to reduce burden on students
- Increase access to technology for students to use throughout the learning process and integrate 21st century skills

25a. Parent/Guardian Perception Data

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

Parents and guardians note their appreciation for the staff's friendliness, dedication, and willingness to help all stakeholders. Furthermore, they speak to an established culture that provides a safe, caring, family atmosphere. One parent noted in a survey, "Madison still has the small school and family feeling but can offer so much more." Parents and guardians point to a challenging curriculum, smaller class sizes, modern technology, sufficient resources, and personal attention when describing their son or daughter's education at Madison Middle School.

25b. Parent/Guardian Perception Data

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

Parents and guardians report that they want schools who are constantly vigilant regarding proactive communication with stakeholders and measures to address "bully-like" behaviors. Other comments encouraged the school to develop a gifted program or other means to challenge students who are at a higher level. As the school grows, including the number of school-of-choice families driving students to school, parking and traffic concerns emerged in the last survey. Parents and guardians also expressed concerns about budget constraints effecting class sizes and services provided.

25c. Parent/Guardian Perception Data

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

Madison Middle School will be researching ways to involve students in leadership positions and mentor roles as a means to address student behavior from a proactive perspective. The school counselor will initiate a program that offers after school group sessions for both students and parents. Madison Middle School will continue to utilize social media and technology to improve two-way communication with stakeholders.

26a. Teacher/Staff Perception Data

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

- Caring, family atmosphere
- Staff supports colleagues and students
- High expectations for all learners; several support systems in place to assist students
- School's purpose is tightly focused on student success
- Continuous and consistent actions taken to improve student achievement

26b. Teacher/Staff Perception Data

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

- Use of data to inform classroom instruction
- There is a need to increase family engagement in the school
- Possible need to support and/or provide training to paraprofessionals
- Need to improve student support services
- Lack of formal structure for student advocacy program
- Need to increase use of supervisory feedback to improve instructional strategies

26c. Teacher/Staff Perception Data

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

- Increase number of laptops available for teacher & student use
- Schedule professional development regarding the use of NWEA data to influence classroom instruction
- Pursue flex scheduling with counselor to meet demands of stakeholders beyond the school day
- Create opportunities for parent & community feedback through roundtable discussions
- Explore Link Crew program to address the need of formal structures for student advocacy

27a. Stakeholder/Community Perception Data

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

- Small class sizes
- Good stewards of taxpayer resources
- High academic expectations
- Culture of a caring, family atmosphere
- PreK-12 under one roof
- Growth of the school community (fine arts building, athletic structure)

27b. Stakeholder/Community Perception Data

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

- Lack of community outreach opportunities
- Lingering misconceptions about past culture and demographics

27c. Stakeholder/Community Perception Data

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

- Creation of an alumni association
- Continued communication to the community through social media and traditional media sources

Summary

28a. Summary

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

The three year trend in student enrollment data indicates that Madison Middle School has reached a plateau after several years of increased enrollment. The challenge we face is that the increase in student enrollment observed in previous years absorbed the rising cost of school operations; however, without that increase, we will face budget constraints. We have to determine how to continue offering high quality educational opportunities, a safe learning environment, and a service-oriented family atmosphere in order to attract new families and maintain student enrollment. Over the past five years, the number of economically disadvantaged students has amplified from 33% to 61%. As the number of economically disadvantaged students increases, we face the challenge of meeting the needs of all students.

More and more students are missing school due to the challenges faced by being economically disadvantaged, such as their families' lack of transportation, responsibility of being a caregiver for younger siblings, and insufficient parental support. As a faculty, our challenge is to address each attendance issue individually and provide interventions to support regular attendance. A major challenge that has been identified is a lack of social assets, including conflict resolution and communication skills. This, coupled with increased access to social media, affects the school environment when outside tensions flow into the educational setting. We have seen a significant escalation in verbal assaults among female students. Another issue is that disrespectful actions have intensified when teachers attempt to redirect or correct disruptive/inappropriate behaviors.

Students are strong in reading for informational text, making inferential analysis, real world connections, and the use of a number of sources on a given topic to synthesize information. Students are challenged in reading to identify themes and messages, limited vocabulary that is content specific, and utilizing reading strategies for comprehension. Students do not read for enjoyment anymore.

Students are strong at writing narratives related to real-world connections, utilizing summarization techniques, and identify supporting evidence from multiple sources. Students struggle in writing to find their own voice and personalized style of writing, expound upon ideas and content, link the explanation to the claim/thesis, stay focused on topic, utilize basic writing conventions, craft an argumentative piece, and edit/revise.

Student strengths in mathematics include solving equations, pattern and sequence recognition, identifying inverse operations, and calculating the measures of variability. Students struggle in mathematics with number sense, computation without a calculator, multi-step problems, fractions, decimals, percents, geometry, interpreting data, solving real-life and mathematical problems involving angle measure, area, surface area, and volume.

In science, staff is working toward aligning curriculum to Next Generation Standards. Current instructional resources include many critical thinking questions and student reading skills of informational text improved. Students need to utilize critical thinking skills in lab setting, rather than only procedural skills. Science teachers are currently integrating new engineering standards into the curriculum, however, a need to improve vertical alignment still exists in grades fifth through ninth.

Students exiting the eighth grade are skilled in social studies at drawing evidence from informational texts to support claims, writing narrative analysis of historical individuals and events, determining central theme with assistance, distinguishing between fact and opinion in a text.

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identifying primary and secondary sources, and with guidance students can develop writing as needed on a given topic. Students struggle in social studies to make inferential analysis of primary documents, analyze visual data to make conclusions, reason sequentially, determine central themes, research, relate to past time periods, and connect the past to the present.

Students at Madison appreciate teacher-student connections, the approachable and caring staff, high expectations, consistency and accountability, and our positive behavior reward system. Furthermore students appreciate teachers modifying instruction to meet students' individual needs and the willingness of our educators to relinquish personal time to support students. On the other hand, students express dissatisfaction with food choices, the fact that current fashions do not align with school dress code requirements, a perception that teachers have favorite students, and students think that teachers assign too much homework.

Parents and guardians note their appreciation for the staff's friendliness, dedication, and willingness to help all stakeholders. Furthermore, they speak to an established culture that provides a safe, caring, family atmosphere. Parents and guardians point to a challenging curriculum, smaller class sizes, modern technology, sufficient resources, and personal attention when describing their son or daughter's education at Madison Middle School. Parents and guardians report that they want schools who are constantly vigilant regarding proactive communication with stakeholders and measures to address "bully-like" behaviors. Other comments encouraged the school to develop a gifted program or other means to challenge students who are at a higher level. As the school grows, including the number of school-of-choice families driving students to school, parking and traffic concerns emerged in the last survey. Parents and guardians also expressed concerns about budget constraints effecting class sizes and services provided.

Teachers respect the caring, family atmosphere in their work environment. Staff note as strengths the high expectations for all learners, multiple support systems in place to assist students, and the school's relentless focus on student success. Areas in which the faculty would like to see improvement include staff use of data to inform classroom instruction, family engagement in the school, training for paraprofessionals, student support services, student advocacy programs, and the use of supervisory feedback to improve instructional strategies.

28b. Summary

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

The current building administrators were promoted from within the district, which allows for a better understanding of the school culture and needs. They taught a significant number of years in the classroom prior to their administrative positions. This has heightened their comprehension of teachers' needs and ability to provide support that will positively influence student achievement in the future. In addition to the school administrators, there are several teacher-leaders within the building. There are numerous opportunities for faculty to assume leadership in the decision-making processes within their departments, school building, and district.

Most teachers at Madison Middle School have 10-15 years of teaching experience. We have been able to attract and keep experienced educators to fill positions, rather than new, inexperienced teachers. The educators are experienced enough to adapt to the ever-changing educational system and use best practices daily in the classroom. Since the turnover rate of the staff is low, we are able to provide a consistent foundation of school-wide initiatives that benefit students.

School leaders attempt to limit the number of absences for professional development or illness, in order to maintain a consistent, visible presence in the building. This provides a stable environment for the students, where both celebrations and consequences are addressed in a

timely fashion. It also exhibits reliability and models the importance of good attendance, which equates to positive student achievement. The number of teacher absences for the school is relatively low (an average of 3-4 per teacher each year), which ensures quality instruction, uninterrupted curriculum, consistent expectations, and accountability amongst the staff.

Students struggle to be independent, self-reflective learners who think critically. All students need to feel important, valued, and part of the school community.

28c. Summary

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

With the addition of a stakeholder communications coordinator, the Madison School District improved their communication and marketing plans for the district. Marketing and branding of the Madison School District needs to be a continued priority.

We need to maintain a culture that keeps students safe, both physically and emotionally. We will continue to foster avenues of two-way communication between stakeholders and the school. Methods used for communication include surveys, conferences, social media, and web pages. We will also provide strategic opportunities for supporting and mentoring students.

When teachers/school leaders do need to attend professional development and/or need to be absent, we face a lack of substitute teachers. The quality of substitutes is also deficient. To this end, the faculty has worked together to identify and utilize quality substitute teachers. Teachers personally contact substitutes, instead of leaving the fulfillment to a random assignment. This creates another layer of consistency for the students.

We can schedule professional development centered on using data, implementing best practices for instructional strategies, and creating student advocacy programs. School-wide initiatives to address student academic challenges include professional development in reading strategies for all subject areas, response to text, and the gradual release of responsibility model. Teachers will also participate in professional development related to Webb's Depth of Knowledge and creating performance tasks. This coincides with the development and implementation of a curriculum based on Bloom's taxonomy which includes meaningful formative and summative assessments.

Our curriculum must match and continue to adjust to the needs of the 21st century workforce. We can achieve this by integrating technology and technical writing skills in all subject areas. This will require deliberate cross-curricular planning and performance task assessments. In addition, we will increase access to technology for students to use throughout the learning process and integrate 21st century skills.

In addition, students identified as struggling readers will be placed in a multi-tiered intervention program that will focus on reading comprehension and vocabulary acquisition strategies. School-wide initiatives to address writing challenges include participation in courses dedicated to compositional writing at each grade level. Subject area teachers will collaborate with the composition teachers to create authentic writing assignments that can be used as performance tasks to measure growth. Initiatives to address math challenges include continued documentation of the curriculum utilizing the Understanding by Design model. Students identified as struggling math students will be placed in a multi-tiered intervention program that will focus on computation and number sense. In science, staff will continue to collaborate K-12, and with other local school districts, to align and integrate NGSS standards into curriculum.

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Teachers will continue to listen to students' concerns while the school improvement team involves students in roundtable discussions and the decision-making process when possible. Strategic planning regarding homework per grade level teams will lead to more blended learning and scheduling of large assignments to reduce burden on students.

Madison Middle School will be researching ways to involve students in leadership positions and mentor roles as a means to address student behavior from a proactive perspective (such as Link Crew). The school counselor will initiate a program that offers after school group sessions for both students and parents. Madison Middle School will continue to utilize social media and technology to improve two-way communication with stakeholders and create opportunities for parent and community feedback.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 1. | Literacy and math are tested annually in grades 1-5. | Yes | Literacy and math are tested in grades K - 10 utilizing the Northwest Evaluation Assessment tool. These assessments are given two-three times per year. The data is tied to teacher evaluations. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|------------|
| 2. | Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below. | Yes | http://state-and-federal-compliance.district.madisonk12.us/modules/locker/files/group_files.phtml?parent=19239425&gid=2049955&sessionid=333312dd37f368270d9e1198ecb2753e | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 3. | Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file. | Yes | Our school has 100% of the 7th and 8th grade parent approved Educational Development Plans (EDPs) on file for the past five years except once (in 2013 the 8th grade reached 98%). | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 4. | Our school reviews and annually updates the EDPs to ensure academic course work alignment. | Yes | The school counselor works with 7th and 8th grade students in the classroom setting to review and annually update their EDPs to ensure academic course work alignment. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|------------|
| 5. | The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion. | Yes | Federal laws and regulations prohibiting discrimination are outlined in district policy manuals. These statements are published on the majority of publications put forth by the district, including but not limited to the web site, handbooks, and newsletters. | |

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| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 6. | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Ryan Rowe, Central Office, 3498 Treat Hwy, Adrian, Michigan, 49221, 517-263-0741 | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|-------------------------|--------------------|
| 7. | The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below. | Yes | ~ see document uploaded | Parent Involvement |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|-------------------------|-----------------|
| 8. | The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below. | Yes | ~ see document uploaded | Madison Compact |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 9. | The School has additional information necessary to support your improvement plan (optional). | No | | |

School Improvement Plan 2015 - 2016

Overview

Plan Name

School Improvement Plan 2015 - 2016

Plan Description

Madison Middle School

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 Madison School District will become proficient in Science and Social | Objectives: 2 Strategies: 4 Activities: 28 | Academic | \$0 |
| 2 | All students at Madison School District will become proficient in Mathematics | Objectives: 1 Strategies: 4 Activities: 27 | Academic | \$0 |
| 3 | All students at Madison School District will become proficient readers and writers. | Objectives: 2 Strategies: 4 Activities: 23 | Academic | \$207890 |

Goal 1: All students at Madison School District will become proficient in Science and Social

Measurable Objective 1:

49% of All Students will demonstrate a proficiency toward the core academic area in Science by 06/30/2016 as measured by State Assessments.

(shared) Strategy 1:

Planning and Preparation: UbD* - Staff will participate with professional development related to Understanding by Design (UbD) and utilize UbD to guide their planning and preparation to improve student proficiency towards reading.

Category:

Research Cited: Understanding by Design, or UbD, is a tool utilized for educational planning focused on "teaching for understanding" advocated by Jay McTighe and Grant Wiggins in their Understanding by Design (1998), published by the Association for Supervision and Curriculum Development. The emphasis of UbD is on "backward design", the practice of looking at the outcomes in order to design curriculum units, performance assessments, and classroom instruction.

Tier: Tier 1

| Activity - Administrator/Teacher Training in UbD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------|------------|------------|-------------------|---------------------|-------------------------|
| Faculty will participate in professional development to introduce the UbD model. (Kim Marshall) | Professional Learning | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |

| Activity - Teacher Training on UbD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Professional trainers will conduct ongoing professional development embedded in the District to support planning for future implementation and utilization of UbD model. | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Professional Trainers/Administration/Teachers |

| Activity - Grade/Department Level Professional Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------|------------|------------|-------------------|---------------------|-------------------------|
| All staff will participate in departmental and/or grade level meetings as part of a professional learning community. | Professional Learning | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |

| Activity - Construct a unit using UbD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
| | | | | | | | | |

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|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------------|
| All staff will utilize UbD resources to collaboratively create, plan, and prepare one (1) complete unit by the end of the first trimester to ensure horizontal and vertical alignment. | Teacher Collaboration | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers |
| Activity - Submit unit plan | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Each grade or department will submit to the building principal a unit plan. | Professional Learning | Tier 1 | Monitor | 06/13/2014 | 06/30/2015 | \$0 | No Funding Required | Teachers/Administrators |

(shared) Strategy 2:

Gradual Release of Responsibility model* - All content area staff will utilize the Gradual Release of Responsibility model to ensure students' learning.

Category:

Research Cited: Fisher, D. and N. Frey, (2008). Better learning through structured teaching: a framework for the gradual release of responsibility, Association for Supervision and Curriculum Development, Alexandria, Virginia.

Pearson, P. D. and M. C. Gallagher, The Instruction of Reading Comprehension, (1983) Contemporary Educational Psychology, 8, pp. 317-344.

Tier: Tier 1

| | | | | | | | | |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------------|
| Activity - Gradual Release of Responsibility | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility model. | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |
| Activity - Grade/Department Level Professional Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will participate in departmental and/or grade level meetings as part of a professional learning community. | Teacher Collaboration | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers |
| Activity - Implement the Gradual Release of Responsibility | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will implement the Gradual Release of Responsibility model within the first month of instruction. | Direct Instruction | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers |
| Activity - Formative Assessments and Focus Lessons | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|---|--------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and LISD staff will monitor the implementation of the Gradual Release of Responsibility model through classroom walkthroughs and MDE Program Model. (Administrative costs, MEMSPA, MASSP) | Walkthrough | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administration |
| Activity - Student Achievement to Guide Small Group | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| School staff will use student achievement data (NWEA Classroom Breakdown report, AIMSweb, locally developed assessments, etc.) to guide small group instruction. | Academic Support Program | Tier 1 | Monitor | 06/13/2014 | 06/30/2015 | \$0 | No Funding Required | Teachers/Administration |
| Activity - Research-based Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Serving All Learners with 21st Century Technology PD – Administrators and/or teachers will participate with research based technology PD to integrate into their core instruction in all core areas. (SALTT, MACUL, EDMODO, etc...) | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administrators |
| Activity - MAEA Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| MAEA Conference - The art teacher will learn about effective teaching strategies, integrating science/technology into art class, and grading. (2 days registration, sub, and hotel). | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Art Teachers |
| Activity - Administrator and teacher leader PD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Administrators and/or teacher leaders will participate with PD/conferences related to behavior systems, comprehension, RTI, literacy, UbD, Gradual Release Model, Leverage Leadership, MEMSPA, MASSP, Wildly. | Professional Learning | Tier 2 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administrators |
| Activity - Research-based Tiered Interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|---|----------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Building staff will implement an effective, research based, multi tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by paraprofessionals, Instructional Coach. (EBLI, Close and Critical Reading, CAP, After school tutoring) | Academic Support Program | Tier 2 | Implement | 06/13/2014 | 06/30/2015 | \$0 | No Funding Required | Reading and Math paraprofessionals for small groups, Instructional Coach, Teachers, Administrators, Counselor |
| Activity - Culture of Achievement Program (CAP) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will receive homework support during lunch and after school in the Culture of Achievement Program. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |
| Activity - Organization of Student Data/Interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Supplies such as binders will be needed for organizing student data and interventions. As we work with students in direct instruction and intervention supplies may be needed such as headphones, binders, manipulatives, books, markers, whiteboards, etc. | Materials | Tier 1 | Implement | 06/13/2014 | 06/30/2015 | \$0 | No Funding Required | Teachers/Paraprofessionals/Administration |
| Activity - Counselor | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Our counselor will support students and teachers as they work through behavior concerns, family crises, and other needs related to the 31a risk factors. She will work with many students but devote a special amount of time focusing on students at risk of failure. | Behavioral Support Program | Tier 1 | Evaluate | 08/26/2014 | 06/30/2016 | \$0 | No Funding Required | Counselor |
| Activity - School-wide Positive Behavioral Interventions and Supports | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| A School-wide Positive Behavioral Interventions and Supports system will be maintained to ensure student academic success and will include Check-In Check Out program. | Behavioral Support Program | Tier 1 | Monitor | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers/Counselor |

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| Activity - Homeless Tutoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Tutoring support will be provided for homeless students. | Academic Support Program | Tier 3 | Implement | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administrators/Homeless Liason |

| Activity - Evidence Based Literacy Intervention (EBLI) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------------|
| Training/Coaching will be provided for teachers to instruct using the EBLI program. | Implementation | Tier 1 | Implement | 08/26/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administrators |

| Activity - Data Meetings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-------|------------|------------|-------------------|---------------------|-------------------------|
| Grade level and content teachers will participate in data meetings to discuss fidelity programs, to analyze student academic/behavior data and plan for strategic instruction/intervention support for students. | Teacher Collaboration | Tier 1 | | 07/01/2015 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administration |

(shared) Strategy 3:

Instruction and Learning: Response to Text* - Response to Text - Staff will facilitate academic literacy strategies (response to text) in all content areas.

Category:

Research Cited: Research Cited: Assessing Students' Skills at Writing Analytically in Response to Texts. Correnti, Richard; Matsumura, Lindsay Clare; Hamilton, Laura; Wang, Elaine,

Elementary School Journal, v114 n2 p142-177 Dec 2013

Teaching for Writing Expository Responses to Narrative Texts, Cummins, Sunday; Quiroa, Ruth E. Reading Teacher, v65 n6 p381-386 Mar 2012

Tier: Tier 1

| Activity - Research-based PD related to literacy | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|--|
| Teachers will participate with professional development related to responding to text and/or research based PD related to literacy. | Professional Learning | Tier 1 | Getting Ready | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Professional Facilitator/Administrators/Teachers |

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| Activity - Facilitate Response to Text | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| All staff will facilitate response to text methods within the first month of instruction. | Direct Instruction | Tier 1 | Implement | 07/01/2015 | 06/30/2016 | \$0 | No Funding Required | Teachers will implement while administrators will monitor implementation using classroom walkthroughs, discussions during common planning time/staff meetings and reviewing samples of student's work. |

| Activity - Monitor Implementation of Response to Text | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|---------|------------|------------|-------------------|---------------------|--|
| Administrators will monitor implementation using classroom walk-throughs, discussions during common planning time/staff meetings and reviewing samples of student's work. | Walkthrough | Tier 1 | Monitor | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators will monitor implementation using classroom walkthroughs, discussions during common planning time/staff meetings and reviewing samples of student's work. |

School Improvement Plan

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| Activity - Monitor Implementation of DOK | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|---------|------------|------------|-------------------|---------------------|-------------------------|
| Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work. | Walkthrough | Tier 1 | Monitor | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Administration/Teachers |

(shared) Strategy 4:

Monitoring, Assessment, and Follow-Up* - Depth of Knowledge - Teachers will model depth of knowledge levels 2 and 3 (Skills and Concepts & Strategic Thinking and Reasoning) on a daily basis.

Category:

Research Cited: Research Cited: Pasley, J. (2002). The role of instructional materials in professional development: Lessons learned from the LSC community.

<http://www.horizonresearch.com/LSC/news/pasley2002.php>. [Accessed December 7, 2004.] www.pdmathsci.net, March 6, 2006 National Association of State Directors of Special Education. (2005). Response to intervention: Policy considerations and implementations. Alexandria, VA: Author.

Reschly, D. J. (2005). Learning disabilities identification: Primary intervention, secondary intervention, and then what? *Journal of Learning Disabilities*, 38, 510–515.

Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Rose, E., Lindamood, P., Conway, T., & Garvan, C. (1999). Preventing reading failure in young children with phonological processing disabilities: Group and individual responses to instruction. *Journal of Educational Psychology*, 91, 579–593. Vaughn, S. (2003, December).

How many tiers are needed for response to intervention to achievement acceptable prevention outcomes? Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO. Retrieved online December 14, 2008 from

<http://www.nrclid.org/symposium2003/vaughn/vaughn.pdf> Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003).

Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children*, 69, 391–409.

Vellutino, F. R., Scanlon, D. M., Sipay, E. R., Small, S. G., Pratt, A., Chen, R., & Denckla, M. B. (1996).

Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential deficits as basic causes of specific reading disability. *Journal of Educational Psychology*, 88, 601–638.

Walker, H. M., Homer, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and young. *Journal of Emotional and Behavioral Disorders*, 4, 194–209.

Watts, J. L. (2008). Study Island scientific research base. Retrieved December 22, 2008 from

<http://www.studyisland.com/salesheets/SI%20Foundational%20Report%207-25-08.pdf>

Tier:

| Activity - PD related to Webb's Depth of Knowledge | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|---|
| Teachers and administrators will participate with PD related to Webb's Depth of Knowledge to learn how to develop curriculum based on Bloom's levels and learn how to create meaningful assessments. | Professional Learning | Tier 1 | Getting Ready | 08/26/2014 | 06/30/2016 | \$0 | No Funding Required | Professional Trainers/Teachers/Administration |

School Improvement Plan

Madison Middle School

| Activity - Implement Depth of Knowledge | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------|------------|------------|-------------------|---------------------|-------------------------|
| Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work. | Walkthrough | Tier 1 | Monitor | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |
| Activity - Process Checks | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Monitor student data and student progress | Teacher Collaboration | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |

Measurable Objective 2:

58% of All Students will demonstrate a proficiency of concepts in Social Studies by 06/30/2016 as measured by State Assessments.

(shared) Strategy 1:

Planning and Preparation: UbD* - Staff will participate with professional development related to Understanding by Design (UbD) and utilize UbD to guide their planning and preparation to improve student proficiency towards reading.

Category:

Research Cited: Understanding by Design, or UbD, is a tool utilized for educational planning focused on "teaching for understanding" advocated by Jay McTighe and Grant Wiggins in their Understanding by Design (1998), published by the Association for Supervision and Curriculum Development. The emphasis of UbD is on "backward design", the practice of looking at the outcomes in order to design curriculum units, performance assessments, and classroom instruction.

Tier: Tier 1

| Activity - Administrator/Teacher Training in UbD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Faculty will participate in professional development to introduce the UbD model. (Kim Marshall) | Professional Learning | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |
| Activity - Teacher Training on UbD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Professional trainers will conduct ongoing professional development embedded in the District to support planning for future implementation and utilization of UbD model. | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Professional Trainers/Administration/Teachers |
| Activity - Grade/Department Level Professional Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

School Improvement Plan

Madison Middle School

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|--|-----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| All staff will participate in departmental and/or grade level meetings as part of a professional learning community. | Professional Learning | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |
| Activity - Construct a unit using UbD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will utilize UbD resources to collaboratively create, plan, and prepare one (1) complete unit by the end of the first trimester to ensure horizontal and vertical alignment. | Teacher Collaboration | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers |
| Activity - Submit unit plan | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Each grade or department will submit to the building principal a unit plan. | Professional Learning | Tier 1 | Monitor | 06/13/2014 | 06/30/2015 | \$0 | No Funding Required | Teachers/Administrators |

(shared) Strategy 2:

Gradual Release of Responsibility model* - All content area staff will utilize the Gradual Release of Responsibility model to ensure students' learning.

Category:

Research Cited: Fisher, D. and N. Frey, (2008). Better learning through structured teaching: a framework for the gradual release of responsibility, Association for Supervision and Curriculum Development, Alexandria, Virginia.

Pearson, P. D. and M. C. Gallagher, The Instruction of Reading Comprehension, (1983) Contemporary Educational Psychology, 8, pp. 317-344.

Tier: Tier 1

| | | | | | | | | |
|---|-----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| Activity - Gradual Release of Responsibility | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility model. | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |
| Activity - Grade/Department Level Professional Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will participate in departmental and/or grade level meetings as part of a professional learning community. | Teacher Collaboration | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers |

School Improvement Plan

Madison Middle School

| Activity - Implement the Gradual Release of Responsibility | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------------|
| All staff will implement the Gradual Release of Responsibility model within the first month of instruction. | Direct Instruction | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers |
| Activity - Formative Assessments and Focus Lessons | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and LISD staff will monitor the implementation of the Gradual Release of Responsibility model through classroom walkthroughs and MDE Program Model. (Administrative costs, MEMSPA, MASSP) | Walkthrough | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administration |
| Activity - Student Achievement to Guide Small Group | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| School staff will use student achievement data (NWEA Classroom Breakdown report, AIMSweb, locally developed assessments, etc.) to guide small group instruction. | Academic Support Program | Tier 1 | Monitor | 06/13/2014 | 06/30/2015 | \$0 | No Funding Required | Teachers/Administration |
| Activity - Research-based Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Serving All Learners with 21st Century Technology PD – Administrators and/or teachers will participate with research based technology PD to integrate into their core instruction in all core areas. (SALTT, MACUL, EDMODO, etc...) | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administrators |
| Activity - MAEA Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| MAEA Conference - The art teacher will learn about effective teaching strategies, integrating science/technology into art class, and grading. (2 days registration, sub, and hotel). | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Art Teachers |
| Activity - Administrator and teacher leader PD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Administrators and/or teacher leaders will participate with PD/conferences related to behavior systems, comprehension, RTI, literacy, UbD, Gradual Release Model, Leverage Leadership, MEMSPA, MASSP, Wildly. | Professional Learning | Tier 2 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administrators |

School Improvement Plan

Madison Middle School

| Activity - Research-based Tiered Interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Building staff will implement an effective, research based, multi tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by paraprofessionals, Instructional Coach. (EBLI, Close and Critical Reading, CAP, After school tutoring) | Academic Support Program | Tier 2 | Implement | 06/13/2014 | 06/30/2015 | \$0 | No Funding Required | Reading and Math paraprofessionals for small groups, Instructional Coach, Teachers, Administrators, Counselor |
| Activity - Culture of Achievement Program (CAP) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will receive homework support during lunch and after school in the Culture of Achievement Program. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |
| Activity - Organization of Student Data/Interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Supplies such as binders will be needed for organizing student data and interventions. As we work with students in direct instruction and intervention supplies may be needed such as headphones, binders, manipulatives, books, markers, whiteboards, etc. | Materials | Tier 1 | Implement | 06/13/2014 | 06/30/2015 | \$0 | No Funding Required | Teachers/Paraprofessionals/Administration |
| Activity - Counselor | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Our counselor will support students and teachers as they work through behavior concerns, family crises, and other needs related to the 31a risk factors. She will work with many students but devote a special amount of time focusing on students at risk of failure. | Behavioral Support Program | Tier 1 | Evaluate | 08/26/2014 | 06/30/2016 | \$0 | No Funding Required | Counselor |
| Activity - School-wide Positive Behavioral Interventions and Supports | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| A School-wide Positive Behavioral Interventions and Supports system will be maintained to ensure student academic success and will include Check-In Check Out program. | Behavioral Support Program | Tier 1 | Monitor | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers/Counselor |

School Improvement Plan

Madison Middle School

| Activity - Homeless Tutoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Tutoring support will be provided for homeless students. | Academic Support Program | Tier 3 | Implement | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administrators/Homeless Liason |

| Activity - Evidence Based Literacy Intervention (EBLI) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------------|
| Training/Coaching will be provided for teachers to instruct using the EBLI program. | Implementation | Tier 1 | Implement | 08/26/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administrators |

| Activity - Data Meetings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-------|------------|------------|-------------------|---------------------|-------------------------|
| Grade level and content teachers will participate in data meetings to discuss fidelity programs, to analyze student academic/behavior data and plan for strategic instruction/intervention support for students. | Teacher Collaboration | Tier 1 | | 07/01/2015 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administration |

(shared) Strategy 3:

Instruction and Learning: Response to Text* - Response to Text - Staff will facilitate academic literacy strategies (response to text) in all content areas.

Category:

Research Cited: Research Cited: Assessing Students' Skills at Writing Analytically in Response to Texts. Correnti, Richard; Matsumura, Lindsay Clare; Hamilton, Laura; Wang, Elaine,

Elementary School Journal, v114 n2 p142-177 Dec 2013

Teaching for Writing Expository Responses to Narrative Texts, Cummins, Sunday; Quiroa, Ruth E. Reading Teacher, v65 n6 p381-386 Mar 2012

Tier: Tier 1

| Activity - Research-based PD related to literacy | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|--|
| Teachers will participate with professional development related to responding to text and/or research based PD related to literacy. | Professional Learning | Tier 1 | Getting Ready | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Professional Facilitator/Administrators/Teachers |

School Improvement Plan

Madison Middle School

| Activity - Facilitate Response to Text | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| All staff will facilitate response to text methods within the first month of instruction. | Direct Instruction | Tier 1 | Implement | 07/01/2015 | 06/30/2016 | \$0 | No Funding Required | Teachers will implement while administrators will monitor implementation using classroom walkthroughs, discussions during common planning time/staff meetings and reviewing samples of student's work. |

| Activity - Monitor Implementation of Response to Text | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|---------|------------|------------|-------------------|---------------------|--|
| Administrators will monitor implementation using classroom walk-throughs, discussions during common planning time/staff meetings and reviewing samples of student's work. | Walkthrough | Tier 1 | Monitor | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators will monitor implementation using classroom walkthroughs, discussions during common planning time/staff meetings and reviewing samples of student's work. |

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| Activity - Monitor Implementation of DOK | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|---------|------------|------------|-------------------|---------------------|-------------------------|
| Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work. | Walkthrough | Tier 1 | Monitor | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Administration/Teachers |

(shared) Strategy 4:

Monitoring, Assessment, and Follow-Up* - Depth of Knowledge - Teachers will model depth of knowledge levels 2 and 3 (Skills and Concepts & Strategic Thinking and Reasoning) on a daily basis.

Category:

Research Cited: Research Cited: Pasley, J. (2002). The role of instructional materials in professional development: Lessons learned from the LSC community.

<http://www.horizonresearch.com/LSC/news/pasley2002.php>. [Accessed December 7, 2004.] www.pdmathsci.net, March 6, 2006 National Association of State Directors of Special Education. (2005). Response to intervention: Policy considerations and implementations. Alexandria, VA: Author.

Reschly, D. J. (2005). Learning disabilities identification: Primary intervention, secondary intervention, and then what? *Journal of Learning Disabilities*, 38, 510–515.

Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Rose, E., Lindamood, P., Conway, T., & Garvan, C. (1999). Preventing reading failure in young children with phonological processing disabilities: Group and individual responses to instruction. *Journal of Educational Psychology*, 91, 579–593. Vaughn, S. (2003, December).

How many tiers are needed for response to intervention to achievement acceptable prevention outcomes? Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO. Retrieved online December 14, 2008 from

<http://www.nrclid.org/symposium2003/vaughn/vaughn.pdf> Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003).

Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children*, 69, 391–409.

Vellutino, F. R., Scanlon, D. M., Sipay, E. R., Small, S. G., Pratt, A., Chen, R., & Denckla, M. B. (1996).

Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential deficits as basic causes of specific reading disability. *Journal of Educational Psychology*, 88, 601–638.

Walker, H. M., Homer, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and young. *Journal of Emotional and Behavioral Disorders*, 4, 194–209.

Watts, J. L. (2008). Study Island scientific research base. Retrieved December 22, 2008 from

<http://www.studyisland.com/salesheets/SI%20Foundational%20Report%207-25-08.pdf>

Tier:

| Activity - PD related to Webb's Depth of Knowledge | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|---|
| Teachers and administrators will participate with PD related to Webb's Depth of Knowledge to learn how to develop curriculum based on Bloom's levels and learn how to create meaningful assessments. | Professional Learning | Tier 1 | Getting Ready | 08/26/2014 | 06/30/2016 | \$0 | No Funding Required | Professional Trainers/Teachers/Administration |

School Improvement Plan

Madison Middle School

| Activity - Implement Depth of Knowledge | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------|------------|------------|-------------------|---------------------|-------------------------|
| Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work. | Walkthrough | Tier 1 | Monitor | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |
| Activity - Process Checks | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Monitor student data and student progress | Teacher Collaboration | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |

Goal 2: All students at Madison School District will become proficient in Mathematics

Measurable Objective 1:

62% of All Students will demonstrate a proficiency in Mathematics by 06/30/2016 as measured by State Assessments.

Strategy 1:

Planning and Preparation: UbD - Staff will participate with professional development related to Understanding by Design (UbD) and utilize UbD to guide their planning and preparation to improve student proficiency towards mathematics.

Category:

Research Cited: Research Cited: Wiggins, G., & McTighe, J. (1998). Understanding by design. Alexandria, VA: Research Cited: Wiggins, G., & McTighe, J. (1998).

Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development

Tier: Tier 1

Tier: Tier 1

| Activity - Administrator/Teacher Training in UbD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------------|
| Faculty will participate in professional development to introduce the UbD model. (Kim Marshall) | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |
| Activity - Teacher Training in UbD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

School Improvement Plan

Madison Middle School

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|--|-----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---|
| LISD staff will conduct ongoing professional development embedded in the district to support the implementation and utilization of UbD model. | Professional Learning | Tier 1 | Implement | 08/26/2014 | 06/30/2016 | \$0 | No Funding Required | Professional trainer(s), Administration, Teachers |
| Activity - Grade/Department Level Professional Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will participate in departmental and/or grade level meetings as part of a professional learning community. | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |
| Activity - Construct a unit using UbD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will utilize UbD resources to collaboratively create, plan, and prepare half of the units for one course by 30 January 2016 and all units by the next academic school year, to ensure horizontal and vertical alignment. | Teacher Collaboration | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers |
| Activity - Submit Unit Plan | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Each grade or department will submit to the building principal an additional two unit plans by 30 January 2015. | Professional Learning | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administrators |

Strategy 2:

Gradual Release of Responsibility model - All content area staff will utilize the Gradual Release of Responsibility model to ensure students learning.

Category:

Research Cited: Research Cited: Fisher, D. and N. Frey, (2008). Better learning through structured teaching: a framework for the gradual release of responsibility, Association for Supervision and Curriculum Development, Alexandria, Virginia.

Pearson, P. D. and M. C. Gallagher, The Instruction of Reading Comprehension, (1983) Contemporary Educational Psychology, 8, pp. 317-344.

Tier: Tier 1

| | | | | | | | | |
|---|-----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| Activity - Gradual Release of Responsibility Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility model. | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |

School Improvement Plan

Madison Middle School

| Activity - Grade/Department Level Professional Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------------|------------|------------|-------------------|---------------------|-----------------------------------|
| All staff will participate in departmental and/or grade level meetings as part of a professional learning community. | Teacher Collaboration | Tier 1 | Implement | 08/26/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers |
| Activity - Implement the Gradual Release of Responsibility | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will implement the Gradual Release of Responsibility model within the first month of instruction. | Direct Instruction | Tier 1 | Implement | 08/26/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers |
| Activity - Formative Assessments and Focus Lessons | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and LISD staff will monitor the implementation of the Gradual Release of Responsibility model through classroom walkthroughs and MDE Program Model. | Walkthrough | Tier 1 | Evaluate | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administration/ISD Staff |
| Activity - Student Achievement to Guide Small Group | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will use student achievement data (NWEA Classroom Breakdown report, locally developed assessments, etc.) to guide small group instruction. | Academic Support Program | Tier 2 | Implement | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administration |
| Activity - Research-based Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Serving All Learners with 21st Century Technology PD – Administrators and/or teachers will participate with research based technology PD to integrate into their core instruction in all core areas. (SALTT, MACUL) | Professional Learning | Tier 1 | Getting Ready | 08/26/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administrators |
| Activity - MAEA Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The art teacher will learn about effective teaching strategies, integrating science/technology into art class, and grading. | Professional Learning | Tier 1 | Getting Ready | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Art Teachers |
| Activity - Administrator and teacher leader PD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

School Improvement Plan

Madison Middle School

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|---|----------------------------|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Administrators and/or teacher leaders will participate with PD/conferences related to behavior systems, comprehension, RTI, literacy, UbD, Gradual Release Model, Leverage Leadership, MEMSPA, MASSP, Wildly. | Professional Learning | Tier 1 | Getting Ready | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administrators |
| Activity - Research-based Tiered Interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Research-based Tiered Interventions – All staff will implement an effective, research based, multi-tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by paraprofessionals. (EBLI, Close and Critical Reading, CAP, After school tutoring) | Academic Support Program | Tier 2 | Implement | 08/26/2014 | 06/30/2016 | \$0 | No Funding Required | Paraprofessionals/Teachers/Administrators |
| Activity - Culture of Achievement Program (CAP) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will receive homework support during lunch and after school in the Culture of Achievement Program. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |
| Activity - Organization of Student Data/Interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Supplies such as binders will be needed for organizing student data and interventions. As we work with students in direct instruction and intervention supplies may be needed such as headphones, binders, manipulatives, books, markers, whiteboards, etc. | Materials | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers/Paraprofessionals/Administrators |
| Activity - Counselor | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Our counselor will support students and teachers as they work through behavior concerns, family crises, and other needs related to the 31a risk factors. She will work with many students but devote a special amount of time focusing on students at risk of failure. | Behavioral Support Program | Tier 1 | Implement | 08/26/2014 | 06/30/2016 | \$0 | No Funding Required | Counselor |
| Activity - School-wide Positive Behavioral Interventions and Supports | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

School Improvement Plan

Madison Middle School

| | | | | | | | | |
|--|----------------------------|--------|-----------|------------|------------|-----|---------------------|-------------------------|
| A School-wide Positive Behavioral Interventions and Supports system will be maintained to ensure student academic success and will include Check-In Check Out program. | Behavioral Support Program | Tier 1 | Implement | 08/26/2014 | 06/17/2015 | \$0 | No Funding Required | Administrators/Teachers |
|--|----------------------------|--------|-----------|------------|------------|-----|---------------------|-------------------------|

| Activity - Homeless Tutoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------------|
| Tutoring support will be provided for homeless students. | Academic Support Program | Tier 3 | Implement | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administrators |

| Activity - Evidence Based Literacy Intervention (EBLI) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|-------------------------|
| Evidence Based Literacy Intervention (EBLI) - Training/Coaching will be provided for teachers to instruct using the EBLI program | Professional Learning | Tier 2 | Getting Ready | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administrators |

Strategy 3:

Instruction and Learning: Response to Text - Staff will facilitate academic literacy strategies (response to text) in all content areas.

Category:

Research Cited: Elementary School Journal, v114 n2 p142-177 Dec 2013

Teaching for Writing Expository Responses to Narrative Texts, Cummins, Sunday; Quiroa, Ruth E. Reading Teacher, v65 n6 p381-386 Mar 2012

Tier: Tier 1

| Activity - Facilitate Response to Text | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------------|
| All staff will facilitate response to text methods within the first month of instruction. | Direct Instruction | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administrators |

| Activity - Monitor Implementation of Response to Text | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|---------|------------|------------|-------------------|---------------------|-------------------------|
| Administrators will monitor implementation using classroom walk-throughs, discussions during common planning time/staff meetings and reviewing samples of student's work. | Walkthrough | Tier 1 | Monitor | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |

| Activity - Research-based PD related to literacy | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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School Improvement Plan

Madison Middle School

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|---|-----------------------|--------|---------------|------------|------------|-----|---------------------|---|
| Teachers will participate with professional development related to responding to text and/or research-based PD related to literacy. | Professional Learning | Tier 1 | Getting Ready | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Professional Facilitators/Administrators/Teachers |
|---|-----------------------|--------|---------------|------------|------------|-----|---------------------|---|

Strategy 4:

Monitoring, Assessment, and Follow-Up: Depth of Knowledge - Teachers will model depth of knowledge levels 2 and 3 (Skills and Concepts & Strategic Thinking and Reasoning) on a daily basis.

Category:

Research Cited: Research Cited: Pasley, J. (2002). The role of instructional materials in professional development: Lessons learned from the LSC community. National Association of

State Directors of Special Education. (2005). Response to intervention: Policy considerations and implementations. Alexandria, VA: Author.

Reschly, D. J. (2005). Learning disabilities identification: Primary intervention, secondary intervention, and then what? *Journal of Learning Disabilities*, 38, 510–515.

Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Rose, E., Lindamood, P., Conway, T., & Garvan, C. (1999). Preventing reading failure in young children with phonological processing disabilities: Group and individual responses to instruction. *Journal of Educational Psychology*, 91, 579–593. Vaughn, S. (2003, December).

How many tiers are needed for response to intervention to achievement acceptable prevention outcomes? Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO. Retrieved online December 14, 2008 from

<http://www.nrclid.org/symposium2003/vaughn/vaughn.pdf> Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003).

Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children*, 69, 391–409.

Vellutino, F. R., Scanlon, D. M., Sipay, E. R., Small, S. G., Pratt, A., Chen, R., & Denckla, M. B. (1996).

Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential deficits as basic causes of specific reading disability. *Journal of Educational Psychology*, 88, 601–638.

Walker, H. M., Homer, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and young. *Journal of Emotional and Behavioral Disorders*, 4, 194–209.

Watts, J. L. (2008). Study Island scientific research base. Retrieved December 22, 2008 from

<http://www.studyisland.com/salesheets/SI%20Foundational%20Report%207-25-08.pdf>

<http://www.horizonresearch.com/LSC/news/pasley2002.php>. [Accessed December 7, 2004.] www.pdmathsci.net, March 6, 2006

Tier: Tier 1

| Activity - PD related to Webb's Depth of Knowledge | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will implement skills learned in Depth of Knowledge professional development in each classroom during the first trimester. | Direct Instruction | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers |

School Improvement Plan

Madison Middle School

| Activity - Monitor Implementation of DOK | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------------|
| Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work. | Walkthrough | Tier 1 | Monitor | 08/26/2014 | 06/30/2016 | \$0 | No Funding Required | Administration/Teachers |
| Activity - Process Checks | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Monitor student data and student progress | Teacher Collaboration | Tier 1 | Monitor | 08/26/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |
| Activity - Implement Depth of Knowledge | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will implement skills learned in Depth of Knowledge professional development in each classroom during the first trimester. | Direct Instruction | Tier 1 | Implement | 08/26/2014 | 06/30/2016 | \$0 | No Funding Required | Administration/Teachers |

Goal 3: All students at Madison School District will become proficient readers and writers.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency towards reading and writing in English Language Arts by 06/30/2016 as measured by State and NWEA Assessments..

(shared) Strategy 1:

Planning and Preparation: UbD - UbD - Staff will participate with professional development related to Understanding by Design (UbD) and utilize UbD to guide their planning and preparation to improve student proficiency towards reading.

Category:

Research Cited: Research Cited: Understanding by Design, or UbD, is a tool utilized for educational planning focused on "teaching for understanding" advocated by Jay McTighe and Grant Wiggins in their Understanding by Design (1998), published by the Association for Supervision and Curriculum Development. The emphasis of UbD is on "backward design", the practice of looking at the outcomes in order to design curriculum units, performance assessments, and classroom instruction.

Tier: Tier 1

| Activity - Administrator/Teacher Training in UbD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

Madison Middle School

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|--|-----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Faculty will participate in professional development to introduce the UbD model. (Kim Marshall) | Professional Learning | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |
| Activity - Teacher Training on UbD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Professional trainers will conduct ongoing professional development embedded in the District to support planning for future implementation and utilization of UbD model. | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$9950 | Title II Part A | Professional Trainers/Administrators/Teachers |
| Activity - Grade/Department Level Professional Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will participate in departmental and/or grade level meetings as part of a professional learning community. | Teacher Collaboration | Tier 1 | Implement | 08/26/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |
| Activity - Construct a unit using UbD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will utilize UbD resources to collaboratively create, plan, and prepare to ensure horizontal and vertical alignment. | Teacher Collaboration | Tier 1 | Implement | 07/01/2015 | 06/30/2016 | \$0 | No Funding Required | Teachers |
| Activity - Submit unit plan | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Each grade or department will submit to the building principal a unit plan. | Professional Learning | Tier 1 | Monitor | 06/13/2014 | 06/17/2015 | \$0 | No Funding Required | Teachers/Administrators |

(shared) Strategy 2:

Gradual Release of Responsibility model - Gradual Release of Responsibility model - All content area staff will utilize the Gradual Release of Responsibility model to ensure students learning.

Category:

Research Cited: Research Cited: Fisher, D. and N. Frey, (2008). Better learning through structured teaching: a framework for the gradual release of responsibility, Association for Supervision and Curriculum Development, Alexandria, Virginia. Pearson, P. D. and M. C. Gallagher, The Instruction of Reading Comprehension, (1983) Contemporary Educational Psychology, 8, pp. 317-344.

Tier: Tier 1

School Improvement Plan

Madison Middle School

| Activity - Gradual Release of Responsibility | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility model. | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |
| Activity - Grade/Department Level Professional Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will participate in departmental and/or grade level meetings as part of a professional learning community. | Teacher Collaboration | Tier 1 | Implement | 08/26/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers |
| Activity - Formative Assessments and Focus Lessons | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and LISD staff will monitor the implementation of the Gradual Release of Responsibility model through classroom walkthroughs and MDE Program Model. (Administrative costs, MEMSPA, MASSP) | Walkthrough | Tier 1 | Evaluate | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administrator/Administration |
| Activity - Student Achievement to Guide Small Group | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Building staff will use student achievement data (NWEA Classroom Breakdown report, locally developed assessments, etc.) to guide small group instruction. | Academic Support Program | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administration |
| Activity - Research-based Tiered Interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Research-based Tiered Interventions – District staff will implement an effective, research based, multi-tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by paraprofessionals (EBLI, Close and Critical Reading, CAP, After school tutoring) | Academic Support Program | Tier 3 | Implement | 09/02/2014 | 06/30/2016 | \$89578 | Section 31a | Paraprofessionals Small Groups/Administration |
| Activity - Culture of Achievement Program (CAP) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

School Improvement Plan

Madison Middle School

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|--|----------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|-----------------------------------|
| Students will receive homework support during lunch and after school in the Culture of Achievement Program. | Academic Support Program | Tier 1 | Implement | 09/04/2014 | 06/30/2016 | \$13468 | Section 31a | Administrators/Teachers |
| Activity - Counselor | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Our counselor will support students and teachers as they work through behavior concerns, family crises, and other needs related to the 31a risk factors. She will work with many students but devote a special amount of time focusing on students at risk of failure. | Behavioral Support Program | Tier 1 | Implement | 08/26/2014 | 06/30/2016 | \$92716 | Section 31a | Counselor |
| Activity - A School-wide Positive Behavioral Interventions and Supports | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| A School-wide Positive Behavioral Interventions and Supports system will be maintained to ensure student academic success and will include Check-In Check Out program. | Behavioral Support Program | Tier 1 | Monitor | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Administration/Teachers/Counselor |
| Activity - Homeless Tutoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Tutoring support will be provided for homeless students. | Academic Support Program | Tier 3 | Implement | 09/02/2014 | 06/30/2016 | \$2178 | Title I Part A | Teachers/Administrators |
| Activity - Evidence Based Literacy Intervention (EBLI) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Evidence Based Literacy Intervention (EBLI) - Training/Coaching will be provided for teachers to instruct using the EBLI program. | Professional Learning | Tier 2 | Implement | 07/01/2014 | 06/30/2015 | \$0 | No Funding Required | Teachers/Administrators |
| Activity - Implement the Gradual Release of responsibility model | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will implement the Gradual Release of responsibility model | Direct Instruction | Tier 1 | Implement | 07/01/2015 | 06/30/2016 | \$0 | No Funding Required | Teachers |

(shared) Strategy 3:

Instruction and Learning: Response to Text - Staff will facilitate academic literacy strategies (response to text) in all content areas.

Category:

Research Cited: Research Cited: Assessing Students' Skills at Writing Analytically in Response to Texts. Correnti, Richard; Matsumura, Lindsay Clare; Hamilton, Laura; SY 2015-2016

School Improvement Plan

Madison Middle School

Wang, Elaine, Elementary School Journal, v114 n2 p142-177 Dec 2013

Teaching for Writing Expository Responses to Narrative Texts, Cummins, Sunday; Quiroa, Ruth E. Reading Teacher, v65 n6 p381-386 Mar 2012

Tier: Tier 1

| Activity - Research-based PD related to literacy | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|---|
| Teachers will participate with professional development related to responding to text and/or research-based PD related to literacy. | Professional Learning | Tier 1 | Getting Ready | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Professional Facilitator/Administrator/Teachers |

| Activity - Facilitate Response to Text | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| All staff will facilitate response to text methods within the first month of instruction. | Direct Instruction | Tier 1 | Implement | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers |

| Activity - Monitor Implementation of Response to Text | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|---------|------------|------------|-------------------|---------------------|-------------------------|
| Administrators will monitor implementation using mini observations, discussions during common planning time/staff meetings and reviewing samples of student's work. | Walkthrough | Tier 1 | Monitor | 08/26/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |

(shared) Strategy 4:

Monitoring, Assessment, and Follow-Up: Depth of Knowledge - Teachers will model depth of knowledge levels 2 and 3 (Skills and Concepts & Strategic Thinking and Reasoning) on a daily basis.

Category:

Research Cited: Research Cited: Pasley, J. (2002). The role of instructional materials in professional development: Lessons learned from the LSC community.

<http://www.horizonresearch.com/LSC/news/pasley2002.php>. [Accessed December 7, 2004.] www.pdmathsci.net, March 6, 2006

National Association of State Directors of Special Education. (2005). Response to intervention: Policy considerations and implementations. Alexandria, VA: Author.

Reschly, D. J. (2005). Learning disabilities identification: Primary intervention, secondary intervention, and then what? *Journal of Learning Disabilities*, 38, 510–515.

Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Rose, E., Lindamood, P., Conway, T., & Garvan, C. (1999). Preventing reading failure in young children with phonological processing disabilities: Group and individual responses to instruction. *Journal of Educational Psychology*, 91, 579–593. Vaughn, S. (2003, December).

How many tiers are needed for response to intervention to achievement acceptable prevention outcomes? Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO. Retrieved online December 14, 2008 from

<http://www.studyisland.com/salesheets/SI%20Foundational%20Report%207-25-08.pdf>

Tier: Tier 1

School Improvement Plan

Madison Middle School

| Activity - PD related to Webb's Depth of Knowledge | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|--------------------------------|
| Teachers and administrators will participate with PD related to Webb's Depth of Knowledge to learn how to develop curriculum based on Bloom's levels and learn how to create meaningful assessments. | Professional Learning | Tier 1 | Getting Ready | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Professional trainer, Teachers |
| Activity - Implement Depth of Knowledge | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will implement skills learned in Depth of Knowledge professional development in each classroom during the first trimester. | Direct Instruction | Tier 1 | Getting Ready | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers |
| Activity - Monitor Implementation of DOK | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work. | Walkthrough | Tier 1 | Getting Ready | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Administration, Teachers |
| Activity - Process Checks | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Monitor student data and student progress | Teacher Collaboration | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |

Measurable Objective 2:

67% of All Students will demonstrate a proficiency in English Language Arts in Writing by 06/30/2016 as measured by State Assessments..

(shared) Strategy 1:

Planning and Preparation: UbD - UbD - Staff will participate with professional development related to Understanding by Design (UbD) and utilize UbD to guide their planning and preparation to improve student proficiency towards reading.

Category:

Research Cited: Research Cited: Understanding by Design, or UbD, is a tool utilized for educational planning focused on "teaching for understanding" advocated by Jay McTighe and Grant Wiggins in their Understanding by Design (1998), published by the Association for Supervision and Curriculum Development. The emphasis of UbD is on "backward design", the practice of looking at the outcomes in order to design curriculum units, performance assessments, and classroom instruction.

Tier: Tier 1

School Improvement Plan

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| Activity - Administrator/Teacher Training in UbD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Faculty will participate in professional development to introduce the UbD model. (Kim Marshall) | Professional Learning | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |
| Activity - Teacher Training on UbD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Professional trainers will conduct ongoing professional development embedded in the District to support planning for future implementation and utilization of UbD model. | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$9950 | Title II Part A | Professional Trainers/Administrators/Teachers |
| Activity - Grade/Department Level Professional Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will participate in departmental and/or grade level meetings as part of a professional learning community. | Teacher Collaboration | Tier 1 | Implement | 08/26/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |
| Activity - Construct a unit using UbD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will utilize UbD resources to collaboratively create, plan, and prepare to ensure horizontal and vertical alignment. | Teacher Collaboration | Tier 1 | Implement | 07/01/2015 | 06/30/2016 | \$0 | No Funding Required | Teachers |
| Activity - Submit unit plan | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Each grade or department will submit to the building principal a unit plan. | Professional Learning | Tier 1 | Monitor | 06/13/2014 | 06/17/2015 | \$0 | No Funding Required | Teachers/Administrators |

(shared) Strategy 2:

Gradual Release of Responsibility model - Gradual Release of Responsibility model - All content area staff will utilize the Gradual Release of Responsibility model to ensure students learning.

Category:

Research Cited: Research Cited: Fisher, D. and N. Frey, (2008). Better learning through structured teaching: a framework for the gradual release of responsibility, Association for Supervision and Curriculum Development, Alexandria, Virginia. Pearson, P. D. and M. C. Gallagher, The Instruction of Reading Comprehension, (1983) Contemporary Educational Psychology, 8, pp. 317-344.

Tier: Tier 1

School Improvement Plan

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| Activity - Gradual Release of Responsibility | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility model. | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |
| Activity - Grade/Department Level Professional Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will participate in departmental and/or grade level meetings as part of a professional learning community. | Teacher Collaboration | Tier 1 | Implement | 08/26/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers |
| Activity - Formative Assessments and Focus Lessons | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and LISD staff will monitor the implementation of the Gradual Release of Responsibility model through classroom walkthroughs and MDE Program Model. (Administrative costs, MEMSPA, MASSP) | Walkthrough | Tier 1 | Evaluate | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administrator/Administration |
| Activity - Student Achievement to Guide Small Group | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Building staff will use student achievement data (NWEA Classroom Breakdown report, locally developed assessments, etc.) to guide small group instruction. | Academic Support Program | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers/Administration |
| Activity - Research-based Tiered Interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Research-based Tiered Interventions – District staff will implement an effective, research based, multi-tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by paraprofessionals (EBLI, Close and Critical Reading, CAP, After school tutoring) | Academic Support Program | Tier 3 | Implement | 09/02/2014 | 06/30/2016 | \$89578 | Section 31a | Paraprofessionals Small Groups/Administration |
| Activity - Culture of Achievement Program (CAP) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|--|----------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|-----------------------------------|
| Students will receive homework support during lunch and after school in the Culture of Achievement Program. | Academic Support Program | Tier 1 | Implement | 09/04/2014 | 06/30/2016 | \$13468 | Section 31a | Administrators/Teachers |
| Activity - Counselor | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Our counselor will support students and teachers as they work through behavior concerns, family crises, and other needs related to the 31a risk factors. She will work with many students but devote a special amount of time focusing on students at risk of failure. | Behavioral Support Program | Tier 1 | Implement | 08/26/2014 | 06/30/2016 | \$92716 | Section 31a | Counselor |
| Activity - A School-wide Positive Behavioral Interventions and Supports | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| A School-wide Positive Behavioral Interventions and Supports system will be maintained to ensure student academic success and will include Check-In Check Out program. | Behavioral Support Program | Tier 1 | Monitor | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Administration/Teachers/Counselor |
| Activity - Homeless Tutoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Tutoring support will be provided for homeless students. | Academic Support Program | Tier 3 | Implement | 09/02/2014 | 06/30/2016 | \$2178 | Title I Part A | Teachers/Administrators |
| Activity - Evidence Based Literacy Intervention (EBLI) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Evidence Based Literacy Intervention (EBLI) - Training/Coaching will be provided for teachers to instruct using the EBLI program. | Professional Learning | Tier 2 | Implement | 07/01/2014 | 06/30/2015 | \$0 | No Funding Required | Teachers/Administrators |
| Activity - Implement the Gradual Release of responsibility model | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will implement the Gradual Release of responsibility model | Direct Instruction | Tier 1 | Implement | 07/01/2015 | 06/30/2016 | \$0 | No Funding Required | Teachers |

(shared) Strategy 3:

Instruction and Learning: Response to Text - Staff will facilitate academic literacy strategies (response to text) in all content areas.

Category:

Research Cited: Research Cited: Assessing Students' Skills at Writing Analytically in Response to Texts. Correnti, Richard; Matsumura, Lindsay Clare; Hamilton, Laura; SY 2015-2016

School Improvement Plan

Madison Middle School

Wang, Elaine, Elementary School Journal, v114 n2 p142-177 Dec 2013

Teaching for Writing Expository Responses to Narrative Texts, Cummins, Sunday; Quiroa, Ruth E. Reading Teacher, v65 n6 p381-386 Mar 2012

Tier: Tier 1

| Activity - Research-based PD related to literacy | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|---|
| Teachers will participate with professional development related to responding to text and/or research-based PD related to literacy. | Professional Learning | Tier 1 | Getting Ready | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Professional Facilitator/Administrator/Teachers |

| Activity - Facilitate Response to Text | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| All staff will facilitate response to text methods within the first month of instruction. | Direct Instruction | Tier 1 | Implement | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers |

| Activity - Monitor Implementation of Response to Text | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|---------|------------|------------|-------------------|---------------------|-------------------------|
| Administrators will monitor implementation using mini observations, discussions during common planning time/staff meetings and reviewing samples of student's work. | Walkthrough | Tier 1 | Monitor | 08/26/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |

(shared) Strategy 4:

Monitoring, Assessment, and Follow-Up: Depth of Knowledge - Teachers will model depth of knowledge levels 2 and 3 (Skills and Concepts & Strategic Thinking and Reasoning) on a daily basis.

Category:

Research Cited: Research Cited: Pasley, J. (2002). The role of instructional materials in professional development: Lessons learned from the LSC community.

<http://www.horizonresearch.com/LSC/news/pasley2002.php>. [Accessed December 7, 2004.] www.pdmathsci.net, March 6, 2006

National Association of State Directors of Special Education. (2005). Response to intervention: Policy considerations and implementations. Alexandria, VA: Author.

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Tier: Tier 1

School Improvement Plan

Madison Middle School

| Activity - PD related to Webb's Depth of Knowledge | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|--------------------------------|
| Teachers and administrators will participate with PD related to Webb's Depth of Knowledge to learn how to develop curriculum based on Bloom's levels and learn how to create meaningful assessments. | Professional Learning | Tier 1 | Getting Ready | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Professional trainer, Teachers |
| Activity - Implement Depth of Knowledge | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will implement skills learned in Depth of Knowledge professional development in each classroom during the first trimester. | Direct Instruction | Tier 1 | Getting Ready | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Teachers |
| Activity - Monitor Implementation of DOK | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work. | Walkthrough | Tier 1 | Getting Ready | 09/02/2014 | 06/30/2016 | \$0 | No Funding Required | Administration, Teachers |
| Activity - Process Checks | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Monitor student data and student progress | Teacher Collaboration | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | No Funding Required | Administrators/Teachers |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------------|
| Homeless Tutoring | Tutoring support will be provided for homeless students. | Academic Support Program | Tier 3 | Implement | 09/02/2014 | 06/30/2016 | \$2178 | Teachers/Administrators |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|--------------------------|--------|---------------|------------|------------|-------------------|---|
| Monitor Implementation of DOK | Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work. | Walkthrough | Tier 1 | Getting Ready | 09/02/2014 | 06/30/2016 | \$0 | Administration, Teachers |
| Monitor Implementation of Response to Text | Administrators will monitor implementation using classroom walk-throughs, discussions during common planning time/staff meetings and reviewing samples of student's work. | Walkthrough | Tier 1 | Monitor | 09/02/2014 | 06/30/2016 | \$0 | Administrators/Teachers |
| Homeless Tutoring | Tutoring support will be provided for homeless students. | Academic Support Program | Tier 3 | Implement | 09/02/2014 | 06/30/2016 | \$0 | Teachers/Administrators/Homeless Liason |

School Improvement Plan

Madison Middle School

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|---|---|--------------------------|--------|---------------|------------|------------|-----|---|
| Research-based Tiered Interventions | Building staff will implement an effective, research based, multi tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by paraprofessionals, Instructional Coach. (EBLI, Close and Critical Reading, CAP, After school tutoring) | Academic Support Program | Tier 2 | Implement | 06/13/2014 | 06/30/2015 | \$0 | Reading and Math paraprofessionals for small groups, Instructional Coach, Teachers, Administrators, Counselor |
| Implement the Gradual Release of Responsibility | All staff will implement the Gradual Release of Responsibility model within the first month of instruction. | Direct Instruction | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | Teachers |
| Process Checks | Monitor student data and student progress | Teacher Collaboration | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | Administrators/Teachers |
| Gradual Release of Responsibility | Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility model. | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | Administrators/Teachers |
| Research-based Tiered Interventions | Research-based Tiered Interventions – All staff will implement an effective, research based, multi-tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by paraprofessionals. (EBLI, Close and Critical Reading, CAP, After school tutoring) | Academic Support Program | Tier 2 | Implement | 08/26/2014 | 06/30/2016 | \$0 | Paraprofessionals/Teachers/Administrators |
| Administrator and teacher leader PD | Administrators and/or teacher leaders will participate with PD/conferences related to behavior systems, comprehension, RTI, literacy, UbD, Gradual Release Model, Leverage Leadership, MEMSPA, MASSP, Wildly. | Professional Learning | Tier 1 | Getting Ready | 06/13/2014 | 06/30/2016 | \$0 | Teachers/Administrators |
| Process Checks | Monitor student data and student progress | Teacher Collaboration | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | Administrators/Teachers |

School Improvement Plan

Madison Middle School

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|---|---|----------------------------|--------|---------------|------------|------------|-----|---|
| Counselor | Our counselor will support students and teachers as they work through behavior concerns, family crises, and other needs related to the 31a risk factors. She will work with many students but devote a special amount of time focusing on students at risk of failure. | Behavioral Support Program | Tier 1 | Evaluate | 08/26/2014 | 06/30/2016 | \$0 | Counselor |
| Administrator/Teacher Training in UbD | Faculty will participate in professional development to introduce the UbD model. (Kim Marshall) | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | Administrators/Teachers |
| Grade/Department Level Professional Learning | All staff will participate in departmental and/or grade level meetings as part of a professional learning community. | Teacher Collaboration | Tier 1 | Implement | 08/26/2014 | 06/30/2016 | \$0 | Administrators/Teachers |
| PD related to Webb's Depth of Knowledge | Teachers and administrators will participate with PD related to Webb's Depth of Knowledge to learn how to develop curriculum based on Bloom's levels and learn how to create meaningful assessments. | Professional Learning | Tier 1 | Getting Ready | 08/26/2014 | 06/30/2016 | \$0 | Professional Trainers/Teachers/Administration |
| Formative Assessments and Focus Lessons | All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and LISD staff will monitor the implementation of the Gradual Release of Responsibility model through classroom walkthroughs and MDE Program Model. (Administrative costs, MEMSPA, MASSP) | Walkthrough | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | Teachers/Administration |
| Administrator and teacher leader PD | Administrators and/or teacher leaders will participate with PD/conferences related to behavior systems, comprehension, RTI, literacy, UbD, Gradual Release Model, Leverage Leadership, MEMSPA, MASSP, Wildly. | Professional Learning | Tier 2 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | Teachers/Administrators |
| Grade/Department Level Professional Learning | All staff will participate in departmental and/or grade level meetings as part of a professional learning community. | Teacher Collaboration | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | Teachers |
| Homeless Tutoring | Tutoring support will be provided for homeless students. | Academic Support Program | Tier 3 | Implement | 09/02/2014 | 06/30/2016 | \$0 | Teachers/Administrators |
| Student Achievement to Guide Small Group | All staff will use student achievement data (NWEA Classroom Breakdown report, locally developed assessments, etc.) to guide small group instruction. | Academic Support Program | Tier 2 | Implement | 06/13/2014 | 06/30/2016 | \$0 | Teachers/Administration |
| MAEA Professional Development | The art teacher will learn about effective teaching strategies, integrating science/technology into art class, and grading. | Professional Learning | Tier 1 | Getting Ready | 09/02/2014 | 06/30/2016 | \$0 | Art Teachers |
| Implement the Gradual Release of responsibility model | All staff will implement the Gradual Release of responsibility model | Direct Instruction | Tier 1 | Implement | 07/01/2015 | 06/30/2016 | \$0 | Teachers |

School Improvement Plan

Madison Middle School

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|--|---|----------------------------|--------|-----------|------------|------------|-----|--|
| A School-wide Positive Behavioral Interventions and Supports | A School-wide Positive Behavioral Interventions and Supports system will be maintained to ensure student academic success and will include Check-In Check Out program. | Behavioral Support Program | Tier 1 | Monitor | 09/02/2014 | 06/30/2016 | \$0 | Administrators/Teachers/Counselor |
| Implement Depth of Knowledge | Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work. | Walkthrough | Tier 1 | Monitor | 09/02/2014 | 06/30/2016 | \$0 | Administrators/Teachers |
| Monitor Implementation of Response to Text | Administrators will monitor implementation using classroom walk-throughs, discussions during common planning time/staff meetings and reviewing samples of student's work. | Walkthrough | Tier 1 | Monitor | 09/02/2014 | 06/30/2016 | \$0 | Administrators will monitor implementation using classroom walkthroughs, discussions during common planning time/staff meetings and reviewing samples of student's work. |
| Evidence Based Literacy Intervention (EBLI) | Evidence Based Literacy Intervention (EBLI) - Training/Coaching will be provided for teachers to instruct using the EBLI program. | Professional Learning | Tier 2 | Implement | 07/01/2014 | 06/30/2015 | \$0 | Teachers/Administrators |
| Culture of Achievement Program (CAP) | Students will receive homework support during lunch and after school in the Culture of Achievement Program. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2016 | \$0 | Administrators/Teachers |
| Monitor Implementation of Response to Text | Administrators will monitor implementation using mini observations, discussions during common planning time/staff meetings and reviewing samples of student's work. | Walkthrough | Tier 1 | Monitor | 08/26/2014 | 06/30/2016 | \$0 | Administrators/Teachers |
| Process Checks | Monitor student data and student progress | Teacher Collaboration | Tier 1 | Monitor | 08/26/2014 | 06/30/2016 | \$0 | Administrators/Teachers |
| Facilitate Response to Text | All staff will facilitate response to text methods within the first month of instruction. | Direct Instruction | Tier 1 | Implement | 09/02/2014 | 06/30/2016 | \$0 | Teachers |
| Grade/Department Level Professional Learning | All staff will participate in departmental and/or grade level meetings as part of a professional learning community. | Teacher Collaboration | Tier 1 | Implement | 08/26/2014 | 06/30/2016 | \$0 | Teachers |

School Improvement Plan

Madison Middle School

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|--|---|----------------------------|--------|-----------|------------|------------|-----|---|
| Data Meetings | Grade level and content teachers will participate in data meetings to discuss fidelity programs, to analyze student academic/behavior data and plan for strategic instruction/intervention support for students. | Teacher Collaboration | Tier 1 | | 07/01/2015 | 06/30/2016 | \$0 | Teachers/Administration |
| Monitor Implementation of DOK | Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work. | Walkthrough | Tier 1 | Monitor | 09/02/2014 | 06/30/2016 | \$0 | Administration/Teachers |
| Student Achievement to Guide Small Group | Building staff will use student achievement data (NWEA Classroom Breakdown report, locally developed assessments, etc.) to guide small group instruction. | Academic Support Program | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | Teachers/Administration |
| Administrator/Teacher Training in UbD | Faculty will participate in professional development to introduce the UbD model. (Kim Marshall) | Professional Learning | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | Administrators/Teachers |
| Teacher Training in UbD | LISD staff will conduct ongoing professional development embedded in the district to support the implementation and utilization of UbD model. | Professional Learning | Tier 1 | Implement | 08/26/2014 | 06/30/2016 | \$0 | Professional trainer(s), Administration, Teachers |
| Research-based Professional Development | Serving All Learners with 21st Century Technology PD – Administrators and/or teachers will participate with research based technology PD to integrate into their core instruction in all core areas. (SALTT, MACUL, EDMODO, etc...) | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | Teachers/Administrators |
| Formative Assessments and Focus Lessons | All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and LISD staff will monitor the implementation of the Gradual Release of Responsibility model through classroom walkthroughs and MDE Program Model. (Administrative costs, MEMSPA, MASSP) | Walkthrough | Tier 1 | Evaluate | 09/02/2014 | 06/30/2016 | \$0 | Teachers/Administrators/Administration |
| Submit Unit Plan | Each grade or department will submit to the building principal an additional two unit plans by 30 January 2015. | Professional Learning | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | Teachers/Administrators |
| Monitor Implementation of DOK | Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work. | Walkthrough | Tier 1 | Monitor | 08/26/2014 | 06/30/2016 | \$0 | Administration/Teachers |
| School-wide Positive Behavioral Interventions and Supports | A School-wide Positive Behavioral Interventions and Supports system will be maintained to ensure student academic success and will include Check-In Check Out program. | Behavioral Support Program | Tier 1 | Implement | 08/26/2014 | 06/17/2015 | \$0 | Administration/Teachers |

School Improvement Plan

Madison Middle School

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|---|---|-----------------------|--------|---------------|------------|------------|-----|--|
| Research-based Professional Development | Serving All Learners with 21st Century Technology PD – Administrators and/or teachers will participate with research based technology PD to integrate into their core instruction in all core areas. (SALTT, MACUL) | Professional Learning | Tier 1 | Getting Ready | 08/26/2014 | 06/30/2016 | \$0 | Teachers/Administrators |
| Implement the Gradual Release of Responsibility | All staff will implement the Gradual Release of Responsibility model within the first month of instruction. | Direct Instruction | Tier 1 | Implement | 08/26/2014 | 06/30/2016 | \$0 | Teachers |
| Construct a unit using UbD | All staff will utilize UbD resources to collaboratively create, plan, and prepare to ensure horizontal and vertical alignment. | Teacher Collaboration | Tier 1 | Implement | 07/01/2015 | 06/30/2016 | \$0 | Teachers |
| Administrator/Teacher Training in UbD | Faculty will participate in professional development to introduce the UbD model. (Kim Marshall) | Professional Learning | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | Administrators/Teachers |
| Teacher Training on UbD | Professional trainers will conduct ongoing professional development embedded in the District to support planning for future implementation and utilization of UbD model. | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | Professional Trainers/Administration/Teachers |
| Submit unit plan | Each grade or department will submit to the building principal a unit plan. | Professional Learning | Tier 1 | Monitor | 06/13/2014 | 06/17/2015 | \$0 | Teachers/Administrators |
| Gradual Release of Responsibility | Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility model. | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | Administrators/Teachers |
| Facilitate Response to Text | All staff will facilitate response to text methods within the first month of instruction. | Direct Instruction | Tier 1 | Implement | 07/01/2015 | 06/30/2016 | \$0 | Teachers will implement while administrators will monitor implementation using classroom walkthroughs, discussions during common planning time/staff meetings and reviewing samples of student's work. |

School Improvement Plan

Madison Middle School

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|--|---|----------------------------|--------|---------------|------------|------------|-----|--|
| Student Achievement to Guide Small Group | School staff will use student achievement data (NWEA Classroom Breakdown report, AIMSweb, locally developed assessments, etc.) to guide small group instruction. | Academic Support Program | Tier 1 | Monitor | 06/13/2014 | 06/30/2015 | \$0 | Teachers/Administrators |
| Construct a unit using UbD | All staff will utilize UbD resources to collaboratively create, plan, and prepare half of the units for one course by 30 January 2016 and all units by the next academic school year, to ensure horizontal and vertical alignment. | Teacher Collaboration | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | Teachers |
| Grade/Department Level Professional Learning | All staff will participate in departmental and/or grade level meetings as part of a professional learning community. | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | Administrators/Teachers |
| Culture of Achievement Program (CAP) | Students will receive homework support during lunch and after school in the Culture of Achievement Program. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2016 | \$0 | Administrators/Teachers |
| School-wide Positive Behavioral Interventions and Supports | A School-wide Positive Behavioral Interventions and Supports system will be maintained to ensure student academic success and will include Check-In Check Out program. | Behavioral Support Program | Tier 1 | Monitor | 09/02/2014 | 06/30/2016 | \$0 | Administrators/Teachers/Counselor |
| Construct a unit using UbD | All staff will utilize UbD resources to collaboratively create, plan, and prepare one (1) complete unit by the end of the first trimester to ensure horizontal and vertical alignment. | Teacher Collaboration | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | Teachers |
| Implement Depth of Knowledge | Teachers will implement skills learned in Depth of Knowledge professional development in each classroom during the first trimester. | Direct Instruction | Tier 1 | Getting Ready | 06/13/2014 | 06/30/2016 | \$0 | Teachers |
| Organization of Student Data/Interventions | Supplies such as binders will be needed for organizing student data and interventions. As we work with students in direct instruction and intervention supplies may be needed such as headphones, binders, manipulatives, books, markers, whiteboards, etc. | Materials | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | Teachers/Paraprofessionals/Administrators |
| Research-based PD related to literacy | Teachers will participate with professional development related to responding to text and/or research based PD related to literacy. | Professional Learning | Tier 1 | Getting Ready | 06/13/2014 | 06/30/2016 | \$0 | Professional Facilitator/Administrators/Teachers |
| Gradual Release of Responsibility Training | Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility model. | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | Administrators/Teachers |

School Improvement Plan

Madison Middle School

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|--|---|-----------------------|--------|---------------|------------|------------|-----|--|
| Evidence Based Literacy Intervention (EBLI) | Training/Coaching will be provided for teachers to instruct using the EBLI program. | Implementation | Tier 1 | Implement | 08/26/2014 | 06/30/2016 | \$0 | Teachers/Administrators |
| Submit unit plan | Each grade or department will submit to the building principal a unit plan. | Professional Learning | Tier 1 | Monitor | 06/13/2014 | 06/30/2015 | \$0 | Teachers/Administrators |
| Organization of Student Data/Interventions | Supplies such as binders will be needed for organizing student data and interventions. As we work with students in direct instruction and intervention supplies may be needed such as headphones, binders, manipulatives, books, markers, whiteboards, etc. | Materials | Tier 1 | Implement | 06/13/2014 | 06/30/2015 | \$0 | Teachers/Paraprofessionals/Administration |
| Evidence Based Literacy Intervention (EBLI) | Evidence Based Literacy Intervention (EBLI) - Training/Coaching will be provided for teachers to instruct using the EBLI program | Professional Learning | Tier 2 | Getting Ready | 06/13/2014 | 06/30/2016 | \$0 | Teachers/Administrators |
| PD related to Webb's Depth of Knowledge | Teachers will implement skills learned in Depth of Knowledge professional development in each classroom during the first trimester. | Direct Instruction | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | Teachers |
| Research-based PD related to literacy | Teachers will participate with professional development related to responding to text and/or research-based PD related to literacy. | Professional Learning | Tier 1 | Getting Ready | 06/13/2014 | 06/30/2016 | \$0 | Professional Facilitator/Administration/Teachers |
| PD related to Webb's Depth of Knowledge | Teachers and administrators will participate with PD related to Webb's Depth of Knowledge to learn how to develop curriculum based on Bloom's levels and learn how to create meaningful assessments. | Professional Learning | Tier 1 | Getting Ready | 06/13/2014 | 06/30/2016 | \$0 | Professional trainer, Teachers |
| Formative Assessments and Focus Lessons | All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and LISD staff will monitor the implementation of the Gradual Release of Responsibility model through classroom walkthroughs and MDE Program Model. | Walkthrough | Tier 1 | Evaluate | 06/13/2014 | 06/30/2016 | \$0 | Teachers/Administration/ISD Staff |
| Grade/Department Level Professional Learning | All staff will participate in departmental and/or grade level meetings as part of a professional learning community. | Professional Learning | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | \$0 | Administrators/Teachers |
| Facilitate Response to Text | All staff will facilitate response to text methods within the first month of instruction. | Direct Instruction | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | Teachers/Administrators |

School Improvement Plan

Madison Middle School

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|--|--|----------------------------|--------|---------------|------------|------------|-----|---|
| MAEA Professional Development | MAEA Conference - The art teacher will learn about effective teaching strategies, integrating science/technology into art class, and grading. (2 days registration, sub, and hotel). | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$0 | Art Teachers |
| Counselor | Our counselor will support students and teachers as they work through behavior concerns, family crises, and other needs related to the 31a risk factors. She will work with many students but devote a special amount of time focusing on students at risk of failure. | Behavioral Support Program | Tier 1 | Implement | 08/26/2014 | 06/30/2016 | \$0 | Counselor |
| Implement Depth of Knowledge | Teachers will implement skills learned in Depth of Knowledge professional development in each classroom during the first trimester. | Direct Instruction | Tier 1 | Implement | 08/26/2014 | 06/30/2016 | \$0 | Administration/Teachers |
| Research-based PD related to literacy | Teachers will participate with professional development related to responding to text and/or research-based PD related to literacy. | Professional Learning | Tier 1 | Getting Ready | 06/13/2014 | 06/30/2016 | \$0 | Professional Facilitators/Administration/Teachers |
| Grade/Department Level Professional Learning | All staff will participate in departmental and/or grade level meetings as part of a professional learning community. | Teacher Collaboration | Tier 1 | Implement | 08/26/2014 | 06/30/2016 | \$0 | Teachers |

Section 31a

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|--|----------------------------|--------|-----------|------------|------------|-------------------|-------------------|
| Counselor | Our counselor will support students and teachers as they work through behavior concerns, family crises, and other needs related to the 31a risk factors. She will work with many students but devote a special amount of time focusing on students at risk of failure. | Behavioral Support Program | Tier 1 | Implement | 08/26/2014 | 06/30/2016 | \$92716 | Counselor |

School Improvement Plan

Madison Middle School

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|--------------------------------------|---|--------------------------|--------|-----------|------------|------------|---------|--|
| Research-based Tiered Interventions | Research-based Tiered Interventions – District staff will implement an effective, research based, multi-tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by paraprofessionals (EBLI, Close and Critical Reading, CAP, After school tutoring) | Academic Support Program | Tier 3 | Implement | 09/02/2014 | 06/30/2016 | \$89578 | Paraprofessionals Small Groups/Administration |
| Culture of Achievement Program (CAP) | Students will receive homework support during lunch and after school in the Culture of Achievement Program. | Academic Support Program | Tier 1 | Implement | 09/04/2014 | 06/30/2016 | \$13468 | Administrators/Teachers |

Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------|--|-----------------------|--------|-----------|------------|------------|-------------------|---|
| Teacher Training on UbD | Professional trainers will conduct ongoing professional development embedded in the District to support planning for future implementation and utilization of UbD model. | Professional Learning | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | \$9950 | Professional Trainers/Administrators/Teachers |