



School Improvement Plan

Duncan Lake Middle School

Caledonia Community Schools

Mr. Ryan Graham, Principal
9757 Duncan Lake Ave SE
Caledonia, MI 49316-9411

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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?

Duncan Lake Middle is located in the city of Caledonia. The enrollment has steadily increased nearly 50 students each year. There is strong support from the community for education and school related activities. A steadily rising at risk population has allowed us to respond with strong support for this demographic of students.

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.

Vision Statement

Duncan Lake Middle School is a place where instructional strategies will reflect "best practices" and engage students to promote achievement. Duncan Lake Middle School's culture will be student centered to promote collaboration and responsibility, curriculum will be aligned to district and state standards to direct student learning, and assessment will be used as an instructional tool to evaluate and improve student learning and to prompt staff self-evaluation.

Mission Statement

In pursuit of excellence, Caledonia Community Schools will empower and equip all persons to achieve their best by ensuring the highest quality systems of learning.

Beliefs Statement

All children can learn.

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.

Green School for recycling initiative.

Upper Percentile in State Top to Bottom report.

We will continue to push for great MEAP scores.

Additional Information

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

Caledonia is a great place earn an education. The community and staff work hand in hand to support our great students.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Our Building Leadership Team (BLT) is the committee that provides input to the SIP. BLT members are selected by their represented groups. These include grade levels, special education, admin, and support staff. Meetings are held bi-weekly .

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

BLT members responsibility is to seek input from their team and provide input during the process of developing the SIP and building initiatives.

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

Staff receive information and updates via the BLT representative and staff meetings.

Students and parents can access the SIP via the website and this information is available and discussed with Key Communicators and PTO.

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?

In the last three years our attendance has been 498, 495, and 480 respectively. We anticipate similar numbers for the next year. Challenges related to this are anticipating staffing needs, and allocating the offerings of encore (elective) classes.

Student Demographic Data

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

We need to continue to monitor our students with ten or more absences. Last year 14% of students were chronically absent. Our other general population has had a good attendance record. We will be using the Early Warning System (EWS) to monitor students that have attendance issues that correlate to potential high school dropout.

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?

According to SWIS data, as of May 2nd 2016 we have had 182 discipline referrals, 14 in house suspensions and 1 out of school suspension. Top four behavior referrals are defiance, other, classroom disruption, and tardies. One of our challenges is the consistency of reporting and collecting referrals.

Student Demographic Data

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

Consistent reporting of behavior referrals coupled with use of SWIS to interpret referral data. Implementation of Positive School Climate (MTSS) and continued training with SWIS.

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?

We believe a more senior staff will positively impact scores. In addition our balance in terms of experience as a staff supports instruction that is based on experience and newest ideas of best practices.

Teacher/School Leader(s) Demographic Data

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

Our building has a good mix of younger and more senior teachers. This helps to keep our instruction practices and school policies based on experience and new ideas from younger teachers. These practices help our students achieve at their fullest potential.

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?

The total number of absences due to illness in 2015-2016 were 139 and the total number of absences due to professional learning or meetings was 68. We feel both sick and professional days pull teachers from the classroom and impact the direct instruction from the lead teacher. At the same time we also feel these numbers are reasonable.

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 total number of absences due to illness in 2015-2016 were 139 and the total number of absences due to professional learning or meetings was 68. We feel both sick and professional days pull teachers from the classroom and impact the direct instruction from the lead teacher. At the same time we also feel these numbers are reasonable.

Teacher/School Leader(s) Demographic Data

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

Continue to find the balance of professional development with honoring the classroom time and respecting the students needs. Moving forward we will continue to pursue professional development that is meaningful and which does not take unreasonable time from the classroom.

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?

- culture - we are a safe and supportive environment
- common assessments - being developed and implemented

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?

- lack vertical communication
- lack effective communication between the two middle schools
- better vision for protocols and PLC time.

12. How might these challenges impact student achievement?

- this communication would enable teachers to better respond to lower achieving student thru MTSS
- Using protocols for PLC's will positively effect student achievement.

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.

- Developing means of communication between two district middle schools.
- Development and implementation of protocols across grades and buildings

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?

- thru IEPs and monitoring systems

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

The following activities are available for all grades (6th through 8th)

-8th hour activities

SY 2016-2017

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- OM
- Science Olympiad
- Math Olympiad
- Athletics
- Musicals
- 8th grade advanced math
- 8th grade Spanish 1

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

For most activities, parents are notified thru the newsletter and kids sign up according to their talents and interests.

For advanced math we use student assessment for suggested placement.

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?

- essential questions are posted in classrooms
- pacing guides are being based on standards
- top ten benchmark standards have been identified in each content and grade level.

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.

XXXX

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 scores were relatively consistent with 7th grade listening being slightly higher. In all three grades levels the proficiency score was above the county and state levels.

19b. Reading- Challenges

Research and Inquiry was our lowest scores among ELA M Step 2015. Another challenge is lack of data to help develop systematic improvement.

19c. Reading- Trends

No M step reading data available over successive years. Discovery Education Assessment shows growth from beginning of year to end of year.

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 SY 2016-2017

tiered instruction if appropriate.

-We are going to address this issue thru the implementation of MTSS and Promoting Adolescent Reading Strategies Grant (PARS) which will lead to reading growth.

20a. Writing- Strengths

M Step 2015 data for all grades for ELA is above state and county average.

20b. Writing- Challenges

Lack of data to help develop systematic improvement.

20c. Writing- Trends

Lack of data to help determine trends.

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.

-We are going to address this issue thru the implementation of MTSS and PARS which will lead to writing growth.

21a. Math- Strengths

According to 2015 M Step Data our strength is Concepts and Procedures. Math scores on 2015 M Step were above county and state averages.

21b. Math- Challenges

Lack of data to help develop systematic improvement.

21c. Math- Trends

Lack of data to help develop systematic improvement.

21d. Math- Summary

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

-We are going to address this issue thru the implementation of MTSS, PSC, and PARS which will lead to math growth.

22a. Science- Strengths

Science Scores on 2015 M Step were above county and state averages. Two highest achieving subcategories are science processes and physical sciences.

22b. Science- Challenges

Life Sciences and the adoption of new standards

22c. Science- Trends

Lack of data to help determine trends.

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.

-We are going to address this issue thru the implementation of MTSS and PARS which will lead to writing growth.

23a. Social Studies- Strengths

Scores on 2015 M Step were above county and state averages. Scores were also consistent across subdivisions of social studies scores.

23b. Social Studies- Challenges

Lack of data to help develop systematic improvement.

23c. Social Studies- Trends

Lack of data to help determine trends.

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.

-We are going to address this issue thru the implementation of MTSS and PARS which will lead to writing growth.

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?

High expectations for students

Quality of education

24b. Student Perception Data

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

Range of Activities within learning environment

Sharing out of Student Success stories

24c. Student Perception Data

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

Assess activities

Continue to drive for publication and sharing of information at DLMS

25a. Parent/Guardian Perception Data

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

High expectations for students

Quality of education

25b. Parent/Guardian Perception Data

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

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Sharing out of student accomplishment

25c. Parent/Guardian Perception Data

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

Assess activities

Continue to increase and evaluate publications of news and information

26a. Teacher/Staff Perception Data

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

Climate

Discipline

26b. Teacher/Staff Perception Data

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

Vision in specific areas

Curricular needs and connections

26c. Teacher/Staff Perception Data

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

Use teams to clarify/create vision

Continue curricular development and adjust to new state test and CCSS

27a. Stakeholder/Community Perception Data

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

Same as parents on survey

27b. Stakeholder/Community Perception Data

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

Same as parents on survey

27c. Stakeholder/Community Perception Data

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

same response to parents input on survey

Summary

28a. Summary

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

Data-Demographic: Strengths include a high average attendance rate and a good mix of young and experienced teachers. Our challenge is a high number of unexcused absences.

Process: Challenge exists in trying to create protocol for team time. Strength is the collaborative culture of school and staff.

Achievement/Outcomes: Challenge is lack of data to help develop systematic improvement. Strength is M Step scores were above county and state averages. Discovery Education scores also show growth in each content area.

Perception:

28b. Summary

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

Implementing Early Warning System (EWS) will help our building identify students who show need for additional supports.

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?

Challenges will be addressed as we continue to implement MTTS, PARS, PSC, and EWS. In addition we are going to continue our work with the Marzano Inscriptional framework, particularly as it relates to goals and scales and common assessments.

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	We test 1-5 grade levels in our elementary buildings in both these subject areas. DLMS is a 6-8th building in our district.	

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://web.calschools.org/dlms/DLMS/DLMS_files/merged_document.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	EDP's are used in our building and stay with our students to the high school level. Career Cruising in the program in which these are created at DLMS.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	EDP's are developed and assessed in our Cal classes which are career based.	

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	Compliance statements are in handbook http://web.calschools.org/dlms/DLMS/DLMS_files/1213%20Handbook.pdf	

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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	Phyllis Fata-Powers Counselor 9757 Duncan Lake Caledonia Mi, 49316 616-891-1380	

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.	No	no	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	yes	

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

2016-2017 DLMS School Improvement Plan

Overview

Plan Name

2016-2017 DLMS School Improvement Plan

Plan Description

16/17 SIP

Goals/Objectives/Strategies

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in Math	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$36372
2	All students will be proficient in Reading.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$132098
3	All students will be proficient in writing	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$35000
4	All teachers will implement Professional Learning Communities	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	All students will be proficient in Social Studies	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$35000
6	MTSS Implementation	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$14692
7	We will implement Marzano Instructional Framework	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1355
8	All students will be proficient in Science	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$40275

Goal 1: All students will be proficient in Math

Measurable Objective 1:

66% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in mathematics in Mathematics by 06/03/2016 as measured by M-Step.

Strategy 1:

Implement Best Practice - Teachers and staff will implement instructional strategies and differentiate learning for students of differing abilities.

Category:

Research Cited: "Mathematics, Integrated Mathematics," National Council of Mathematics, Principles and Standards for School Mathematics.

Marzano: Art and Science of Teaching

All Kinds of Minds, www.allkindsofminds.org

"2 year Collaborative Study" by Maylyn Leinback and Ann Raymond

KISD Research provided at Common Core training

Tier: Tier 1

Activity - Differentiated Instruction in the core classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will implement instructional strategies that differentiate learning for students of differing abilities. Areas of improvement will be identified through common assessments and identified benchmarks as indicated in building school improvement plans. Differentiation will include whole group and small group instruction. This will serve as a preventative model and early detection of students having difficulties.	Teacher Collaboration, Technology, Academic Support Program	Tier 1	Monitor	09/02/2014	06/30/2018	\$0	No Funding Required	Principal, Building Leadership Team, Math Teachers,

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Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will provide appropriate interventions for students not meeting benchmarks. Interventions may include small group instruction, tutoring, and course recovery. This will follow a MTSS model.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2018	\$35000	Section 31a	Principal, Section 31a staff, math teachers

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Duncan Lake math teachers will collaborate with the math team in order to align vertically across grade levels.	Teacher Collaboration, Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/30/2018	\$0	No Funding Required	Math teachers and principal.

Strategy 2:

NWEA / MAP - NWEA will be our BOA, MID, and EOY.

Category: Mathematics

Research Cited: District Curr. Office

Tier: Tier 1

Activity - NWEA / MAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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NWEA allows BOA and EOA. It will show our teacher growth as well for evaluation.	Teacher Collaboration, Academic Support Program, Curriculum Development	Tier 1		09/06/2016	06/09/2017	\$1372	General Fund	Administration and Teachers
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Goal 2: All students will be proficient in Reading.

Measurable Objective 1:

82% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in reading in English Language Arts by 06/10/2016 as measured by M-Step.

Strategy 1:

Implement Best Practice - Teachers and staff will implement instructional strategies and differentiate learning for students of differing abilities.

Category:

Research Cited: Atwell, N. (1998) In the middle: New understandings about writing, reading, and learning. (2nd ed.).

Portsmouth, NH: Boynton & Cook Publishers.

Fisher, Doug and Frey, Nancy. "Instruction for struggling Adolescent Readers and Writers: A Gradual Release Model. "Journal of Adolescent and Adult Literacy (2003).

Fisher, Doug. "Interactive Read-Alouds: Is there a Common Set of Implementation Practices?" September 2004 The Reading Teacher 58(1) P. 8-17.

Lesesne, T.S. (2006). Naked reading: Uncovering what tweens need to become lifelong learners. Portland: Stenhouse Publishers.

Marzano, Robert, Pickering and Polloc. Classroom Instruction the Works: Research strategies, "Ascd: 2001 Zimmerman, Susan"7 Keys to Comprehension": 2003

Today's Standards for Teaching and Learning in America's Schools by Steven Zemelman, Harvey Daniels, and Arthur Hyde. Copyright 2005 by Heinemann, a division of Reed Elseveir, Inc. Portsmouth, NH.

Tier: Tier 1

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Activity - Grade Level/Content Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet at least three times during the school year to collaboratively review scoring and data results paying special attention to students with disabilities scores and student performance. Team leaders will share this information with other grade level or content area team. Using data, teachers will monitor and adjust instruction to accommodate interventions where needed.	Professional Learning	Tier 1	Implement	09/02/2014	06/30/2018	\$0	No Funding Required	ELA staff, Principal, Curriculum Director

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review data to identify students with areas of improvement in reading. Students will then be assigned appropriate intervention. Interventions will follow the MTSS model. Funding will support para-professionals who will work under direction and supervision of highly qualified teacher.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2018	\$30043	Section 31a	Principal, Section 31a staff, ELA staff

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implementation classroom learning labs. We will offer trainings available for those teachers interested in being facilitators.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	09/08/2015	06/30/2018	\$2055	Title II Part A	Instructional Staff, Principal

Activity - Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Highly Qualified Teacher will provide intervention and oversight of 31a supports for students in 4 core subject areas.	Academic Support Program	Tier 2	Monitor	07/01/2016	06/30/2017	\$100000	Section 31a	Principal, teacher
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Goal 3: All students will be proficient in writing

Measurable Objective 1:

76% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in writing in English Language Arts by 06/10/2016 as measured by M-Step.

Strategy 1:

Implement Best Practice - Teachers/Staff will use best practice writing strategies across the curriculum to improve student writing skills. Align curriculum with the CCSS.

Category:

Research Cited: Atwell, N. (1999 In the middle: New understandings about writing, reading, and learning. (2nd ed.).

Portsmouth, NH: Boynton & Cook Publishers.

Fisher, Doug and Frey, Nancy. "Instruction for struggling Adolescent Readers and Writers: A Gradual Release Model. "Journal of Adolescent and Adult Literacy (2003).

Marzano, Robert, Pickering and Polloc. Classroom Instruction the Works: Research strategies, Ascd: 2001

Tier: Tier 1

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate their common assessments and writing rubrics.	Teacher Collaboration, Technology	Tier 1	Monitor	09/02/2014	06/30/2017	\$0	No Funding Required	Principal, Language Arts Staff, BLT

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Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review data to identify students with areas of improvement in writing. Students will be assigned appropriate interventions. This will follow the MTSS model.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2018	\$35000	Section 31a	Principal, Section 31a staff, ELA staff

Activity - MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will explore the MAISA writing units, including grammar, to determine which components could be used as resources.	Teacher Collaboration, Technology, Professional Learning, Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/30/2018	\$0	No Funding Required	Curriculum Director, Principal, ELA teachers

Goal 4: All teachers will implement Professional Learning Communities

Measurable Objective 1:

collaborate to develop a Professional Learning Community by 06/30/2018 as measured by having a record of meeting minutes using a PLC template..

Strategy 1:

Implementing Best Practice - Principal will support teacher collaboration around student achievement data in order to increase student achievement.

Category:

Research Cited: Professional Learning Communities at Work; Dufour and Eaker; 2006

Tier: Tier 1

School Improvement Plan

Duncan Lake Middle School

Activity - PLC meeting template	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing and sharing PLC templates to guide team meetings and curricular meetings.	Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Title II Part A	Principal, teaching staff, BLT team

Goal 5: All students will be proficient in Social Studies

Measurable Objective 1:

60% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Social Studies standards (GLCE's) in Social Studies by 06/10/2016 as measured by M-Step.

Strategy 1:

Improve Best Practice - Teachers will improve best practice when delivering and assessing Social Studies standards.

Category:

Research Cited: Professional Learning Communities at Work; Dufour and Eaker; 2006.

The Art and Science of Teaching; Marzano; January 2007.

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Duncan Lake Middle School

Teachers will used differentiated instruction and best practices that reach multiple learner groups.	Teacher Collaboration, Technology, Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2018	\$0	No Funding Required	BLT, Social Studies Teachers, and Principal
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Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not reaching benchmarks will be provided interventions ranging from small group, tutoring, guided study, course recovery, and summer school. These interventions will follow the MTSS model.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2018	\$35000	Section 31a	31a Team, Social Studies teachers, BLT, and Principal

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Duncan Lake social studies teachers will collaborate with the district social studies team in order to align vertically across grade levels.	Teacher Collaboration, Technology, Curriculum Development	Tier 1	Implement	09/02/2014	06/30/2018	\$0	No Funding Required	Social Studies Staff, Principal

Goal 6: MTSS Implementation

School Improvement Plan

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Measurable Objective 1:

collaborate to Implement MTSS by 06/14/2019 as measured by implementation of MTSS plan and tiered fidelity inventory.

Strategy 1:

Implement Best Practice - Teachers will collaborate to implement PSC part of MTSS.

Category:

Research Cited: Sanford, E. (2006) The effects of function-based literacy instruction on problem behavior and reading growth. Dissertation. University of Oregon

Tier: Tier 1

Activity - PSC/MTSS training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team attendance at training for MTSS Tier 2 interventions and data review.	Teacher Collaboration, Technology, Professional Learning, Behavioral Support Program	Tier 2	Getting Ready	09/02/2014	06/10/2016	\$1792	Title II Part A	Teachers, Staff, and Principal

Activity - Positive School Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive School Climate team will implement PSC framework and plan with staff and students building wide.	Teacher Collaboration, Technology, Behavioral Support Program	Tier 1	Implement	09/08/2015	06/10/2016	\$0	General Fund	Staff, PSC Team, Principal

School Improvement Plan

Duncan Lake Middle School

Activity - Addressing Chronic Absenteeism	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review Attendance Policy and Process Edit as necessary Follow with consistency Create pro-active communication with parents/students in understanding the impacts of attendance. Compare with average student Explain impact on course proficiency (passing courses)	Policy and Process	Tier 1		07/01/2016	06/30/2017	\$0	No Funding Required	Principal and PSC Team

Strategy 2:

Positive School Climate - School will be focusing on fidelity of implementation of tier 1 and tier 2 of Positive School Climate.

Category: Learning Support Systems

Research Cited: Sanford, E. (2006) The effects of function-based literacy instruction on problem behavior and reading growth. Dissertation. University of Oregon

Tier: Tier 1

Activity - PSC Fidelity Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach behavioral expectations using the PSC matrix. Office Referrals will be consistent among staff members.	Teacher Collaboration, Behavioral Support Program, Policy and Process	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	All Staff

Activity - Check In/Check Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Duncan Lake Middle School

Implement Check In Check Out	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Intervention Specialists, Counselor, Support Staff, Principal
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Activity - PSC Leadership Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team will follow protocol's developed to review SWIS data, TFI data, and share with staff through a communication plan.	Teacher Collaboration, Technology, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	PSC Team, Principal

Strategy 3:

PARS Grant/Training - 6 and 7th grade teachers will attend training for implementation of Direct Instruction strategies to promote academic success.

Category: Learning Support Systems

Research Cited: Sanford, E. (2006) The effects of function-based literacy instruction on problem behavior and reading growth. Dissertation. University of Oregon

Tier: Tier 1

Activity - PARS Grant/Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend training to promote adolescent reading success in the classroom.	Academic Support Program	Tier 1	Implement	01/04/2016	06/07/2019	\$12900	Other	Principal and Teachers

Goal 7: We will implement Marzano Instructional Framework

Measurable Objective 1:

demonstrate a proficiency Marzano Instructional Framework by 06/10/2016 as measured by successful completion of staff evaluations.

Strategy 1:

Implement Best Practice - Teachers and administrators will become trained in the Marzano Instructional Framework.

Category:

Research Cited: The Art and Science of Teaching; Marzano; January 2007

Tier: Tier 1

Activity - Marzano Instructional Framework Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Marzano Training: Teacher/Admin teams will train fellow staff	Professional Learning	Tier 1	Implement	07/01/2016	05/31/2017	\$886	Title II Part A	Principal/Teachers

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration of teachers to model and discuss best practices in the classroom.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1		09/06/2016	06/09/2017	\$469	Title II Part A	Admin and Teachers

Goal 8: All students will be proficient in Science

Measurable Objective 1:

49% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Science Standards (GLCE's) in Science by 06/10/2016 as measured by M-Step.

Strategy 1:

Implement Best Practice - Teachers and Staff will implement instructional strategies and differentiate learning for students of differing abilities.

Category:

Research Cited: The Art and Science of Teaching; Marzano; January 2007.

Tier: Tier 1

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will look at fidelity of delivered common assessments. We need to ensure that common assessments are written, given, and evaluated.	Teacher Collaboration, Technology Curriculum Development	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Principal science teachers

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will provide appropriate interventions in science using ELA strategies. Range may include small group instruction, tutoring, guided study, and course recovery.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2018	\$35000	Section 31a	31a staff, BLT, teachers, and Principal

School Improvement Plan

Duncan Lake Middle School

Activity - Adopt NGSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adopt California Model of NGSS. Teachers will implement, utilize, and supplement the new model.	Curriculum Development	Tier 1	Getting Ready	07/01/2016	05/31/2017	\$0	No Funding Required	Teachers and Principal

Activity - Address Measurement Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will meet to look at skills needed within science. Measurement being one of these skills we will address.	Teacher Collaboration, Technology, Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	Principal science staff

Activity - Van Andel Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Instructional training at VAI for teachers	Teacher Collaboration, Academic Support Program, Professional Learning, Materials	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$5275	Title II Part A	Admin and Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PARS Grant/Training	Teachers will attend training to promote adolescent reading success in the classroom.	Academic Support Program	Tier 1	Implement	01/04/2016	06/07/2019	\$12900	Principal and Teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive School Climate	Positive School Climate team will implement PSC framework and plan with staff and students building wide.	Teacher Collaboration, Technology, Behavioral Support Program	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Staff, PSC Team, Principal
NWEA / MAP	NWEA allows BOA and EOA. It will show our teacher growth as well for evaluation.	Teacher Collaboration, Academic Support Program, Curriculum Development	Tier 1		09/06/2016	06/09/2017	\$1372	Administration and Teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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PSC Fidelity Review	Teachers will teach behavioral expectations using the PSC matrix. Office Referrals will be consistent among staff members.	Teacher Collaboration, Behavioral Support Program, Policy and Process	Tier 1	Implement	09/06/2016	06/09/2017	\$0	All Staff
Curriculum Alignment	Duncan Lake math teachers will collaborate with the math team in order to align vertically across grade levels.	Teacher Collaboration, Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/30/2018	\$0	Math teachers and principal.
Grade Level/Content Meetings	Teachers will meet at least three times during the school year to collaboratively review scoring and data results paying special attention to students with disabilities scores and student performance. Team leaders will share this information with other grade level or content area team. Using data, teachers will monitor and adjust instruction to accommodate interventions where needed.	Professional Learning	Tier 1	Implement	09/02/2014	06/30/2018	\$0	ELA staff, Principal, Curriculum Director
Adopt NGSS	Adopt California Model of NGSS. Teachers will implement, utilize, and supplement the new model.	Curriculum Development	Tier 1	Getting Ready	07/01/2016	05/31/2017	\$0	Teachers and Principal
MAISA Writing Units	ELA teachers will explore the MAISA writing units, including grammar, to determine which components could be used as resources.	Teacher Collaboration, Technology, Professional Learning, Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/30/2018	\$0	Curriculum Director, Principal, ELA teachers
Address Measurement Strategy	We will meet to look at skills needed within science. Measurement being one of these skills we will address.	Teacher Collaboration, Technology, Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	Principal science staff

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Addressing Chronic Absenteeism	Review Attendance Policy and Process Edit as necessary Follow with consistency Create pro-active communication with parents/students in understanding the impacts of attendance. Compare with average student Explain impact on course proficiency (passing courses)	Policy and Process	Tier 1		07/01/2016	06/30/2017	\$0	Principal and PSC Team
Differentiated Instruction	Teachers will use differentiated instruction and best practices that reach multiple learner groups.	Teacher Collaboration, Technology, Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2018	\$0	BLT, Social Studies Teachers, and Principal
Common Assessments	Teachers will evaluate their common assessments and writing rubrics.	Teacher Collaboration, Technology	Tier 1	Monitor	09/02/2014	06/30/2017	\$0	Principal, Language Arts Staff, BLT
Common Assessments	Teachers will look at fidelity of delivered common assessments. We need to ensure that common assessments are written, given, and evaluated.	Teacher Collaboration, Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Principal science teachers
Differentiated Instruction in the core classrooms	Teachers and staff will implement instructional strategies that differentiate learning for students of differing abilities. Areas of improvement will be identified through common assessments and identified benchmarks as indicated in building school improvement plans. Differentiation will include whole group and small group instruction. This will serve as a preventative model and early detection of students having difficulties.	Teacher Collaboration, Technology, Academic Support Program	Tier 1	Monitor	09/02/2014	06/30/2018	\$0	Principal, Building Leadership Team, Math Teachers,
Curriculum Alignment	Duncan Lake social studies teachers will collaborate with the district social studies team in order to align vertically across grade levels.	Teacher Collaboration, Technology, Curriculum Development	Tier 1	Implement	09/02/2014	06/30/2018	\$0	Social Studies Staff, Principal

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PSC Leadership Team	Team will follow protocol's developed to review SWIS data, TFI data, and share with staff through a communication plan.	Teacher Collaboration, Technology, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$0	PSC Team, Principal
Check In/Check Out	Implement Check In Check Out	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$0	Intervention Specialists, Counselor, Support Staff, Principal

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PSC/MTSS training	Team attendance at training for MTSS Tier 2 interventions and data review.	Teacher Collaboration, Technology, Professional Learning, Behavioral Support Program	Tier 2	Getting Ready	09/02/2014	06/10/2016	\$1792	Teachers, Staff, and Principal
Van Andel Institute	Science Instructional training at VAI for teachers	Teacher Collaboration, Academic Support Program, Professional Learning, Materials	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$5275	Admin and Teachers
PLC meeting template	Utilizing and sharing PLC templates to guide team meetings and curricular meetings.	Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Principal, teaching staff, BLT team

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Classroom Learning Labs	Collaboration of teachers to model and discuss best practices in the classroom.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1		09/06/2016	06/09/2017	\$469	Admin and Teachers
Marzano Instructional Framework Training	Marzano Training: Teacher/Admin teams will train fellow staff	Professional Learning	Tier 1	Implement	07/01/2016	05/31/2017	\$886	Principal/Teachers
Classroom Learning Labs	Teachers will implement classroom learning labs. We will offer trainings available for those teachers interested in being facilitators.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	09/08/2015	06/30/2018	\$2055	Instructional Staff, Principal

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks. Interventions may include small group instruction, tutoring, and course recovery. This will follow a MTSS model.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2018	\$35000	Principal, Section 31a staff, math teachers
Interventions	We will provide appropriate interventions in science using ELA strategies. Range may include small group instruction, tutoring, guided study, and course recovery.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2018	\$35000	31a staff, BLT, teachers, and Principal
Interventions	Students not reaching benchmarks will be provided interventions ranging from small group, tutoring, guided study, course recovery, and summer school. These interventions will follow the MTSS model.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2018	\$35000	31a Team, Social Studies teachers, BLT, and Principal
Interventions	Teachers will review data to identify students with areas of improvement in writing. Students will be assigned appropriate interventions. This will follow the MTSS model.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2018	\$35000	Principal, Section 31a staff, ELA staff

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Interventions	Teachers will review data to identify students with areas of improvement in reading. Students will then be assigned appropriate intervention. Interventions will follow the MTSS model. Funding will support para-professionals who will work under direction and supervision of highly qualified teacher.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2018	\$30043	Principal, Section 31a staff, ELA staff
Intervention Specialist	Highly Qualified Teacher will provide intervention and oversight of 31a supports for students in 4 core subject areas.	Academic Support Program	Tier 2	Monitor	07/01/2016	06/30/2017	\$100000	Principal, teacher