



School Improvement Plan

Kraft Meadows Middle School

Caledonia Community Schools

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TABLE OF CONTENTS

Introduction	1
--------------------	---

Executive Summary

Introduction	3
--------------------	---

Description of the School	4
---------------------------------	---

School's Purpose	5
------------------------	---

Notable Achievements and Areas of Improvement	6
---	---

Additional Information	7
------------------------------	---

Improvement Plan Stakeholder Involvement

Introduction	9
--------------------	---

Improvement Planning Process	10
------------------------------------	----

School Data Analysis

Introduction	12
--------------------	----

Demographic Data	13
------------------------	----

Process Data	16
--------------------	----

Achievement/Outcome Data	18
--------------------------------	----

Perception Data	23
-----------------------	----

Summary	26
---------------	----

School Additional Requirements Diagnostic

Introduction 28

School Additional Requirements Diagnostic 29

Title I Targeted Assistance Diagnostic

Introduction 32

Component 1: Needs Assessment 33

Component 2: Services to Eligible Students 34

Component 3: Incorporated Into Existing School Program Planning 35

Component 4: Instructional Strategies 36

Component 5: Title I and Regular Education Coordination 38

Component 6: Instruction by Highly Qualified Staff 39

Component 7: High Quality and Ongoing Professional Development/Learning 40

Component 8: Strategies to Increase Parental Involvement 41

Component 9: Coordination of Title I and Other Resources 43

Component 10: Ongoing Review of Student Progress 44

Evaluation 45

Kraft Meadows 2016-2017 School Improvement Plan

Overview 47

Goals Summary 48

 Goal 1: All students will be proficient in Math 49

 Goal 2: All students will be proficient in Reading 50

 Goal 3: All students will be proficient in Writing 53

 Goal 4: All teachers will implement Professional Learning Communities 55

Goal 5: We will implement a Multi-Tiered System of Supports.....	56
Goal 6: All teachers will implement the Marzano Instructional Framework.....	59
Goal 7: All students will be proficient in Science.....	60
Goal 8: All students will be proficient in Social Studies.....	62
Activity Summary by Funding Source.....	64

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?

Kraft Meadows Middle School is located in Caledonia, Michigan. During the past three years, KMMS has had a fairly steady enrollment of approximately 575 students and a staff of approximately 45 staff members.

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

Kraft Meadows Middle School is a place where instructional strategies will reflect "best practices" and engage students to promote achievement. Kraft Meadows' 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.

Approximately 80% of Kraft Meadows' student body participated in at least one enrichment or athletic activity this year. Our mentoring program continues to receive recognition from the state. Over 40 students met with their respective mentors this year. Mentors include adult community members, Davenport University students, staff and high school students. Our mentor program received a grant for use in this program. Annually, Kraft Meadows hosts the "Betsy Corson Memorial Basketball Tournament", drawing teams from Western Michigan to play in the daylong event in February for Special Olympians. Our Builders' Club met monthly and held fundraisers to support local charities. The Student Council and NJHS met their charitable goals for the 2015-2016 school year. Numerous students and coaches from Kraft Meadows Middle School participated in Science Olympiad this year and performed well at the regional competition at GVSU. To help make new students feel welcome, our National Junior Honor Society hosted a "New Student" breakfast and numerous activities to promote a positive school culture and benefit local charities.

Additional Information

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

We will continue to strive to make Kraft a 'safe place to learn and grow' and provide an exemplary educational environment for our 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 complete the SIP. BLT members are selected by their represented groups. This includes each grade team, Special Education, electives, administration, and support staff. Meetings are held twice a month. Additional feedback was attained via survey responses from staff, students and parents.

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

Each different team from the staff was represented by an elected member of the BLT. Their responsibility is to seek input from their team members and provide this input during the process to develop the SIP and building initiatives. Community and students provided their input via surveys.

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 stakeholders receive information and updates via their representative on BLT and in staff meetings. Data analysis of goals and progress is discussed and completed with these stakeholders. Students and parents can access the SIP via the website and this information is shared during PTO meetings.

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?

2013/14 - 514 students

2014/15 - 521 students

2015/16 - 569 students

The challenges surrounding student enrollment data include student enrollment in Encore/Exploratory classes, textbooks, classroom materials, and technology. Larger classes create challenges for differentiation, including accommodations, Title I and counseling services. In addition, change in enrollment data provides challenges with staffing and re-assigning staff on a year by year basis.

Student Demographic Data

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

Last 3 years of positive attendance data reflects a 96% attendance rate. This rate has been steady throughout the past 3 years. A rise in chronically absent students (14% to 16%) is a concern.

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?

2012/13 - 354 referrals, 26 suspensions, 0 expulsions

2013/14 - 494 referrals, 19 suspensions, 0 expulsions

2014/15 - 330 referrals, 8 suspensions, 0 expulsions

2015/16 - 285 referrals, 11 suspensions, 0 expulsions

The challenges identified are common behavioral expectations.

Student Demographic Data

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

The actions taken include Positive School Climate and review of our Title I services. We will be implementing the Early Warning System.

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?

Our staff experience includes twenty-six teachers with 10+ years of experience, five teachers with 5-10 years of experience, and five teachers with 1-4 years of experience. Our principal is in his 2nd year of principalship with over 10 years of experience in teaching and coaching. This impacts our student achievement positively by using best practices, collaboration, scope and sequence aligned with the Common Core Standards, Teaming, and Research-based strategies. Probationary teachers are supported through a mentorship program with veteran teachers.

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?

This impacts our student achievement positively by using best practices, collaboration, scope and sequence aligned with the Common Core Standards, Teaming, and Research-based strategies. Probationary teachers are supported through a mentorship program with veteran teachers.

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?

Professional Development Day Absences: 80

Sick Day/Personal Day Absences: 221

Our teachers are continually attending professional development days throughout the year to develop and improve instructional techniques and strategies. This will have a positive impact on student achievement. Our sick day absences are not impacting student achievement as they are low.

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?

Our teachers are continually attending professional development days throughout the year to develop and improve instructional techniques and strategies. This will have a positive impact on student achievement. Our sick day absences are not impacting student achievement as they are low.

Teacher/School Leader(s) Demographic Data

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

Actions that might be taken to address challenges include shared leadership and a focus on specific district-wide initiatives. Shared leadership includes multiple teachers which allows for less time out of the classroom and more buy-in from all staff.

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?

The strands/standards/indicators that stand out as strengths include safe, supportive environment and communication. Learning Environment, Vision for Learning, Safe and Supportive Environment and Communication Systems are areas that we have targeted as full implementation.

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?

The strand/standard/indicator that stands out as a challenge include Professional Learning Culture and System. Alignment, Data Analysis, Student Involvement in the Assessment Process, Purposeful Planning and Partnerships are areas we have identified as beginning implementation.

12. How might these challenges impact student achievement?

Student achievement is impacted by limited collaboration to analyze student data to inform instruction. Lack of curriculum alignment and student involvement in the assessment process, impacts 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.

Actions that will be taken include better documentation of meetings, formal Professional Learning Community goals, clear expectations for meetings and defined meeting times. Through the Marzano implementation and PARS Grant, we will look to address curriculum alignment, purposeful planning, common assessment development and student involvement to increase student achievement.

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?

We ensure that students with disabilities have access to intervention programs by offering a wide variety of intervention programs including SCOTS room, special education programs, ELO's, guided study, and links program.

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

School Improvement Plan

Kraft Meadows Middle School

The Extended Learning Opportunities for grades 6th through 8th, include Science Olympiad, Math Olympiad, Odyssey of the Mind, 8th Hour Program, Robotics, Student Council, National Junior Honor Society, Peer to Peer, FFA, AMBY, LEGION, ATYP, and high school credit classes.

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

The process for identifying students include placement testing, newsletters, student choice, teacher recommendation, and the Enrichment Office. Parents are notified through online communication, phone calls, emails and mailed communication.

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?

The evidence includes pacing guides, scope and sequence, teacher evaluation, team meeting minutes, common assessments, administrator evaluation, and student achievement data.

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.

We do not currently use the MIPHY.

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

Listening, across all three grade levels, has been consistently our highest discipline according to the 2015 M-STEP. We provide consistent support through MTSS, PARS Grant and our Title I program.

19b. Reading- Challenges

Our challenges, in reading, include research and inquiry, across all grade levels on the 2015 M-STEP.

19c. Reading- Trends

According to Discovery Education, students scores are trending up from beginning of the year to the end of the year over the past 3 school years.

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.

These challenges will be addressed by implementing a MTSS using reading interventions and PARS Grant. We will use reading interventions to provide supports for Tier II students. Teachers are currently being trained in reading strategies to support Tier I instruction.

20a. Writing- Strengths

Writing was the 2nd highest claim across the ELA assessment, in all three grade levels, according to the 2015 M-STEP. We were above the state and county average for the ELA assessment at all grade levels. We provide consistent support through MTSS, PARS Grant and our Title I program.

20b. Writing- Challenges

A major challenge is that we lack a common data system. Some of the tools used to gather the data need to be revised and checked for fidelity.

20c. Writing- Trends

A major challenge is that we lack a common data system. Some of the tools used to gather the data need to be revised and checked for fidelity.

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 Improvement Plan

Kraft Meadows Middle School

These challenges will be addressed by implementing a MTSS using writing interventions and PARS Grant. We will use writing interventions to provide supports for Tier II students. Core teachers are currently being trained in writing strategies to support Tier I instruction.

21a. Math- Strengths

Concepts and procedures, across all three grade levels, has been consistently our highest discipline according to the 2015 M-STEP. We provide consistent support through MTSS and our Title I program.

21b. Math- Challenges

Our challenges, in math, include communicating and reasoning and modeling and analysis, across all grade levels on the 2015 M-STEP.

21c. Math- Trends

According to Discovery Education, students scores are trending up from beginning of the year to the end of the year over the past 3 school years.

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.

These challenges will be addressed by implementing a MTSS using math interventions and PARS Grant. We will use math interventions to provide supports for Tier II students. Core teachers are currently being trained in math strategies to support Tier I instruction.

22a. Science- Strengths

Science Processes, in the 7th grade, was our highest discipline according to the 2015 M-STEP. We were above the state and county average for the Science assessment in the 7th grade. We provide consistent support through MTSS, PARS Grant and our Title I program.

22b. Science- Challenges

A major challenge is that we lack a common data system. Some of the tools used to gather the data need to be revised and checked for fidelity. Another challenge is aligning with the NGSS standards.

22c. Science- Trends

A major challenge is that we lack a common data system. Some of the tools used to gather the data need to be revised and checked for fidelity. Another challenge is aligning with the NGSS standards.

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.

These challenges will be addressed by implementing a MTSS using science interventions and PARS Grant. We will use science interventions to provide supports for Tier II students. Core teachers are currently being trained in science strategies to support Tier I instruction. Our school has teacher representation that has been serving on the District Science Team to transition and implement NGSS.

23a. Social Studies- Strengths

World History and Geography, in the 8th grade, has been consistently our highest discipline according to the 2015 M-STEP. We provide consistent support through MTSS, PARS Grant and our Title I program.

23b. Social Studies- Challenges

Our challenges, in history, include U.S. History and Economics, in the 8th grade on the 2015 M-STEP.

23c. Social Studies- Trends

A major challenge is that we lack a common data system. Some of the tools used to gather the data need to be revised and checked for fidelity.

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.

These challenges will be addressed by implementing a MTSS using social studies interventions and PARS Grant. We will use interventions to provide supports for Tier II students. Core teachers are currently being trained in strategies to support Tier I instruction.

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?

Variety of class offerings was the highest level of satisfaction among students.

24b. Student Perception Data

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

The lowest level of satisfaction among students was consistency in enforcing discipline.

24c. Student Perception Data

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

Implementation of Positive School Climate with consistent behavior expectations.

25a. Parent/Guardian Perception Data

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

The areas that indicate the overall highest level of satisfaction are school climate and preparing students to succeed at the next grade level.

25b. Parent/Guardian Perception Data

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

The area that has the lowest level of satisfaction is consistency in behavioral consequences.

25c. Parent/Guardian Perception Data

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

We will improve the parent/guardian satisfaction by implementing PSC to ensure common behavioral consequences.

26a. Teacher/Staff Perception Data

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

The highest level of satisfaction among teachers/staff is a safe, caring environment.

26b. Teacher/Staff Perception Data

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

The lowest area of satisfaction is consistency in behavioral consequences.

26c. Teacher/Staff Perception Data

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

We will improve the teacher/staff satisfaction by implementing PSC to ensure common behavioral consequences.

27a. Stakeholder/Community Perception Data

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

The areas that indicate the overall highest level of satisfaction are school climate and preparing students to succeed at the next grade level.

27b. Stakeholder/Community Perception Data

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

The area that has the lowest level of satisfaction is consistency in behavioral consequences.

27c. Stakeholder/Community Perception Data

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

School Improvement Plan

Kraft Meadows Middle School

The areas that indicate the overall highest level of satisfaction are school climate and preparing students to succeed at the next grade level.

Summary

28a. Summary

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

Based on our achievement data, our scores are above both the state and county scores.

Our strength of providing a positive, safe learning atmosphere, prepares students to be successful at the next grade level and enables them to gain in academic learning areas, as evidenced by achievement in standardized testing.

A major challenge is that we lack a common data system. Some of the tools used to gather the data need to be revised and checked for fidelity.

28b. Summary

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

Clear and consistent expectations in both academic and behavioral domains will lead to higher student engagement, resulting in higher student achievement.

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?

These challenges will be addressed through MTSS (PSC), The Marzano Framework, PARS Grant and PLC.

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	These areas are tested 1-5 in the district. KMMS is a 6-8 building.	

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://www.calschools.org/kraft-meadows-ms/annual-education-reportschool-improvement-plan/	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	EDPs are completed using Career Cruising at KMMS.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	EDPs are developed and reviewed in Cal Careers classes.	

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	Non Discrimination statements and compliance are in the district policies and student handbook: http://www.calschools.org/downloads/kmms/student_handbook_-_kraft_20150827_080914_1.pdf	

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	Kelly Green Counselor Diversity Committee Advisor 9230 Kraft Avenue Caledonia, MI 49316 616.891.8649	

School Improvement Plan

Kraft Meadows Middle School

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No		

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

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

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment involved the School Improvement Team. The SIP team used data to determine the needs of our students at Kraft Meadows Middle School. The team reviewed goals, activities, perception data, objectives, set goals, strategies, and actions. Representatives from all four content areas are members of the school improvement team.

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

The needs assessment process used M-Step, Discovery ed, and classroom assessment data from all four content areas. We have identified incoming 6th graders based on 5th grade Title I end of year data. In addition, trimester grades and teacher recommendation data was used in determining at risk students. Due to the transition from 31a to a Title I school, the 31a staff reviewed this data to determine student eligibility. Additionally, the 31a staff used the Dynamic Indicator of Basic Literacy Skills (DIBELS) to determine 6th grade students eligibility for services and interventions.

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

Eligible students in 6-8 grades are selected by using the results on academic assessments such as Discovery Ed., M-Step, SRI, DIBELS (6th Grade), and teacher developed common assessments. Teacher recommendations are based on classroom observations, and informal classroom assessments.

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

Does not apply

Component 2: Services to Eligible Students

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

Title I educational services are coordinated with, and support the regular program. Through our MTSS process, Title I teachers attend team meetings, grade level meetings, and faculty meetings. General education classroom teachers also share information with the the Title I staff. Through dialogue and sharing reports, all teachers are made aware of the gains and needs of our Title I students. Both the core classroom program and the the Title I program benefit from this coordination. Title I services are offered in all four content areas five days a week through pull out and push in models.

Component 3: Incorporated Into Existing School Program Planning

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

Kraft Meadows Middle School annual School Improvement Plan is developed by our School Improvement Team who integrate feedback from the staff members they represent. School Improvement goals are developed by analyzing the effectiveness of our MTSS framework. Data from Tier I (all students) and Tiers 2-3 (Title I services and some special education services) drive overarching goals. From there, objectives and specific strategies and activities are developed to address our greatest areas of need.

Component 4: Instructional Strategies

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

Title I Part A program coordinates with and supports the regular education program by having the teachers in grade K-5 participate in the MTSS supplemental Tier 2 programming for children. As a part of our MTSS model, all students are a part of the general education teachers classroom for core instruction. Each grade level has a 48 minute Encore Class for reading where Title I interventionists supplement instruction during this time. The Title I team and teachers take part in data collecting and reviewing the data in data meetings every 12 weeks. The teacher is able to incorporate the skills needed by the child into other areas during the school day. The data is used to group students into specific deficit skill groups to be delivered during supplemental service time and to find ways to differentiate instruction. Specific strategies used include Phonics and Fluency based interventions. Comprehension and vocabulary groups are made to help students work toward achieving grade level content expectations in science and social studies. Title I students can also come before or after school for two hours per week to work on deficient skills.

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

Kraft Meadows intervention programs are based upon proven research based methods. In reading, we include phonics based instruction as well as comprehension, vocabulary and fluency methods using 95% group's scripted skill program. In science and social studies, scripted vocabulary and comprehension strategies are addressed in non-fiction text. Additional supplementary instruction for Title I students beyond the core occur 5 days a week for a minimum of 48 minute blocks. All Title I students are provided with explicit, systematic instruction which is a research component of the MTSS framework.

Extended Learning Opportunity is provided after school, 2 days a week for 1 hour for Title I students. During the school day, 48 minute intervention blocks supplement student learning for students who are not meeting state standards through various research based instructional strategies.

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

At Kraft Meadows Middle School, we choose to use some of our Title I funds for eligible students in the four content areas in an extended learning opportunity after school for two days a week.

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

All students at Kraft Meadows participate fully within all four content areas. Through our MTSS process, Tier 2 and Tier 3 students are provided supplemental research based instruction while other students are provided instructional opportunities during our 48 minute Encore class. The building schedule is developed in such a manner that the core and intervention blocks do not occur at the same time to ensure

that all students are receiving core and supplemental instruction.

Component 5: Title I and Regular Education Coordination

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

Every 12 weeks, Kraft Meadows Middle School has data meetings with Intervention Specialists, general education staff, and principal. At this time, Tier 2 and Tier 3 student data is re-evaluated. Groups are formed and strategies are modified based on what the data suggests. Progress monitoring information, Intervention Specialist, Title I Para Professionals and general education teacher input is used when creating Tier 2 and Tier 3 groups. Based on the data, some students may exit Tier 2 and Tier 3 groups, while other students may be added.

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

Not applicable

Component 6: Instruction by Highly Qualified Staff

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

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

Component 7: High Quality and Ongoing Professional Development/Learning

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

Our teachers and principal are currently working with Kent ISD as part of the MiBLSi framework to develop a systematic Multi-Tiered System of Support as part of a 5 year plan for professional development. Staff will be trained on how to collect appropriate data, analyze data and identify at risk students for intervention support. All teachers are being trained in the Marzano Instructional Framework to support core instruction and differentiation for all students. Our district continues to provide ongoing professional development throughout the year such as Classroom Learning Labs.

The district MTSS coordinator has developed a professional development plan for all Title I para professionals for reading and is in the process of developing trainings for math, science and social studies. Ongoing professional development is provided for para professionals for new research based interventions, new tools, or additional staff through bi-monthly Title I meetings. The coordinator provides these trainings to paraprofessionals and also provides on-site coaching in the building. The principal and MTSS coordinator conduct Tier 2 and 3 Walkthroughs to collect quantitative data regarding fidelity checks.

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

The Title I District Coordinator and pupil services support personnel attend trainings offered by MAS/FPS, MDE and Kent IDS each year. Kraft Meadows is in the process of increasing parent learning opportunities and will be developing resources for parents through out the school year. Kraft Meadows will have an Educational and Informational night in the fall and spring for Title I families. Information about our programs are available on our building webpage for classroom instruction as well as Title I services.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	Additional Building trainings for Intervention Specialists and Paraprofessionals regarding Title I are also being developed and scheduled.	

Component 8: Strategies to Increase Parental Involvement

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

Parents are invited to review the Title I Compact. The Parent Compact is sent home each Fall and the classroom teachers will review the Compact with parents of children who qualify for Title I services. As we transition from 31a to Title I, our team will continue to develop a framework for parental involvement in the design of the Targeted Assistance Program.

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

Parents meet with Title I staff, the principal, and general education teacher representatives two times a year to discuss our Title I program throughout the year. We will continue to work towards developing ideas to help improve the effectiveness of parent involvement in the implementation of the Targeted Assistance Program.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Title I parents will be invited to ongoing school improvement meetings which include program evaluation components throughout the year.	

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

Through our Title I parent night we share materials and provide trainings to parents to work with their children at home.

5. Describe how the parent involvement activities are evaluated.

The Title I team will survey our Title I parents at the end of each school year. The team will meet three times per year to reflect on the survey and make program changes if needed.

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

Due to Kraft Meadows transitioning from a 31a program to a Title I program, our parent compact will be modeled after our Title I Elementary Parent Compact. The compact will be reviewed by our Title I parents, Title I team, principal, and general education staff. Necessary adjustments will be made to develop meaningful information to parents in a friendly and easy to understand format.

School Improvement Plan

Kraft Meadows Middle School

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	The School Level Parent Involvement Policy of Targeted Assistance Policy/Plan is reviewed each year by the District Title I Team and the building Title I team.	

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

When state and district assessment results are sent home a parent explanation letter is included. In addition, these results are discussed at parent-teacher conferences. Resources are available to translate information into appropriate language.

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

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

Not Applicable

Component 9: Coordination of Title I and Other Resources

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

Title 1 eligible students may utilize the Free/Reduced Lunch program. In our district, 31A funds are used to serve our non-Title school students. Kraft Meadows works with Dutton Elementary to coordinate services for eligible students as they transition to middle school.

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

Free/Reduced Lunch and breakfast are provided for eligible students per qualifying criteria. Through our Positive School Climate (MTSS) program, we will be teaching anti-bullying lessons, life skills and provide our students with appropriate services that are needed for individual students. Kraft Meadows also works with our high school and local churches to provide food and gifts to families in need.

Component 10: Ongoing Review of Student Progress

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

Once students are placed in Title I they are progress monitored every 6 weeks. DIBELS will be used to progress monitor 6th grade students. Discovery Ed. will be used to progress monitor students in 6-8 grades. Teacher developed progress monitoring assessments will also be used.

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

The Targeted Assisted Plan is reviewed three times per year during District Title I meetings. The TAP is also reviewed and revised as part of the School Improvement Planning process. Program and student achievement will be used to determine effectiveness of services and adjustments will be made accordingly. The TAP will also be revised based upon input from parents and students. Kraft Meadow's staff will attend trainings on MTSS through Kent ISD and the TAP will be revised to reflect new knowledge gained through these trainings as well.

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

Caledonia Community Schools is in the third year of training on MTSS through Kent ISD and MiBLSi staff. Kraft will be implementing PSC during the 2015-16 school year. Teachers are being trained through this process to use data to identify students who require additional assistance. Teachers are also being trained in the Marzano Instructional Framework, which includes the use of scales and student self-monitoring of their progress toward learning targets.

Evaluation

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

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

Through the school improvement process, the Title I team will review and evaluate the implementation of the Targeted Assistance Program.

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

At least three times per year, our school will analyze the results from DIBELS (6th grade), SRI, M-Step, and Discovery Education to evaluate the effectiveness of our targeted assistance programs and student needs.

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

At this time we use information from DIBELS (6th grade) and Discovery Ed. (6-8) to determine how many students are identified as "intensive need" have progressed to benchmark expectation. At the end of the school year, we will evaluate all data sources to determine if our Targeted Assistance program has been effective in increasing the achievement of eligible students.

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

Kraft Meadows regularly monitors the implementation of, and results achieved by, the SIP by using data from the M-STEP and various progress monitoring assessments. The objectives are reviewed at staff meetings and other professional collaboration opportunities. The progress monitoring and MSTEP results will be reviewed at Title I meetings to be sure that each student is showing growth trend that will allow him/her to obtain academic achievement. The results of the Program Evaluation will be used in these various settings to revise the plan to ensure continuous improvement for our Title I students.

Kraft Meadows 2016-2017 School Improvement Plan

Overview

Plan Name

Kraft Meadows 2016-2017 School Improvement Plan

Plan Description

Goals, Objectives, Strategies, Activities

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: 1 Activities: 4	Academic	\$58329
2	All students will be proficient in Reading.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$72120
3	All students will be proficient in Writing	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$45429
4	All teachers will implement Professional Learning Communities.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$2055
5	We will implement a Multi-Tiered System of Supports.	Objectives: 2 Strategies: 2 Activities: 6	Organizational	\$12900
6	All teachers will implement the Marzano Instructional Framework.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$3898
7	All students will be proficient in Science.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$58329
8	All students will be proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$58329

Goal 1: All students will be proficient in Math.

Measurable Objective 1:

73% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency mathematics in Mathematics by 06/08/2018 as measured by M-Step.

Strategy 1:

Best Practices - Math teachers will continue to use best practices while implementing the McGraw Hill ConnectEd math program.

Category: Mathematics

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

All Kinds of Minds, www.allkindsofminds.org

2 year Collaborative Study: by Maylyn Leinenbach and Anne Raymond.

KISD research provided at common core training.

Tier: Tier 1

Activity - Grade Level/Content Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level Teams of Teachers will meet at least three times during the school year to collaboratively review scoring and data results. Using data, teachers will monitor and adjust instruction to accommodate interventions where needed.	Professional Learning	Tier 1	Implement	09/08/2015	06/09/2017	\$0	No Funding Required	Principal, Math teachers, Resource Room Teachers

Status	Progress Notes	Created On	Created By
Completed	While we will continue to collaborate among math teachers, implementation of the Common Core and pacing guides have been completed.	May 16, 2014	Becky Sowerby

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

Kraft Meadows Middle School

Teachers will review data to identify students with challenges in math. Students will be assigned appropriate interventions. meeting benchmarks. Interventions may include small group instruction, tutoring, guided study, course recovery, and summer school. This may also include RTI and prevention models.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/09/2017	\$45429	Title I Part A	Title I staff, Principal, Teachers
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Activity - Resource Alignment with Pacing Guide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor alignment of new math resource with CCSS aligned pacing guides and assessments.	Curriculum Development	Tier 1	Monitor	09/08/2015	06/09/2017	\$0	No Funding Required	Teachers, Principal

Activity - PARS Grant Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue training to learn and implement best practices through PARS training.	Academic Support Program, Behavioral Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$12900	Other	Principal, 6th and 7th grade teachers

Goal 2: All students will be proficient in Reading.

School Improvement Plan

Kraft Meadows Middle School

Measurable Objective 1:

73% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Reading in English Language Arts by 06/08/2018 as measured by M-Step.

Strategy 1:

Best Practice - Teachers/Staff will implement strategies that focus on students becoming active readers based on best practices.

Category: English/Language Arts

Research Cited: 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.

Gallagher, K. Readicide: How School Are Killing Reading and What You Can Do About It: 2009. Stenhouse Publishers.

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).

Hattie, John. "Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement." (2008)

Tier: Tier 1

Activity - Grade Level Problem Solving Trainings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level Teams of Teachers will meet at least three times during the school year to collaboratively review scoring and data results. Using data, teachers will monitor and adjust instruction to accommodate interventions where needed.	Academic Support Program, Behavioral Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	ELA Teachers

Status	Progress Notes	Created On	Created By
Completed	Alignment activities completed.	May 16, 2014	Becky Sowerby

School Improvement Plan

Kraft Meadows Middle School

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 challenges in reading. Students will be assigned appropriate interventions.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/09/2017	\$45429	Title I Part A	Principal, Title I Staff, and Teachers

Activity - Extended School Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will provide qualifying students an extended school day (guided study) for reading interventions.	Academic Support Program	Tier 2	Implement	09/08/2015	06/09/2017	\$13791	Title I Part A	Teachers, Paraprofessionals, Principal

Activity - PARS Grant Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue training to learn and implement best practices through PARS training.	Academic Support Program, Behavioral Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/14/2019	\$12900	Other	All teachers

School Improvement Plan

Kraft Meadows Middle School

Activity - Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning labs will provide peer professional development in reading/instructional strategies across content areas.	Academic Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Title II Part A	Teachers, Principal, Curriculum Director

Goal 3: All students will be proficient in Writing

Measurable Objective 1:

73% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Writing in English Language Arts by 06/08/2018 as measured by M-Step.

Strategy 1:

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

Category: English/Language Arts

Research Cited: Atwell, N. (1999) In the middle: New understandings about writing, reading, and learning. (2nd ed.). Portsmouth, NH: Boynton & Cook Publishers.

Hattie, John. "Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement." (2008)

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

Hattie, John. "Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement." (2008)

Tier: Tier 1

Activity - Implementation of Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Kraft Meadows Middle School

Teachers will use common pre-test and post test assessments in writing, in conjunction with the CCSS.	Professional Learning	Tier 1	Implement	09/08/2015	06/09/2017	\$0	No Funding Required	Principal and Teachers
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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 challenges in writing. Students will be assigned appropriate interventions.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/09/2017	\$45429	Title I Part A	Principal, Teachers and Title I staff

Activity - PARS Grant Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue training to learn and implement best practices through PARS training.	Academic Support Program, Behavioral Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	09/08/2015	06/09/2017	\$0	General Fund	Principal and Teaching Staff.

Activity - MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum Director will introduce teachers to the MAISA writing units to determine if future professional development in this area is needed.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/09/2017	\$0	No Funding Required	Curriculum Director, Language Arts Teachers

Goal 4: All teachers will implement Professional Learning Communities.

Measurable Objective 1:

collaborate to develop a Professional Learning Community. by 06/10/2016 as measured by having a plan by the end of the 2016/2017 school year for implementing Professional Learning Communities..

Strategy 1:

Implementing Best Practice - Study and research the DuFours' work on Professional Learning Communities.

Category: School Culture

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

Tier: Tier 1

Activity - Develop PLC Implementation Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Leadership Team and other staff will develop a written plan & PLC form to implement Professional Learning Communities.	Professional Learning	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	All Staff

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to participate in classroom learning labs.	Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/09/2017	\$2055	Title II Part A	Teachers, Principal

Goal 5: We will implement a Multi-Tiered System of Supports.

Measurable Objective 1:

collaborate to improve the PSC system in the 2016/2017 school year. by 06/09/2017 as measured by our TFI and SET data..

Strategy 1:

School-Wide Implementation - We will focus on the expectations and implementation throughout the entire school staff.

Category: Learning Support Systems

Research Cited: Bohanon, H., Goodman, S., McIntosh, K. (2009). Integrating behavior and academic supports within an Rtl framework: General overview. Retrived August 17, 2006, from <http://www.rtinetwork.org/learn/behavior/integrating-behavior-and-academic-supports-general-overview>

McIntosh, K., Horner, R. H., Chard, D. J., Dickey, C. R., & Braun, D. H. (2008). Reading skills and function of problem behavior in typical school settings. Journal of Special Education.

Preciado, J. A., Horner, R. H., Scott K. Baker, S. K. (2009). Using a Function-Based Approach to Decrease Problem Behaviors and Increase Academic Engagement for Latino English Language Learners. The Journal of Special Education, 42, 227-240.

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

Stewart, R. M., Benner, G. J., Martella, R. C., and Marchand-Martella, N. E. (2007). Three-tier models or reading and behavior: A research review. Journal of Positive Interventions, 9, 239-252.

Hattie, John. "Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement." (2008)

Tier: Tier 1

Activity - Positive School Climate Leadership Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Kraft Meadows Middle School

The Positive School Climate Leadership Team will meet 3 times a year, developing a new meeting protocol and focusing on communication throughout the school.	Behavioral Support Program, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	The PSC Leadership Team
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Activity - Re-Teaching Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will re-teach the School Wide Expectations, modeling and reviewing behavior data.	Behavioral Support Program, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	All teachers and staff.

Activity - Check In/Check Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific students on Tier II will participate in a Check In/Check Out process.	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	School counselors, Student Support Center, and select staff.

Activity - Early Warning System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Kraft Meadows Middle School

Teachers will use the Early Warning System to identify students that are at risk of failure at the high school level.	Academic Support Program, Behavioral Support Program, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	All staff.
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Activity - Supplemental Counseling Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KMMS Counselor will work with students who are identified through the Title I process to need additional social and emotional supports. The counselor will work with students in small groups and/or individually.	Behavioral Support Program	Tier 2	Implement	01/29/2016	06/09/2017	\$0	Title I Part A	Counselor, principal.

Measurable Objective 2:

collaborate to implement best practices in the classroom by using strategies from the Promoting Adolescent Reading Strategies Grant. by 06/14/2019 as measured by fidelity data as collected by the PARS Coach..

Strategy 1:

PARS Grant Training - Teachers in grades 6 and 7 will attend training sponsored by the U.S. Department of Education to learn best practices to use across all curricular areas.

Category: Learning Support Systems

Research Cited: Bohanon, H., Goodman, S., McIntosh, K. (2009). Integrating behavior and academic supports within an Rtl framework: General overview. Retrived August 17, 2006, from <http://www.rtinetwork.org/learn/behavior/integrating-behavior-and-academic-supports-general-overview>

McIntosh, K., Horner, R. H., Chard, D. J., Dickey, C. R., & Braun, D. H. (2008). Reading skills and function of problem behavior in typical school settings. Journal of Special Education.

Preciado, J. A., Horner, R. H., Scott K. Baker, S. K. (2009). Using a Function-Based Approach to Decrease Problem Behaviors and Increase Academic Engagement for Latino English Language Learners. The Journal of Special Education, 42, 227-240.

School Improvement Plan

Kraft Meadows Middle School

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

Stewart, R. M., Benner, G. J., Martella, R. C., and Marchand-Martella, N. E. (2007). Three-tier models of reading and behavior: A research review. *Journal of Positive Interventions*, 9, 239-252.

Hattie, John. "Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement." (2008)

Tier: Tier 1

Activity - PARS Grant Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 6 and 7 will attend training sponsored by the U.S. Department of Education to learn best practices to use across all curricular areas.	Academic Support Program, Behavioral Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/14/2019	\$12900	Other	6th and 7th Grade Teachers and Principal

Goal 6: All teachers will implement the Marzano Instructional Framework.

Measurable Objective 1:

demonstrate a proficiency in the Marzano Framework. by 06/10/2016 as measured by the Marzano Growth Plan for Teachers..

Strategy 1:

Best Practice - All staff will continue to implement best practices in the classroom to meet the needs of students at all levels using the Marzano Instructional Framework.

Category: Other - Teaching and Learning

School Improvement Plan

Kraft Meadows Middle School

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

Tier: Tier 1

Activity - Marzano Framework Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attend Marzano Framework training.	Professional Learning	Tier 1	Implement	07/01/2014	06/09/2017	\$3898	Title II Part A	Principal, Teachers

Goal 7: 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 in Science by 06/08/2018 as measured by M-Step.

Strategy 1:

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

Category: Science

Research Cited: The Art and Science of Teaching; Marzano; January 2007. Professional Learning Communities at Work; Dufour and Eaker; 2006

Hattie, John. "Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement." (2008)

Tier: Tier 1

Activity - Vertical Content Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vertical Content Teams of Science Teachers will meet during the school year to collaboratively review curriculum alignment and data results.	Professional Learning	Tier 1	Implement	09/08/2015	06/09/2017	\$0	No Funding Required	Science teachers

School Improvement Plan

Kraft Meadows Middle School

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 challenges in science. Students will be assigned appropriate interventions.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/09/2017	\$45429	Title I Part A	Title I staff, Principal, Teachers

Activity - Next Generation Science Standards Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will prepare for the release of the NGSS. When released, alignment activities and development of pacing guides will begin.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	Teachers, Principal.

Activity - District Science Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A representative from Kraft Meadows will serve on the District Science Team to align the NGSS standards.	Academic Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Title II Part A	Principal and Teacher Representative

Activity - PARS Grant Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Kraft Meadows Middle School

Teachers will continue training to learn and implement best practices through PARS training.	Academic Support Program, Behavioral Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/14/2019	\$12900	Other	Teaching staff
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Goal 8: All students will be proficient in Social Studies.

Measurable Objective 1:

54% 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 in Social Studies by 06/08/2018 as measured by M-Step.

Strategy 1:

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

Category: Social Studies

Research Cited: Professional Learning Communities at Work; Dufour and Eaker; 2006 The Art and Science of Teaching; Marzano; January 2007.

Hattie, John. "Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement." (2008)

Tier: Tier 1

Activity - Content Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content teams of Social Studies Teachers will meet during the school year to collaboratively review curriculum and data results.	Professional Learning	Tier 1	Implement	09/08/2015	06/09/2017	\$0	No Funding Required	Social Studies Teachers

School Improvement Plan

Kraft Meadows Middle School

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 challenges in social studies. Students will be assigned appropriate interventions.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/09/2017	\$45429	Title I Part A	Title I staff, Principal, Teachers

Activity - PARS Grant Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue training to learn and implement best practices through PARS training.	Academic Support Program, Behavioral Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/14/2019	\$12900	Other	Teaching staff

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
Interventions	Teachers will review data to identify students with challenges in social studies. Students will be assigned appropriate interventions.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/09/2017	\$45429	Title I staff, Principal, Teachers
Extended School Day	We will provide qualifying students an extended school day (guided study) for reading interventions.	Academic Support Program	Tier 2	Implement	09/08/2015	06/09/2017	\$13791	Teachers, Paraprofessionals, Principal
Supplemental Counseling Supports	KMMS Counselor will work with students who are identified through the Title I process to need additional social and emotional supports. The counselor will work with students in small groups and/or individually.	Behavioral Support Program	Tier 2	Implement	01/29/2016	06/09/2017	\$0	Counselor, principal.
Interventions	Teachers will review data to identify students with challenges in writing. Students will be assigned appropriate interventions.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/09/2017	\$45429	Principal, Teachers and Title I staff
Interventions	Teachers will review data to identify students with challenges in reading. Students will be assigned appropriate interventions.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/09/2017	\$45429	Principal, Title I Staff, and Teachers
Interventions	Teachers will review data to identify students with challenges in science. Students will be assigned appropriate interventions.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/09/2017	\$45429	Title I staff, Principal, Teachers
Interventions	Teachers will review data to identify students with challenges in math. Students will be assigned appropriate interventions. meeting benchmarks. Interventions may include small group instruction, tutoring, guided study, course recovery, and summer school. This may also include RTI and prevention models.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/09/2017	\$45429	Title I staff, Principal, Teachers

Other

School Improvement Plan

Kraft Meadows Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PARS Grant Training	Teachers in grades 6 and 7 will attend training sponsored by the U.S. Department of Education to learn best practices to use across all curricular areas.	Academic Support Program, Behavioral Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/14/2019	\$12900	6th and 7th Grade Teachers and Principal
PARS Grant Training	Teachers will continue training to learn and implement best practices through PARS training.	Academic Support Program, Behavioral Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/14/2019	\$12900	Teaching staff
PARS Grant Training	Teachers will continue training to learn and implement best practices through PARS training.	Academic Support Program, Behavioral Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/14/2019	\$12900	All teachers
PARS Grant Training	Teachers will continue training to learn and implement best practices through PARS training.	Academic Support Program, Behavioral Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$12900	Principal, 6th and 7th grade teachers

School Improvement Plan

Kraft Meadows Middle School

PARS Grant Training	Teachers will continue training to learn and implement best practices through PARS training.	Academic Support Program, Behavioral Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/14/2019	\$12900	Teaching staff
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Marzano Framework Training	Attend Marzano Framework training.	Professional Learning	Tier 1	Implement	07/01/2014	06/09/2017	\$3898	Principal, Teachers
District Science Team	A representative from Kraft Meadows will serve on the District Science Team to align the NGSS standards.	Academic Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Principal and Teacher Representative
Classroom Learning Labs	Teachers will have the opportunity to participate in classroom learning labs.	Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/09/2017	\$2055	Teachers, Principal
Learning Labs	Learning labs will provide peer professional development in reading/instructional strategies across content areas.	Academic Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Teachers, Principal, Curriculum Director

General Fund

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

Kraft Meadows Middle School

PARS Grant Training	Teachers will continue training to learn and implement best practices through PARS training.	Academic Support Program, Behavioral Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	09/08/2015	06/09/2017	\$0	Principal and Teaching Staff.
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive School Climate Leadership Team	The Positive School Climate Leadership Team will meet 3 times a year, developing a new meeting protocol and focusing on communication throughout the school.	Behavioral Support Program, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	The PSC Leadership Team
Content Meetings	Content teams of Social Studies Teachers will meet during the school year to collaboratively review curriculum and data results.	Professional Learning	Tier 1	Implement	09/08/2015	06/09/2017	\$0	Social Studies Teachers
MAISA Writing Units	The Curriculum Director will introduce teachers to the MAISA writing units to determine if future professional development in this area is needed.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/09/2017	\$0	Curriculum Director, Language Arts Teachers
Resource Alignment with Pacing Guide	Monitor alignment of new math resource with CCSS aligned pacing guides and assessments.	Curriculum Development	Tier 1	Monitor	09/08/2015	06/09/2017	\$0	Teachers, Principal
Grade Level/Content Meetings	Grade Level Teams of Teachers will meet at least three times during the school year to collaboratively review scoring and data results. Using data, teachers will monitor and adjust instruction to accommodate interventions where needed.	Professional Learning	Tier 1	Implement	09/08/2015	06/09/2017	\$0	Principal, Math teachers, Resource Room Teachers

School Improvement Plan

Kraft Meadows Middle School

Grade Level Problem Solving Trainings	Grade Level Teams of Teachers will meet at least three times during the school year to collaboratively review scoring and data results. Using data, teachers will monitor and adjust instruction to accommodate interventions where needed.	Academic Support Program, Behavioral Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	ELA Teachers
Early Warning System	Teachers will use the Early Warning System to identify students that are at risk of failure at the high school level.	Academic Support Program, Behavioral Support Program, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	All staff.
Implementation of Common Assessments	Teachers will use common pre-test and post test assessments in writing, in conjunction with the CCSS.	Professional Learning	Tier 1	Implement	09/08/2015	06/09/2017	\$0	Principal and Teachers
Develop PLC Implementation Plan	Building Leadership Team and other staff will develop a written plan & PLC form to implement Professional Learning Communities.	Professional Learning	Tier 1	Implement	09/02/2014	06/09/2017	\$0	All Staff
Check In/Check Out	Specific students on Tier II will participate in a Check In/Check Out process.	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$0	School counselors, Student Support Center, and select staff.
Re-Teaching Expectations	Teachers and staff will re-teach the School Wide Expectations, modeling and reviewing behavior data.	Behavioral Support Program, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	All teachers and staff.
Next Generation Science Standards Preparation	Teachers will prepare for the release of the NGSS. When released, alignment activities and development of pacing guides will begin.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	Teachers, Principal.
Vertical Content Meetings	Vertical Content Teams of Science Teachers will meet during the school year to collaboratively review curriculum alignment and data results.	Professional Learning	Tier 1	Implement	09/08/2015	06/09/2017	\$0	Science teachers