

School Improvement Plan 17-18

Kraft Meadows Middle School

Caledonia Community Schools

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Overview

Plan Name

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Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in Math.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$58329
2	All students will be proficient in Reading.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$73492
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	\$469
5	We will implement a Multi-Tiered System of Supports.	Objectives: 2 Strategies: 3 Activities: 9	Organizational	\$71476
6	All teachers will implement the Marzano Instructional Framework.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$886
7	All students will be proficient in Science.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$63604
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	06/08/2018	\$0	No Funding Required	Principal, Math teachers, Resource Room Teachers

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 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

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	06/08/2018	\$0	No Funding Required	Teachers, Principal

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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.	Technology, Behavioral Support Program, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	09/06/2016	06/08/2018	\$12900	Other	Principal, 6th and 7th grade teachers

Goal 2: All students will be proficient in Reading.

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
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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.	Technology , Behavioral Support Program, Teacher Collaborati on, Professiona l Learning, Academic Support Program	Tier 1	Implement	09/06/2016	06/08/2018	\$0	No Funding Required	ELA Teachers
Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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	06/08/2018	\$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 Responsibl e
We will provide qualifying students an extended school day (guided study) for reading interventions.	Academic Support Program	Tier 2	Implement	09/08/2015	06/08/2018	\$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 Responsibl e
Teachers will continue training to learn and implement best practices through PARS training.	Technology , Behavioral Support Program, Teacher Collaborati on, Professiona l Learning, Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2019	\$12900	Other	All teachers
Activity - Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

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Learning labs will provide peer professional development in reading/instructional strategies across content areas.	Technology, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Title II Part A	Teachers, Principal, Curriculum Director
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Activity - NWEA/MAPS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to implement the NWEA assessment three times during the school year. Teachers will be trained to analyze data and use that data to drive instruction.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/08/2018	\$1372	Title II Part A	Teaching Staff

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
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	06/08/2018	\$0	No Funding Required	Principal and Teachers

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	06/08/2018	\$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.	Technology, Behavioral Support Program, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	09/08/2015	06/08/2018	\$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	06/08/2018	\$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

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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	06/08/2018	\$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	06/08/2018	\$469	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:

Implement Best Practice - We will implement our school-wide PSC plan.

Category:

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

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Activity - PSC Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PSC Team will attend MTSS trainings on Grade Level Problems, Data Review and Tier II Interventions.	Professional Learning	Tier 1	Implement	09/08/2015	06/08/2018	\$1792	Title II Part A	Teachers, Staff, Principal
Activity - PSC Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PSC Team will support staff as they learn and implement the Behavior Matrix. The PSC Team will collect data to guide the fidelity of the program.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/08/2018	\$1792	Title II Part A	All staff

Strategy 2:

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 RtI 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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The Positive School Climate Leadership Team will meet 3 times a year, developing a new meeting protocol and focusing on communication throughout the school.	Technology , Behavioral Support Program, Teacher Collaborati on	Tier 1	Implement	09/06/2016	06/08/2018	\$0	No Funding Required	The PSC Leadership Team
Activity - Re-Teaching Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers and staff will re-teach the School Wide Expectations, modeling and reviewing behavior data.	Technology , Behavioral Support Program, Teacher Collaborati on	Tier 1	Implement	09/06/2016	06/08/2018	\$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 Responsibl e
Specific students on Tier II will participate in a Check In/Check Out process.	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/08/2018	\$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 Responsibl e
Teachers will use the Early Warning System to identify students that are at risk of failure at the high school level.	Technology , Behavioral Support Program, Teacher Collaborati on, Academic Support Program	Tier 1	Implement	09/06/2016	06/08/2018	\$0	No Funding Required	All staff.
Activity - Supplemental Counseling Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

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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	06/08/2018	\$24396	Title I Part A	Counselor, principal.
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Activity - Paraprofessional Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I paraprofessional will be trained and assist in the delivering of interventions.	Academic Support Program	Tier 2	Implement	09/01/2016	06/08/2018	\$30596	Title I Part A	Paraprofessional & Classroom Teachers

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.

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

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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.	Technology , Behavioral Support Program, Teacher Collaborati on, Professiona l Learning, Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2019	\$12900	Other	6th, 7th, 8th Grade Teachers and Principal
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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

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	06/08/2018	\$886	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

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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 new curriculum alignment and data results.	Professional Learning	Tier 1	Implement	09/08/2015	06/08/2018	\$0	No Funding Required	Science teachers
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	06/08/2018	\$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. Alignment activities and development of pacing guides will begin.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/08/2018	\$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.	Technology, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	09/06/2016	06/08/2018	\$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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Teachers will continue training to learn and implement best practices through PARS training.	Technology , Behavioral Support Program, Teacher Collaborati on, Professiona l Learning, Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2019	\$12900	Other	Teaching staff
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Activity - VanAndel Institute Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responibl e
Teachers will receive the opportunity to attend science curriculum training through the VanAndel Institute.	Curriculum Developme nt	Tier 1	Getting Ready	09/01/2016	06/08/2018	\$5275	Title II Part A	Science Teachers

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 Responibl e
Content teams of Social Studies Teachers will meet during the school year to collaboratively review curriculum and data results.	Professiona l Learning	Tier 1	Implement	09/08/2015	06/08/2018	\$0	No Funding Required	Social Studies 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 social studies. Students will be assigned appropriate interventions.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/08/2018	\$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.	Technology, Behavioral Support Program, Teacher Collaboration, Professional Learning, Academic Support Program	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

Other

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

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PARS Grant Training	Teachers will continue training to learn and implement best practices through PARS training.	Technology , Behavioral Support Program, Teacher Collaborati on, Professiona l Learning, Academic Support Program	Tier 1	Implement	09/06/2016	06/08/2018	\$12900	Principal, 6th and 7th grade teachers
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.	Technology , Behavioral Support Program, Teacher Collaborati on, Professiona l Learning, Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2019	\$12900	6th, 7th, 8th Grade Teachers and Principal

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsibl e
PARS Grant Training	Teachers will continue training to learn and implement best practices through PARS training.	Technology , Behavioral Support Program, Teacher Collaborati on, Professiona l Learning, Academic Support Program	Tier 1	Implement	09/08/2015	06/08/2018	\$0	Principal and Teaching Staff.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsibl e
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Classroom Learning Labs	Teachers will have the opportunity to participate in classroom learning labs.	Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/08/2018	\$469	Teachers, Principal
PSC Coaching	The PSC Team will support staff as they learn and implement the Behavior Matrix. The PSC Team will collect data to guide the fidelity of the program.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/08/2018	\$1792	All staff
District Science Team	A representative from Kraft Meadows will serve on the District Science Team to align the NGSS standards.	Technology, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	09/06/2016	06/08/2018	\$0	Principal and Teacher Representative
Marzano Framework Training	Attend Marzano Framework training.	Professional Learning	Tier 1	Implement	07/01/2014	06/08/2018	\$886	Principal, Teachers
PSC Training	The PSC Team will attend MTSS trainings on Grade Level Problems, Data Review and Tier II Interventions.	Professional Learning	Tier 1	Implement	09/08/2015	06/08/2018	\$1792	Teachers, Staff, Principal
VanAndel Institute Training	Teachers will receive the opportunity to attend science curriculum training through the VanAndel Institute.	Curriculum Development	Tier 1	Getting Ready	09/01/2016	06/08/2018	\$5275	Science Teachers
NWEA/MAPS Training	Teachers will be trained to implement the NWEA assessment three times during the school year. Teachers will be trained to analyze data and use that data to drive instruction.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/08/2018	\$1372	Teaching Staff
Learning Labs	Learning labs will provide peer professional development in reading/instructional strategies across content areas.	Technology, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Teachers, Principal, Curriculum Director

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 reading. Students will be assigned appropriate interventions.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/08/2018	\$45429	Principal, Title I Staff, and Teachers

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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	06/08/2018	\$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	06/08/2018	\$24396	Counselor, principal.
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	06/08/2018	\$45429	Title I staff, 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	06/08/2018	\$45429	Title I staff, Principal, Teachers
Paraprofessional Intervention Support	Title I paraprofessional will be trained and assist in the delivering of interventions.	Academic Support Program	Tier 2	Implement	09/01/2016	06/08/2018	\$30596	Paraprofessional & Classroom Teachers
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	06/08/2018	\$45429	Principal, Teachers and Title I staff
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

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.	Technology, Behavioral Support Program, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/08/2018	\$0	The PSC Leadership Team

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Early Warning System	Teachers will use the Early Warning System to identify students that are at risk of failure at the high school level.	Technology , Behavioral Support Program, Teacher Collaborati on, Academic Support Program	Tier 1	Implement	09/06/2016	06/08/2018	\$0	All staff.
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.	Professiona l Learning	Tier 1	Implement	09/08/2015	06/08/2018	\$0	Principal, Math teachers, Resource Room Teachers
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	06/08/2018	\$0	School counselors, Student Support Center, and select staff.
Next Generation Science Standards Preparation	Teachers will prepare for the release of the NGSS. Alignment activities and development of pacing guides will begin.	Curriculum Developme nt	Tier 1	Getting Ready	09/08/2015	06/08/2018	\$0	Teachers, Principal.
Develop PLC Implementation Plan	Building Leadership Team and other staff will develop a written plan & PLC form to implement Professional Learning Communities.	Professiona l Learning	Tier 1	Implement	09/02/2014	06/08/2018	\$0	All Staff
Re-Teaching Expectations	Teachers and staff will re-teach the School Wide Expectations, modeling and reviewing behavior data.	Technology , Behavioral Support Program, Teacher Collaborati on	Tier 1	Implement	09/06/2016	06/08/2018	\$0	All teachers and staff.
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.	Technology , Behavioral Support Program, Teacher Collaborati on, Professiona l Learning, Academic Support Program	Tier 1	Implement	09/06/2016	06/08/2018	\$0	ELA Teachers
Resource Alignment with Pacing Guide	Monitor alignment of new math resource with CCSS aligned pacing guides and assessments.	Curriculum Developme nt	Tier 1	Monitor	09/08/2015	06/08/2018	\$0	Teachers, Principal

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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	06/08/2018	\$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	06/08/2018	\$0	Curriculum Director, Language Arts Teachers
Vertical Content Meetings	Vertical Content Teams of Science Teachers will meet during the school year to collaboratively review new curriculum alignment and data results.	Professional Learning	Tier 1	Implement	09/08/2015	06/08/2018	\$0	Science teachers
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	06/08/2018	\$0	Principal and Teachers