



# **School Improvement Plan**

**Ashley Middle School**

**Ashley Community Schools**

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## **Introduction**

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

# 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. <br><br> 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?**

Ashley Middle school has around 100 students. There are 6 middle school teachers to work with grades 5-8. The school district of Ashley covers approximately 58 square miles and includes property in both Gratiot and Saginaw counties. Ashley is a bedroom community with virtually no industrial tax base. Many Ashley residents travel to nearby cities or to Lansing to work in automobile assembly or automotive related work centers. The tax base does consist primarily of agricultural activities, most of it farming, State game area, and small businesses. Over the last three years, the enrollment has slightly declined. Families have continued to need to move away from the district to find valid employment. The school has lost in-district students to other districts due to programs not offered in Ashley. To attract students from other districts and to bring back students, the school continues to find ways to improve instruction to meet each student at an individual level. With a smaller atmosphere, staff members are able to ensure all students are supported fully. We have primarily Caucasian students with over 60% of the students being free and reduced. One of the Middle school staff members have over 15 years of experience in the district. 3 have close to ten years of experience and 2 staff members are coming into their first year in the district. The school and district is very small in comparison to most. With this, the school is extremely close and both students and staff look out for others. This enables a positive "family" environment. This is can also be a challenge. Staff are forced to wear many hats and some programs are not able to be offered because of limited resources.

## **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**

Ashley Middle School, with support from parents and community members, will become the school of choice for all students in central Michigan. This will be accomplished through a dedication to excellence, a consistent and sustained process of improvement, and through continued support from the community and regional educational support agencies.

### **Mission Statement**

By motivating those involved in the educational process, we will actively engage in Ashley Schools' scholastic, academic and community efforts to enhance the social, emotional, physical and intellectual well being of our students and community. Through communication and the learning process, we will encourage a healthy respect for the responsibilities involved in citizenship and develop the maximum potential of each individual.

### **Beliefs Statement**

We at Ashley Middle School believe that all students can learn. Given this, and given that we refuse to give up on any student for any reason, believe that it is our solemn duty to mold all of our students into productive members of our society. To this end, we believe an emphasis on the basics, reading, writing, and arithmetic is essential, as well as creating an educational environment that is rooted in personal responsibility and empathy for others.

## **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.**

Ashley Middle School has "Beat the Odds" according to the State of Michigan three out of the last four years for achieving high academic success in light of barriers to the contrary. We have continually scored towards the top of the region in reading. The school has improved in the area of data collection insuring instructional decisions are based on data analyzed. The school is developing a standards based report card to better communicate what is expected of all students. To improve writing achievement, the school will continue to implement the 6 + 1 writing program which allows for common vocabulary.

Additionally, the Michigan Department of Education has recognized Ashley Middle School as a lime green color status in the Accountability Scorecard rating for the 2013-2014 school year.

## **Additional Information**

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

Ashley Middle School has a phenomenal staff that works tirelessly to ensure that all students are fully supported. The small atmosphere allows for effective communication among all stakeholders. This communication ensures that the staff truly "know" their students and needs accordingly. These relationships the staff build with the students allow for them to continue to challenge the students academically thus improving student academic achievement.

# **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.**

The process of engaging our stakeholders is vital to Ashley High School 's continuing growth and development. Therefore, information regarding the focus of the school improvement meetings were sent home. Stakeholders were invited and encouraged to contact the school administrators, at which time roles were discussed. Meetings were held to accommodate stakeholders schedules.

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

The stakeholders who participated were parents, administrators, teachers and small business owners in the area. Individuals were encouraged to express ideas, thoughts and concerns to help with the implementation of goals and objectives to improve the school.

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

The plan will be posted on the Ashley Community School website, presented at parent meetings and teachers will continue to review and implement goals.

# 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, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (\*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

## **Student Enrollment Data**

### **How do student enrollment trends affect staffing?**

Ashley Middle School needs to continue to address the concerns that are causing students to leave the district. Moreover, we need to find ways to attract students to our area and school district.

### **How do student enrollment trends affect staff recruitment?**

Ashley Middle School staff members demonstrate loyalty and remain with the district throughout their career. This loyalty is extended to new staff members. Current staff members serve as mentors to new teachers and enfold them into the school culture. Two new teachers have joined the Middle School Staff. They have joined the team flawlessly and provide valuable perspectives and insight to the team.

### **How do student enrollment trends affect budget?**

Like many other Michigan schools, budget impacts access to resources and materials. However, personnel is the greatest resource for Ashley Middle school students. It is with the dedicated teachers, support staff members and the school principal, budget challenges are mitigated.

### **How do student enrollment trends affect resource allocations?**

Aside from personnel costs, Ashley Middle school receives limited allocations for supplies and materials. However, staff members are resourceful in acquiring grant funds to implement classroom enhancements and opportunities for students. Supportive parent and community groups provide additional revenues for classroom teachers to use to enrich the elementary program.

### **How do student enrollment trends affect facility planning and maintenance?**

Ashley Middle School has adequate space for serving students. With around 100 students enrolled in 5-8th grade, the building easily houses the number of students and staff members.

### **How do student enrollment trends affect parent/guardian involvement?**

Ashley Middle school fosters a rich family involvement environment. Due to its small size, communication with families and parents is conducted regularly. Parents and guardians involved in the school enjoy the invitational atmosphere.

### **How do student enrollment trends affect professional learning and/or public relations?**

Ashley Middle School staff members focus on their professional learning. It is the goal and objective of personnel to ensure that all students are achieving. It is through identified professional learning that Ashley Middle school continues implementing research based best practices.

### **What are the challenges you noticed based on the student enrollment data?**

Total enrollment for Ashley Middle School and the entire school district remains a concern. However, it is through dedicated service to Ashley Middle school students and their families that enrollment will remain steady for grades 5-8.

### **What action(s) will be taken to address these challenges?**

Ashley Middle School staff members will focus on improving communication with parents and family members.

### **What are the challenges you noticed based on student attendance?**

Due to the relatively small class sizes at Ashley Middle School when students begin to indicate a pattern of erratic attendance, families are quickly contacted.

### **What action(s) will be taken to address these challenges?**

Ashley Middle school needs to continue the essential habit of communicating with and educating parents/guardians. School attendance has a direct correlation to student achievement and success.

## **Student Achievement Data for All Students**

This area includes data questions.

### **Which content area(s) indicate the highest levels of student achievement?**

Ashley Middle School's trend data indicates the highest levels of achievement are in the areas of Reading, Science and Social Studies as compared to the statewide achievement scores. In the 2013-14 testing window the 7th and 8th grade tested at or higher than the state average in Math, Science and Reading.

### **Which content area(s) show a positive trend in performance?**

In the 2012-2013 testing window, Ashley Middle School has seen a positive trend in the area of mathematics in the 7th and 8th grade. Again in the 2013-14 testing window the 7th and 8th grade students tested at or higher in the area of Reading, Math and Science. The positive trend noticed in the area of Mathematics is important feedback as the middle school staff continues to make curriculum adjustments.

### **In which content area(s) is student achievement above the state targets of performance?**

Ashley Middle School exceeded state averages in a variety of curricular areas in the 2012-2013 testing year. For instance, in the area of Science 5th and 8th grade students surpassed state targets. Also, in the area of reading 6th grade and 8th grade students have exceeded state target performance. Additionally, 8th grade student achievement exceeded in the area of Mathematics.

The Ashley Middle School exceeded in state targets in the following curricular areas in the 2013-14 testing window. The 5th and 8th grade students surpassed the state average in reading. The 6th grade students exceeded the state average in Social Studies. The 7th and 8th grade students surpassed the state average in mathematics. Also, the 8th grade surpassed the state average in the area of Science.

### **What trends do you notice among the top 30% percent of students in each content area?**

In the 2012-2013 testing window, the top 30% of students at Ashley Middle School 74% of the of the student maintained, improved or significantly improved in the are of reading. Additionally, those individuals in the top 30%: 90% of the students either maintained or improved in the area of Math.

In the 2013-14 testing window, the top 30% of students in the Ashley Middle School 100% of the students maintained or improved in the area of Math. In the area of reading, 90% of the students either maintained or improved test scores from the previous year.

### **What factors or causes contributed to improved student achievement?**

Ashley Middle School teachers are focusing on using formative and summative assessment data in order to differentiate instruction. Additionally, the small classroom size allows for more individual instruction allowing for a more supportive academic environment.

### **How do you know the factors made a positive impact on student achievement?**

The student achievement results have either improved or maintained.

### **Which content area(s) indicate the lowest levels of student achievement?**

Science and Writing are the areas of lowest student achievement.

### **Which content area(s) show a negative trend in achievement?**

Ashley Middle school has noticed a negative trend in the area of Social Studies and Writing. However, it should be noted due to the small class sizes, the percent proficient numbers fluctuate significantly. Student scores could count anywhere from 5-10%.

### **In which content area(s) is student achievement below the state targets of performance?**

Ashley Middle School has noticed in the areas of Math and Writing to be below state targets. The staff has been working diligently to analyze data to identify the areas of instruction where students need additional support.

### **What trends do you notice among the bottom 30% of students in each content area?**

Although still above the state target one student performance, many students declined in the area of Reading. Also, in the area of Mathematics 66% of those students identified in the bottom 30% either improved or maintained in their performance level.

In the 2013-14 testing window, those students who tested in the bottom 30% were identified. In the curricular area of Math 90% students demonstrated growth however still were identified as Not proficient. In the are of Reading 60% of the students either maintained or improved their performance. However 40% declined in their performance level. The instructional staff has analyzed these trends and are implementing strategies to provided more academic support.

### **What factors or causes contributed to the decline in student achievement?**

Due to the size of Ashley Middle School, the size of the class being tested directly impacts the student achievement data. A students test score can have a 5-10% impact on the overall grades results.

### **How do you know the factors made a negative impact on student achievement?**

In the Ashley Middle School each students achievement results constitute between 5-10% of the over all group data.

**What action(s) could be taken to address achievement challenges?**

Ashley Middle School teachers are diligent about using formative and summative assessment to ensure each student can achieve by using differentiated instruction.

## **Subgroup Student Achievement**

**Statement or Question:** Which subgroup(s) show a trend toward increasing overall performance?

**Response:**

- None

**Statement or Question:** For which subgroup(s) is the achievement gap closing?\*

**Response:**

- None

**In what content areas is the achievement gap closing for these subgroups?\***

Ashley Middle School has analyzed the data and has determined there is not a difference in performance between the Educational Disadvantaged and the Non Educational Disadvantaged.

**How do you know the achievement gap is closing?\***

Due to the small class sizes there has not been a difference performance based on subgroups.

**What other data support the findings?**

Due to the class size of those individuals testing, Ashley Middle School does not see a difference in overall performance by various subgroups.

**What factors or causes contributed to the gap closing? (Internal and External)\***

Ashley Middle School has not found any Internal or External factors to the gap closing as the number of students in each class is small.

**How do you know the factors made a positive impact on student achievement?**

Ashley Middle School continues to conduct summative and formative assessments to differentiate instruction. It is with this information in the classroom teachers are able to gauge the students various achievements. Additionally, Ashley Middle school teachers analyze the annual summative assessment results to identify the strengths and needs of the student.

**What actions could be taken to continue this positive trend?**

Ashley Middle School teachers will continue to review data from the annual summative assessment. Additionally, teachers will conduct classroom assessments to assess students needs.

**Statement or Question:**Which subgroup(s) show a trend toward decreasing overall performance?

**Response:**

- None

**Statement or Question:**For which subgroup(s) is the achievement gap becoming greater?\*

**Response:**

- None

**In what content areas is the achievement gap greater for these subgroups?\***

Ashley Middle School has noticed a trend over the past 5 years, when female students test in the 8th grade they have performed lower in the areas of Math and Science compared to the male population in the same grade.

**How do you know the achievement gap is becoming greater?\***

An analysis was done using trend data from student achievement records.

**What other data support the findings?\***

The MEAP trend data assisted in determining this issue.

**What factors or causes contributed to the gap increasing? (Internal and External)\***

Due to the small number of students in each class, a student's achievement score counts between 5-10%.

**How do you know the factors lead to the gap increasing?\***

This information will vary from year to year based on the number of female and male students assessed in a particular class.

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### What actions could be taken to close the achievement gap for these students?\*

Ashley Middle School teachers will use a variety of teaching strategies and activities to close this gap. See the Goals and Objectives.

### How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

Ashley Middle School does not have any ELL students that have been identified.

### How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Students with Disabilities have full access to intervention programs and after school programs. Staff ensures that students and their families are knowledgeable regarding the programs that are offered.

### How are students designated 'at risk of failing' identified for support services?

Ashley Middle School implements a STAT process. Teachers meet to discuss students that are experiencing challenges. Parents are included in this team problem solving model.

### What Extended Learning Opportunities are available for students (all grade configurations respond)?

Programs that Ashley Middle School has implemented extend the learning for all students. These programs include Guided Enhancement, Study Island and Accelerated Reading.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	100.0

### What is the school doing to inform students and parents of Extended Learning Opportunities?

Information regarding Extending Learning Opportunities is shared with parents through school/home communications, during parent teacher conferences, and at other times during the year.

Label	Question	Value
	What is the total FTE count of teachers in your school?	6.0

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Label	Question	Value
	How many teachers have been teaching 0-3 years?	0.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	3.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	3.0

Label	Question	Value
	How many teachers have been teaching >15 years?	0.0

### What impact might this data have on student achievement?

Teachers continue to be more effective in Data Director in using data to drive instruction. Ashley Middle School has added RTI classes to provide specific interventions for struggling students. Additionally, mentioning incoming 5th graders with students and staff to assist with the transition to Middle school.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	18.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	42.0

### What impact might this data have on student achievement?

Ashley Middle School teachers will continue to review the data to assist in differentiated instruction. Additionally, teachers recognize the importance on reflecting to learn and improve. Therefore, Ashley Middle School teachers will implement a variety of strategies and techniques to improve overall student achievement. Please see the goals outlined.

## **Perception Data - Students**

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

Students feel they attend a school that provides a safe and caring environment.

### **Which area(s) show a positive trend toward increasing student satisfaction?**

Students feel they are supported and respected individuals.

### **What area(s) indicate the lowest overall level of satisfaction among students?**

Although students feel they are supported, they believe more can be done to help in this area.

### **Which area(s) show a trend toward decreasing student satisfaction?**

Students feel that improvements can be made in the overall quality of the instructional program. Teachers have been assessing students to determine the implementation of various strategies to assist student learning.

### **What are possible causes for the patterns you have identified in student perception data?**

Ashley Middle School students are individuals who are going through many changes in their academic, social and emotional lives. Therefore, it is important to ensure students feel they are supported in all of those venues. This allows the student flourish in a safe educational atmosphere. Thus, it is vital that through differentiated instruction we are able to challenge students and improve student achievement.

### **What actions will be taken to improve student satisfaction in the lowest areas?**

Students will be exposed to a positive, safe and supportive learning environment. This will allow students to explore educational topics at the top of the learning hierarchy. Additionally, summative and formative assessments will be used to gauge the students academic progress.

## **Perception Data – Parents/Guardians**

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

The parents of Ashley Middle School, feel their students attend a caring, supportive and safe environment.

### **Which area(s) show a trend toward increasing parents/guardian satisfaction?**

Parents appreciate the safety precautions the school has put into place to ensure the safety of their students.

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

Although the parents feel their students are supported academically, they feel there could be more to individualize instruction for all students. One specific area identified is in the area of communication.

### **Which area(s) show a trend toward decreasing parents/guardian satisfaction?**

As with many schools throughout the state of Michigan, our parents would like more options for their children. However, they realize the school provides an array of opportunities on a limited budget.

### **What are possible causes for the patterns you have identified in parent/guardian perception data?**

As with all of the schools across the state of Michigan, schools have continued to do more with less resources. This becomes frustrating to parents of the school communities across the state.

### **What actions will be taken to increase parent/guardian satisfaction in the lowest areas?**

The staff at Ashley Middle School works diligently to ensure students have multiple opportunities to improve academic achievement through differentiated instruction.

## **Perception Data – Teachers/Staff**

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

The teachers feel that students are individually supported in a safe and caring environment.

**Which area(s) show a trend toward increasing teacher/staff satisfaction?**

Staff feel that because of the supportive environment the quality of academic achievement continues to grow. It is through building healthy academic relationships students are able to grow academically.

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

The teachers would like to see more collaboration and better communication between staff and administration. Although, this has improved over the past year.

**Which area(s) show a trend toward decreasing teacher/staff satisfaction?**

The staff would like to see better communication between staff and administration as, they feel this impedes the productivity in their classroom. The issue of communication is one the administration is working on to improve.

**What are possible causes for the patterns you have identified in staff perception data?**

As the changes in staffing occur, it is important to recognize that every individual has different needs. Thus, it is important to communicate goals and objectives using a variety of methods.

## **Other**

**How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)**

Our teaching staff analyzes the MiPHY results. This provides valuable insight to the issues students are facing. Therefore, allowing teachers to make the necessary curriculum adjustments.

**Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.**

Teachers, administration, Board members and other stakeholders are involved in the process of curriculum alignment by meetings and reading materials. Through professional development and research teachers and adjust curricular areas. The curricular areas needing aligned area determined by analyzing student achievement. Once an analysis is complete and curricular areas are adjusted the board of education are informed of the adjustments needed. Additionally, through formative and summative assessments teachers are able to determine if the students are retaining the material outlined in the goals and objectives.

**What evidence do you have to indicate the extent to which the standards are being implemented?**

Stakeholders are aware Common Core standards are being implemented during meetings, informational pamphlets and professional development.

# **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
	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
	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	www.ashleyschools.net	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	The school uses Career Cruising to facilitate the EDP process.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
	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		

Label	Assurance	Response	Comment	Attachment
	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	Tim Hughes, Superintendent 104 New St. Ashley, MI 48806	

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

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

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	Please see our goals and objectives. One of the areas we will be looking to improve is in the area of technology. Teachers will be implementing some of the 21st curriculum throughout the year.	

# **Title I Schoolwide Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide 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: Comprehensive Needs Assessment**

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

Ashley Middle School set out to complete a Comprehensive Needs Assessment that involved multiple stakeholder groups. First, Perception Surveys were disseminated widely across the district to teachers, students, parents, and community. Staff members and school leaders are using this data to determine the areas of strengths and the possible areas to improve. Second, the School Process Rubrics were completed as required. Staff members provided input for each of the five strands. Exemplary areas were identified as well as areas that are Partially Implemented. In addition, student data was analyzed which included multiple data points.

### **2. What were the results of the comprehensive needs assessment? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?**

Perception data from students and parent responses indicate a need for more individualized instruction. In addition, staff Perception Data revealed a need to strengthen communication between administration and the teaching staff.

School Process Rubric analysis identified the following specific needs: strengthen collaboration between and among teachers; include staff members in the monitoring of the implementation of the school improvement plan; focus on job-embedded professional development; strengthen parent learning opportunities; include parents in the decision making process; and timely analysis of data.

Data analysis indicates a general weakness in the area of Writing and mathematics for most students. Although the majority of the student achievement scores are above the state target in the area of Reading, recent scores show a decreasing trend in the area of reading. At one time, Ashley Middle School exceeded state average in the area of Math, but recent results indicate an average lower than state targets for 5th and 6th grades mathematics achievement.

### **3. How are the school goals connected to priority needs and the needs assessment? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.**

Ashley Middle School identified goals specifically relate to the needs assessment findings. Goals link to Writing, Math and Reading. Goals include a focus on student individual needs, stakeholder communication, data analysis and embedded professional learning.

Ashley Middle School goals include the state identified annual measurable objective. Data analysis of the 2013-14 testing window discovered that achievement data lags behind state average in the area of math for out 5th and 6th grade students. Also our writing still doesn't meet the state average however, the 7th grade students did demonstrate growth as they all either received partially proficient, proficient or advanced ratings. As far as reading, Ashley Middle School Students are above the state testing average.

### **4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?**

Ashley Middle School goals include the state identified annual measurable objective. Data analysis discovered that achievement data lags

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behind state average in the area of 5th and 6th grade math. Although in the area of Mathematics 7th and 8th grade students demonstrated scores above the state average. Although, we did see low writing scores in the 7th grade, the writing has improved as all students obtained a minimum of a partially proficient score.

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

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

Ashley Middle School schoolwide plan includes deep analysis of achievement data from various assessments used across the grades. In addition, each grade level receives professional development opportunities identified by the Comprehensive Needs Assessment results. Individual needs are met through service provided by additional staff members. In addition, the Middle school staff has implemented various technology components to assist in student achievement.

### **2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

Ashley Middle School emphasizes a strong RTI/MTSS or Response to Intervention/Multi Tiered System of Support model. The belief in strong Tier I first instruction, leads staff to identify and adjust to individual student needs through the analysis of a number of data points. Supports for identified student needs are provided through Tier II and Tier III additional time and instruction.

Tier I instruction includes the use of a reading program that meets individual student needs and accelerates those students identified as ready to move ahead in reading. In addition, an individual teacher implements a math extensions program that allows students to accelerate in mathematics. Other programs implemented allow for individual students to accelerate their progress through the curriculum.

The RTI/MTSS system allows for additional supports through staff members dedicated to students identified for interventions. Ashley Middle School will continue supporting RTI/MTSS model and focus on strengthening Tier I instruction while meeting individual student needs.

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

Ashley Middle School identified goals specifically relate to the needs assessment findings. Goals link to Writing, Math and Reading. Goals include a focus on student individual needs, stakeholder communication, data analysis and embedded professional learning.

Ashley Middle School goals include the state identified annual measurable objective. Data analysis discovered that achievement data lags behind state average in the area of math at the 5th and 6th grade level and that 7th grade students demonstrated partial proficiency or above in writing. Middle school students demonstrated the majority are still above the state target performance goal in reading.

### **4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

Ashley Middle school has a small school population. While the needs of all the students are addressed in the goals, deep analysis of student data demonstrates a need to individual education for students. Through professional learning included in the goals and additional support

from staff members, the needs of disadvantaged youth are addressed.

Ashley Middle School emphasizes a strong RTI/MTSS or Response to Intervention/Multi Tiered System of Support model. The belief in strong Tier I first instruction, leads staff to identify and adjust to individual student needs through the analysis of a number of data points. Supports for identified student needs are provided through Tier II and Tier III additional time and instruction. Throughout this Multi Tiered System of Support, parents and students are involved in the process via communication regarding the students progress.

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

The Middle School teaching staff analyzes summative and formative assessment data to assist with determine the needs of all students. Additionally, parents are consulted throughout the year to discuss the progress or struggles of each student. It is with this open communication process that the teaching staff is able to create a differentiated learning environment for all students.

### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

For the 2013-14 school year staff remained the same. In the upcoming 2014-15 school year we have had two new staff members join the Ashley Middle School teaching staff. The Middle School has veteran teachers with over 12 years experience. This is a huge asset to the Middle School.

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

In the Middle School we have a range of experience levels. The majority of the Middle School teaching staff has been employed and teaching at the Middle School level for over 10 years.

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

Our school focuses on individualized attention and quality mentors to provide any assistance

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

The district offers professional support to enhance the teachers educational knowledge base.

### **5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?**

N/A

## Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment and the goals of the school improvement plan.

Understanding the Poverty of Framework, Transforming School Culture, Accelerated Reader, Study Island, Curriculum alignment, 21st Curriculum, TRIG

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

Ongoing

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

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

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

Parents were invited to participate in meetings as well as feedback surveys were administered.

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

Parents are involved in meetings as well as contacting administrators with any suggestions.

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

Surveys were and will continue to be administered to parents.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent Involvement Policy

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

1118(e) 1: Ashley Middle School parents have access to their student's academic progress via online powerschool program. Progress reports are sent home for parent review half way through the quarter at which time report cards are sent. The parents of special education students receive a copy of the Individual Educational Plan (IEP). During Open house events parents are provided with general content expectation information. The administration is available to explain this information during conferences (which are held in November and April) and parents receive the Parent Report of the MEAP assessments and an explanation of the grade level performance of their child with learning activities that can be performed at home, as well as test taking strategies to promote student achievement. A Health/Science fair Day provides parents with readily available community resources to assist with student achievement and career planning. Through the efforts of the Ashley Middle School teachers and administration, parents are encouraged to volunteer in various school-wide activities throughout the year. The parent volunteers are placed in areas of expertise and desires for the purpose of parent commitment to the educational process and academic success.

1118 (e) 2:

Throughout the school year, Ashley Middle School provides parent educational opportunities facilitated by instructional staff and/or educational services, to support and train parents on skills and strategies that will help their children with homework assignments. This is conducted on an individual basis to allow the parent to have 1:1 interaction with the teacher, during parent teacher conferences, Student Support Team meetings and IEP meetings. Awards Day

-Anti-Bullying Assemblies

## School Improvement Plan

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- Music concerts- Winter and Spring
- Literacy Fair-supporting reading goals
- Science fair-supporting science goals

### 1118 (e) 3:

Ashley Middle school provides opportunity for parents to express issues and concerns regarding academic assistance for their child. Based on recommendations from the SIP team, staff development, community sponsors and administration is provided to educate and train all staff members on how to build relationships with parents. Also focusing on positive and regular communication between the parent and teacher, utilizing available resources for academic support, ways to increase parent involvement in the classrooms and throughout the schools, partner with parents to identify behavioral issues and prevention strategies. In this small district, many modes of communication are used by our staff to communicate with the stakeholders; this includes email, phone calls, agendas, as well as individual interaction. Additionally, the school staff analyzes those stakeholders who do not have access to email or phones and communicates using other modes of communication. In order to insure that Ashley Middle School maintains a culture of informed and involved stakeholders( parents, staff and students) for the purpose of increasing academic performance and school improvement. In the spring, parent surveys were administered to collect ideas, comments, and concerns from parents to improve school culture and parent involvement. The school improvement team, which consists of staff and parents, community and administration, meet to review the results of the surveys and discuss and provide feedback with suggestions for improvement. Discussions are followed up in scheduled staff meetings.

### 1118(e)4:

The staff at Ashley Middle School collaborates with programs like Gratiot Isabella RESD, Gratiot Human Services Agency, Gratiot Family Services, Ashley Lions Club, the Ashley Fire Department, Ashley Rescue Department and the Gratiot County Police Department to strengthen parent involvement. We also provide the services of a school counselor to address the concerns of parents and to provide parents with information for social services available in the community.

### 1118(e)5:

All information provided to stakeholders will contain friendly terminology. Parents receive an explanation of parental rights and responsibilities at the annual Title I parent meeting. In addition, the Title I Schoolwide Plan is presented to parents with an opportunity to provide feedback. The Annual Education Combined Report is presented as well. Stakeholder questions are addressed at the annual meeting. An invitation is given to all stakeholders to continue providing feedback, which strengthens the Title I, programs and services.

### 1118(e)14:

Ashley Middle School parents are surveyed each spring to collect perception data. The results are reviewed by staff members through the school improvement process to determine strengths and needs. Conclusions reached lead staff members to planning appropriate parent educational opportunities. All parents are invited to participate in School Improvement Team sessions. At least one parent participated regularly. All parents are welcomed and encouraged to volunteer throughout the school whether directly or outside of the school setting. Our building has an open door policy for parents and other stakeholders to meet with the administrator. Ashley Middle school teachers invite parents to meet before and after school; and during the school day by appointment.

### 1118(f):

To maintain an effective home-school partnership and in compliance with Section 1118 of the No Child Left Behind Act of 2011, Ashley Middle School commits to the following:

1. To provide parents/guardians with results of individual assessments including state assessment results during parent teacher conferences. Parents are encouraged to ask questions.
2. Scheduling an Annual Title I meeting to provide parents information regarding services provided.

## School Improvement Plan

Ashley Middle School

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3. Scheduling an Annual Education Report meeting to explain the achievement results in parent friendly language. The Combined AER report is also posted on the school website. Parent/Teacher Conferences are scheduled two times a year. Information is provided regarding student progress.
4. A web page, email, school newsletter, and other forms of communication to inform and invite parents/guardians to school events.
5. Parent perception surveys and evaluations forms are distributed to determine the success of the various events, programs including the Schoolwide Title I program, and the overall school environment.

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

Ashley Middle School teachers will analyze the communication input and output to and from parents. Additionally, teachers will monitor the parent participation at parent teacher conferences, rate and numbers of volunteers and participation and attendance at after school events.

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

Teachers will analyze the parent involvement results to create an inviting learning environment. Throughout this process teachers will need to determine the ratio of parents participating, attending and communicating on an individual student basis. Result findings will cause teachers to initiate and foster contact with identified stakeholders. Teachers will provide communication logs to the administrator

### **8. Describe how the School-Parent Compact was developed.**

The school-parent compact was developed a number of years ago. It is presented, discussed and amended as needed at the Annual Title I parent meeting. This compact is provided to each teacher and disseminated to all parents and students. Each student is expected to return a copy of the compact with parent signatures. In addition, the parent compact is discussed at the fall parent teacher conference meeting. The school will ensure 100% compliance with this. The principal is responsible for oversight of this process.

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

During Parent Teacher conferences. The teachers discuss the students progress and refer to the compact to review some of the ways parents and teachers can support the students academic achievement.

### **10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?**

During Parent Teacher conferences. The teachers discuss the students progress and refer to the compact to review some of the ways parents and teachers can support the students academic achievement

## School Improvement Plan

Ashley Middle School

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Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		School Compact

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

Parents/guardians are provided with results of individual assessments including state assessment results during parent teacher conferences. Parents are given a summary of the results of their students assessment data. Additionally, parents are encouraged to ask questions at which time teachers and administrators can review the information with the parent.

## **Component 7: Preschool Transition Strategies**

**1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**

N/A

**2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?**

N/A

## **Component 8: Teacher Participation in Making Assessment Decisions**

### **1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?**

Teachers are encouraged to review the assessment data to determine if the assessment will target the overall goal. After the analysis of data, teachers are put into curriculum teams to determine if the alignment needs to be altered. Additionally, teachers meet as a middle school staff to determine if there needs to intervention changes, culture changes, etc.

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

Teachers review and analyze student achievement data to determine if there are any trends. This analysis provides important curricular feedback.

## **Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

### **1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.**

Teachers and the administration review the test results to determine which students are experiencing difficulty mastering the assessment standards. This allows teachers to provide more individual support through RTI, tutoring and re-teaching to ensure the student retains the material.

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Once students are identified having difficulty mastering the assessment standards, students are quickly given the support strategies needed individualized support.

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

Students are assessed both by formative and summative assessments, thus providing vital feedback to the teacher. This allows the teacher to determine what strategies could be implemented to differentiate instruction for the student.

## **Component 10: Coordination and Integration of Federal, State and Local Programs and Resources**

**1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.**

State and local programs and resources are coordinated through the central office with oversight by the Superintendent. Funds and resources are directed by the central office to the appropriate building levels and programs as directed by the school improvement plan. Accountability is maintained through the annual submission of the Title I plan and through the annual CPA audit.

Ashley Middle School coordinates and integrates funds from Title I, Title II A, Title II D, Safe and Drug Free Schools, Section 31a, Parent Teacher Organization funds, and district general funds to support a variety of programs as depicted in the chart below. Each of these programs is intended to provide staff, parents, and students with the skills and resources necessary to be successful in their educational role.

**2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

Schoolwide Component Funding Source Programs  
Comprehensive Needs General Fund Assessment  
Schoolwide Reform General Fund  
Strategies Title I  
Instruction by Highly General Fund  
Qualified Professional Title II  
Staff REAP Grant  
Strategies to Attract General Fund  
High Quality Highly Parent Teacher Organization  
Qualified Teacher to  
High Needs Schools  
High-Quality and General Fund  
Ongoing Professional Title I  
Development Title II A  
Strategies to Increase General Fund  
Parental Involvement Title I  
Preschool Transition General Fund  
Strategies GSRP  
Teacher Participation in General Fund  
Making Assessment  
Timely and Additional General Fund  
Assistance to Students Title I  
Having Difficulty Mastering Title II A  
the Standards Special Ed Funding

## School Improvement Plan

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Safe & Drug Free

Coordination and General Fund

Integration of Federal, State, Local Resources

**3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Ashley Middle School coordinates and integrates funds from Title I, Title II A, Title II D, Safe and Drug Free Schools, Section 31a, Parent Teacher Organization funds, and district general funds to support a variety of programs as depicted in the chart below. Each of these programs is intended to provide staff, parents, and students with the skills and resources necessary to be successful in their educational role.

Schoolwide Component Funding Source Programs

Comprehensive Needs General Fund Assessment

Schoolwide Reform General Fund

Strategies Title I

Instruction by Highly General Fund

Qualified Professional Title II

Staff REAP Grant

Strategies to Attract General Fund

High Quality Highly Parent Teacher Organization

Qualified Teacher to

High Needs Schools

High-Quality and General Fund

Ongoing Professional Title I

Development Title II A

Strategies to Increase General Fund

Parental Involvement Title I

Preschool Transition General Fund

Strategies GSRP

Teacher Participation in General Fund

Making Assessment

Timely and Additional General Fund

Assistance to Students Title I

Having Difficulty Mastering Title II A

the Standards Special Ed Funding

Safe & Drug Free

Coordination and General Fund

Integration of Federal, State, Local Resources

## **Evaluation:**

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

Programs are evaluated by those responsible for their implementation. As such, parents and community members are surveyed (individual surveys vary depending on the program) to determine the effectiveness of the programs, and to get their "feel" as to how well they believe the programs are working. The PTO plays a large part in this process, being the only parent organization we have, as well as community members and businesses where support has been solicited.

In addition, Ashley Middle School evaluates the implementation of the Schoolwide program by continually reviewing the Comprehensive Needs of our students and parents. The administration will review the Schoolwide program with staff to discuss and review the accomplishments and goals attained. Additionally, the stakeholders will be asked to complete a perception survey in the spring providing additional feedback.

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

Ashley Middle School teachers use the state annual MEAP assessment results to gage future goals and objectives for the Middle school students at Ashley. Additionally, formative and summative assessments are implemented to gage progress to the goals established.

Students are identified as struggling with the State's academic achievement standards in three ways. The first being teacher observations both antidotal and through test, quizzes, daily assignments and overall classroom achievement as illustrated through quarterly report cards.

The second through quarterly assessments such as Star Reader and Star Math. Finally, in annual assessments such as the MEAP test . After each of the above listed process have occurred, student data is analyzed and those identified as struggling students are schedule for intervention.

Ashley Middle School analyzes the top and bottom 30% to identify the students needing individualize instruction as provided by Title I. Adjustments are made to the program as needed.

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

Students are identified as struggling with the State's academic achievement standards in three ways. The first being teacher observations both antidotal and through test, quizzes, daily assignments and overall classroom achievement as illustrated through quarterly report cards.

The second through quarterly assessments such as Star Reader and Star Math. Finally, in annual assessments such as the MEAP test . After each of the above listed process have occurred, student data is analyzed and those identified as struggling students are schedule for intervention.

**4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

The middle school teaching staff is continually assessing students using both summative and formative assessments. It is with continuous reflection on data that necessary adjustments to the curriculum and teaching can be made. Thus, providing the differentiated instruction needed by all students.

# **Ashley Middle School School Improvement Plan 2013-2015**

## Overview

### Plan Name

Ashley Middle School School Improvement Plan 2013-2015

### Plan Description

All of Ashley Middle School students will be career and college ready in reading, writing and math.

## 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 Ashley Middle School students will be career and college ready in Mathematics	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$230
2	All Ashley Middle School students will be college and career readers and writers.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$210
3	All Ashley Middle School students will be college and career ready in Science	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$80
4	All Ashley Middle School students will be career and college ready in the area of Social Studies.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$150

## Goal 1: All Ashley Middle School students will be career and college ready in Mathematics

### Measurable Objective 1:

75% of All Students will demonstrate a proficiency on the annual summative assessment in Mathematics by 06/01/2016 as measured by the MEAP.

### Strategy 1:

Multi-Tiered System of Support - Ashley Middle school will develop a strong MTSS system of support to include: Tier I instruction with 80-85% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at-risk learners.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

Tier:

Activity - Establishing relationships and high expectations with students of poverty	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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<p>Ruby Payne's aha! Process, Inc. presenter Michael Dames will present A Framework for Understanding Poverty, Bridges Out of Poverty: Strategies for Professionals and Communities.</p> <p>Participants will learn about:</p> <ul style="list-style-type: none"> <li>• Poverty</li> <li>• How economic class affects behavior/achievement</li> <li>• Developing strong relationships with students to impact behavior and achievement</li> <li>• Instructional strategies that meet the needs of the under-resourced learner</li> <li>• The hidden rules of economic classes and how they apply to their classrooms</li> <li>• Reducing their discipline referrals</li> <li>• Closing achievement gaps using concrete strategies for students from</li> </ul>	Professional Learning			08/28/2013	06/01/2016	\$60	Title II Part A	District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.
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Activity - Developing a Common Mathematical Foundation: Based on the Principles and Strategies of Singapore Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will learn how Singapore math based principles and instructional strategies can be used to meet the increasing demands placed on students and teachers by the rigorous Common Core State Standards. Teachers will explore the strong connection between the Singapore principles, instructional strategies, and the CCSS. Teachers in all grades will develop a common mathematical understanding and shared vision of the progression of mathematical concepts and skills. The information that teachers learn in this training can be implemented with any textbook series and will help all students achieve success in mathematics, especially struggling students. Teachers will receive toolkit resources to use in implementing the ideas from this training.</p>	Professional Learning			08/01/2013	06/01/2016	\$20	Title II Part A	Building principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation

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

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Educators will learn to use data discussion protocols to analyze data points at intervals determined by the building assessment calendar in order to make instructional decisions. Educators will use district/building identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes. GIRESD Educators will meet in small groups to analyze data points at building assessment plan identified intervals in order to make instructional decisions. Educators will be using district identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes.	Professional Learning			08/01/2013	06/01/2016	\$150	Title II Part A	School leadership including identified teacher/content leaders, school improvement chairperson, building principal, etc. will monitor the implementation of the building assessment plan as well as collecting notes and minutes from data team meetings and le
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## Goal 2: All Ashley Middle School students will be college and career readers and writers.

### Measurable Objective 1:

78% of All Students will demonstrate a proficiency on the annual summative assessment in English Language Arts by 06/01/2016 as measured by the MEAP.

### Strategy 1:

Multi-Tiered System of Support - Ashley Middle School will develop a strong MTSS system of support to include: Tier I instruction with 80-85% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at-risk learners.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

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Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

Tier:

Activity - Establishing relationships and motivating students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers and administrators will learn tools and strategies to motivate students by integrating technology into instruction. Integrating technology is a promising practice with indications that unmotivated/unengaged students can be brought into the educational fold with their teachers using technology to enhance their instruction.</p> <p>Kevin Honeycutt will be presenting tools and strategies for teachers and administrators</p>	Professional Learning			09/30/2013	06/01/2016	\$60	Title II Part A	District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.
Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Ashley Middle School

Educators will learn to use data discussion protocols to analyze data points at intervals determined by the building assessment calendar in order to make instructional decisions. Educators will use district/building identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes. GIRESD Educators will meet in small groups to analyze data points at building assessment plan identified intervals in order to make instructional decisions. Educators will be using district identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes.	Professional Learning			08/01/2013	06/01/2016	\$150	Title II Part A	School leadership including identified teacher/content leaders, school improvement chairperson, building principal, etc. will monitor the implementation of the building assessment plan as well as collecting notes and minutes from data team meetings and le
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### Goal 3: All Ashley Middle School students will be college and career ready in Science

#### Measurable Objective 1:

80% of All Students will demonstrate a proficiency on the annual summative assessment in Science by 06/01/2016 as measured by the MEAP.

#### Strategy 1:

Multi-Tiered System of Support - Ashley Middle School will develop a strong MTSS system of support to include: Tier I instruction with 80-85% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at-risk learners.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from

<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A

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Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

Tier:

Activity - Getting to Know the Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will learn about structure and content of the Next Generation Science Standards. Teachers will learn how to use their content knowledge and pedagogical strategies to meet the increasing demands placed on students and teachers by the rigorous Next Generation Science Standards. Teachers will learn about the Michigan Next Generation Science Standards Implementation Plan.</p> <p>The information that teachers learn in this training can be implemented with any textbook series and will help all students achieve success in science, especially struggling students. Teachers will receive resources to use in implementing the ideas from this training.</p>	Professional Learning			01/14/2014	06/01/2016	\$20	Title II Part A	Building Principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation.
Activity - Establishing relationships and motivating students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers and administrators will learn tools and strategies to motivate students by integrating technology into instruction. Integrating technology is a promising practice with indications that unmotivated/unengaged students can be brought into the educational fold with their teachers using technology to enhance their instruction.	Professional Learning			09/30/2013	06/01/2016	\$60	Title II Part A	District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.
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### Goal 4: All Ashley Middle School students will be career and college ready in the area of Social Studies.

#### Measurable Objective 1:

80% of All Students will demonstrate a proficiency on annual summative assessments in Social Studies by 06/01/2016 as measured by the MEAP.

#### Strategy 1:

Multi-Tiered System of Support - Ashley Middle School will develop a strong MTSS system of support to include: Tier I instruction with 80-85% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at-risk learners.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

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U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

Tier:

Activity - Overview of the C3 Social Studies Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn about the new Michigan Social Studies Framework and resources that are being developed to implement the new learning standards. Awareness sessions will be scheduled after school hours.	Professional Learning			04/23/2013	06/01/2016	\$0	Title II Part A	Building principal identifies teachers to participate. Participating teachers will share information with their departments, grade levels, and/or building teams

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Educators will learn to use data discussion protocols to analyze data points at intervals determined by the building assessment calendar in order to make instructional decisions. Educators will use district/building identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes. GIRESD Educators will meet in small groups to analyze data points at building assessment plan identified intervals in order to make instructional decisions. Educators will be using district identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes.</p>	<p>Professional Learning</p>			<p>08/01/2013</p>	<p>06/01/2016</p>	<p>\$150</p>	<p>Title II Part A</p>	<p>School leadership including identified teacher/content leaders, school improvement chairperson, building principal, etc. will monitor the implementation of the building assessment plan as well as collecting notes and minutes from data team meetings and le</p>
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	Educators will learn to use data discussion protocols to analyze data points at intervals determined by the building assessment calendar in order to make instructional decisions. Educators will use district/building identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes. GIRESD Educators will meet in small groups to analyze data points at building assessment plan identified intervals in order to make instructional decisions. Educators will be using district identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes.	Professional Learning			08/01/2013	06/01/2016	\$150	School leadership including identified teacher/content leaders, school improvement chairperson, building principal, etc. will monitor the implementation of the building assessment plan as well as collecting notes and minutes from data team meetings and le

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<p>Developing a Common Mathematical Foundation: Based on the Principles and Strategies of Singapore Math</p>	<p>Teachers will learn how Singapore math based principles and instructional strategies can be used to meet the increasing demands placed on students and teachers by the rigorous Common Core State Standards. Teachers will explore the strong connection between the Singapore principles, instructional strategies, and the CCSS. Teachers in all grades will develop a common mathematical understanding and shared vision of the progression of mathematical concepts and skills. The information that teachers learn in this training can be implemented with any textbook series and will help all students achieve success in mathematics, especially struggling students. Teachers will receive toolkit resources to use in implementing the ideas from this training.</p>	<p>Professional Learning</p>			<p>08/01/2013</p>	<p>06/01/2016</p>	<p>\$20</p>	<p>Building principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation</p>
<p>Getting to Know the Next Generation Science Standards</p>	<p>Teachers will learn about structure and content of the Next Generation Science Standards. Teachers will learn how to use their content knowledge and pedagogical strategies to meet the increasing demands placed on students and teachers by the rigorous Next Generation Science Standards. Teachers will learn about the Michigan Next Generation Science Standards Implementation Plan.</p> <p>The information that teachers learn in this training can be implemented with any textbook series and will help all students achieve success in science, especially struggling students. Teachers will receive resources to use in implementing the ideas from this training.</p>	<p>Professional Learning</p>			<p>01/14/2014</p>	<p>06/01/2016</p>	<p>\$20</p>	<p>Building Principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation.</p>

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<p>Progress Monitoring</p>	<p>Educators will learn to use data discussion protocols to analyze data points at intervals determined by the building assessment calendar in order to make instructional decisions. Educators will use district/building identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes. GIRESD Educators will meet in small groups to analyze data points at building assessment plan identified intervals in order to make instructional decisions. Educators will be using district identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes.</p>	<p>Professional Learning</p>			<p>08/01/2013</p>	<p>06/01/2016</p>	<p>\$150</p>	<p>School leadership including identified teacher/content leaders, school improvement chairperson, building principal, etc. will monitor the implementation of the building assessment plan as well as collecting notes and minutes from data team meetings and le</p>
<p>Overview of the C3 Social Studies Framework</p>	<p>Teachers will learn about the new Michigan Social Studies Framework and resources that are being developed to implement the new learning standards. Awareness sessions will be scheduled after school hours.</p>	<p>Professional Learning</p>			<p>04/23/2013</p>	<p>06/01/2016</p>	<p>\$0</p>	<p>Building principal identifies teachers to participate. Participating teachers will share information with their departments, grade levels, and/or building teams</p>

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<p>Progress Monitoring</p>	<p>Educators will learn to use data discussion protocols to analyze data points at intervals determined by the building assessment calendar in order to make instructional decisions. Educators will use district/building identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes. GIRESD Educators will meet in small groups to analyze data points at building assessment plan identified intervals in order to make instructional decisions. Educators will be using district identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes.</p>	<p>Professional Learning</p>			<p>08/01/2013</p>	<p>06/01/2016</p>	<p>\$150</p>	<p>School leadership including identified teacher/content leaders, school improvement chairperson, building principal, etc. will monitor the implementation of the building assessment plan as well as collecting notes and minutes from data team meetings and le</p>
<p>Establishing relationships and motivating students</p>	<p>Teachers and administrators will learn tools and strategies to motivate students by integrating technology into instruction. Integrating technology is a promising practice with indications that unmotivated/unengaged students can be brought into the educational fold with their teachers using technology to enhance their instruction.</p> <p>Kevin Honeycutt will be presenting tools and strategies for teachers and administrators</p>	<p>Professional Learning</p>			<p>09/30/2013</p>	<p>06/01/2016</p>	<p>\$60</p>	<p>District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.</p>

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<p>Establishing relationships and high expectations with students of poverty</p>	<p>Ruby Payne's aha! Process, Inc. presenter Michael Dames will present A Framework for Understanding Poverty, Bridges Out of Poverty: Strategies for Professionals and Communities.</p> <p>Participants will learn about:</p> <ul style="list-style-type: none"> <li>• Poverty</li> <li>• How economic class affects behavior/achievement</li> <li>• Developing strong relationships with students to impact behavior and achievement</li> <li>• Instructional strategies that meet the needs of the under-resourced learner</li> <li>• The hidden rules of economic classes and how they apply to their classrooms</li> <li>• Reducing their discipline referrals</li> <li>• Closing achievement gaps using concrete strategies for students from</li> </ul>	<p>Professional Learning</p>			<p>08/28/2013</p>	<p>06/01/2016</p>	<p>\$60</p>	<p>District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.</p>
<p>Establishing relationships and motivating students</p>	<p>Teachers and administrators will learn tools and strategies to motivate students by integrating technology into instruction. Integrating technology is a promising practice with indications that unmotivated/unengaged students can be brought into the educational fold with their teachers using technology to enhance their instruction.</p>	<p>Professional Learning</p>			<p>09/30/2013</p>	<p>06/01/2016</p>	<p>\$60</p>	<p>District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.</p>