WIC Middle School SIP 2018-2019

West Iron County Middle School

West Iron County Public Schools

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Overview

Plan Name

WIC Middle School SIP 2018-2019

Plan Description

MS SIP 2018-2019

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at West Iron County Middle School will be proficient in science.	Objectives: 1 Strategies: 6 Activities: 12	Academic	$1765
2	All students at West Iron County Middle School will be proficient in social studies.	Objectives: 1 Strategies: 5 Activities: 11	Academic	$1720
3	All students at West Iron County Middle School will improve their reading proficiency.	Objectives: 1 Strategies: 4 Activities: 12	Academic	$19884
4	There will be measurable progress of math skills for all students at West Iron County Middle School.	Objectives: 1 Strategies: 4 Activities: 11	Academic	$15360
5	All students at West Iron County Middle School will be proficient writers.	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0
6	All students will have access to counseling services for academic and non-academic concerns.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$36940
7	All students will be provided with a systematic approach to support student academic career and personal/social needs.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$500

Goal 1: All students at West Iron County Middle School will be proficient in science.

Measurable Objective 1:

50% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in life and physical in Science by 06/09/2023 as measured by State standardized Science Assessment and twice-yearly inquiry-based projects.

Strategy 1:

Inquiry-Based Science - Staff will continue to provide inquiry-based science curriculum. Teachers will teach at least four inquiry-based lessons, one/9 weeks, using the state-adopted science standards. Teachers will teach students how to develop hypotheses, develop research questions, conduct research, collect and analyze data, and report findings.

Category: Science

Research Cited: E. Banilower, K. Cohen, J. Pasley, I. Weiss," Effective Science Instruction, What Does Research Tell Us?" - indicates that inquiry-based science instruction is effective, 2010.

Tier:

Activity - Bi-Monthly Staff Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

In at least four meetings (one per marking period), teachers will collaborate to develop a comprehensive science course of study, based on the inquiry model. Sharing research, lesson ideas and instructional strategies, teachers will develop and deliver an inquiry-based lesson and/or unit of study in between each meeting, sharing the results at the next meeting. Teachers will collaborate to develop formative assessments to evaluate student learning and to improve instructional delivery for future lessons. With planned professional development, including quarterly science staff meetings and attendance by science instructors at quarterly ISD science training sessions, teachers will learn how to plan and deliver inquiry-based science instruction, based on the currently-adopted state science academic standards. (NGSS)
  During science staff meetings, teachers will collaborate to: a) develop a comprehensive, sequential science curriculum, based upon the currently-adopted state science academic standards; b) share examples of inquiry-based lessons; c) develop formative assessments.
  During ISD training sessions, science teachers will receive instruction and resources on how to implement an inquiry-based science curriculum.
	Teacher Collaboration		Monitor	08/27/2018	06/09/2023	$0	No Funding Required	Science staff; principal

Activity - Inquiry Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twice yearly, students will complete a scientific inquiry of their own, including development of a hypothesis, relevant research, investigation, collection and analysis of data, and a report of findings, including real world applications. Teacher and student-created rubrics will be used to determine proficiency levels.	Direct Instruction		Monitor	08/27/2018	06/09/2023	$0	No Funding Required	Science staff

Strategy 2:

Science Vocabulary Instruction - Teachers will use direct instruction strategies (as learned in earlier PD) to teach content-specific science vocabulary.

Category: Science

Research Cited: "Archer, Dr. Anita. "Dr. Anita Archer: Dynamic Vocabulary Instruction. ESU10. 12, Nov. 2012.

http://www.esu10.org/news-publications/latest-news/2013/dr.-anita-archer-dynamic-vocabulary-instruction

Tier: Tier 1

Activity - Vocabulary Lesson	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Prior to lesson, teacher chooses vocabulary words to teach. Using any of several direct instruction strategies, teachers will teach subject-specific vocabulary before and during informational reading. End of unit assessments are used to determine level of mastery.	Direct Instruction	Tier 1	Monitor	08/27/2018	06/09/2023	$0	No Funding Required	science staff

Activity - Vocabulary Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pre and post assessments will determine the effectiveness of the direct instruction methods.	Direct Instruction		Evaluate	08/27/2018	06/09/2023	$0	No Funding Required	science staff

Strategy 3:

Intervention - The science teacher, along with the special education teacher and educational specialists, will work as a team to provide small group instruction, with additional support targeted to students with disabilities, economically disadvantaged students, bottom 30%, and females, based on academic strengths and weaknesses as determined by performance on ongoing formative and summative assessments.

Category: Science

Research Cited: Marzano, Robert J. "Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement". 2001.

Tier: Tier 2

Activity - Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For students not meeting benchmarks in science, small group or individual intervention will be provided to reteach material not met by students.	Direct Instruction	Tier 2	Monitor	08/27/2018	06/09/2023	$0	No Funding Required	Science teachers

Activity - Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
intervention will be followed-up with additional assessment to confirm acquisitions of skills. Determination of success will be evaluated through unit posttests and quizzes.	Direct Instruction	Tier 2	Monitor	08/27/2018	06/09/2023	$0	No Funding Required	science teachers

Activity - Class Time Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will practice cooperative learning and peer tutoring in the classroom for the purpose of sharing scientific ideas and skills. Groupings will be as heterogeneous as possible based on skill level to maximize the sharing of ideas and minimize the gap between the top- and bottom- performing students.	Direct Instruction	Tier 2	Monitor	08/27/2018	06/09/2023	$0	No Funding Required	science teachers

Activity - Content Area Connection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content Area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data analysis and intervention strategies.	Teacher Collaboration	Tier 1		08/27/2018	06/09/2023	$0	General Fund	Administration and teaching staff

Strategy 4:

Professional Development - ISD professional staff will provide training to teachers appropriate to curriculum alignment and to the technology needs of the school.

Parental and community involvement strategies will be explored.

Category: Science

Research Cited: Cooper, Dr. J. David. "Professional Development: An Effective Research-Based Model". Houghton Mifflin Harcourt, 2004.

Archer, Anita; Gleason, Mary; and Vachon, Vicky. "Rewards" Help Book Publishing, 2008.

Tier: Tier 1

Activity - ISD Science Collaboration Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Representative staff members will attend ISD sponsored science collaboration meetings to communicate and collaborate about new and innovative strategies to implement through current Best Practices, as well as State and Federal requirements as it relates to curriculum.	Teacher Collaboration, Professional Learning		Implement	08/27/2018	06/09/2023	$0	No Funding Required	Administration and representative teachers

Activity - Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sciences staff will attend state provided school improvement conferences that address transition to new standards	Teacher Collaboration, Professional Learning			08/27/2018	06/09/2023	$440	Section 31a	Administration and science teachers

Strategy 5:

Technology PD - The school will continue to improve and upgrade technology and multimedia resources and increase usage of these is all classrooms with all students.

Category: Science

Research Cited: Bell, Randy. "Technology in Secondary High School Science" 2007

Tier: Tier 1

Activity - Technology Updates	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD opportunities are available for further technology training in Google Apps, and other ISD or State related opportunities during school year for additional technology training. Chrome book cart(s) are also desired. Clevertouch Board/Interactive displays will replace Smartboards	Professional Learning	Tier 1	Monitor	08/27/2018	06/09/2023	$1325	Title VI Part B	trained staff and administration

Strategy 6:

Educational Specialist - Educational specialists (as available), with direction from the classroom teacher, will work with students in core content areas of academic weaknesses as identified by data analysis.

Category: Science

Research Cited: Michigan Association of Administrators of Special Education. "Response to Intervention: Enhancing the Learning for All Children". MAASE Press, Lansing, MI. 2007.

(Eight core principles are outlined in detail on response to intervention for students needing extra assistance)

Relationship Between Teacher Assistant Support and Academic Achievements of Exceptional Students in Inclusive Education. Farid Suleymanov, The Online Journal of New Horizons in Education - April 2016

(There is a strong relationship between teacher assistant performance and academic development of students with special education needs.)

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Giangreco, Michael; Edelamann, Susan W; Luiselli, Tracy E; et al (1997) Helping or Hovering? Effects of Instructional Assistant Proximity on Students with Disabilities. Exceptional Children. v.64. No.1

IAs in general ed classes have enabled students with disabilities to participate in a far greater variety of educational experiences with their non-disabled peers than they ever did when taught in separate classrooms. IAs are high valued by teachers, parents, and administrators as well as students themselves. In addition, they have unquestionably made the classroom teacher's job more effective.
Tier: Tier 1

Activity - Educational Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educational specialists (as available) will work in grades 6-8 to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions. These students have been identified through data analysis as not meeting benchmarks in the five core content areas. Possible support and intervention will be as follows: chunking, read aloud text in small groups/reinforce key academic concepts, incorporate Think-Alouds, critical thinking, problem solving activities help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for special ed, observe student behavior noting deficits and strengths, provide classroom support during hands-on labs, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection and assist as needed in the school day.	Academic Support Program		Monitor	08/27/2018	06/09/2023	$0	No Funding Required	classroom teachers, special education staff, and administration

Goal 2: All students at West Iron County Middle School will be proficient in social studies.

Measurable Objective 1:

50% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in level one and two in Social Studies by 06/07/2018 as measured by standardized tests, pre/post tests, and chapter assessments .

Strategy 1:

Integration of Technology in Classroom - Integration of technology in the classroom by broader use of multimedia sources such as United Streaming and increase

training in Interactive displays technology, and projector power point presentations.

Category: Social Studies

Research Cited: Boughan, Kim, and Matthew Kerwin. "Technology in Social Studies." Isenet RSS. N.p., 2006. Web. 05 May 2013.

Mason, Cheryl, Michael Berson, Richard Diem, David Hicks, John Lee, and Tony Dralle. "Guidelines for Using Technology to Prepare Social Studies Teachers." CITE 1.1 (2000): n. pag. Print.

Strickland, Janet, and Allison Nazzal. "Using WebQuests to Teach Content: Comparing Instructional Strategies." CITE 5.2 (2005): n. pag. Print.

Tier: Tier 1

Activity - Social Studies Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD is in place for further technology training in Google Apps, and other ISD or State related opportunities during school year for additional technology training. Chrome book cart(s) are also desired. Clevertouch Boards/interactive displays will replace SmartBoards	Professional Learning		Monitor	08/27/2018	06/09/2023	$1280	Title VI Part B	Social studies teachers, Title 1 and educational assistants

Activity - Technology Integration Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lesson Plans will be evaluated quarterly to ensure that teachers are implementing technology in the classroom at least once/week.	Other		Monitor	08/27/2018	06/09/2023	$0	No Funding Required	Principal

Activity - Classroom Implementation of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will continue to implement United Streaming videos to support lessons in the classroom. Interactive displays/ Smart Board activities will be incorporated to enhance student understanding of the lesson materials. Power Point presentations will provide a detailed and structured outline for concepts taught.	Technology		Monitor	08/27/2018	06/09/2023	$0		No Funding Required	Social studies classroom teachers

Strategy 2:

Reading Strategies for teaching social studies - Teachers will boost sentence fluency which will help aid understanding and concept development in social studies.

Category: Social Studies

Research Cited: Massey, Dixie D., and Tina L. Heafner. "Promoting Reading Comprehension in Social Studies." Journal of Adolescent & Adult Literacy 48.1 (2004): 26-40. Print.

Therrien, William J., Shannon Gormley, and Richard M. Kubina. "Boosting Fluency and Comprehension to Improve Reading Achievement." Council for Exceptional Children 38.3 (2006): 22-26. Print.

Youngblood, Martha. "Teaching Reading Comprehension through Social Studies Reading." Yale-New Haven Teachers Institute. N.p., 1998. Web.

Tier:

Activity - Reading strategies in social studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the classroom, teachers will boost reading strategies through the following: Six-Minute Solution, flashcards, pre-reading activities, prior knowledge inventories, vocabulary building strategies, and guided reading practice sheets for each lesson presented with all students.	Direct Instruction		Monitor	08/27/2018	06/09/2023	$0	No Funding Required	Social studies staff

Activity - Reading Comprehension Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluation will take place through the use of pre/post tests, chapter/unit assessments, section worksheets and quizzes to evaluate student progress in reading comprehension and vocabulary.	Direct Instruction		Monitor	08/27/2018	06/09/2023	$0	No Funding Required	Social studies teachers, Title 1, special education teachers, and educational specialists

Strategy 3:

Targeted social studies intervention - Individualized and/or small group social studies interventions targeting underperforming students (especially students with

disabilities, economically disadvantaged students, and the bottom 30% students) will be provided as needed, e.g., flashcard review, map skills, informational reading strategies.

Category: Social Studies

Research Cited: Dragoo, Kyrie. "Do Special Education Interventions Improve Learning of Secondary Content? A Meta-Analysis." National Dissemination Center for Children with Disabilities. N.p., Aug. 2011. Web. 05 May 2013.

Using Assessment to Guide and Adjust Your Planning and Teaching (Website)

http://assist.educ.msu.edu/ASSIST/classroom/assesses_learning/Sec1_plan_teach/index.htm

Effective Teaching Strategies that Accommodate Diverse Learners (Book)

Kame'enui, C., Carnine, D., Dixon, R., Simmons, D., Coyne, M. (2002). Second Edition. Upper Saddle River, NJ: Merrill Prentice Hall. ISBN 0-13-094438-6.

Inside the Black Box: Raising Standards Through Classroom Assessment (Article)

Black and Wiliam. (1998). Phi Delta Kappan. Vol. 80, No. 2.

Tier:

Activity - Intervention Identification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of classroom pre/post test, reading comprehension worksheets, quizzes, and chapter/unit tests students will be identified for interventions.	Academic Support Program		Monitor	08/27/2018	06/09/2023	$0	No Funding Required	Social studies teachers, Title I and educational assistant staff

Activity - Intervention Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of pre/post tests and other classroom assessments will show whether interventions are improving student performance in the different areas of each chapter/unit of instruction.	Direct Instruction		Monitor	08/27/2018	06/09/2023	$0	No Funding Required	Social studies staff, Title I staff and educational assistants.

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

Individual and small group instruction will help to assist in the learning process. Extra support given in the areas of vocabulary building, reading comprehension, and study strategies through the use of vocabulary flashcards, mapping activities, word walls, graphic organizers and United Streaming videos.	Academic Support Program		Monitor	08/01/2018	06/09/2023	$0	No Funding Required	Educational assistants and support staff

Strategy 4:

PD Curriculum Development -   Professional Development for teacher collaboration in social studies instruction and strategies

Category: Social Studies

Research Cited: Anrig, Greg. How We Know Collaboration Works. Educational Leadership. February 2015. Volume 72. Number 5. pp 30-35. (Administrators and teachers in effective schools working closely together in developing and selecting instructional materials, assessments, and learning strategies have shown to increase achievement. When teachers have time set aside each month to work with one another research proves that instructional practices are systematically improved.)

Tier:

Activity - ISD Social Studies Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Representative teachers will attend ISD social studies collaboration meetings to communicate and collaborate about new and innovative strategies to implement through current Best Practices, as well as State and Federal requirements as it relates to curriculum.	Teacher Collaboration, Professional Learning		Monitor	08/27/2018	06/09/2023	$0	No Funding Required	ISD staff and administration

Activity - PD Curriculum Development for SS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies staff will attend state provided school improvement conferences that address the transition to new social studies standards and curriculum especially as it relates to social studies.	Teacher Collaboration, Professional Learning			08/27/2018	06/09/2023	$440	Title VI Part B	Administration

Strategy 5:

Educational Specialists - Educational specialists, with direction from the classroom teacher, will work with students in core content areas of academic weaknesses as identified by data analysis.

Category: Social Studies

Research Cited: Michigan Association of Administrators of Special Education. "Response to Intervention: Enhancing the Learning for All Children". MAASE Press, Lansing, MI. 2007.

(Eight core principles are outlined in detail on response to intervention for students needing extra assistance)

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IAs in general ed classes have enabled students with disabilities to participate in a far greater variety of educational experiences with their non-disabled peers than they ever did when taught in separate classrooms. IAs are high valued by teachers, parents, and administrators as well as students themselves. In addition, they have unquestionably made the classroom teacher's job more effective.

Tier:

Activity - Educational Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educational specialists (as available) will work in grades 6-8 to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions. These students have been identified through data analysis as not meeting benchmarks in the five core content areas. Possible support and intervention will be as follows: chunking, read aloud text in small groups/reinforce key academic concepts, incorporate Think-Alouds, critical thinking, problem solving activities help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for special ed, observe student behavior noting deficits and strengths, provide classroom support during hands-on labs, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection and assist as needed in the school day.	Academic Support Program		Monitor	08/27/2018	06/09/2023	$0	No Funding Required	classroom teachers, special education staff, and administration

Goal 3: All students at West Iron County Middle School will improve their reading proficiency.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency on the state standardized reading assessment in English Language Arts by 06/09/2023 as measured by test results .

Strategy 1:

Evidence Based Reading - All core content teachers will use two identified evidence-based reading strategies universally across curricular subjects when presenting content text with all students (Focus: Vocabulary Acquisition / Pre-reading Activities).

Category: English/Language Arts

Research Cited: "Archer, Dr. Anita. "Dr. Anita Archer: Dynamic Vocabulary Instruction. ESU10. 12, Nov. 2012.

http://www.esu10.org/news-publications/latest-news/2013/dr.-anita-archer-dynamic-vocabulary-instruction

Archer's strategies help to close the reading gap. Her methods engage students by providing a student friendly definition all while contextualizing vocabulary while the students read.

Tindal, G. Hasbrouck, J., & Jones, C. (2005). Oral reading fluency: 90 years of measurement (Technical Report No. 33. Behavioral Research and Teaching). Eugene, OR: University of Oregon.

Tier: Tier 2

Activity - Prior Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core teachers will implement prior knowledge activities and pre-reading text surveys for all students.	Direct Instruction	Tier 1	Monitor	08/27/2018	06/09/2023	$0	No Funding Required	Core teachers

Activity - REWARD MultiSyllabic Word Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use REWARDS MultiSyllabic Word Reading Strategies to teach academic vocabulary.	Direct Instruction	Tier 3	Monitor	08/27/2018	06/08/2023	$0	No Funding Required	Core teachers

Activity - Reading Fluency and Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional time will be provided to all students in the area of reading fluency and comprehension according to their needs based on spring AIMSweb universal screening results from previous years and M-Step results. (Examples of instructional strategies include 6 Minute Solution, pre-reading activities, and comprehension strategies such as SQP3R/QAR)	Direct Instruction	Tier 1	Monitor	08/27/2018	06/09/2023	$0	No Funding Required	core teachers

Activity - Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluation will be based on AIMSweb R-CBM for reading fluency and MAZE for comprehension.	Other - Evaluation	Tier 1	Monitor	08/27/2018	06/08/2023	$0	No Funding Required	core teachers

Strategy 2:

Intervention - ELA teachers will identify students as at-risk of not meeting the CCSS in reading as identified through analysis of AIMSweb fluency and comprehension data, M-STEP data, and unit pre/posttests. For students needing additional support , Title I Part A, special education teachers, and instructional specialists will provide additional (Tier 2/3) interventions.

Category: English/Language Arts

Research Cited: Tindal, G. Hasbrouck, J., & Jones, C. (2005). Oral reading fluency: 90 years of measurement (Technical Report No. 33. Behavioral Research and Teaching). Eugene, OR: University of Oregon.The information provides the correlation between oral reading fluency & overall reading achievement.

Tier: Tier 1

Activity - Strategic Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers, special education teacher, and Title I Part A teacher will analyze the universal screening data to identify evidence-based intervention strategies and differentiation activities for students scoring in Tier 2/3 in a collaborative team (Examples of possible strategies include 6 Minute Solution, REWARDS Multisyllabic Decoding, SQP3R, QAR, pre-reading activities, summarization). ELA teachers, special education teacher, and Title I Part A teacher will implement monthly strategic/progress monitoring for Tier 2/3 students as identified in the universal screening using R-CBM (fluency test) and MAZE (comprehension test).	Direct Instruction	Tier 2	Monitor	08/27/2018	06/08/2023	$0	No Funding Required	core teachers

Activity - Differentiated Fluency Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will use differentiated fluency practice as initial fluency intervention using 6 Minute Solution. Pre-reading activities and comprehension strategies including SQP3R, QAR, and summarization will also be used).	Direct Instruction	Tier 2	Monitor	08/27/2018	06/08/2023	$0	No Funding Required	core teachers

Activity - ISD ELA Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Representative teachers will attend ELA collaborative meetings to communicate and collaborate about new and innovative strategies to implement through current Best Practices, as well as State and Federal requirements as it relates to curriculum. | Teacher Collaboration, Professional Learning | Tier 1 | Monitor | 08/27/2018 | 06/09/2023 | $0 | No Funding Required | ISD personnel and administration |

Activity - Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Longitudinal data is collected and evaluated using the AIMSweb Tier Transition Report for reading fluency and comprehension, M-STEP data and pre/posttests unit scores to measure improvement (Effectiveness of Strategy).	Other - Evaluation	Tier 1	Monitor	08/27/2018	06/09/2023	$0	No Funding Required	core teachers

Strategy 3:

Subgroup Intervention - Targeted reading interventions will be provided to all students who do not meet universal benchmark screenings. Screenings are done 3 times per year. Students are identified at those time as needing intervention.

Category: English/Language Arts

Research Cited: Tindal, G. Hasbrouck, J., & Jones, C. (2005). Oral reading fluency: 90 years of measurement (Technical Report No. 33. Behavioral Research and Teaching). Eugene, OR: University of Oregon.This information provides the essential components of reading along with the correlation between oral reading fluency & overall reading achievement.

Tier: Tier 3

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identification of students is completed 3 times per school year using universal screenings. Students identified as not meeting benchmark are strategically monitored monthly. Additional instruction is provided as the schedule permits.	Direct Instruction	Tier 2	Monitor	08/27/2018	06/09/2023	$0	No Funding Required	Special education teacher and Title I, Part A teacher

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated instruction will be provided individually and in small groups addressing identified weaknesses in reading. Students will be assigned leveled reading passages based on ability identified in universal screenings. (Examples of instructional strategies include 6 Minute Solution, San Diego Quick Test, progress monitoring, REWARDS (multisyllabic decoding), pre-reading activities, summarization, and comprehension strategies such as SQP3R/QAR).	Direct Instruction		Monitor	08/27/2018	06/09/2023	$0	No Funding Required	ELA teachers, special education teacher, and Title I Part A teacher

Strategy 4:

Educational Specialists- - Educational specialists and at risk Intervention teachers, with direction from the classroom teacher, will work with students in core content areas of academic weaknesses as identified by data analysis.

Category: English/Language Arts

Research Cited: Michigan Association of Administrators of Special Education. "Response to Intervention: Enhancing the Learning for All Children". MAASE Press, Lansing, MI. 2007.

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Exceptional Children. v.64. No.1

Tier:

Activity - Educational Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two educational specialists will work in grades 6-8 to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions. These students have been identified through data analysis as not meeting benchmarks in the five core content areas. Possible support and intervention will be as follows: chunking, read aloud text in small groups/reinforce key academic concepts, incorporate Think-Alouds, critical thinking, problem solving activities help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for special ed, observe student behavior noting deficits and strengths, provide classroom support during hands-on labs, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection and assist as needed in the school day.	Academic Support Program	Tier 1	Monitor	08/27/2018	06/08/2023	$11500	Section 31a	classroom teachers, special education staff, and administration

Activity - At-Risk Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One high qualified professional educator will work 6th -8th graders for 178 days 3 hours a day for the school year in order to accelerate student achievement and enhance the curriculum through tutorial services and intervention programs in math and reading. These services are provided in the computer lab and in classrooms with students identified as not meeting benchmarks and required proficiency levels	Academic Support Program		Monitor	08/27/2018	06/08/2023	$8384	Section 31a	Principal

Goal 4: There will be measurable progress of math skills for all students at West Iron County Middle School.

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth on the state standardized math assessment in Mathematics by 06/09/2023 as measured by the state standardized math assessment..

Strategy 1:

Targeted Intervention - The math teacher, along with the special education teacher and instructional assistants (highly qualified and certified individuals), will work as a team to provide small group instruction, with additional support targeted to students with disabilities, economically disadvantaged students, and the bottom 30% based on academic strengths and weaknesses as determined by performance on ongoing formative and summative assessments. The focus of the intervention will be improvement of basic computational and conceptual skills from prior years and how they apply to current-year grade-level standards.

Category: Mathematics

Research Cited: Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

Michigan Association of Administrators of Special Education. "Response to Intervention: Enhancing the Learning for All Children". MAASE Press, Lansing, MI. 2007.

Research Support for RTI from the RTI Action Network (http://www.rtinetwork.org)

These resources have the following strategies in common: providing systematic and explicit instruction; teaching visual representation of functions and relationships, such as manipulatives, pictures, and graphs; providing peer-assisted instruction; and using ongoing, formative assessment.

Tier: Tier 1

Activity - Strategic Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For students not meeting benchmarks in math, small group strategic intervention, defined as additional instruction by the teaching team, will be provided to reteach skills or Common Core standards not met as identified through analysis of assessment data. The strategic intervention will utilize alternative methods and materials that parallel the curriculum and will be derived from the Digits middle school math program by Pearson, which is aligned to the Common Core State Standards. Staff and student schedules will be coordinated in order to allow time during the day for small group or individual intervention using the available resources. Students will work with staff members in designated areas of the building for as long as is necessary for the skills to be acquired. Professional development for Response to Intervention took place during the summer of 2012 through a 6-week collaborative online course.	Direct Instruction, Academic Support Program	Tier 2	Monitor	08/27/2018	06/09/2023	$0	No Funding Required	math, special education, and Title I teachers, along with educational specialists

Activity - Cooperative Learning & Peer Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will practice cooperative learning and peer tutoring in the classroom for the purpose of sharing mathematical ideas and problem-solving skills. Groupings will be as heterogeneous as possible based on skill level to maximize the sharing of ideas, while minimizing the gap between the top- and bottom-performing students as well as the need for strategic or intensive intervention.	Direct Instruction	Tier 1		08/27/2018	06/09/2023	$0	No Funding Required	math, special education, and Title I teachers, along with educational specialists

Activity - Educational Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Educational specialists will work in grades 6-8 to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions. These students have been identified through data analysis as not meeting benchmarks in the five core content areas. Possible support and intervention will be as follows: chunking, read aloud text in small groups/reinforce key academic concepts, incorporate Think-Alouds, critical thinking, problem solving activities help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for special ed, observe student behavior noting deficits and strengths, provide classroom support during hands-on labs, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection and assist as needed in the school day.	Academic Support Program		Monitor	08/27/2018	06/09/2023	$3250	Section 31a	administration and classroom teacher

Activity - At Risk Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One high qualified professional educator will work 6th -8th graders for 178 days 3 hours a day for the school year in order to accelerate student achievement and enhance the curriculum through tutorial services and intervention programs in math and reading. These services are provided in the computer lab and in classrooms with students identified as not meeting benchmarks and required proficiency levels.	Behavioral Support Program	Tier 2	Monitor	08/27/2018	06/08/2023	$8385	Section 31a	Principal and At-Risk educator

Strategy 2:

Technology Integration - The math teacher, along with the special education teacher and instructional assistants, will integrate multimedia and technology by using tools and research to present and review topics that are addressed in class.

Category: Technology

Research Cited: Light, D., and Polin, D.K., Center for Children and Technology. (2010). Integrating Web 2.0 Tools into the Classroom: Changing the Culture of Learning (PDF). New York, NY: Education Department, Corporation for Public Broadcasting.

Center for Implementing Technology in Education (www.cited.org)

Technology can provide multiple representations of concepts, engage students in a classroom in working on mathematics together, and provide students with more rapid feedback on the correctness of their work, enabling them to better monitor and focus their own learning.

Tier: Tier 1

Activity - Incorporation of Multimedia	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teaching team will utilize online videos, textbook video lessons, and demonstrations on an interactive display. Instructional materials have been updated to allow for increase of integration in technology, including the continued use of the Digits program by Pearson and Chromebooks. Professional development and tech support is provided free of charge through online webinars and training videos.	Direct Instruction, Technology	Tier 1	Monitor	08/27/2018	06/09/2023	$1325	Title VI Part B	math, special education, and Title I teachers along with instructional assistants

Activity - Use of Scientific Calculators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teaching team will utilize scientific calculators to enhance basic math skills, deepen critical thinking skills, and introduce algebraic and geometric concepts, while continuing to emphasize the algorithms involved in performing calculations.	Direct Instruction, Technology	Tier 1		08/27/2018	06/09/2023	$0	No Funding Required	math, special education, and Title I teachers along with instructional assistants

Activity - Inclusion of Online Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A classroom website will continue to be maintained for the purpose of extending learning opportunities outside the classroom, where students have access to additional multimedia tools and resources, along with the ability to contact the teacher for further assistance.	Academic Support Program	Tier 1	Monitor	08/27/2018	06/09/2023	$0	No Funding Required	math, special education, Title I teachers along with educational specialists

Activity - Assessment Through Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessments requiring the use of scientific calculators, computers, and multimedia tools will be administered to measure the effectiveness of the utilization of technology in the classroom, as well as prepare students for next generation web-based assessments. The results of these assessments will be used to shape further instruction and intervention.	Other - Assessment	Tier 1	Monitor	08/27/2018	06/09/2023	$0	No Funding Required	math, special education, Title I teachers along with educational specialists

Strategy 3:

Incorporation of Writing - Students will complete daily notes and periodic interactive notebook activities that incorporate vocabulary-building, step-justification, and critical thinking.

Category: Mathematics

Research Cited: Pugalee, D. K. (2001). Writing, mathematics, and metacognition: Looking for connections through students' work in mathematical problem solving. School Science and Mathematics.

One of the most common forms of writing in math is expository, where students are asked to explain or describe their mathematical process when solving a rich task or problem. Research supports that writing in mathematics promotes the learning of mathematical concepts at a conceptual level as well as builds proficiency with skills and procedures.

Tier: Tier 1

Activity - Daily Notes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive guided notes for each lesson that contain vocabulary and examples that serve as the basis for class discussions and a springboard for assignments and assessments.	Direct Instruction	Tier 1	Implement	08/27/2018	06/09/2023	$2400	Title II Part A	math, special education, and Title I teachers, along with instructions assistants

Activity - Interactive Notebook Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout each unit, students will complete interactive notebook activities with the purpose of introducing new vocabulary, assessing prior knowledge, and previewing grade-level concepts. Manipulatives will be used, as appropriate, to enhance student engagement.	Direct Instruction	Tier 1	Implement	08/27/2018	06/09/2023	$0	No Funding Required	math, special education, and Title I teachers, along with educational specialists

Strategy 4:

Regular Departmental Meetings - Professional development in mathematics instruction and strategies for teacher collaboration.

Category: Mathematics

Research Cited: Anrig, Greg. How We Know Collaboration Works. Educational Leadership. February 2015. Volume 72. Number 5. pp 30-35. (Administrators and teachers in effective schools working closely together in developing and selecting instructional materials, assessments, and learning strategies have shown to increase achievement. When teachers have time set aside each month to work with one another research proves that instructional practices are systematically improved)

Tier:

Activity - Math Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school year, the math department will meet to communicate and collaborate about curriculum maps, assessment results, course alignment, and student performance.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/27/2018	06/09/2023	$0	No Funding Required	administration and representative teachers

Goal 5: All students at West Iron County Middle School will be proficient writers.

Measurable Objective 1:

50% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/09/2023 as measured by Standardized Writing results.

Strategy 1:

Targeted Interventions - Targeted interventions will be provided to students identified through writing assessments. Differentiated instruction will be provided individually and in small groups addressing identified weakness.

Category: English/Language Arts

Research Cited: Tindal, G. Hasbrouck, J., & Jones, C. (2005). Oral reading fluency: 90 years of measurement (Technical Report No. 33. Behavioral Research and Teaching). Eugene, OR: University of Oregon. This information provides the essential components of reading along with the correlation between oral reading fluency & overall reading achievement.

Tier:

Activity - Subgroup Identification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identification of need within subgroups: Students with disabilities and economically disadvantaged students will be monitored as a subgroup using the pre/posttest universal cold write grade level prompts.	Direct Instruction		Monitor	08/27/2018	06/09/2023	$0	No Funding Required	ELA teacher, special education teacher, Title I Part A teacher,

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

| Targeted, differentiated interventions will be provided individually and in small groups addressing identified weaknesses (6+1 Writing Trait – one trait focus per card mark | Direct Instruction | | Monitor | 08/27/2018 | 06/09/2023 | $0 | No Funding Required | ELA teacher, special education teacher, Title I Part A teacher, |

Activity - Teacher Collaboration-Research-Based Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quarterly teacher collaboration among ELA teacher, special education teacher, Title I Part A teacher, and support staff to identify research-based interventions aligned with student needs.	Professional Learning		Monitor	08/27/2018	06/09/2023	$0	No Funding Required	ELA teacher, special education teacher, Title I Part A teacher

Activity - Writing Portfolio System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creation of an intervention writing portfolio system for subgroups which includes completed interventions.	Other		Monitor	08/27/2018	06/09/2023	$0	No Funding Required	core teachers, special education and Title I, Part A teachers

Goal 6: All students will have access to counseling services for academic and non-academic concerns.

Measurable Objective 1:

collaborate to provide counseling services to all West Iron Middle School services for academic and mental, emotional, social concerns by 06/08/2023 as measured by 80% of the students receiving services for this resource..

Strategy 1:

Counseling - One highly qualified counselor will work with WIC Middle School students to create an Education Development Plan (EDP).

Category: Career and College Ready

Research Cited: Baker, S.B., & Gerler, E. R. (2001).Counseling in Schools. D.C. Locke, J.E. Myers, and E.L. Herr (Eds.) The Handbook of Counseling, Thousand

Oaks, CA: Sage Publications.

Omizo, M.M., Hershberger, J.M., & Omizo, S.A. (1988). Teaching Children to Cope with Anger. Elementary School Guidance & Counseling, 22, 241-245.

Tier: Tier 1

Activity - Counseling Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One highly qualified counselor will provide counseling services relating to emotional and mental health issues to all WIC Middle School students. In order to address the chronically absent student who struggles with academic achievement, the counselor will work closely with both the student and family to increase attendance.	Behavioral Support Program	Tier 1	Monitor	08/27/2018	06/09/2023	$6600	Section 31a	Principal of middle school

Activity - Counseling Services for Homeless Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School counselor will provide counseling services and support during the school day to assist students who are homeless.	Academic Support Program, Behavioral Support Program	Tier 3	Implement	08/27/2018	06/09/2023	$340	Title I Part A	Administration, school counselor

Strategy 2:

Resource Officer - A school resource officer will be employed to aid in teaching strategies to contribute to lowering negative behaviors by creating positive relationships.

Category: Learning Support Systems

Tier: Tier 1

Activity - Resource Officer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school resource officer will be employed to work to increase positive student behaviors and increase community involvement.	Community Engagement, Behavioral Support Program	Tier 1	Implement	08/27/2018	06/08/2023	$30000	Section 31a	resource officer

Goal 7: All students will be provided with a systematic approach to support student academic career and personal/social needs.

Measurable Objective 1:

increase student growth   by providing structure and support to students to foster career guidance and develop a positive mentor-student relationship by 06/09/2023 as measured by measured by full participation by faculty and students in designed program.

Strategy 1:

PD Training: Mentoring Students - Professional Development training in various aspects of student mentoring.

Category: Other - Mentoring Students

Research Cited: "Relationships Matter: Linking Teacher Support to Student Engagement and Achievement" Adena M. Klem and James P. Connell, Journal of School Health • September 2004, Vol. 74, No. 7 (A detailed research of the effectiveness of teacher support through long term contact with students in the school culture. Data indicates student engagement increases when significant mentoring can develop with a teacher.)

Tier:

Activity - PD Training Session	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A one-day training by a professional presenter for middle school teachers in August will highlight the implementation of a mentoring between a teacher and student for the career of the student in that school building. Training highlights the following: creating a Supportive Learning Community, developing Self Awareness and Self Management, and building Relationships and Resolving Conflict. Any further logistics and planning will take place as the school year develops as needed to facilitate the program.	Behavioral Support Program, Professional Learning			08/27/2018	06/07/2019	$500	Section 31a	adminstration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title VI Part B

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Studies Technology Training	PD is in place for further technology training in Google Apps, and other ISD or State related opportunities during school year for additional technology training. Chrome book cart(s) are also desired. Clevertouch Boards/interactive displays will replace SmartBoards	Professional Learning		Monitor	08/27/2018	06/09/2023	$1280	Social studies teachers, Title 1 and educational assistants
PD Curriculum Development for SS	Social studies staff will attend state provided school improvement conferences that address the transition to new social studies standards and curriculum especially as it relates to social studies.	Teacher Collaboration, Professional Learning			08/27/2018	06/09/2023	$440	Administration
Incorporation of Multimedia	The teaching team will utilize online videos, textbook video lessons, and demonstrations on an interactive display. Instructional materials have been updated to allow for increase of integration in technology, including the continued use of the Digits program by Pearson and Chromebooks. Professional development and tech support is provided free of charge through online webinars and training videos.	Direct Instruction, Technology	Tier 1	Monitor	08/27/2018	06/09/2023	$1325	math, special education, and Title I teachers along with instructional assistants
Technology Updates	PD opportunities are available for further technology training in Google Apps, and other ISD or State related opportunities during school year for additional technology training. Chrome book cart(s) are also desired. Clevertouch Board/Interactive displays will replace Smartboards	Professional Learning	Tier 1	Monitor	08/27/2018	06/09/2023	$1325	trained staff and administration

Title I Part A

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

Counseling Services for Homeless Students	School counselor will provide counseling services and support during the school day to assist students who are homeless.	Academic Support Program, Behavioral Support Program	Tier 3	Implement	08/27/2018	06/09/2023	$340	Administration, school counselor

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocabulary Evaluation	Pre and post assessments will determine the effectiveness of the direct instruction methods.	Direct Instruction		Evaluate	08/27/2018	06/09/2023	$0	science staff
Math Collaboration	Each school year, the math department will meet to communicate and collaborate about curriculum maps, assessment results, course alignment, and student performance.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/27/2018	06/09/2023	$0	administration and representative teachers
REWARD MultiSyllabic Word Reading Strategies	Teachers will use REWARDS MultiSyllabic Word Reading Strategies to teach academic vocabulary.	Direct Instruction	Tier 3	Monitor	08/27/2018	06/08/2023	$0	Core teachers
Teacher Collaboration-Research-Based Interventions	Quarterly teacher collaboration among ELA teacher, special education teacher, Title I Part A teacher, and support staff to identify research-based interventions aligned with student needs.	Professional Learning		Monitor	08/27/2018	06/09/2023	$0	ELA teacher, special education teacher, Title I Part A teacher
Strategic Monitoring	ELA teachers, special education teacher, and Title I Part A teacher will analyze the universal screening data to identify evidence-based intervention strategies and differentiation activities for students scoring in Tier 2/3 in a collaborative team (Examples of possible strategies include 6 Minute Solution, REWARDS Multisyllabic Decoding, SQP3R, QAR, pre-reading activities, summarization). ELA teachers, special education teacher, and Title I Part A teacher will implement monthly strategic/progress monitoring for Tier 2/3 students as identified in the universal screening using R-CBM (fluency test) and MAZE (comprehension test).	Direct Instruction	Tier 2	Monitor	08/27/2018	06/08/2023	$0	core teachers

Classroom Implementation of Technology	Teachers will continue to implement United Streaming videos to support lessons in the classroom. Interactive displays/ Smart Board activities will be incorporated to enhance student understanding of the lesson materials. Power Point presentations will provide a detailed and structured outline for concepts taught.	Technology		Monitor	08/27/2018	06/09/2023	$0	Social studies classroom teachers
Vocabulary Lesson	Prior to lesson, teacher chooses vocabulary words to teach. Using any of several direct instruction strategies, teachers will teach subject-specific vocabulary before and during informational reading. End of unit assessments are used to determine level of mastery.	Direct Instruction	Tier 1	Monitor	08/27/2018	06/09/2023	$0	science staff
Reading strategies in social studies	In the classroom, teachers will boost reading strategies through the following: Six-Minute Solution, flashcards, pre-reading activities, prior knowledge inventories, vocabulary building strategies, and guided reading practice sheets for each lesson presented with all students.	Direct Instruction		Monitor	08/27/2018	06/09/2023	$0	Social studies staff
Differentiated Instruction	Differentiated instruction will be provided individually and in small groups addressing identified weaknesses in reading. Students will be assigned leveled reading passages based on ability identified in universal screenings. (Examples of instructional strategies include 6 Minute Solution, San Diego Quick Test, progress monitoring, REWARDS (multisyllabic decoding), pre-reading activities, summarization, and comprehension strategies such as SQP3R/QAR).	Direct Instruction		Monitor	08/27/2018	06/09/2023	$0	ELA teachers, special education teacher, and Title I Part A teacher
Differentiated Interventions	Targeted, differentiated interventions will be provided individually and in small groups addressing identified weaknesses (6+1 Writing Trait – one trait focus per card mark	Direct Instruction		Monitor	08/27/2018	06/09/2023	$0	ELA teacher, special education teacher, Title I Part A teacher,

Strategic Intervention	For students not meeting benchmarks in math, small group strategic intervention, defined as additional instruction by the teaching team, will be provided to reteach skills or Common Core standards not met as identified through analysis of assessment data. The strategic intervention will utilize alternative methods and materials that parallel the curriculum and will be derived from the Digits middle school math program by Pearson, which is aligned to the Common Core State Standards. Staff and student schedules will be coordinated in order to allow time during the day for small group or individual intervention using the available resources. Students will work with staff members in designated areas of the building for as long as is necessary for the skills to be acquired. Professional development for Response to Intervention took place during the summer of 2012 through a 6-week collaborative online course.	Direct Instruction, Academic Support Program	Tier 2	Monitor	08/27/2018	06/09/2023	$0	math, special education, and Title I teachers, along with educational specialists
Educational Specialists	Educational specialists (as available) will work in grades 6-8 to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions. These students have been identified through data analysis as not meeting benchmarks in the five core content areas. Possible support and intervention will be as follows: chunking, read aloud text in small groups/reinforce key academic concepts, incorporate Think-Alouds, critical thinking, problem solving activities help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for special ed, observe student behavior noting deficits and strengths, provide classroom support during hands-on labs, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection and assist as needed in the school day.	Academic Support Program		Monitor	08/27/2018	06/09/2023	$0	classroom teachers, special education staff, and administration
Interactive Notebook Activities	Throughout each unit, students will complete interactive notebook activities with the purpose of introducing new vocabulary, assessing prior knowledge, and previewing grade-level concepts. Manipulatives will be used, as appropriate, to enhance student engagement.	Direct Instruction	Tier 1	Implement	08/27/2018	06/09/2023	$0	math, special education, and Title I teachers, along with educational specialists

Assessment Through Technology	Assessments requiring the use of scientific calculators, computers, and multimedia tools will be administered to measure the effectiveness of the utilization of technology in the classroom, as well as prepare students for next generation web-based assessments. The results of these assessments will be used to shape further instruction and intervention.	Other - Assessment	Tier 1	Monitor	08/27/2018	06/09/2023	$0		math, special education, Title I teachers along with educational specialists
Subgroup Identification	Identification of need within subgroups: Students with disabilities and economically disadvantaged students will be monitored as a subgroup using the pre/posttest universal cold write grade level prompts.	Direct Instruction		Monitor	08/27/2018	06/09/2023	$0		ELA teacher, special education teacher, Title I Part A teacher,
Small Group	For students not meeting benchmarks in science, small group or individual intervention will be provided to reteach material not met by students.	Direct Instruction	Tier 2	Monitor	08/27/2018	06/09/2023	$0		Science teachers
Reading Fluency and Comprehension	Instructional time will be provided to all students in the area of reading fluency and comprehension according to their needs based on spring AIMSweb universal screening results from previous years and M-Step results. (Examples of instructional strategies include 6 Minute Solution, pre-reading activities, and comprehension strategies such as SQP3R/QAR)	Direct Instruction	Tier 1	Monitor	08/27/2018	06/09/2023	$0		core teachers
Class Time Intervention	Students will practice cooperative learning and peer tutoring in the classroom for the purpose of sharing scientific ideas and skills. Groupings will be as heterogeneous as possible based on skill level to maximize the sharing of ideas and minimize the gap between the top- and bottom-performing students.	Direct Instruction	Tier 2	Monitor	08/27/2018	06/09/2023	$0		science teachers
ISD ELA Collaboration	Representative teachers will attend ELA collaborative meetings to communicate and collaborate about new and innovative strategies to implement through current Best Practices, as well as State and Federal requirements as it relates to curriculum.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/27/2018	06/09/2023	$0		ISD personnel and administration
Intervention Assessment	Use of pre/post tests and other classroom assessments will show whether interventions are improving student performance in the different areas of each chapter/unit of instruction.	Direct Instruction		Monitor	08/27/2018	06/09/2023	$0		Social studies staff, Title I staff and educational assistants.
Prior Knowledge	Core teachers will implement prior knowledge activities and pre-reading text surveys for all students.	Direct Instruction	Tier 1	Monitor	08/27/2018	06/09/2023	$0		Core teachers

Evaluation	intervention will be followed-up with additional assessment to confirm acquisitions of skills. Determination of success will be evaluated through unit posttests and quizzes.	Direct Instruction	Tier 2	Monitor	08/27/2018	06/09/2023	$0	science teachers
Educational Specialists	Educational specialists (as available) will work in grades 6-8 to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions. These students have been identified through data analysis as not meeting benchmarks in the five core content areas. Possible support and intervention will be as follows: chunking, read aloud text in small groups/reinforce key academic concepts, incorporate Think-Alouds, critical thinking, problem solving activities help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for special ed, observe student behavior noting deficits and strengths, provide classroom support during hands-on labs, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection and assist as needed in the school day.	Academic Support Program		Monitor	08/27/2018	06/09/2023	$0	classroom teachers, special education staff, and administration
Cooperative Learning & Peer Tutoring	Students will practice cooperative learning and peer tutoring in the classroom for the purpose of sharing mathematical ideas and problem-solving skills. Groupings will be as heterogeneous as possible based on skill level to maximize the sharing of ideas, while minimizing the gap between the top- and bottom-performing students as well as the need for strategic or intensive intervention.	Direct Instruction	Tier 1		08/27/2018	06/09/2023	$0	math, special education, and Title I teachers, along with educational specialists
Intervention Identification	Through the use of classroom pre/post test, reading comprehension worksheets, quizzes, and chapter/unit tests students will be identified for interventions.	Academic Support Program		Monitor	08/27/2018	06/09/2023	$0	Social studies teachers, Title I and educational assistant staff
ISD Science Collaboration Meetings	Representative staff members will attend ISD sponsored science collaboration meetings to communicate and collaborate about new and innovative strategies to implement through current Best Practices, as well as State and Federal requirements as it relates to curriculum.	Teacher Collaboration, Professional Learning		Implement	08/27/2018	06/09/2023	$0	Administration and representative teachers

Evaluation	Longitudinal data is collected and evaluated using the AIMSweb Tier Transition Report for reading fluency and comprehension, M-STEP data and pre/posttests unit scores to measure improvement (Effectiveness of Strategy).	Other - Evaluation	Tier 1	Monitor	08/27/2018	06/09/2023	$0	core teachers
Writing Portfolio System	Creation of an intervention writing portfolio system for subgroups which includes completed interventions.	Other		Monitor	08/27/2018	06/09/2023	$0	core teachers, special education and Title I, Part A teachers
Monitoring	Identification of students is completed 3 times per school year using universal screenings. Students identified as not meeting benchmark are strategically monitored monthly. Additional instruction is provided as the schedule permits.	Direct Instruction	Tier 2	Monitor	08/27/2018	06/09/2023	$0	Special education teacher and Title I, Part A teacher
Implementing Interventions	Individual and small group instruction will help to assist in the learning process. Extra support given in the areas of vocabulary building, reading comprehension, and study strategies through the use of vocabulary flashcards, mapping activities, word walls, graphic organizers and United Streaming videos.	Academic Support Program		Monitor	08/01/2018	06/09/2023	$0	Educational assistants and support staff
Technology Integration Evaluation	Lesson Plans will be evaluated quarterly to ensure that teachers are implementing technology in the classroom at least once/week.	Other		Monitor	08/27/2018	06/09/2023	$0	Principal
Use of Scientific Calculators	The teaching team will utilize scientific calculators to enhance basic math skills, deepen critical thinking skills, and introduce algebraic and geometric concepts, while continuing to emphasize the algorithms involved in performing calculations.	Direct Instruction, Technology	Tier 1		08/27/2018	06/09/2023	$0	math, special education, and Title I teachers along with instructional assistants
Differentiated Fluency Practice	ELA teachers will use differentiated fluency practice as initial fluency intervention using 6 Minute Solution. Pre-reading activities and comprehension strategies including SQP3R, QAR, and summarization will also be used).	Direct Instruction	Tier 2	Monitor	08/27/2018	06/08/2023	$0	core teachers
Inquiry Evaluation	Twice yearly, students will complete a scientific inquiry of their own, including development of a hypothesis, relevant research, investigation, collection and analysis of data, and a report of findings, including real world applications. Teacher and student-created rubrics will be used to determine proficiency levels.	Direct Instruction		Monitor	08/27/2018	06/09/2023	$0	Science staff
Evaluation	Evaluation will be based on AIMSweb R-CBM for reading fluency and MAZE for comprehension.	Other - Evaluation	Tier 1	Monitor	08/27/2018	06/08/2023	$0	core teachers

Inclusion of Online Resources	A classroom website will continue to be maintained for the purpose of extending learning opportunities outside the classroom, where students have access to additional multimedia tools and resources, along with the ability to contact the teacher for further assistance.	Academic Support Program	Tier 1	Monitor	08/27/2018	06/09/2023	$0	math, special education, Title I teachers along with educational specialists

Bi-Monthly Staff Meetings	In at least four meetings (one per marking period), teachers will collaborate to develop a comprehensive science course of study, based on the inquiry model. Sharing research, lesson ideas and instructional strategies, teachers will develop and deliver an inquiry-based lesson and/or unit of study in between each meeting, sharing the results at the next meeting. Teachers will collaborate to develop formative assessments to evaluate student learning and to improve instructional delivery for future lessons. With planned professional development, including quarterly science staff meetings and attendance by science instructors at quarterly ISD science training sessions, teachers will learn how to plan and deliver inquiry-based science instruction, based on the currently-adopted state science academic standards. (NGSS)
	  During science staff meetings, teachers will collaborate to: a) develop a comprehensive, sequential science curriculum, based upon the currently-adopted state science academic standards; b) share examples of inquiry-based lessons; c) develop formative assessments.
	  During ISD training sessions, science teachers will receive instruction and resources on how to implement an inquiry-based science curriculum.
		Teacher Collaboration		Monitor	08/27/2018	06/09/2023	$0	Science staff; principal

Reading Comprehension Assessment	Evaluation will take place through the use of pre/post tests, chapter/unit assessments, section worksheets and quizzes to evaluate student progress in reading comprehension and vocabulary.	Direct Instruction		Monitor	08/27/2018	06/09/2023	$0	Social studies teachers, Title 1, special education teachers, and educational specialists
ISD Social Studies Collaboration	Representative teachers will attend ISD social studies collaboration meetings to communicate and collaborate about new and innovative strategies to implement through current Best Practices, as well as State and Federal requirements as it relates to curriculum.	Teacher Collaboration, Professional Learning		Monitor	08/27/2018	06/09/2023	$0	ISD staff and administration

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
At-Risk Intervention	One high qualified professional educator will work 6th -8th graders for 178 days 3 hours a day for the school year in order to accelerate student achievement and enhance the curriculum through tutorial services and intervention programs in math and reading. These services are provided in the computer lab and in classrooms with students identified as not meeting benchmarks and required proficiency levels	Academic Support Program		Monitor	08/27/2018	06/08/2023	$8384	Principal
Resource Officer	A school resource officer will be employed to work to increase positive student behaviors and increase community involvement.	Community Engagement, Behavioral Support Program	Tier 1	Implement	08/27/2018	06/08/2023	$30000	resource officer
Counseling Services	One highly qualified counselor will provide counseling services relating to emotional and mental health issues to all WIC Middle School students. In order to address the chronically absent student who struggles with academic achievement, the counselor will work closely with both the student and family to increase attendance.	Behavioral Support Program	Tier 1	Monitor	08/27/2018	06/09/2023	$6600	Principal of middle school

Educational Specialists	Educational specialists will work in grades 6-8 to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions. These students have been identified through data analysis as not meeting benchmarks in the five core content areas. Possible support and intervention will be as follows: chunking, read aloud text in small groups/reinforce key academic concepts, incorporate Think-Alouds, critical thinking, problem solving activities help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for special ed, observe student behavior noting deficits and strengths, provide classroom support during hands-on labs, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection and assist as needed in the school day.	Academic Support Program		Monitor	08/27/2018	06/09/2023	$3250	administration and classroom teacher
At Risk Intervention	One high qualified professional educator will work 6th -8th graders for 178 days 3 hours a day for the school year in order to accelerate student achievement and enhance the curriculum through tutorial services and intervention programs in math and reading. These services are provided in the computer lab and in classrooms with students identified as not meeting benchmarks and required proficiency levels.	Behavioral Support Program	Tier 2	Monitor	08/27/2018	06/08/2023	$8385	Principal and At-Risk educator
PD Training Session	A one-day training by a professional presenter for middle school teachers in August will highlight the implementation of a mentoring between a teacher and student for the career of the student in that school building. Training highlights the following: creating a Supportive Learning Community, developing Self Awareness and Self Management, and building Relationships and Resolving Conflict. Any further logistics and planning will take place as the school year develops as needed to facilitate the program.	Behavioral Support Program, Professional Learning			08/27/2018	06/07/2019	$500	adminstration
Curriculum Development	Sciences staff will attend state provided school improvement conferences that address transition to new standards	Teacher Collaboration, Professional Learning			08/27/2018	06/09/2023	$440	Administration and science teachers

| Educational Specialists | Two educational specialists will work in grades 6-8 to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions.
These students have been identified through data analysis as not meeting benchmarks in the five core content areas. Possible support and intervention will be as follows: chunking, read aloud text in small groups/reinforce key academic concepts, incorporate Think-Alouds, critical thinking, problem solving activities help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for special ed, observe student behavior noting deficits and strengths, provide classroom support during hands-on labs, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection and assist as needed in the school day. | Academic Support Program | Tier 1 | Monitor | 08/27/2018 | 06/08/2023 | $11500 | classroom teachers, special education staff, and administration |

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Daily Notes	Students will receive guided notes for each lesson that contain vocabulary and examples that serve as the basis for class discussions and a springboard for assignments and assessments.	Direct Instruction	Tier 1	Implement	08/27/2018	06/09/2023	$2400	math, special education, and Title I teachers, along with instructions assistants

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Content Area Connection	Content Area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data analysis and intervention strategies.	Teacher Collaboration	Tier 1		08/27/2018	06/09/2023	$0	Administration and teaching staff