2014-15 SIP

Milwood Magnet School

Kalamazoo Public School District

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Overview

Plan Name

2014-15 SIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in science.	Objectives: 1 Strategies: 2 Activities: 8	Academic	$3900
2	All students will be proficient in social studies.	Objectives: 1 Strategies: 2 Activities: 7	Academic	$0
3	All students will be proficient in reading.	Objectives: 1 Strategies: 5 Activities: 9	Academic	$178000
4	All students will be proficient in math.	Objectives: 1 Strategies: 4 Activities: 7	Academic	$0
5	All students will be profient in writing.	Objectives: 1 Strategies: 2 Activities: 5	Academic	$11500
6	A focus on School-wide Culture and Climate will enhance student achievement.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	$213250

Goal 1: All students will be proficient in science.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

33% of All Students will demonstrate a proficiency in content defined by Michigan State Standards in Science by 05/01/2015 as measured by MEAP assessment.

Strategy 1:

Inquiry Based Science - Science instruction over recent years has begun to shift toward educating students to succeed in science, mathematics, and technology (STEM) driven careers. As a result, students must be exposed to new ways of conducting science, rather than the traditional lecture and follow a recipe lab. As a result, science classrooms must integrate science concepts, with experiences that challenge students to think critically, using math, science and fluidly use technology to demonstrate their understanding. The following strategies have been identified to support students at Milwood Magnet School: A Center for Math, Science, and Technology in developing these skills.

Teachers will create and implement inquiry based lab experiences. Teachers will systematically move students through the scientific process beginning with guided inquiry and gradually releasing to students in a more open inquiry format. Teachers will also utilize hands on learning through the use of models, demonstrations, investigations, and higher order questioning strategies. Teachers will also develop lab-based assessments to assess student learning at a higher level.

Inquiry based instruction also requires students to support their evidence using data, graphs, and detailed conclusions. As a result, it is vital that students understand the importance of mathematics and numeracy in science. To support numeracy in science, teachers integrate mathematics and science to deepen the mastery of both concepts. Teachers monitor student growth of identified math goals by conducting progress check at the beginning of each marking period through the use of Datawise. Technology will enable students to view simulations of abstract concepts that cannot be conducted in the science lab, generate detailed lab reports, and work collaboratively with peers. Additionally, technology can be utilized to monitor student mastery of grade level content standards and modify instruction to target specific learning objectives.

Research Cited: Science Educator's Guide to Laboratory Assessment. Doran, R., Chan, F., Tamir, P., Lenhardt, C. (2002). Arlington, VA: NSTA Press. http:www.nsta.org,

Inquiry and the National Science Standards: A Guide for Teaching and Learning. Olson, S & Loucks-Horsley, S. (2000). National Academic Press, www.nsta.org

Tier:

Activity - Inquiry Labs Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The implementation inquiry labs will include at least two inquiry-based experiences per trimester. The laboratory experiences will include both science lab activities as well as those that can be completed within the regular classroom setting. Teachers will bring student samples of laboratory reports and lesson plans to content meetings to document their progress. Additionally, staff members are encouraged to observe each other in an effort to increase consistency throughout the science department. To accomplish this strategy, teachers need extensive training and support on the inquiry process and how to adapt current curriculum and activities to be more inquiry based. Additionally, teachers will need resources in the science lab in order to effectively conduct these investigations. SIP funds will be utilized to purchase supplies necessary for conducting scientific investigations.	Academic Support Program		Implement	09/02/2014	06/01/2015	$1000	School Improvement Grant (SIG)	All Science staff to implement at least two labs per trimester Content leader to monitor implementation Building administrators to monitor progress

Activity - Inquiry Training & Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scientific inquiry enable students to develop critical thinking skills that can be utilized in various environments outside the science classroom. In order to develop teachers who are confident in teaching the process of inquiry, additional training and resources are needed to deepen the pedagogical knowledge of our science teachers, ensuring all teachers can implement inquiry labs with fidelity. Teachers will receive professional developments throughout the course of the school year through district level professional development, content meetings, and participating in a book study about the inquiry process. Teachers will explicitly teach the steps of inquiry to ensure students develop the skills necessary to thinking critically about science. Additionally, teachers will gradually integrate various inquiry based activities throughout the year, gradually releasing responsibility to the students in the science lab.	Professional Learning		Getting Ready	09/02/2014	06/01/2015	$600	School Improvement Grant (SIG)	Content Leader - monitor implementation and progress Science teachers - implement process and adapt current instruction Building Administrators - monitor implementation

Activity - Numeracy & Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers have begun to develop activities which support numeracy skills in science. This phase of the plan requires teachers to continue this work and further develop activities to enhance data analysis and numeracy in science. Teachers will utilize Datawise to monitor student growth on identified targets and discuss their progress at content meetings held throughout the school year. Additionally, teachers will continue to examine how data analysis can be integrated into scientific investigations to enhance student mastery on both mathematics and science standards.	Academic Support Program		Implement	09/02/2014	06/01/2015	$0	School Improvement Grant (SIG)	Science Teachers - continue to integrate numeracy and data analysis throughout curriculum Content Leader - monitor progress, lead data analysis conversations Support staff- assist teachers as needed Building administrators - monitor & support staff

Activity - Enhancing Science Through Use ofTechnology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To enhance and extend student learning, the department would like to purchase equipment for the science lab and science classrooms. This technology will enable students to gather and collect data, view simulations of abstract concepts, and gather research about various topics in our curriculum. In the science lab, students could generate graphs and data tables to further support their understanding of the concepts. Other equipment requests in the science lab include: maintenance to audio equipment, digital microscope, document camera, and a dedicated computer for a teacher-work station. Additionally, staff members would benefit from the use of tablet/iPads to more actively monitor student learning in the science lab. With this technology, staff could conduct formative assessments in the science lab and monitor student needs as it relates to inquiry.	Technology		Getting Ready	09/01/2014	06/01/2015	$2000	School Improvement Grant (SIG)	content leader - provide detailed item request and proposal, submit request district technology department - install new equipment building administrators - monitor

Strategy 2:
Literacy in Science - This strategy will enable students develop foundational scientific knowledge of key concepts. Literacy in Science will include explicit vocabulary instruction, the writing process used in creating science lab reports, and summarizing information texts.

All students need to be effective communicators. Writing provides students with a process for encoding ideas into written symbols. It requires a demonstration of competence in organization, vocabulary, and purpose. Writing is a tool for thinking and grows out of many different purposes.

If students are to see themselves as competent writers and authors, a deep understanding of the writing process needs to be established. This process, along with clearly defined expectations for each part of the process, needs to be obvious to students and common among all teachers in order for successful writing to occur.

The writing process in Science will include the use of formal lab reports. These reports will include steps of the Scientific Method as well as a formal conclusion summarizing the results of the lab.

Summarizing is the ability to restate the essence of text in as few words as possible, identifying the main idea with supporting details. Mastering this ability leads students to comprehension and retention of information. Summarizing has been identified as one of the nine essential skills by Robert Marzano in his book, Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (2001), and it is also an essential skill for 21st Century workers.

The explicit vocabulary instruction allows students to begin the unit on a more equal playing field because they understand the terms related to major concepts.
In order to ensure we accomplish this SMART goal we have identified several strategies to support student achievement.

1. Teacher will explicitly teach 10-12 key vocabulary terms each marking period. The instruction of these terms will include various ways for students to explore the concepts including: teachers will utilize vocabulary games, notetaking with Marzano squares, four column notes (Marzano), Foldables (Dinah Zayke), and concept maps (thinking maps).

2. Teachers will administer a pre assessment at the beginning of each six-week marking period. The results will be used to determine student prior knowledge about key concepts and to adapt instruction based on the needs of each class/student. Additionally, students will re-assess often to track their progress over the marking period through the use of classroom responders which provide immediate feedback. Students will complete vocabulary post assessments with targeted vocabulary at the end of each Marking Period.
In all content areas, vocabulary is necessary to master and learn information, but research suggests that vocabulary is vital to mastering science concepts. Scientific vocabulary is critical because science relies on its own language to discuss key concepts and processes. Students often learn new meanings for terms they are already familiar with (Cohen, 2012). For example, in science “cell” describes a basic structure of all organisms, yet in other applications a cell refers to a square in an Excel document, a prison cell, or even a battery. Cohen (2012) goes on to say that students at risk or those who start with limited vocabularies are not able to pick up new terms through limited exposure. Instead they require repeated and explicit instruction to master the new terminology. Therefore, with explicit instruction at the beginning of the term, students can understand how each term relates to a new concept and spend less time trying to determine the correct meaning.

Marzano, Pickering, & Pollock (2001) in their book, Classroom Instruction that Works researched the effectiveness of using nonlinguistic representations to assist with concept mastery. Some examples they describe include: graphs, physical models, mental pictures, diagrams, or kinesthetic movements. As a department, we utilize all of these strategies to teach scientific concepts. For example, when learning about soil, students created a foldable model of the soil profile adding notes, sketches of organisms present, and added color to represent the nutrients present in the soil. This one activity alone engages various types of learning to engage all students in the learning process.

In addition to the above mentioned strategies, our building has also adopted thinking maps to increase student achievement. Marzano (2001) states that concept maps specifically engages the brain and draws connections between concepts. This is vital in science because words not only have one meaning but they often refer to entire process such as the word photosynthesis. The specific research around “thinking maps” concludes that students begin to think more critically about the content and draw connections between core classes (Thinking Maps, 2012).
Research Cited: Cohen, M.T. (2012). The importance of vocabulary for science learning. Kappa Delta Pi, 48, 72-77.

Brown, A.L., Campion, J.C., & Day, J. (1981, February). Learning to learn: On training students to learn from text. Educational Researcher 10(2), 14-21.

Calwelti, G. (2004). Handbook of research on improving student achievement. Educational Research Service.

Graham, S., & Perin, D. (2007) Writing Next: Effective Strategies to Improve Writing in Middle and High Schools. New York, Carnegie Corporation.

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

Marzano, R.J, Pickering, D.J., & Pollock, J.E. (2001) Classroom Instruction that Works. Alexandria, VA: ASCD.

Thinking Maps. (2012). Benefits of thinking maps. Retrieved from http://thinkingmaps.com/

Tier:

Activity - Using Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will read and analyze various informational text samples related to science concepts. They will use multiple summarization strategies to ensure students develop full mastery of concepts. Teachers will collect student samples to analyze and share in professional learning community meetings.	Academic Support Program		Monitor	09/02/2014	06/01/2015	$0	School Improvement Grant (SIG)	Science Content Leader to facilitate team discussions and student sample analysis,. Science teachers to select and implement various summarization strategies, Building Administrators to monitor and oversee process.

Activity - Writing Process - Lab Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After completing an inquiry based lab, students will draft and edit a formal lab report. The reports will include an overview of the experiment as well as a detailed conclusion discussing the results and analyzing the data gathered in the experiment. These reports will be graded based on a department created rubric. Teachers will share strategies and student samples for the purpose of developing a school-wide system for the writing process in science.	Academic Support Program		Monitor	09/02/2014	06/01/2015	$0	No Funding Required	Science Content Leader - facilitate team discussions, ensure all teachers are implementing writing process Science teachers - use the writing process Building Administrators - oversee and monitor implementation

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
. Teacher will explicitly teach 10-12 key vocabulary terms each marking period. The instruction of these terms will include various ways for students to explore the concepts including: teachers will utilize vocabulary games, notetaking with Marzano squares, four column notes (Marzano), Foldables (Dinah Zayke), and concept maps (thinking maps). 2. Teachers will administer a pre assessment at the beginning of each six-week marking period. The results will be used to determine student prior knowledge about key concepts and to adapt instruction based on the needs of each class/student. Additionally, students will re-assess often to track their progress over the marking period through the use of classroom responders which provide immediate feedback. Students will complete vocabulary post assessments with targeted vocabulary at the end of each Marking Period.	Academic Support Program		Monitor	09/02/2014	06/01/2015	$300	School Improvement Grant (SIG)	Science Content Leader - monitor implementation & discuss progress Science Teachers - implement academic vocabulary strategy Building Administrators - oversee and monitor progress

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

Teachers will attend professional development to learn how to utilize thinking maps as a way of deepening student learning. Thinking maps will be implemented in all science classrooms to draw connections between concepts and identify how concepts relate to one another. Thinking maps will also be used to activate prior knowledge and begin discussions about new scientific concepts,	Professional Learning		Getting Ready	08/18/2014	06/01/2015	$0	School Improvement Grant (SIG)	Science teachers- attend training & implement thinking maps to deepen mastery of concepts content leader - monitor implementation, provide additional training if necessary Building administrator & support staff - monitor & track progress

Goal 2: All students will be proficient in social studies.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

40% of All Students will demonstrate a proficiency in social studies in Social Studies by 10/30/2015 as measured by state assessment.

Strategy 1:

Formative Assessment - The use of formative assessments is necessary to increase checks for understanding to keep the flow of knowledge and objectives current and assessed. We use simple informal checks, such as sitting in on group conversation, exit slips, and the literacy strategies of 30-second speech, Sum-it-up, and the Headline routine as methods to assess students learning formatively.

The use of minute-to-minute and day-to-day formative assessment has been shown to have a significant impact on student learning. Formative assessment is a combination of the following five key strategies:

- Clarifying and sharing learning intentions and criteria for success 2
- Engineering effective classroom discussions, questions, and learning tasks
- Providing feedback that moves learners forward

• Activating students as the owners of their own learning
• Activating students as instructional resources for one another

These five key strategies are held together by one overarching principle of using evidence of learning to adjust instruction in real time to better meet students' immediate learning needs. These five key strategies and the overarching principle are important for all classrooms, however, how an individual teacher chooses to implement these ideas will vary according to his or her classroom, teaching style, and/or students. For this reason, a variety of techniques for each strategy have been developed.

Research Cited: Wylie, E.C, Lyon, C.J., Goe, L. (2009, March). Teacher Professional Development Focused on Formative Assessment: Changing Teachers, Changing Schools. American Educational Research Association (AERA) Presentation.

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

Stiggins,R., Chappuis, J. (2008, January). Enhancing Student Learning Create profound achievement gains through formativeassessments.file:///C:/Documents%20and%20Settings/DeweyLM/My%20Documents/Leadership/Formative%20Assessment%20Article.htm.

Stiggins, R., DuFour, R. (2009, May). Maximizing the Power of Formative Assessment. Phi Delta Kappan (640-644).

Tier:

Activity - Measuring tool for assessment growth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

We will use a rubric for assessing progress of our students content knowledge from each instructional unit, per grade level; at least one per unit.	Academic Support Program		Implement	09/02/2014	06/08/2015	$0	School Improvement Grant (SIG)	Social Studies team will implement the strategy and measure the progress with reflection checkpoints at department meetings. The department head will design the rubric and facilitate conversation of reflection of data to make sure that there is validity.

Activity - Writing Products as Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will incorporate persuasive writing assignments as a way to measure development of students content knowledge on a consistent and regular basis.	Academic Support Program		Monitor	09/02/2014	06/08/2015	$0	School Improvement Grant (SIG)	All teachers to implement, administrators to support.

Activity - Focused warm-up revolving around prior day(s) GLCEs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The team will begin inserting questions that are GLCE focused and responsive to progress and proficiency. This will be monitored at the beginning portion of the class period and the teachers will check off understanding of individual students using a blank grade sheet from Pinnacle and then plan to meet with the students that are defficient.	Curriculum Development	Tier 1	Implement	09/02/2014	06/10/2015	$0	No Funding Required	Social Studies staff

Strategy 2:
Visual Literacy - The students will be continually exposed to various pieces of visual literacy that will demand that they be able to analyze and defend their observations and conclusions, which are necessary skills in a constantly evolving technological world.
As well, we will incorporate the 5 summarization strategies into these activities as methods of interpreting the meaning and symbolism of the visual literacy pieces. Examples of the pieces that will continually be analyzed are the following: primary and secondary sources (using Document Based Questioning protocol), as well as graphs, pictures, maps, charts, video clips, and other appropriate pieces of visual literacy.

Literacy in the DBQ classroom is focused on the analysis of primary and secondary source materials. These materials can take the form of traditional print materials, video, audio, graphical, or visual (cartoons, photographs, paintings etc) materials. This lends itself to the teaching of visual literacy skills with students and the use of such strategies as See-Think-Wonder as researched at Harvard University in their Project Zero: Visible Thinking program. Numeracy skills are developed in this environment as students are asked to analyze documents, which contain numerical information such as voting data, population data, and other charts and graphs.

Students are asked to analyze resources to develop arguments using a Claim-Evidence-Reason logic. This framework for writing is evident in the Common Core State Standards for Writing in Standard #1 for science and social studies. DBQ also supports and focuses the instruction on the CCSS in Reading for both science and social studies in standards # 1 (citing evidence from text) and #2 (summarizing text).

The use of Document Based Questions (DBQ) has been proven to improve student achievement in social studies, science and literacy. Stanford University, in its work in Reading like a Historian has published several research studies on the impact of this type of instruction on urban learner. Of particular note is the research study Reading Like a Historian: A Document-Based History Curriculum Intervention in Urban High Schools by Avishag Reisman. In the abstract of the study he notes,

A quasi-experiment control design measured the effects of a 6-month intervention on four dimensions: (a) students' historical thinking; (b) their ability to transfer historical thinking strategies to contemporary issues; (c) their mastery of factual knowledge; and (d) their growth in general reading comprehension. MANCOVA analysis yielded significant main effects for the treatment condition on all four outcome measures. This study has implications for both adolescent literacy instruction and history teaching at the middle- and high-school levels.

Additionally, Smith, Breakstone and Wneberg in Achievement testing in history. In J. Hattie & E. A. Anderman (Eds.), International Guide to Student Achievement. New York: Routledge document the impact this type instruction has on student achievement. Not only does DBQ instruction improve the ability to read, it also helps to focus instruction and student achievement in the area of writing in both social studies and science.

Research Cited: Bridgeman, Brent, et al. (1997). The reliability of document-based essay questions on advanced placement History Examinations. Princeton, NJ. Educational Testing Service.

Fry, E. (1981). Graphical literacy. Journal of Reading , 24, 383-390.

Stovel, J. E. (August 2000). Document analysis as a tool to strengthen student writing. History Teacher. 33. (4), 501-509..

Stovel, J. E. (Spring, 1987). Document-based questions (DBQ) and testing for critical thinking. Social Science Record, 24.(1), 11-12..

Otten, E.H. (1998). Using primary sources in the primary grades. ERIC Digest. [ED419773].

Tier:

Activity - Summarization strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students will be continually exposed to various pieces of visual literacy that will demand that they be able to analyze and defend their observations and conclusions, which are necessary skills in a constantly evolving technological world. As well, we will incorporate the 5 summarization strategies into these activities as methods of interpreting the meaning and symbolism of the visual literacy pieces. The team will use a "chalk talk, gallery walk" reflection protocol in order the share observations and make suggestions on improvements of the use of strategies.	Academic Support Program		Monitor	09/02/2014	06/08/2015	$0	School Improvement Grant (SIG)	Social Studies team to implement. Department head to facilitate discussion. Building administrators to monitor and support.

Activity - Document Based Questioning training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The social studies team will receive profession development on how to use the Document Based questioning program to effectively analyze primary and secondary sources, as well to compare them to each other detecting biases.	Professional Learning		Getting Ready	09/02/2014	06/08/2015	$0	School Improvement Grant (SIG)	Social Studies team will implement the strategy and measure the progress with reflection checkpoints at department meetings.

Activity - Document Based Questioning protocol	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will be continually exposed to different forms of primary source documents. They will then be able to draw conclusions and apply these conclusions and understanding to current and past world events when answering Document Based Questions (DBQs). (Primary Source documents)	Academic Support Program		Implement	09/02/2014	06/08/2015	$0	School Improvement Grant (SIG)	Social Studies team will implement the protocol designed to analyze and compare primary and secondary sources using the Document Based Questioning process. We will bring samples to content meetings in order to monitor use of and progress.

Activity - Numercy in Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Social Studies department will use charts and graphs on a weekly basis (3-5 times per week) as a part of our warm-up process in order to analyze and interpret numbers and their signifigance visually.	Curriculum Development	Tier 1	Implement	09/02/2014	06/10/2015	$0	No Funding Required	the Social Studies Department

Goal 3: All students will be proficient in reading.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

56% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/01/2015 as measured by state assessment.

Strategy 1:

Improve reading comprehension through common literacy strategies - All teachers share a common focus on reading comprehension skills to make meaning from text through the use of Thinking Maps. Thinking Maps are a set of visual teaching tools that foster life-long learning for all students. The eight thinking maps correspond with eight fundamental thinking processes. They form a common visual language for students and teachers in all grades and subjects. The maps depict thinking and learning. Because the brain is predominately visual, the maps provide visuals for the learner. Thinking Maps are consistent, flexible, developmental, integrative, and

reflective. They provide emotional connections and help students build meaning. Both are essential for learning.

Research Cited: Maney Cook Smith. Thinking Maps & Write From the Beginning Theory & Empiracal Evidence. TRIERE Research (Manchester, N.H. Oct 16, 2003).
Wolfe, P. Thinking Maps - A Design for Learning Video, 2010
Hyerle, D. Biofocal Assessment in the Cognitive Age: Thinking Maps for Assessing Content Learning & Cognitive Processes. The New Hampshire Journal of Education (Plymouth State Univ 2009)
Marzano, R.J., Pickering, D.J., & Pollock, J. E. (2001) Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.
Pressley, M. et al. (1990). Cognitive Strategy Instruction That Really Improves Children's Academic
Performance. Cambridge, MA: Brookline Books.
Nagy, WE (1988). Teaching Vocabulary to Improve Reading Comprehension. Urbana, IL: National Council
of Teachers of English.
Tier:

Activity - Thinking Maps Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers attended a Train the Trainer professional development institute on Thinking Maps. This team will train the instructional staff on the use of Thinking Maps during Back to School PD (August 19-21 2014).	Professional Learning		Getting Ready	08/18/2014	06/15/2015	$9900	School Improvement Grant (SIG)	Craig LeSuer

Activity - Thinking Maps Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All teachers will use Thinking Maps in instruction as evidenced by lesson planning, walk throughs, and surveys.	Academic Support Program		Implement	09/01/2014	06/15/2015	$6000	General Fund	All instructional staff including teachers and paraprofessionals are responsible for classroom implementation. Administrators will oversee and monitor implementation through the use of walk through data and lesson plans.

Activity - Monitor Usage of My Capstone Interactive Library	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the usage of My Capstone Interactive Library on-line in all content areas.	Academic Support Program		Monitor	09/01/2014	06/15/2015	$4800	School Improvement Grant (SIG), School Improvement Grant (SIG)	Content area teachers and Craig LeSuer

Strategy 2:

School-Wide Literacy Framework - Summarization is a students' ability to concisely identify in their own words the main idea and supporting details of various literacies. To summarize, students must make meaning from their learning and explain the learning for important components.

Student's today are citizens of the information-age, consequently they must be skilled working with information if they are to be successful in their futures. They must be able to actively process information by accessing it, interpreting it, making meaning and applying it to new situations. To do this they must be able to summarize information from various subjects and contents. This is a learned skill and teachers must be tenacious in leading their students to competence with this skill.

Summarizing is the ability to restate the essence of text in as few words as possible, identifying the main idea with supporting details. Mastering this ability leads

students to comprehension and retention of information. Summarizing has been identified as one of the nine essential skills by Robert Marzano in his book, Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (2001), and it is also an essential skill for 21st Century workers.

Research Cited: Brown, A.L., Campion, J.C., & Day, J. (1981, February). Learning to learn: On training students to learn from text. Educational Researcher 10(2), 14-21.

Calwelti, G. (2004). Handbook of research on improving student achievement. Educational Research Service.

Graham, S., & Perin, D. (2007) Writing Next: Effective Strategies to Improve Writing in Middle and High Schools. New York, Carnegie Corporation.

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

Tier:

Activity - Summarization Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train new incoming staff on the use of Summarization strategies: Headlines Routine, Text Rendering, Sum It Up, Lancer Notes, 30 Second Speech. Throughout the school year, teams will examine the use of these common strategies in professional learning communities.	Professional Learning		Implement	08/18/2014	06/15/2015	$1000	General Fund	Team and Content leaders for training and support. Leadership team members will facilitate discussions in professional learning communities. Building administrators will oversee and monitor implementation.

Activity - Summization Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students take summarization assessment three times per year. English Language Arts students are given a selection of short fiction text to read and summarize events in story structure. All other content areas give students a selection of short, non-fiction text to read and summarize for main ideas and supporting details. Teams analyze student summaries and score according to a common rubric. Student scores are entered into the district data warehouse and analyzed for trends and growth.	Academic Support Program		Implement	09/02/2014	06/15/2015	$300	General Fund	Team Leaders and Content Leaders to provide supplies and facilitate scoring and analysis sessions, Building Administrators to oversee and monitor assessment process.

Strategy 3:

Accelerated Reader - Encourage students to take quizzes in order to monitor their own comprehension and reading ability. Staff members need to be trained to interpret reports and to help set and monitor student goals.

Research Cited: "State Standards/Michigan." Renaissance Learning. Renaissance Learning, Inc.. Web. 23 May 2013. <www.renlearn.com>.

Tier:

Activity - Monitor Student Usage and Progress with Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor student usage of the Accelerated Reader program using both teacher and student reports. Students should show improvement in amount of reading and scores on reading comprehension quizzes.	Academic Support Program		Monitor	09/02/2014	06/15/2015	$4000	General Fund	ELA teachers, library staff and Craig LeSuer

Strategy 4:

Strategic Reading as Tier 3 intervention - Students are identified through standardized testing to be placed in Read 180 or System 44 in addition to their ELA class. Here they use Scholastic Reading Inventory to identify and address reading difficulties. READ 180 is a program that addresses individual needs using customized instructional software, high interest fiction and nonfiction. Students will work in whole group and small group settings. The small groups will consist of: teacher group, independent reading group and computer software group. This program engages students through open ended questions, text-marking, and text based questions. Students are guided towards answering increasingly complex questions dealing with current issues such as race, science facts, and social skills.

Criteria for EXITING a Strategic Reading Course:

1. Strategic Reading Inventory (SRI Lexile Score):

2. Minimum average in Read 180 Zones = 70% (Excluding the Spelling Zone)
3. Grade of “C” or higher in English
4. Grade of “C” or higher in Science and/or Social Studies
5. Grade of “C” or better in Strategic Reading

• Recommendations from Read 180 teachers will be considered as an additional factor for moving students out of the program.

Tier:

Activity - Continue use of strategic reading courses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read 180 and System 44 students will have their progress monitored by identified teachers through the use of Scholastic Reading Inventory 3 times per year. The school complies with identified district exit requirements.	Academic Support Program		Monitor	09/02/2014	06/15/2015	$150000	Section 31a	Teachers to implement strategy and administrators to monitor and oversee program

Strategy 5:

Reading Motivation - Three motivational reading programs for students have been established and need to continue. These include Fall Into Books in the fall, Go for the Gold in the spring and "I Read" posters which can be earned anytime in the year. Each program utilizes Accelerated Reading data to track the books students have read. Also, literacy night will be held as a culminating activity for the All-School read in which all students in the school read the same book.

Research Cited: Graves, Juel, Graves, Michael, Connie, Bonnie. Teaching Reading in the 21st Century. Des Moines: Allyn & Bacon, 1998. Print.

Tier:

Activity - Motivational Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the continuation of the Fall Into Books, Go for the Gold and "I Read" programs.	Academic Support Program		Monitor	09/02/2014	06/15/2015	$1000	General Fund	Teaching staff to encourage student participation, ELA content leader, librarian, and administrators to oversee.

Activity - Literacy Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the continuation of literacy night which includes having students read the All-School read, preparing family-friendly literacy activities, preparing a dinner, and decorating the school to represent the reading.	Community Engagement		Monitor	01/01/2015	03/23/2015	$1000	General Fund	All staff to prepare, implement and facilitate. Administrators to oversee process.

Goal 4: All students will be proficient in math.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

40% of All Students will demonstrate a proficiency in overall Common Core standards in Mathematics by 06/01/2015 as measured by SBAC .

Strategy 1:

Focused Vocabulary Instruction - Teachers will provide instruction on vocabulary necessary for mathematics success. In all content areas, vocabulary is necessary to master and learn information, but research suggests that vocabulary is vital to mastering math concepts. Math vocabulary is critical because it relies on its own language to discuss key concepts and processes. Students often learn new meanings for terms they are already familiar with (Cohen, 2012). Cohen (2012) goes on to say that students at risk or those who start with limited vocabularies are not able to pick up new terms through limited exposure. Instead they require repeated and explicit instruction to master the new terminology. Therefore, with explicit instruction at the beginning of the term, students can understand how each term relates to a new concept and spend less time trying to determine the correct meaning.

Marzano, Pickering, & Pollock (2001) in their book, Classroom Instruction that Works researched the effectiveness of using nonlinguistic representations to assist with concept mastery. Some examples they describe include: graphs, physical models, mental pictures, diagrams, or kinesthetic movements. As a department, we utilize all of these strategies to teach math concepts.

In addition to the above mentioned strategies, our building has also adopted thinking maps to increase student achievement. Marzano (2001) states that concept maps specifically engages the brain and draws connections between concepts. This is vital in math because words not only have one meaning but they often refer to entire process such as the word exponent. The specific research around “thinking maps” concludes that students begin to think more critically about the content and draw connections between core classes (Thinking Maps, 2012).

Pre, mid, and post assessment will be given to students by a given deadline and data will be stored in datawise. Teachers will also meet to communicate strategies that are working with students and find a common housing of vocabulary for students.

Research Cited: Cohen, M.T. (2012). The importance of vocabulary for science learning. Kappa Delta Pi, 48, 72-77.

Marzano, R.J, Pickering, D.J., & Pollock, J.E. (2001) Classroom Instruction that Works. Alexandria, VA: ASCD.

Thinking Maps. (2012). Benefits of thinking maps. Retrieved from http://thinkingmaps.com/

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend training to increase their resources available to implement.	Professional Learning		Getting Ready	09/02/2014	06/15/2015	$0	School Improvement Grant (SIG)	Content Leader - Monitor implementation, Mathematics Teachers - Attend and implement , Adminstration - Oversee overall implementation.

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

Staff will create grade level specific vocabulary lists and corresponding assessments that students will encounter during the school year. Students will be given a pre-assessment at the beginning of the school year to determine baseline knowledge. Following that a minimum of two interim progress assessments will be administered prior to a post assessment at the end of the school year.	Academic Support Program		Implement	09/02/2014	06/15/2015	$0	School Improvement Grant (SIG)	Content Leader - Monitor data, Mathematics Teachers - Create and administer assessments, use to data to direct instruction, Adminstration - Oversee.

Strategy 2:

Literacy Enhancement - Teachers will use literacy initiatives, including summarizationg as a formative assessment strategy. These methods will be use to summarize instruction, and assess comprehension. Summarization is a students' ability to concisely identify in their own words the main idea and supporting details of various literacies. To summarize, students must make meaning from their learning and explain the learning for important components. Student's today are citizens of the information-age, consequently they must be skilled working with information if they are to be successful in their futures. They must be able to actively process information by accessing it, interpreting it, making meaning and applying it to new situations. To do this they must be able to summarize information from various subjects and contents. This is a learned skill and teachers must be tenacious in leading their students to competence with this skill. Summarizing is the ability to restate the essence of text in as few words as possible, identifying the main idea with supporting details. Mastering this ability leads students to comprehension and retention of information. Summarizing has been identified as one of the nine essential skills by Robert Marzano in his book, Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (2001), and it is also an essential skill for 21st Century workers.

Students will also write in math. Progress feedback will be provided to students on math related as content as well as the writing itself. All students need to be effective communicators. Writing provides students with a process for encoding ideas into written symbols. It requires a demonstration of competence in organization, vocabulary, and purpose. Writing is a tool for thinking and grows out of many different purposes.

If students are to see themselves as competent writers and authors, a deep understanding of the writing process needs to be established. This process, along with clearly defined expectations for each part of the process, needs to be obvious to students and common among all teachers in order for successful writing to occur.

Under-resourced learners, which represent our lowest 30%, need a deep understanding of structure in order to become better writers. Eric Jenson and Ruby Payne both point out the need to explicitly teach the processes needed for success. Not only is it the process, but the behaviors and strategies needed for success have to explicitly taught.

Research Cited: Brown, A.L., Campion, J.C., & Day, J. (1981, February). Learning to learn: On training students to learn from text. Educational Researcher 10(2), 14-

21.

Calwelti, G. (2004). Handbook of research on improving student achievement. Educational Research Service.
• Calwelti, G. (2004). Handbook of research on improving student achievement. Educational Research Service.

• Graham, S., & Perin , D. (2007). Writing Next: Effective Strategies to Improve Writing in Middle and High Schools. New York: Carnegie Corporation.

• Jensen, E. (2009). Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do about It. Alexandria, VA: ASCD.

• National Center for Educaiton Statistics. (1996). Can students benefit from process writing? Washington, DC: NEAP-ACTS.

Tier:

Activity - Summarization Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of daily lesson planning, building established summarization strategies will be used to formatively assess student progress, and drive future instruction.	Academic Support Program		Monitor	09/02/2014	06/15/2015	$0	School Improvement Grant (SIG)	Content Leader - Monitor implementation, Mathematics Teachers - Create and administer assessments, use to data to direct instruction, Adminstration - Oversee.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will attend training to increase their resources available to implement.	Professional Learning		Getting Ready	08/18/2014	06/15/2015	$0	School Improvement Grant (SIG)	Content Leader - Monitor implementation, Mathematics Teachers - Attend and implement , Adminstration - Oversee overall implementation.

Strategy 3:
Data Driven Differentiated Instruction - Teachers will use data to target specific instruction and implement a monitoring system to engage students in self- monitoring and assessment.

Teachers will complete a review of MEAP results for the past two years and identify eight to ten mathematical content area, per grade level, which students are not performing satisfactorily on. Create weekly “warm up” documents to administer on a daily basis, as well as a bi-weekly assessment to evaluate student achievement. In addition, a progress monitoring document will be created for students to complete, which will identify area of mastery and of needed intervention.

Teachers will also, as part of unit lesson planning, attend regular collaborative work sessions to develop intervention strategies to maximize all teaching resources.

Teachers will receive professional development to help with differentiated instruction as well as with informative assessments. Teachers will have pre and post assessments in datawise and share strategies to group students as well as teach topics. Teachers will be paired up and observe teachers who are differentiating instruction.
Research Cited: Research to support this strategy would include
Stiggins (formative assessment, student self-assessment)
Marzano (data based decision making

Tier:

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will review Power Standard exercise documents and corresponding assessments that allow staff to identify mastery and deficit math skill areas in their students. These assessments are grade level specific and will be updated to match curricular scope and sequence.	Professional Learning		Getting Ready	08/18/2014	06/15/2015	$0	School Improvement Grant (SIG)	Content Leader - Monitor revisions and alignment, Mathematics Teachers - Update assessment and exercise documents. Adminstration - Oversee.

Activity - Intervention Scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will, as a part of regular collaborative data review, create intervention classes to address specific skills. Classes will be created by need and teachers will adjust instructional time to meet the needs of every student.	Academic Support Program		Implement	09/02/2014	06/15/2015	$0	School Improvement Grant (SIG)	Content Leader - Oversee planning. Mathematics Teachers - Identify skills needs, corresponding interventions, and instructional accommodations. Administration - Oversee.

Strategy 4:

Strategic Math as Tier 3 intervention - Strategic Math is designed for students to increase skills needed to be successful in mathematics. The balanced approach to mathematics in this course will provide diagnostic interventions based on individual needs and provide support for students' regular mathematics course. The intent of the strategic math class is to support students who are struggling with mathematical concepts. Students who take strategic math will have additional time, materials, and support to be successful at their grade level. Students will use the following resources: on-line programs, resource workbooks/materials, and strategic math curriculum. The strategic math classes will follow the district pacing with the major ideas and projects aligned with concepts from their grade level math class.

Criteria for Entering a Strategic Math Course

Criteria for ENTERING a Strategic Mathematics Course:

1. MEAP Mathematics proficiency score of level 3 or level 4
2. Students with a 504 Plan or IEP indicating the need for additional mathematics interventions

Criteria for Exiting a Strategic Math Course

Criteria for EXITING a Strategic Mathematics Course:

1. Criteria for EXITING a Strategic Mathematics Course:
    2. Grade of “C” or better in core mathematics course

SMI Lexile Score:

At Grade Level	Proficiency Lexile Range
Grade 6	780 and above 780-950
Grade 7	890 and above 850-1040
Grade 8	1030 and above 1030-1140

Tier:

Activity - Strategic Math as Tier 3 intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are assigned to additional math coursework in lieu of additional elective courses. Once proficiency is attained, students are allowed to return to elective courses.	Academic Support Program		Monitor	09/02/2014	06/15/2015	$0	Section 31a	Teachers to implement curriculum, counselors to assign scheduling, administrators to support.

Goal 5: All students will be profient in writing.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

52% of All Students will demonstrate a proficiency in writing in English Language Arts by 10/31/2015 as measured by state assessment.

Strategy 1:
Writing as process - Each staff member will explore in professional development sessions the five steps (pre-write, draft, revise, edit, publish) of the Milwood Writing Process Model to determine application in their content area. The writing process has been defined by Milwood Magnet School as consisting of pre-write, draft, revise, re-write, edit, and publish. This process will be used in all cross-curricular areas for the instruction of writing. All students need to be effective communicators. Writing provides students with a process for encoding ideas into written symbols. It requires a demonstration of competence in organization, vocabulary, and purpose. Writing is a tool for thinking and grows out of many different purposes.

If students are to see themselves as competent writers and authors, a deep understanding of the writing process needs to be established. This process, along with clearly defined expectations for each part of the process, needs to be obvious to students and common among all teachers in order for successful writing to occur.

Under-resourced learners, which represent our lowest 30%, need a deep understanding of structure in order to become better writers. Eric Jenson and Ruby Payne both point out the need to explicitly teach the processes needed for success. Not only is it the process, but the behaviors and strategies needed for success have to explicitly taught.

Research Cited: • Calwelti, G. (2004). Handbook of research on improving student achievement. Educational Research Service.

• Graham, S., & Perin , D. (2007). Writing Next: Effective Strategies to Improve Writing in Middle and High Schools. New York: Carnegie Corporation.

• Jensen, E. (2009). Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do about It. Alexandria, VA: ASCD.

• National Center for Educaiton Statistics. (1996). Can students benefit from process writing? Washington, DC: NEAP-ACTS.

Tier:

Activity - Teacher training on writing as process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train all teachers in Writing as Process focusing on each of the five steps in the Milwood Magnet Writing Process Model. Include training in using common rubrics and common editing symbols.	Professional Learning		Getting Ready	08/18/2014	06/15/2015	$10500	General Fund, School Improvement Grant (SIG)	Principal, Consultants, Content Leaders

Activity - Classroom writing instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers in all content areas will instruct students in the writing process to be applied in on-demand and extended assignments	Academic Support Program		Implement	09/02/2014	06/15/2015	$0	No Funding Required	Teachers and instructional staff for implementation. Administrators to monitor and oversee process.

Strategy 2:

Writing as Product - Teachers in science, math, and social studies need to determine how often writing products will be completed in each subject area and what genres students will write in. Teachers in these content areas also need to create writing prompts for the writing products. ELA teachers will continue to review and update the on-demand writing prompts. Common rubrics and a common set of editing symbols. need to be adopted for teachers to use buliding-wide. There will be continued training for staff throughout the 2014-2015 school year.

Research Cited: Writing Next: Effective Strategies to Improve Writing in Middle and High Schools. New York: Carnegie Corporation. • Jensen, E. (2009). Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do about It. Alexandria, VA: ASCD. • National Center for Educaiton Statistics. (1996). Can students benefit from process writing? Washington, DC: NEAP-ACTS.

Tier:

Activity - Genres and Prompts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine the number of writing products that will be expected in science, math and social studies. Then prepare writing prompts that fit the genre expected for each product. Create and use a schedule of specific genres to be taught in each content area throughout the year.	Academic Support Program		Getting Ready	09/02/2014	06/15/2015	$0	No Funding Required	Content teachers, and consultants for guidance and support, administrators to oversee

Activity - Common Rubrics and Editing Symbols	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Review the Smarter Balance/John Collins rubrics and lists of editing symbols. Then adopt common rubrics and editing symbols to be used building-wide.	Academic Support Program		Getting Ready	09/02/2014	06/15/2015	$1000	General Fund	Teachers and consultants to implement, administrators to oversee process

Activity - On Demand Prompts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review the on-demand ELA writing prompts that were created in the spring of 2012. Revise as necessary to prepare them for implementation. On-demand prompts to be created for Math, Science and Social Studies.	Academic Support Program		Getting Ready	09/02/2014	06/15/2015	$0	No Funding Required	All content specific teachers for revision/creation of prompts, consultants to support as needed, administrators to oversee.

Goal 6: A focus on School-wide Culture and Climate will enhance student achievement.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to develop a safe and productive environment for students and staff by 06/15/2015 as measured by School-wide Evaluation Tool, eSchool Data, RTC Log-IN Data and BOQ data sources.

Strategy 1:

Response to Intervention / Positive Behavior Supports - Milwood Magnet School uses a PBS model as a focal point for developing a school-wide approach to clarifying student expectations, teaching those expectations and reinforcing desired behavior. The building Leadership team has been developed and will work to develop consistent communications between administrators, teachers, staff, students and parents about what behaviors should be demonstrated in school and how to positively encourage and intervene.

A Tiered approach to both behavior and academics is utilized under this model. Under the behavior model, Students on Tier 1 (0-1 Major Referral/<6 RTC Referrals) have all the privileges and opportunities that are available (dances, team activities, pep assemblies, staff/student competitions, athletic events, etc.). Students on Tier 2 (2-5 Major Referrals/ >5 RTC Referrals) and Tier 3 (6+ Major Referrals) are restricted from participating in special events and programs. Students can re-earn Tier 1 status when they have completed 10 days without a referral. Calculation of Tier Status is completed and communicated to staff weekly via email. This data is used by

teams for assessing eligibility and to plan interventions.

Research Cited: Horner, Sugai, Todd, & Lewis-Palmer, 2005.
Schuta, T., Mauricio, D., & Comerford, S. (2012). Significant Steps Forward. Principal Leadership, 13(3), 32.

Tier:

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

CHAMPS is a proactive approach to classroom management which focuses on 4 Basic Beliefs: 1. Classroom organization has a huge impact on student behavior; therefore, educators should carefully structure their classroom environments in ways that prompt responsible student behavior. 2. Educators should overtly teach students how to behave responsibly (i.e., be successful) in every classroom situation. 3. Educators should focus more time, attention, and energy on acknowledging responsible behavior than on responding to misbehavior. 4. Educators should preplan their responses to misbehavior to ensure that they will respond in a brief, calm, immediate, and consistent manner. The acronym CHAMPS is way for teachers to clearly define and teach classroom expectations for a variety of classroom activities and transitions. The acronym focuses expectations around: C- Conversation (Can students engage in conversation? If so, at what level?) H- Help (How do students access help?) A- Activity M- Movement (Can students move? If so, for what?) P- Participation (What does active participation look like?) S-STUDENT SUCCESS! The CHAMPS approach also encourages teachers to experiment with five major categories of procedures—variables that can be easily remembered with the acronym STOIC. Structure for success. Teach expectations. Observe and monitor. Interact positively. Correct fluently—respond to misbehavior calmly, consistently, briefly, and immediately. Staff are expected to implement the CHAMPS program and complete a matrix for all classroom activities and transitions and have expectations clearly posted in their classrooms. The Culture/Climate Coach will provide ongoing professional development to staff and will facilitate the use of CHAMPS in all instructional areas during years 1-3 of the School Improvement Grant.	Behavioral Support Program		Monitor	09/01/2014	06/15/2015	$1000	General Fund	KRESA trainer to provide professional development. All staff to implement in classrooms. Administrators to oversee and support, instructional staff to apply to classroom structures.

Activity - Bully Prevention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Bully Prevention in PBS (BP-PBS) is a program designed to: • define and teach the concept of “being respectful” to all students in a school • teach all students a three-step response (stop, walk, talk) that minimizes potential social reinforcement when they encounter disrespectful behavior • pre-correct the three-step response prior to entering activities likely to include problematic behavior • teach an appropriate reply when the three-step response is used • train staff on a universal strategy for responding when students report incidents of problem behavior. “BP-PBS was designed to fit within a system of school-wide PBS, a prevention-focused approach to student support that blends socially valued outcomes, research-based procedures, behavioral science, and a systems approach to reduce problem behavior and improve school climate” (Horner, Sugai, Todd, & Lewis-Palmer, 2005).	Professional Learning		Implement	08/18/2014	06/15/2015	$750	General Fund	KRESA / PBS Support coach to train teachers. Adminstrators to support implementation school-wide and oversee process, instructional staff to implement.

Activity - Interventions (Tier 1 - 3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student's needs are targeted through a variety of customized interventions to address academic and behavioral difficulties. Common small group/targeted strategies include social skills instruction, self management strategies, mentoring, and academic supports.	Academic Support Program		Implement	09/01/2014	06/15/2015	$200000	Section 31a	Student and Academic Center Staff, RTC personnel and Administrators to implement, monitor, and assess effectiveness. Classroom teachers to monitor academic data and make referrals for additional intervention.

Activity - Peer Mediation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

With the assistance of Gryphon Place, students are trained as peer mediators. Students experiencing peer conflict are given the opportunity to go through mediation in an effort to resolve issues. This program has been in place for 4 years and will be monitored for effectivness during the 2014-2015 school year.	Behavioral Support Program		Monitor	09/01/2014	06/15/2015	$500	General Fund	Gryphon Place staff to facilitate discussions and train peer mediators, Student Center staff to oversee and support process.

Activity - PBS Incentive Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Positive Behavior Supports team has devised key recognition programs as part of PBS within the building. These programs are designed to recognize those individuals who do the right thing in upholding The Lancer Core Values on a daily, weekly, and monthly basis. These include Lancer Tickets, weekly drawings, school store, Lancer Guard, and individual classroom/team incentives.	Behavioral Support Program		Monitor	09/01/2014	06/15/2015	$1000	General Fund	Teachers, administrators and other staff are responsible for acknowledging students by providing feedback.

Strategy 2:

Responsible Thinking Process - Responsible Thinking Processes will be implemented as a way to help staff support students in their growth towards being effective decision makers. Staff was minimally trained in the fall of 2013. A Responsible Thinking Center (RTC) room has been established as of fall 2013 with training for that facilitator taking place over the summer of 2013. Ongoing training and monitoring will be provided for staff during the 2014-2015 school year.

Research Cited: http://www.responsiblethinking.com/

Tier:

Activity - RTP Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will begin training on RTP August 2013. Facilitator for the RTC room will begin training July 2013.	Professional Learning			07/01/2013	08/30/2013	$0	School Improvement Grant (SIG)	All staff to attend and engage. Administrators to support.

Activity - Responsible Thinking Center	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A dedicated classroom will be established to support the building-wide RTP initiative.	Getting Ready			08/20/2013	06/13/2014	$0	School Improvement Grant (SIG)	RTC monitor, coaches, and administrators.

Strategy 3:
WEB Program (Where Everyone Belongs) - WEB, which stands for “Where Everybody Belongs” is a middle school orientation and transition program that welcomes 6th graders and makes them feel comfortable throughout the first year of their middle school experience. Built on the belief that students can help students succeed, the program trains mentors from the 8th grade class to be WEB Leaders. As positive role models, WEB Leaders are mentors and student leaders who guide the 6th graders to discover what it takes to be successful during the transition to middle school and help facilitate 6th grade success.

More and more studies show that if students have a positive experience their first year in middle school, their chances for success increase dramatically. WEB provides the structure for 6th graders to receive support and guidance from 8th graders who have been through the challenges that middle school poses and understand that the transition to a larger school can sometimes be overwhelming.

WEB also acts as an anti-bullying program by providing it with a cadre of student leaders who look for bullying behavior and help stop it. WEB gives older students permission to be aware of and report any negative behavior they see, creating a safer school for everybody.
Research Cited: WEB is the most studied and researched single transition program in the country. We collect data from individual school sites that use a before and after approach for some of their more important indicators of success including grades, discipline, connection to school and feelings of safety. With the correct implementation, WEB has also worked for several schools to increase test scores and lower drop-out rates. Because the implementation of WEB varies dramatically as schools customize the program to meet their needs, we do not have an overall study of the program’s broad impact but are in the process of creating it. (the Boomerang Project, 2013)
Tier:

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

WEB coordinators were trained at the end of the 2013-2014 school year. Upon returning from the training, coordinators selected WEB leaders for the 2014-2015 school year.	Professional Learning		Getting Ready	06/02/2014	06/15/2015	$10000	School Improvement Grant (SIG)	WEB Coordinators to implement and monitor 8th grade WEB leaders. Administration to oversee process

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions (Tier 1 - 3)	Student's needs are targeted through a variety of customized interventions to address academic and behavioral difficulties. Common small group/targeted strategies include social skills instruction, self management strategies, mentoring, and academic supports.	Academic Support Program		Implement	09/01/2014	06/15/2015	$200000	Student and Academic Center Staff, RTC personnel and Administrators to implement, monitor, and assess effectiveness. Classroom teachers to monitor academic data and make referrals for additional intervention.
Strategic Math as Tier 3 intervention	Students are assigned to additional math coursework in lieu of additional elective courses. Once proficiency is attained, students are allowed to return to elective courses.	Academic Support Program		Monitor	09/02/2014	06/15/2015	$0	Teachers to implement curriculum, counselors to assign scheduling, administrators to support.

Continue use of strategic reading courses	Read 180 and System 44 students will have their progress monitored by identified teachers through the use of Scholastic Reading Inventory 3 times per year. The school complies with identified district exit requirements.	Academic Support Program		Monitor	09/02/2014	06/15/2015	$150000	Teachers to implement strategy and administrators to monitor and oversee program

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Genres and Prompts	Determine the number of writing products that will be expected in science, math and social studies. Then prepare writing prompts that fit the genre expected for each product. Create and use a schedule of specific genres to be taught in each content area throughout the year.	Academic Support Program		Getting Ready	09/02/2014	06/15/2015	$0	Content teachers, and consultants for guidance and support, administrators to oversee
On Demand Prompts	Review the on-demand ELA writing prompts that were created in the spring of 2012. Revise as necessary to prepare them for implementation. On-demand prompts to be created for Math, Science and Social Studies.	Academic Support Program		Getting Ready	09/02/2014	06/15/2015	$0	All content specific teachers for revision/creation of prompts, consultants to support as needed, administrators to oversee.
Numercy in Social Studies	The Social Studies department will use charts and graphs on a weekly basis (3-5 times per week) as a part of our warm-up process in order to analyze and interpret numbers and their signifigance visually.	Curriculum Development	Tier 1	Implement	09/02/2014	06/10/2015	$0	the Social Studies Department

Classroom writing instruction	Teachers in all content areas will instruct students in the writing process to be applied in on-demand and extended assignments	Academic Support Program		Implement	09/02/2014	06/15/2015	$0	Teachers and instructional staff for implementation. Administrators to monitor and oversee process.
Writing Process - Lab Reports	After completing an inquiry based lab, students will draft and edit a formal lab report. The reports will include an overview of the experiment as well as a detailed conclusion discussing the results and analyzing the data gathered in the experiment. These reports will be graded based on a department created rubric. Teachers will share strategies and student samples for the purpose of developing a school-wide system for the writing process in science.	Academic Support Program		Monitor	09/02/2014	06/01/2015	$0	Science Content Leader - facilitate team discussions, ensure all teachers are implementing writing process Science teachers - use the writing process Building Administrators - oversee and monitor implementation
Focused warm-up revolving around prior day(s) GLCEs	The team will begin inserting questions that are GLCE focused and responsive to progress and proficiency. This will be monitored at the beginning portion of the class period and the teachers will check off understanding of individual students using a blank grade sheet from Pinnacle and then plan to meet with the students that are defficient.	Curriculum Development	Tier 1	Implement	09/02/2014	06/10/2015	$0	Social Studies staff

School Improvement Grant (SIG)

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

Enhancing Science Through Use ofTechnology	To enhance and extend student learning, the department would like to purchase equipment for the science lab and science classrooms. This technology will enable students to gather and collect data, view simulations of abstract concepts, and gather research about various topics in our curriculum. In the science lab, students could generate graphs and data tables to further support their understanding of the concepts. Other equipment requests in the science lab include: maintenance to audio equipment, digital microscope, document camera, and a dedicated computer for a teacher-work station. Additionally, staff members would benefit from the use of tablet/iPads to more actively monitor student learning in the science lab. With this technology, staff could conduct formative assessments in the science lab and monitor student needs as it relates to inquiry.	Technology		Getting Ready	09/01/2014	06/01/2015	$2000	content leader - provide detailed item request and proposal, submit request district technology department - install new equipment building administrators - monitor
Measuring tool for assessment growth	We will use a rubric for assessing progress of our students content knowledge from each instructional unit, per grade level; at least one per unit.	Academic Support Program		Implement	09/02/2014	06/08/2015	$0	Social Studies team will implement the strategy and measure the progress with reflection checkpoints at department meetings. The department head will design the rubric and facilitate conversation of reflection of data to make sure that there is validity.

Document Based Questioning training	The social studies team will receive profession development on how to use the Document Based questioning program to effectively analyze primary and secondary sources, as well to compare them to each other detecting biases.	Professional Learning		Getting Ready	09/02/2014	06/08/2015	$0	Social Studies team will implement the strategy and measure the progress with reflection checkpoints at department meetings.
Inquiry Training & Book Study	Scientific inquiry enable students to develop critical thinking skills that can be utilized in various environments outside the science classroom. In order to develop teachers who are confident in teaching the process of inquiry, additional training and resources are needed to deepen the pedagogical knowledge of our science teachers, ensuring all teachers can implement inquiry labs with fidelity. Teachers will receive professional developments throughout the course of the school year through district level professional development, content meetings, and participating in a book study about the inquiry process. Teachers will explicitly teach the steps of inquiry to ensure students develop the skills necessary to thinking critically about science. Additionally, teachers will gradually integrate various inquiry based activities throughout the year, gradually releasing responsibility to the students in the science lab.	Professional Learning		Getting Ready	09/02/2014	06/01/2015	$600	Content Leader - monitor implementation and progress Science teachers - implement process and adapt current instruction Building Administrators - monitor implementation

Thinking Maps Training	Teachers will attend professional development to learn how to utilize thinking maps as a way of deepening student learning. Thinking maps will be implemented in all science classrooms to draw connections between concepts and identify how concepts relate to one another. Thinking maps will also be used to activate prior knowledge and begin discussions about new scientific concepts,	Professional Learning		Getting Ready	08/18/2014	06/01/2015	$0	Science teachers- attend training & implement thinking maps to deepen mastery of concepts content leader - monitor implementation, provide additional training if necessary Building administrator & support staff - monitor & track progress
Professional Development	Teachers will attend training to increase their resources available to implement.	Professional Learning		Getting Ready	08/18/2014	06/15/2015	$0	Content Leader - Monitor implementation, Mathematics Teachers - Attend and implement , Adminstration - Oversee overall implementation.

Numeracy & Data Analysis	Teachers have begun to develop activities which support numeracy skills in science. This phase of the plan requires teachers to continue this work and further develop activities to enhance data analysis and numeracy in science. Teachers will utilize Datawise to monitor student growth on identified targets and discuss their progress at content meetings held throughout the school year. Additionally, teachers will continue to examine how data analysis can be integrated into scientific investigations to enhance student mastery on both mathematics and science standards.	Academic Support Program		Implement	09/02/2014	06/01/2015	$0	Science Teachers - continue to integrate numeracy and data analysis throughout curriculum Content Leader - monitor progress, lead data analysis conversations Support staff- assist teachers as needed Building administrators - monitor & support staff
Assessment	Staff will create grade level specific vocabulary lists and corresponding assessments that students will encounter during the school year. Students will be given a pre-assessment at the beginning of the school year to determine baseline knowledge. Following that a minimum of two interim progress assessments will be administered prior to a post assessment at the end of the school year.	Academic Support Program		Implement	09/02/2014	06/15/2015	$0	Content Leader - Monitor data, Mathematics Teachers - Create and administer assessments, use to data to direct instruction, Adminstration - Oversee.
Monitor Usage of My Capstone Interactive Library	Monitor the usage of My Capstone Interactive Library on-line in all content areas.	Academic Support Program		Monitor	09/01/2014	06/15/2015	$1300	Content area teachers and Craig LeSuer

Summarization strategies	The students will be continually exposed to various pieces of visual literacy that will demand that they be able to analyze and defend their observations and conclusions, which are necessary skills in a constantly evolving technological world. As well, we will incorporate the 5 summarization strategies into these activities as methods of interpreting the meaning and symbolism of the visual literacy pieces. The team will use a "chalk talk, gallery walk" reflection protocol in order the share observations and make suggestions on improvements of the use of strategies.	Academic Support Program		Monitor	09/02/2014	06/08/2015	$0	Social Studies team to implement. Department head to facilitate discussion. Building administrators to monitor and support.
Teacher training on writing as process	Train all teachers in Writing as Process focusing on each of the five steps in the Milwood Magnet Writing Process Model. Include training in using common rubrics and common editing symbols.	Professional Learning		Getting Ready	08/18/2014	06/15/2015	$10000	Principal, Consultants, Content Leaders
Writing Products as Formative Assessments	Social Studies teachers will incorporate persuasive writing assignments as a way to measure development of students content knowledge on a consistent and regular basis.	Academic Support Program		Monitor	09/02/2014	06/08/2015	$0	All teachers to implement, administrators to support.
Using Informational Text	Students will read and analyze various informational text samples related to science concepts. They will use multiple summarization strategies to ensure students develop full mastery of concepts. Teachers will collect student samples to analyze and share in professional learning community meetings.	Academic Support Program		Monitor	09/02/2014	06/01/2015	$0	Science Content Leader to facilitate team discussions and student sample analysis,. Science teachers to select and implement various summarization strategies, Building Administrators to monitor and oversee process.

Academic Vocabulary	. Teacher will explicitly teach 10-12 key vocabulary terms each marking period. The instruction of these terms will include various ways for students to explore the concepts including: teachers will utilize vocabulary games, notetaking with Marzano squares, four column notes (Marzano), Foldables (Dinah Zayke), and concept maps (thinking maps). 2. Teachers will administer a pre assessment at the beginning of each six-week marking period. The results will be used to determine student prior knowledge about key concepts and to adapt instruction based on the needs of each class/student. Additionally, students will re-assess often to track their progress over the marking period through the use of classroom responders which provide immediate feedback. Students will complete vocabulary post assessments with targeted vocabulary at the end of each Marking Period.	Academic Support Program		Monitor	09/02/2014	06/01/2015	$300	Science Content Leader - monitor implementation & discuss progress Science Teachers - implement academic vocabulary strategy Building Administrators - oversee and monitor progress
Curriculum Alignment	Staff will review Power Standard exercise documents and corresponding assessments that allow staff to identify mastery and deficit math skill areas in their students. These assessments are grade level specific and will be updated to match curricular scope and sequence.	Professional Learning		Getting Ready	08/18/2014	06/15/2015	$0	Content Leader - Monitor revisions and alignment, Mathematics Teachers - Update assessment and exercise documents. Adminstration - Oversee.

Intervention Scheduling	Teachers will, as a part of regular collaborative data review, create intervention classes to address specific skills. Classes will be created by need and teachers will adjust instructional time to meet the needs of every student.	Academic Support Program		Implement	09/02/2014	06/15/2015	$0	Content Leader - Oversee planning. Mathematics Teachers - Identify skills needs, corresponding interventions, and instructional accommodations. Administration - Oversee.
Inquiry Labs Implementation	The implementation inquiry labs will include at least two inquiry-based experiences per trimester. The laboratory experiences will include both science lab activities as well as those that can be completed within the regular classroom setting. Teachers will bring student samples of laboratory reports and lesson plans to content meetings to document their progress. Additionally, staff members are encouraged to observe each other in an effort to increase consistency throughout the science department. To accomplish this strategy, teachers need extensive training and support on the inquiry process and how to adapt current curriculum and activities to be more inquiry based. Additionally, teachers will need resources in the science lab in order to effectively conduct these investigations. SIP funds will be utilized to purchase supplies necessary for conducting scientific investigations.	Academic Support Program		Implement	09/02/2014	06/01/2015	$1000	All Science staff to implement at least two labs per trimester Content leader to monitor implementation Building administrators to monitor progress
Responsible Thinking Center	A dedicated classroom will be established to support the building-wide RTP initiative.	Getting Ready			08/20/2013	06/13/2014	$0	RTC monitor, coaches, and administrators.

Summarization Strategies	As part of daily lesson planning, building established summarization strategies will be used to formatively assess student progress, and drive future instruction.	Academic Support Program		Monitor	09/02/2014	06/15/2015	$0	Content Leader - Monitor implementation, Mathematics Teachers - Create and administer assessments, use to data to direct instruction, Adminstration - Oversee.
Monitor Usage of My Capstone Interactive Library	Monitor the usage of My Capstone Interactive Library on-line in all content areas.	Academic Support Program		Monitor	09/01/2014	06/15/2015	$3500	Content area teachers and Craig LeSuer
WEB Coordinator Training	WEB coordinators were trained at the end of the 2013-2014 school year. Upon returning from the training, coordinators selected WEB leaders for the 2014-2015 school year.	Professional Learning		Getting Ready	06/02/2014	06/15/2015	$10000	WEB Coordinators to implement and monitor 8th grade WEB leaders. Administration to oversee process
RTP Training	Staff will begin training on RTP August 2013. Facilitator for the RTC room will begin training July 2013.	Professional Learning			07/01/2013	08/30/2013	$0	All staff to attend and engage. Administrators to support.
Thinking Maps Training	A team of teachers attended a Train the Trainer professional development institute on Thinking Maps. This team will train the instructional staff on the use of Thinking Maps during Back to School PD (August 19-21 2014).	Professional Learning		Getting Ready	08/18/2014	06/15/2015	$9900	Craig LeSuer

Document Based Questioning protocol	Students will be continually exposed to different forms of primary source documents. They will then be able to draw conclusions and apply these conclusions and understanding to current and past world events when answering Document Based Questions (DBQs). (Primary Source documents)	Academic Support Program		Implement	09/02/2014	06/08/2015	$0	Social Studies team will implement the protocol designed to analyze and compare primary and secondary sources using the Document Based Questioning process. We will bring samples to content meetings in order to monitor use of and progress.
Professional Development	Teachers will attend training to increase their resources available to implement.	Professional Learning		Getting Ready	09/02/2014	06/15/2015	$0	Content Leader - Monitor implementation, Mathematics Teachers - Attend and implement , Adminstration - Oversee overall implementation.

General Fund

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

Summarization Training	Train new incoming staff on the use of Summarization strategies: Headlines Routine, Text Rendering, Sum It Up, Lancer Notes, 30 Second Speech. Throughout the school year, teams will examine the use of these common strategies in professional learning communities.	Professional Learning		Implement	08/18/2014	06/15/2015	$1000	Team and Content leaders for training and support. Leadership team members will facilitate discussions in professional learning communities. Building administrators will oversee and monitor implementation.
Common Rubrics and Editing Symbols	Review the Smarter Balance/John Collins rubrics and lists of editing symbols. Then adopt common rubrics and editing symbols to be used building-wide.	Academic Support Program		Getting Ready	09/02/2014	06/15/2015	$1000	Teachers and consultants to implement, administrators to oversee process
Summization Assessment	Students take summarization assessment three times per year. English Language Arts students are given a selection of short fiction text to read and summarize events in story structure. All other content areas give students a selection of short, non-fiction text to read and summarize for main ideas and supporting details. Teams analyze student summaries and score according to a common rubric. Student scores are entered into the district data warehouse and analyzed for trends and growth.	Academic Support Program		Implement	09/02/2014	06/15/2015	$300	Team Leaders and Content Leaders to provide supplies and facilitate scoring and analysis sessions, Building Administrators to oversee and monitor assessment process.

Peer Mediation	With the assistance of Gryphon Place, students are trained as peer mediators. Students experiencing peer conflict are given the opportunity to go through mediation in an effort to resolve issues. This program has been in place for 4 years and will be monitored for effectivness during the 2014-2015 school year.	Behavioral Support Program		Monitor	09/01/2014	06/15/2015	$500	Gryphon Place staff to facilitate discussions and train peer mediators, Student Center staff to oversee and support process.
Thinking Maps Implementation	All teachers will use Thinking Maps in instruction as evidenced by lesson planning, walk throughs, and surveys.	Academic Support Program		Implement	09/01/2014	06/15/2015	$6000	All instructional staff including teachers and paraprofessionals are responsible for classroom implementation. Administrators will oversee and monitor implementation through the use of walk through data and lesson plans.
Literacy Night	Monitor the continuation of literacy night which includes having students read the All-School read, preparing family-friendly literacy activities, preparing a dinner, and decorating the school to represent the reading.	Community Engagement		Monitor	01/01/2015	03/23/2015	$1000	All staff to prepare, implement and facilitate. Administrators to oversee process.

PBS Incentive Programs	The Positive Behavior Supports team has devised key recognition programs as part of PBS within the building. These programs are designed to recognize those individuals who do the right thing in upholding The Lancer Core Values on a daily, weekly, and monthly basis. These include Lancer Tickets, weekly drawings, school store, Lancer Guard, and individual classroom/team incentives.	Behavioral Support Program		Monitor	09/01/2014	06/15/2015	$1000	Teachers, administrators and other staff are responsible for acknowledging students by providing feedback.
Motivational Programs	Monitor the continuation of the Fall Into Books, Go for the Gold and "I Read" programs.	Academic Support Program		Monitor	09/02/2014	06/15/2015	$1000	Teaching staff to encourage student participation, ELA content leader, librarian, and administrators to oversee.
Bully Prevention	Bully Prevention in PBS (BP-PBS) is a program designed to: • define and teach the concept of “being respectful” to all students in a school • teach all students a three-step response (stop, walk, talk) that minimizes potential social reinforcement when they encounter disrespectful behavior • pre-correct the three-step response prior to entering activities likely to include problematic behavior • teach an appropriate reply when the three-step response is used • train staff on a universal strategy for responding when students report incidents of problem behavior. “BP-PBS was designed to fit within a system of school-wide PBS, a prevention-focused approach to student support that blends socially valued outcomes, research-based procedures, behavioral science, and a systems approach to reduce problem behavior and improve school climate” (Horner, Sugai, Todd, & Lewis-Palmer, 2005).	Professional Learning		Implement	08/18/2014	06/15/2015	$750	KRESA / PBS Support coach to train teachers. Adminstrators to support implementation school-wide and oversee process, instructional staff to implement.

Monitor Student Usage and Progress with Accelerated Reader	Monitor student usage of the Accelerated Reader program using both teacher and student reports. Students should show improvement in amount of reading and scores on reading comprehension quizzes.	Academic Support Program		Monitor	09/02/2014	06/15/2015	$4000	ELA teachers, library staff and Craig LeSuer

CHAMPs	CHAMPS is a proactive approach to classroom management which focuses on 4 Basic Beliefs: 1. Classroom organization has a huge impact on student behavior; therefore, educators should carefully structure their classroom environments in ways that prompt responsible student behavior. 2. Educators should overtly teach students how to behave responsibly (i.e., be successful) in every classroom situation. 3. Educators should focus more time, attention, and energy on acknowledging responsible behavior than on responding to misbehavior. 4. Educators should preplan their responses to misbehavior to ensure that they will respond in a brief, calm, immediate, and consistent manner. The acronym CHAMPS is way for teachers to clearly define and teach classroom expectations for a variety of classroom activities and transitions. The acronym focuses expectations around: C- Conversation (Can students engage in conversation? If so, at what level?) H- Help (How do students access help?) A- Activity M- Movement (Can students move? If so, for what?) P- Participation (What does active participation look like?) S-STUDENT SUCCESS! The CHAMPS approach also encourages teachers to experiment with five major categories of procedures—variables that can be easily remembered with the acronym STOIC. Structure for success. Teach expectations. Observe and monitor. Interact positively. Correct fluently—respond to misbehavior calmly, consistently, briefly, and immediately. Staff are expected to implement the CHAMPS program and complete a matrix for all classroom activities and transitions and have expectations clearly posted in their classrooms. The Culture/Climate Coach will provide ongoing professional development to staff and will facilitate the use of CHAMPS in all instructional areas during years 1-3 of the School Improvement Grant.	Behavioral Support Program		Monitor	09/01/2014	06/15/2015	$1000	KRESA trainer to provide professional development. All staff to implement in classrooms. Administrators to oversee and support, instructional staff to apply to classroom structures.

Teacher training on writing as process	Train all teachers in Writing as Process focusing on each of the five steps in the Milwood Magnet Writing Process Model. Include training in using common rubrics and common editing symbols.	Professional Learning		Getting Ready	08/18/2014	06/15/2015	$500	Principal, Consultants, Content Leaders

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Activity	Thinking Maps Training	Completed	All staff received thinking maps training during an all staff professional development session. Teachers now implement the various organizers to increase student pre-writing and concept mastery.	February 25, 2014	Mr. Craig J LeSuer
Activity	Inquiry Training & Book Study	In Progress	Teachers selected several specific inquiry labs to utilize within their classrooms at the beginning of the year. After the lab was implemented, the teachers brought back valuable information regarding the use of inquiry labs in the classroom. Teachers continuously discuss ways to modify labs to increase student engagement and thinking. Various additional resource books have also been added to the department library to serve as jumping points for quality labs.	February 25, 2014	Mr. Craig J LeSuer
Activity	Enhancing Science Through Use ofTechnology	In Progress	This activity is a work in progress due to the new technology being brought in on a continuous basis. Throughout the course of this school year, teachers have utilized video clips, online simulations, current news stories, and online learning tutors to expose students to current scientific concepts. Ipads have recently been used to support rock identification labs as well as data collection in classrooms. Teachers hope to integrate the Ipads more fluidly as experience and knowledge grows. To track student growth on key vocabulary concepts, teachers utilize classroom responders to provide quick feedback to both staff and students.	February 25, 2014	Mr. Craig J LeSuer
Activity	Writing Process - Lab Reports	In Progress	At the beginning of the school year, the department received a half day of training about how to implement writing a scientific conclusion using claim, evidence, and reasoning. This structure enable students to support their ideas with qualitative and quantitative data gathered in class and labs. They also must connect scientific concepts to their evidence. Additionally, the department teachers developed a rubric to assess student work and look forward to analyzing the results to improve scientifically literate students.	February 25, 2014	Mr. Craig J LeSuer
Activity	Academic Vocabulary	In Progress	Teachers are working toward full implementation with new staff added this year. Teachers frequently explicitly teach vocabulary using research-based strategies to increase student mastery. Teachers and students track their progress in science journals (score & learning process).	February 25, 2014	Mr. Craig J LeSuer
Activity	Inquiry Labs Implementation	In Progress	Content teachers are developing and implementing inquiry based labs aligned with state and school curriculum. These labs allow students to think scientifically and problem solve around a specific concept such as DNA or erosion. Teachers also are gradually releasing the responsibility of the labs to allow more student flexibility and interest. Multiple orders have also been placed to include more laboratory materials for teacher and student use.	February 25, 2014	Mr. Craig J LeSuer

Activity	Numeracy & Data Analysis	In Progress	Teachers continuously integrate mathematical concepts within scientific units. Possible activities include graphing & analyzing data from laboratory experiences, use of measurement tools, measuring accurately, and tracking student growth on vocabulary assessment. Numeracy enables science teachers to support scientific concepts through the reinforcement of claims, reasoning, and evidence. Students draw connections between scientific principles and mathematical ideas, integrating content knowledge.	February 25, 2014	Mr. Craig J LeSuer
Activity	Using Informational Text	In Progress	Content teachers teach with a wide range of materials including various information text sources such as textbooks, news articles, science magazine, and other resources to expose students to a variety of print media. During these readings, teacher provide a structured way of attacking the text using directed-reading- thinking activities and SQ3R. These strategies enable students to organize their thinking and summarize their reading, increasing student comprehension.	February 25, 2014	Mr. Craig J LeSuer
Strategy	Visual Literacy		As a team we putting visual literacy in front of them on a dailiy basis. The students have been taught how to analyze documents in the forms of pictures, cvideo, audio, as well as primary and secondary source documents. This will prepare them as we move towards taking the new from of assessment with the Common Core State Standards, which uses visual literacy cues for studetns tp analyze and compare and contrast.	February 25, 2014	Mr. Craig J LeSuer
Strategy	Formative Assessment		As a content our Social Studies team is using the Summarization strateigies of sum-it-up, 30-second speech, and healine routines as a method of formatively assessing our students 3-5 days of the week to end the hour. We are alos using Kagan cubes and exit slips as another quick method to inforamlly assess our students in order to inform our instruction and the need to change our practive to meet student's needs.	February 25, 2014	Mr. Craig J LeSuer
Activity	Document Based Questioning protocol	In Progress	As a team we are implementing the the Document Based Question protocol as a means of having our students become familiar with and analyzing primary and secondary source documents.	February 25, 2014	Mr. Craig J LeSuer
Activity	Document Based Questioning training	In Progress	We have received informal trainng on the DBQ process courtesy of Dr. Richard Wood, who has trained our department in the use of and nuances of the program.	February 25, 2014	Mr. Craig J LeSuer
Activity	Document Based Questioning training	In Progress	As a team we are implementing the the Document Based Question protocol as a means of having our students become familiar with and analyzing primary and secondary source documents.	February 25, 2014	Mr. Craig J LeSuer
Activity	Writing Products as Formative Assessments	In Progress	The students are summarizing their learning of objectives in writing on a daily basis that is monitored by the teacher, which then drives our instruction.	February 25, 2014	Mr. Craig J LeSuer
Activity	Summarization strategies		We are using the summariaztion strategies as a method of formatively assessing our students at the end of the hour measuring their understanding of the day's objective(s).	February 25, 2014	Mr. Craig J LeSuer
Activity	Measuring tool for assessment growth	In Progress	We are using the formative assessments as tools to inform our instruction between pre and post assessments.	February 25, 2014	Mr. Craig J LeSuer

Strategy	Improve reading comprehension through common literacy strategies		Three staff members were trained as trainers in Thinking Maps as of January 2014. Walkthroughs are being conducted to monitor Literacy Framework focus strategies including Thinking Maps and Summarization.	February 25, 2014	Dr. Sharon C Dodson
Strategy	School-Wide Literacy Framework		On-going use of summarization strategies and assessments to determine impact on student achievement. Students have taken the pre- and mid-year assessments, which have been scored and analyzed in teams.	February 25, 2014	Dr. Sharon C Dodson
Strategy	Focused Vocabulary Instruction		Teachers have word walls posted and are using vocabulary books to teach the words and definitions of Math terms.	February 25, 2014	Mr. Craig J LeSuer
Activity	Curriculum Alignment	In Progress	Aligning curriculum to Common Core. Using Compass Odessey training site to help students become grade level proficient.	February 25, 2014	Mr. Craig J LeSuer
Activity	Assessment	In Progress	Teachers use pre and post tests and various formative assessments to assess student progress along the way.	February 25, 2014	Mr. Craig J LeSuer
Activity	Summarization Strategies	In Progress	Using lancer notes, 20 word summary, 30 second speech, and headline routine. We also complete the summarization assessment in each grade.	February 25, 2014	Mr. Craig J LeSuer
Activity	Intervention Scheduling	Not Completed	Intervention scheduling was not an option, based on feedback from the counseling staff.	February 25, 2014	Mr. Craig J LeSuer