



# **School Improvement Plan**

**Legg Middle School**

**Coldwater Community Schools**

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## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

# **Title I Schoolwide Diagnostic**



## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## **Component 1: Comprehensive Needs Assessment**

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

The School Improvement team, consisting of representatives from each department and grade level, assessed the needs of the building. The School Improvement team also collaborates with the Legg Middle School PTO, and solicited the input of the parents on the PTO in assessing our needs. We will upload the completed Schoolwide Plan onto our school website.

During our work sessions the School Improvement team analyzed data, gap analysis, and root causes. The School Improvement team utilized this data, as a means to facilitate the comprehensive needs assessment to the Legg Middle School Staff. This was an imperative connection in order to create unity on this school improvement process. At a professional development session in March, the administrator introduced the needs assessment and modeled a trajectory chart utilizing the 2015-16, and 2016-17 M-Step results. The School Improvement team members, examined growth which included identified subgroups: all students, special education, economically disadvantaged, English Language Learners and gender. The team also compared state test results for LMS to those across the state. Although Legg Middle School demonstrated proficiency and growth in some areas, each breakout group noticed a trend identifying the following three subgroups: special education, economically disadvantaged, and English Language Learners with significant low proficient percentages in comparison to their peers. The gender and race subgroups were identified as not having significant discrepancies. The breakout groups utilized the M-Step data from each subgroup to create trajectory charts with a goal of 80% proficiency by the year 2022.

The breakout groups then utilized the trajectory charts to create 2018-19 department goals. The breakout groups utilized the annual percentage growth necessary from the trajectory charts to meet our 80% proficiency goal by 2022 to create goals for each subgroup per M-Step assessment per grade level. At the conclusion of our school improvement day, the staff reconvened and each breakout group shared their respective trajectory chart and goals. The entire staff came to an agreement through consensus on the goals.

At a School Improvement workshop in April our team focused on goals for 2018-19. These discussions included identifying problem areas within grade level curriculum and assessments. The previously identified subgroups were taken into consideration while creating strategies and curriculum alignment. Each breakout group reviewed our current school improvement plan which included strategies to address reading for understanding increasing vocabulary comprehension, and building background knowledge. At the conclusion of our professional development session, the staff identified their proposed strategies. The staff then agreed to continue implementation of the following common strategies to implement in all courses: Reading Apprenticeship, Marzano's vocabulary research, Thinking Maps and Lexia and/or Reading Plus.

To gather perception data from parents, we conducted a 10 question survey through Google Survey. Parents were notified of the survey through email, the automated call system, on the LMS website, and it was available at parent-teacher conferences. We also offered hard copies of the survey for parents who do not have access to a computer.

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

Our analysis of the achievement data was followed by the analysis of our demographic data resulting from of the comprehensive needs assessment which was consistent among the four core subject areas across all grade levels. We have identified the following target groups:  
SY 2018-2019

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English Language Learners (ELL), Special Education students, and economically disadvantaged students (ED). The gender and race subgroups were identified as not having significant discrepancies.

### M-Step Proficient Math Results

Year	ELL	Special Education	ED	All students
2014-15	23%	11%	29%	44%
2015-16	11%	12%	18%	33%
2016-17	<5%	11%	22%	33%

### M-Step Proficient ELA Results

Year	ELL	Special Education	ED	All students
2014-15	23%	11%	29%	57%
2015-16	11%	12%	18%	42%
2016-17	<5%	11%	22%	40%

### M-Step Proficient Social Studies Results

Year	ELL	Special Education	ED	All students
2014-15	5%	9%	25%	42%
2015-16	9%	6%	17%	29%
2016-17	8%	5%	25%	34%

### M-Step Proficient Science Results

Year	ELL	Special Education	ED	All students
2014-15	<5%	<5%	16%	25%
2015-16	<5%	12%	12%	22%
2016-17	<5%	<5%	8%	18%

We had 49 parents participate in our perception survey, below are the questions and results:

1. There is adequate supervision before and after school.

Strongly Agree & Agree 60%

2. The school provides a safe environment for my child.

Strongly Agree & Agree 84%

3. I feel welcome at my child's school.

Strongly Agree & Agree 81%

4. The school meets the academic needs of my child.

Strongly Agree & Agree 80%

5. The school communicates effectively about the school goals and activities.

Strongly Agree & Agree 78%

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6. My child's teacher helps me know how to help my child at home.

Strongly Agree & Agree 63%

7. I know what my child's teacher expects of my child.

Strongly Agree & Agree 86%

8. My child's school has clear and specific rules and procedures in place.

Strongly Agree & Agree 82%

9. The building principal helps meet the needs of my child.

Strongly Agree & Agree 61%

10. I am informed about my child's progress.

Strongly Agree & Agree 90%

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

The following goal statements are written into our School Improvement Plan: (these goals will address the needs of the whole school population as well as the students' needs in our identified subgroups)

Social Studies: All students at Legg Middle School will show growth toward proficiency in social studies.

Reading: All students at Legg Middle School will show growth toward proficiency in reading and writing.

Math: All students at Legg Middle School will show growth toward proficiency in math.

Science: All students at Legg Middle School will show growth toward proficiency in science.

In order to obtain our identified goals, teachers will utilize the strategies referenced in the book, Classroom Instruction that Works:

-Set objectives and provide feedback

-Reinforce effort and provide recognition

-Facilitate cooperative learning groups

-Use cues, questions, and advanced organizers

-Model nonlinguistic representations

-Model summarizing and note taking

-Assign homework and provide practice

-Engage students in mental processes such as Reading Apprenticeship, Thinking Maps, Lexia and/or Reading Plus and Marzano's content vocabulary instruction

We believe that utilizing the research based strategies listed above will support targeted instruction in all content areas and enhance our achievement data on local and state assessments.

Leadership will continue to provide professional development to support the enhancement of the strategies listed above. Administration will monitor the use of and effectiveness of the strategies.

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

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The goals listed below address the whole school population through the Tier I Universal Interventions. Disadvantaged students, identified through MSTEP and universal screening data, receive Tier II and Tier III interventions as listed below.

Social Studies: All students at Legg Middle School will become proficient in social studies.

Tier I - (Universal Interventions within the RTI methodology)

Set objectives and provide feedback

Focus Hour

Reinforce effort and provide recognition

Facilitate cooperative learning groups

Use cues, questions, and advanced organizers

Model nonlinguistic representations

Model summarizing and note taking

Assign homework and provide practice

Engage students in mental processes

Tier II - (Targeted group interventions within the RTI methodology)

-Academic Lunch Program

-Co-taught courses

-ESL co-taught/para support staff

-Academic Literature Class/English Boost

-Math Boost Class

-Test taking strategies workshop

Tier III - (Intensive individual interventions within the RTI methodology)

-Resource Room

-One-on-one para-educator support

-Resource English and Math Courses

-English Language Learners Service Center

-Dorothy Legg Learning Center

-Waldron Learning Center

Reading: All students at Legg Middle School will become proficient in reading.

Tier I - (Universal Interventions within the RTI methodology)

Set objectives and provide feedback

Reinforce effort and provide recognition

Facilitate cooperative learning groups

Use cues, questions, and advanced organizers

Model nonlinguistic representations

Model summarizing and note taking

Assign homework and provide practice

Engage students in mental processes

Tier II - (Targeted group interventions within the RTI methodology)

-After School Academic Program

-Working Lunch Program

-Co-taught courses

-ESL co-taught

-Reading Class

-Boost Class

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-Test taking strategies workshop

Tier III - (Intensive individual interventions within the RTI methodology)

-Resource Room

-One-on-one para-educator support

-Resource English and Math Courses

-English Language Learners Service Center

-Dorothy Legg Learning Center

-Waldron Learning Center

Math: All students at Legg Middle School will become proficient in math.

Tier I - (Universal Interventions within the RTI methodology)

Set objectives and provide feedback

Reinforce effort and provide recognition

Facilitate cooperative learning groups

Use cues, questions, and advanced organizers

Model nonlinguistic representations

Model summarizing and note taking

Assign homework and provide practice

Engage students in mental processes

Tier II - (Targeted group interventions within the RTI methodology)

-After School Academic Program

-Working Lunch Program

-Co-taught courses

-ESL co-taught

-Boost Class

-Test taking strategies workshop

Tier III - (Intensive individual interventions within the RTI methodology)

-Resource Room

-One-on-one para-educators support

-Resource English and Math Courses

-English Language Learners Service Center

-Dorothy Legg Learning Center

-Waldron Learning Center

Science: All students will become proficient in science.

Tier I - (Universal Interventions within the RTI methodology)

Set objectives and provide feedback

Reinforce effort and provide recognition

Facilitate cooperative learning groups

Use cues, questions, and advanced organizers

Model nonlinguistic representations

Model summarizing and note taking

Assign homework and provide practice

Engage students in mental processes

Tier II - (Targeted group interventions within the RTI methodology)

-After School Academic Program

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-Working Lunch Program

-Co-taught courses

-ESL co-taught

-Test taking strategies workshop

Tier III - (Intensive individual interventions within the RTI methodology)

-Resource Room

-One-on-one para-educator support

-Resource English and Math Courses

-English Language Learners Service Center

-Dorothy Legg Learning Center

-Waldron Learning Center

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

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

Through our professional development, all staff has been trained and is implementing Reading Apprenticeship strategies from Reading for Understanding by Shoenbach, et al. The goals of Reading Apprenticeship are to engage students in more reading, to help students gain insight into their own reading process, and to help them develop a set of problem-solving strategies to improve comprehension in all disciplines. Teachers in all content areas are teaching, modeling and helping all students develop reading strategies that focus on comprehension, create a climate of collaboration and emphasize student independence. Reading Apprenticeship is being observed during teacher evaluations, is being discussed and reviewed during department meetings and is an on-going process supported by frequent professional development. In 2015-16 staff participated in reading Teach Like a Pirate, with the goal of improving student learning and engagement. As a result, power standards were developed by each department to concentrate curriculum on essential standards. Instruction was aligned to these power standards to provide all students with effective, focused instruction. This instruction includes clear learning objectives; teaching, modeling, and demonstrating; guided practice and formative assessments. In 2016-17 staff participated in a book study of Mindset. Staff meetings included professional development on the implementation of Mindset concepts in the classroom. 2017-18 staff meetings will continue to include PD on implementation strategies. This PD will be led by teacher leaders. The Social Studies and the Science departments are continuing to make vocabulary instruction explicit through the use of strategies found in Marzano's Building Academic Vocabulary: Teacher's Manual. These departments are identifying critical content vocabulary words from the Michigan Grade Level Content Expectations with the goal of improving all student text comprehension. During the 2014-2015 school year, all teachers were trained in the use of Thinking Maps as a strategy that encourages metacognition within all content areas, this is ongoing. Teachers will continue to implement those strategies and activities during the 2016-17 year. Students using Thinking Maps are able to use all eight thinking patterns to organize thoughts and processes. There is abundant research in the success of Thinking Maps in schools across disciplines and grade levels, including Student Successes with Thinking Maps by D. Hyerle.

During 2017-18 staff also began implementation of the Blueprint strategies and concepts. Throughout the year staff developed Units by Design and created common formatting for units of instruction. During the 2018-19 school year staff will continue to implement Blueprint. Staff will also continue to implement the concepts from our Growth Mindset studies. A small group of volunteer staff will conduct a summer book study regarding trauma in schools with the idea of rolling out those ideas to staff throughout the year.

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

Teachers are implementing strategies aimed at improving the quality of instruction students receive. Teachers will continue to implement reading apprenticeship and thinking map strategies. In addition, teachers are utilizing engagement strategies to build relationships with students and increase student engagement in the learning activities.

Academically disadvantaged students receive intervention through their Boost English or mathematics class which increases academic instruction. These classes take the place of an elective allowing the student more time for core curriculum support. We have added EL Support Staff to work with core teachers during the school day.

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



Our needs assessment indicated that English Language Learners, Economically Disadvantaged and Learning Disabled students are performing below peers on state and district assessments. Reading Apprenticeship focuses on increasing student reading comprehension, which is an area in which ELL, ED and LD students have previously been less than proficient. According to Marzano's research, ELL, ED and LD students do not have the vocabulary background of their peers. Explicit vocabulary instruction strategies from Marzano will aid students in comprehension. LD students struggle with organizing and processing information. Thinking Maps will give them tools to do this in a variety of ways. Instruction for ELL, ED and LD students will improve through the use of the nine categories of instructional strategies identified by Classroom Instruction that Works.

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

Students who have been identified as below grade level are enrolled in Boost English or Boost mathematics depending on need. These courses are intended to intervene in the learning of struggling students and accelerate student growth in order to move these students to grade level. These courses are taught by highly qualified teachers in place of a students' elective period. In these intervention classes, students regularly use LEXIA and/or Reading Plus, and are assessed by easyCBM or Qualitative Reading Inventory. Through use of Marzano's Learning Objectives, students are given clear expectations of learning with pre-teaching as well as re-teaching. These interventions allow students to increase fluency, comprehension, use of reading strategies and number sense in order to move students to grade level.

A number of strategies support progress for all students. All teachers have been trained in Reading Apprenticeship which focuses on increasing student reading comprehension. Reading Apprenticeship strategies are implemented in all grades and in all subject areas. As a follow up to previous book studies, during the 2016-17 year, teachers participated in a book study of Mindset. During 2017-18 teachers participated in a follow up study using Growth Mindset Coach in order to implement those concepts into classes.

One major aspect of identifying students who are in need of interventions will be the use DnA by the staff during the 2018-19 school year. This system allows staff to identify students who are missing critical learning standards, and therefore staff will be able to create interventions for individual students.

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

Data is formally collected and evaluated on each student every 9 weeks. At this point, an evaluation of the progress of the students is made. Throughout the marking periods teachers use the DnA system to evaluate student mastery of standards. The data provided allows teachers to intervene for struggling students.

Teachers have weekly team meetings to identify struggling students and discuss interventions for those students. Counselors are present at those meetings.

**Component 3: Instruction by Highly Qualified Staff**

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this?                      NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	<p>It is assured that all paraprofessionals meet the NCLB requirements for highly qualified paraprofessionals and have gone through state of Michigan required testing or completed a portfolio to meet the requirements of highly qualified. Paraprofessionals are only employed in special education classes.</p>	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this?                      NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	<p>It is assured that all teachers at Legg Middle School meet the NCLB requirements for Highly Qualified for their respective teaching position. Please refer to the addendum number 1, which shares the highly qualified status and their years of service to the district for each Legg staff member.</p>	

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

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

Historically, Legg has not had a large turnover in staff. However, in the last two years we have experienced several retirements, resulting in new staff joining LMS. Fifty-two percent of the staff has been teaching at Legg Middle School for eight or more years. Four teachers left Legg Middle School for retirement or other teaching positions after the 2015-16 school year. Two teachers transferred to LMS from other buildings. 2016-17 changes include 4 retirements, including 1 administrator. 2 teachers will transfer from other buildings, and 1 new hire will join LMS. In addition, LMS is adding half a staff position for physical education, and 1 para-professional for EL support. For the 2018-19 school year, we do not have any retirements, and believe that staff will remain constant.

Three teachers are shared between Legg and the high school. Coldwater High School shares music and band teachers with LMS.

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

The following data highlights that the teachers that join the staff at Legg typically stay for an extended period of time, thus fostering a low turnover rate. Specials are categorized as non-academic courses like band, P.E., art, shop, etc. Services include special education classes. Legg Middle School has a total of 44 highly qualified teachers.

0 - 5 Years of Experience - 10

6 - 10 Years of Experience - 5

11 - 15 Years of Experience - 9

16 - 20 Years of Experience - 9

21 + Years of Experience - 12

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

Legg Middle School has implemented teaming to improve student achievement, and as a benefit, teachers are able to collaborate on instruction, behavior, time management, and interdisciplinary assignments. There are two teams per grade level containing one of each of the four academics. The resource teachers are assigned to one of the academic teams at each grade level.

Our staff has an open dialogue with administration and each other. Teacher's comments, ideas, and suggestions are listened to, acted upon, and not ignored. Teachers have the freedom to choose the type of parent - teacher conferences they want to hold as a team of teachers or individually. Administration listened to the suggestion of staff for renovations and technology upgrades which allows teachers to be refreshed as well as encouraging more student engagement. Overall, teachers feel listened to, safe, supported, and willing to give extra. New teachers are welcomed to the building whole-heartedly with staff gatherings, goodie bags, and teacher team support. The district is also reorganizing the new teacher mentor program. The CCS Teacher Mentor Program is a teacher mentoring program which pairs a veteran teacher with a new teacher in order to provide regular feedback, suggestions, and teaching methods to the new teachers.

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

Coldwater Community Schools' starting salary for Step 1 teachers is \$40,257, which is above the state average. Teachers are teaching in the subjects for which they are certified and desire to teach. The district picks up majority of the insurance costs and provides the opportunities for health savings accounts.

Administration is positive and supportive to all staff members which improves school culture. Administration works hard to make budget cuts as far away from the classroom thus teachers are less threatened by possible lay-offs.

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

Due to the fact that we only replaced 4 staff members from the 2016-17 school year, this is not an issue at Legg Middle School.

## Component 5: High Quality and Ongoing Professional Development

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

Our school goals of increasing reading for understanding, increasing vocabulary comprehension, and building background knowledge for all students has been a district professional development initiative. Highly effective strategies are also being used in classrooms at Legg and shared with colleagues through teaching teams, department teams, and staff meetings. Teachers have been trained to incorporate reading and writing across the curriculum to improve student's ability to read for understanding. Through reading apprenticeship, all classes will focus on vocabulary comprehension and building background knowledge linked to real world situations.

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

In order to meet our goals, staff was trained to use the following programs: Reading Apprenticeship, Marzano's Vocabulary Research, Thinking Maps, Lexia, and Reading Plus. Training was provided will continue into 2018-19 school year and the following years. Departments did curriculum specific training throughout the year. This training was made available to all staff including special services and administration. Staff is held accountable for using these strategies to improve student achievement. An example of this would be that all classrooms must have visible learning objectives as per Marzano Vocabulary research training. Administration performed class walk-throughs to monitor and incorporate into teacher evaluations. Department heads are revisiting learning goals and sharing methodology pertaining to our school-wide goals with staff on a monthly basis.

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

## Component 6: Strategies to Increase Parental Involvement

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

We have included a parent representative on our Title I implementation committee. Our parent representative is an active member of our PTO and has solicited the PTO members' input at two separate PTO meetings, along with the school principal, regarding our parent compact and all other aspects of our Title I Schoolwide plan. Our parent representative has attended two Schoolwide Plan Development meetings, given input, and been consulted on all decision making. For the meetings she was unable to attend, minutes and information from the meetings was forwarded to her, and then the principal met with her to discuss progress and gather her input and ideas. All parents were invited through an all-call to attend the PTO meetings regarding Title planning. During two separate PTO meetings, the discussion focused on parents giving their input on our Schoolwide Plan.

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

Parents will be asked to sign a parent compact regarding what is expected of themselves, the students, the teachers, and the administration during the school year. As part of our parent compact, parents are being asked to ensure regular school attendance, review homework, attend school meetings and activities, and to maintain communication between home and school using various tools such as our Skyward school management system. They are also asked to support our Cardinal Pride Behavior System and to encourage their children to participate in extra-curricular activities. All parents will be invited to quarterly Parent Teacher Organization meetings, our fall open house, curriculum based activity nights, and fall and spring parent teacher conferences. They will also be invited to our school as part of our parent volunteer program. Various meeting times will be planned during the school day and in the evenings to address the needs of parents.

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

Parents will be evaluating our school-wide plan through the surveys, which will be sent out yearly. PTO meetings are open and accessible to all parents. After PTO meetings, designated teacher representatives will share minutes to all parents via our school webpage and social media.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Legg Middle School assures that a school-level parent involvement policy exists meeting NCLB requirements of Section 1118 (c) through (f). The policy is attached to this plan.	School-Parent Compact

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

We are carrying out the activities outlined in sections 1118 (e) and (f) by utilizing our staff members who are fluent in Spanish and Arabic for

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translations in meetings and written communications. We post our school signage throughout the building in locations such as the main office, library, bathrooms, entrances, and cafeteria. Our building was remodeled to provide handicap accessibility. We also offer a separate busing and parent pickup area for ease of access to families of our disabled students. We have meeting times available before, during, and after school and in the evening to accommodate parents' schedules. Our school provides public transportation for school activities through the Branch Area Transit Authority for parents in need of this service. The school counselors have an information center offering community resource materials that are provided to parents as needed.

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

The school-wide plan will be evaluated through:

- Post-activity surveys conducted at each parent event. The surveys will be structured so that parents evaluate the value of the activity (to support their child's school success and/or involvement, to increase parental understanding/knowledge of school programs), the structure of the activity (time, date, location, duration). Most importantly, the survey tool will always provide an opportunity for parents to voice concerns or make suggestions for improvements for future programs.
- Parent Teacher Organization meetings will be held quarterly.
- Track parent participation through sign-in sheets at each parent event.

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

The LMS staff will review the surveys, suggestions, and input from PTO meetings to make relevant updates.

### **8. Describe how the school-parent compact is developed.**

Before creating the School-Parent Compact, the team was provided with and reviewed information and templates from MDE tools by Title I consultant. Research was done on established School-Parent Compacts in current Title I schools.

The compact was drafted by the Title I team on March 4, 2013.

The LMS staff reviewed and revised the compact on March 5, 2013.

The parent teacher organization reviewed, revised and finalized the compact on March 11, 2013.

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

N/A

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

Our parent compact will be sent home to all parents during the first week of school. The parent compact will also be shared with the LMS parents at our Open House, face-to-face at the fall parent teacher conferences and posted on our website. Teachers will share the compact with the students during their homeroom class. The compact form will be included in our new school packet. Copies will be available in the

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main office.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	Our parent compact will be sent home to all parents during the first week of school. The parent compact will also be shared with the LMS parents at our Open House, face-to-face at the fall parent teacher conferences and posted on our website. Teachers will share the compact with the students during their homeroom class. The compact form will be included in our new school packet. Copies will be available in the main office.	

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

During Open House and curriculum based activity nights, parents are introduced to the learning goals and assessments. Every effort will be made to present and explain the information in understandable terminology. During parent teacher conferences, teachers will share the results of local, NWEA, MSTEP, PSAT, and WIDA in parent-friendly language. Interpreters and translated written communication will be provided to our non-English speaking parents. When assessment results are shared, a letter of explanation describing how to read and interpret these results will be included.



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

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

Not Applicable

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

Not Applicable

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

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

It is assured that local assessments are based on core curriculum standards and created and used by the classroom teachers. Local assessments are used as common assessments at each grade level for pre and post testing of students. Pre-tests are used as an assessment tool that helps to guide lesson planning. Teachers use formative and summative assessments and checks for understanding to help guide lessons and teaching. Post tests are used to assess the learning as well as inform teachers of remediation and intervention needs. Pre and post tests are posted on data director in order to evaluate by grade level and to predict high stakes testing achievement.

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

It is assured that teachers are involved in analyzing the results of classroom assessments as well as making instructional decisions based on the analysis. Pre and post tests are recorded on DnA, which has the ability to break down student achievement. With these results teachers are able to determine which common core standards need to be revisited and/or retaught. As we meet in departments, staff looks at data by grade level in order to celebrate achievements or determine re-teaching needs. From this point, staff decides to reteach, revisit, or explore new ways to share the information or clear up student misconceptions.

It is assured that the staff is involved in identifying interventions for students based on the collected data. Counselors meet with the teachers on a weekly basis to review student data including school-based academic assessments, NWEA scores, and MSTEP scores. After this data analysis, the teachers, counselors and administration select the needed interventions for each student. For example our interventions include ELA intervention class or Math intervention class. Parents are invited to attend team meetings to discuss student data and placement into interventions. If a parent is unable to attend the team meeting, phone calls are made to share the intervention plan.

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

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

Students are identified by classroom teachers when they are not mastering common core standards on assessments. State Administration and counselors then assesses state academic achievement assessments scores which are then dis-aggregated to determine student needs. The third data evaluation component is NWEA testing. If gaps are found, teachers confer with counselors, administration, and parents to determine student placement in intervention classrooms for either English or mathematics. Intervention placement is a Response to Intervention process at Legg Middle School. Teachers are asked to analyze all of this data quarterly and submit a spreadsheet to administration and counselors for individual student programming. Parents are notified of individual programming by our counselors. If a parent refuses services, administration meets with the parent to solidify their understanding of their student's data and needs.

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

Every marking period, assessments for every student are examined through are DnA program to monitor levels of performance. At this time meetings are held to evaluate the placements of students in intervention classes. Students are moved into and out of interventions based on conclusions from these meetings. This is the fluid system that is used so that all students' achievement levels are considered multiple times each year, and any students can be integrated into our intervention programs as needs are discovered. Once classroom teachers see a change in assessment scores teachers and counselors refer to their MSTEP and NWEA results. If students are in need of intervention parents are contacted to approve the placements in the intervention classroom. If students are showing significant improvement they are removed from the intervention class after a discussion with teachers, counselors, and parents.

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

Teaming is a key component in our school to monitor and track student achievement. With each student having one group of core teachers meeting weekly to address student achievement concerns, teachers are able to help each other with strategies, behavior needs, and interdisciplinary projects. Legg staff has been trained in differentiated instruction through professional development initiatives over a one year time period. Teachers are able to individualize class work and homework based on student ability. Some of these examples would be tiering, flow chart lessons, testing out of a unit, as well as retesting students as needed. The math department is currently being trained in instructional rounds as a means to enhance academic achievement. The other departments will be trained next year. Teachers will be doing visits of fellow teacher classes and encouraged to see and include student engagement activities into everyday learning as a means to hitting needs of all learners. During staff meetings teachers are encouraged to share strategies and/or ideas that are highly effective in their classroom. Reading Apprenticeship is another initiative in our district to meet the needs of our diversified learners. This has been the district initiative with an emphasis of reading and writing across the curriculum. Many staff members have met one on one to share strategies and ideas to enhance learning, and teaming provides a great avenue for this to occur naturally. During the last two years the staff has been focused on a study of Growth Mindset and implementing those practices with students.



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

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

Our schoolwide goals were set by each department based on the needs assessment of the overall school population to promote achievement in all groups. As our general school population grows it is expected that our subgroups will increase their achievement as well. Through the use of Federal Title IA, Title IIA, Title III, Title I funds, 31A State Funds, and district/building general funds we will be able to meet our goals.

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

Comprehensive Needs Assessment: General funds for gathering student achievement, program/process, perception and demographic data; Title IA funds for Title I program data analysis.

2. School-wide Reform Strategies: General funds and Title IA funds for supplemental planning meetings to research strategies and identify reform strategies for all students, struggling and accelerated learners.

3. Instruction by Highly Qualified Professional Staff: General funds to support employee salaries and pay scale advances based on additional professional certificates, reimbursement for qualifying college tuition, and pay step increased based on negotiated teacher performance and student achievement data.

4. Attract and Retain Highly Qualified Staff: General funds and Title IA

5. Professional Development: Title IA, IIA, VI and general funds are utilized to support reading apprenticeship, thinking maps, instructional rounds training and provide the materials for the Classroom Instruction That Works book study. Ongoing technology training will be supported by general funds.

6. Parental Involvement: Title IA and general funds will support parent involvement and engagement activities, childcare to support parent opportunities, transportation support for parents to attend functions, and supplies and materials to support these activities.

7. Preschool Transition: N/A We are a middle school.

8. Assessment Decisions: Analysis, planning, and process meetings will be supported by general funds. General funds will also support academic team meetings, department meetings, and staff meetings.

9. Timely & Additional Assistance: General funds will support Tier 1 supports with the classroom teacher, Tier 2 and Tier 3 classes will be funded through Title IA and Title III, After School Academic Program extended learning will be funded through Title IA, and 31A will support the behavior interventionist.

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

The school coordinates a nutrition program of free and reduced lunch and breakfast to provide proper nourishment so that hunger is not a detracting factor to qualifying students' learning. Our district also offers a Head Start program to service lower income students so that all students can get off to the best possible start to their education.

## School Improvement Plan

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Our counselors work closely with our area McKinney-Vento coordinator to insure that the educational needs of our homeless students are provided for. Things like school supplies, school clothes, and toiletries are given as needed. Because of this program, needs for those things do not detract from students' educational ability to focus and learn in class.

Our Branch Area Careers Center partners with our middle school to give students the opportunity to participate in an 11- week program for at-risk 8th grade students. These students attend the BACC for ½ day each week for an entire marking period. This gives these at-risk students a chance to participate in career education to allow for coordination between school curriculum and career pathways. In our first year of this program, the majority of students who participated made academic gains after participating in this program.

Our community Substance Treatment and Referral Services (STARS) agency coordinates with our school to offer violence prevention and social skills groups to students identified as at-risk. A representative from the agency runs 10-week groups at our school throughout the school year. Skills that students learn and practice in these groups help them set social and educational goals which in turn help us to meet our school-wide goals for these students.

The Legg Middle School runs an 8th grade college visit to share the benefits of a college education, what classes to take in high school, and the overall college experience. Many of our students never set foot on a college campus so when we share the need to do well in school they do not see the big picture. Our goal is to encourage students to consider college a possibility, and to spur them to do well over the next four years in high school. Helping middle school students make the connection between school and the 'real world' can have a tremendous impact on their long-term success. We at Legg Middle School want to help our students find their way and stay on track to a bright future.

## **Evaluation:**

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

Legg Middle School School Improvement Team will evaluate the implementation of the school-wide program in the spring of each school year through the following steps:

- Utilize the MDE Draft Program Evaluation Tool
- Perception survey of staff, students and parents
- Analyze achievement data of state and local assessments
- Administration walk throughs of classrooms and provide teacher feedback on their implementation of our identified research based strategies

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

We will evaluate and adjust the trajectory growth targets annually through our MSTEP data. Achievement of or surpassing the trajectory growth target is the measure of school-wide program success. Our ultimate growth target is to reach 80% proficient by 2022. We will conduct this annual review at a staff meeting when the state data is released. At this time will identify causes contributing to the identified gaps in the achievement of targeted growth and use these causes when developing improvement plans and interventions.

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

We will utilize data from the following sources to progress monitor student growth: MSTEP, Lexia, Reading Plus, local assessments, and NWEA. We will focus on the growth of the targeted populations in order to determine the effectiveness of the school-wide program. As we study the data, determination of effectiveness will be indicated by narrowing the gaps of our subgroups to their peers and increasing academic proficiency of all students.

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

School-wide program will be evaluated annually; each spring data will be analyzed in order to determine the effectiveness of our goals and strategies. The Legg Middle School staff and PAC members will review and revise the school-wide program if data shows a need for change.

# 2018-19 Goals



## Overview

### Plan Name

2018-19 Goals

### 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 at Legg Middle School will meet or exceed school expectations in math.	Objectives: 3 Strategies: 5 Activities: 6	Academic	\$44629
2	All students will increase their proficiency in Social Studies.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$1000
3	SOCIAL/EMOTIONAL/BEHAVIOR	Objectives: 1 Strategies: 5 Activities: 5	Organizational	\$1250
4	All students will show growth toward proficiency for reading and writing	Objectives: 3 Strategies: 4 Activities: 5	Academic	\$3150
5	All students will show growth toward proficiency in science	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$1300
6	Organizational Goal	Objectives: 4 Strategies: 4 Activities: 4	Organizational	\$50

## Goal 1: All students at Legg Middle School will meet or exceed school expectations in math.

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency by achieving mastery of 70% of the standards and at least 80% of students will show 20% growth from pre to post assessment in Mathematics by 06/03/2019 as measured by common summative assessments.

### (shared) Strategy 1:

Summative Assessments - Increase the rigor of math assessments. 30% of questions on assessments will be by DOK 3.

Category: Mathematics

Research Cited: Anderson, L. W., & Krathwohl, D. R. (Eds.). (2000). A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives (2nd ed.). Boston, MA: Allyn and Bacon.

Bailey, K., & Jakicic, C. (2011). Common formative assessment: A toolkit for Professional Learning Communities at Work. Bloomington, IN: Solution Tree Press.

Bailey, K., Jakicic, C., & Spiller, J. (in press). Collaborating for success with the Common Core: A toolkit for Professional Learning Communities at Work. Bloomington, IN: Solution Tree Press.

DuFour, R., DuFour, R., & Eaker, R. (2008). Revisiting Professional Learning Communities at Work: New insights for improving schools. Bloomington, IN: Solution Tree Press.

Gareis, C., & Grant, L. (2008). Teacher-made assessments. Larchmont, NY: Eye on Education.

Marso, R. N., & Pigge, F. L. (1991). An analysis of teacher-made tests: Item types, cognitive demands, and item construction errors. Contemporary Educational Psychology, 16, 279–286.

Marzano, R. J. (2007). The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., & Kendall, J. S. (2007). A new taxonomy of educational objectives (2nd ed.). Thousand Oaks, CA: Corwin Press.

Smarter Balanced Assessment Consortium. (n.d.). Retrieved from <http://www.smarterbalanced.org/smarterbalancedassessments>.

Webb, N. L. (2005). Web alignment tool. Retrieved from Wisconsin Center of Educational Research, University of Wisconsin website at

<http://www.wcer.wisc.edu/WAT/index.aspx>

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Tier: Tier 1

Activity - 30% DOK 3 or higher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teachers will create DOK3 or higher for assessments	Curriculum Development	Tier 1	Monitor	08/01/2018	06/03/2019	\$0	No Funding Required	Math Department

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase DOK levels of assessments and in classroom activities and discussions.	Academic Support Program	Tier 1		08/01/2018	06/03/2019	\$400	General Fund	Math Department

### Strategy 2:

Professional Development - Teachers will engage in ongoing job embedded professional development opportunities to improve instructional practices and student outcomes.

Category: Mathematics

Research Cited: Thomas Carpenter and colleagues "Teachers who participated in the student learning workshop more often posed complex problems to students, listened to the processes students used to solve those problems, and encouraged them to seek different methods of finding answers."

Tier: Tier 1

Activity - MACUL Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend the annual MACUL conference to gain ideas implementing technology, STEM concepts, and instructional practices.	Curriculum Development, Professional Learning	Tier 1	Implement	03/20/2019	03/22/2019	\$1100	Title II Part A	Teachers

### (shared) Strategy 3:

Boost Math - Providing additional math supports for at risk students.

Category: Learning Support Systems

Research Cited: Hanover Research "Several research studies indicate additional practices that may effectively improve students' mathematics performance, including: the dedication of at least 10 minutes to "fluent retrieval of basic arithmetic facts," the development of students' systemized approach to all problem types, and the nurturing of students' confidence."

Tier: Tier 3

## School Improvement Plan

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Activity - Academic Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional math supports for at risk students.	Academic Support Program	Tier 3	Implement	08/21/2017	06/03/2019	\$42629	Title I Part A	Interventionist, administration

### (shared) Strategy 4:

Co-Taught/Resource Math - Specialized instruction from special education staff in either the general education setting or the special education setting. Students will receive individualized instruction, re-teaching, and accommodated curriculum.

Category: Mathematics

Tier: Tier 3

Activity - Special Education Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students receive additional supports from special education staff.	Supplemental Materials, Direct Instruction, Class Size Reduction	Tier 3	Monitor	08/21/2018	06/03/2019	\$0	Special Education	BISD staff

### Strategy 5:

Parent Engagement Night - The math department will host annual parent engagement activities to promote parent involvement in the math program.

Category: Other - Parent Engagement

Research Cited: School, Family, and Community Partnerships . 3rd edition . JL Epstein

Tier: Tier 1

Activity - Math Maze	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every year the math department hosts a Math Maze event at Crossroads Farms for families.	Field Trip, Parent Involvement	Tier 1	Monitor	10/01/2018	10/31/2018	\$500	Title I Part A	Math Department

### Measurable Objective 2:

75% of All Students will increase student growth meeting their individual growth targets on the NWEA in Mathematics by 06/03/2019 as measured by NWEA testing.

**(shared) Strategy 1:**

Summative Assessments - Increase the rigor of math assessments. 30% of questions on assessments will be by DOK 3.

Category: Mathematics

Research Cited: Anderson, L.W., & Krathwohl, D.R. (Eds.). (2000). A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives (2nd ed.). Boston, MA: Allyn and Bacon.

Bailey, K., & Jakicic, C. (2011). Common formative assessment: A toolkit for Professional Learning Communities at Work. Bloomington, IN: Solution Tree Press.

Bailey, K., Jakicic, C., & Spiller, J. (in press). Collaborating for success with the Common Core: A toolkit for Professional Learning Communities at Work. Bloomington, IN: Solution Tree Press.

DuFour, R., DuFour, R., & Eaker, R. (2008). Revisiting Professional Learning Communities at Work: New insights for improving schools. Bloomington, IN: Solution Tree Press.

Gareis, C., & Grant, L. (2008). Teacher-made assessments. Larchmont, NY: Eye on Education.

Marso, R.N., & Pigge, F.L. (1991). An analysis of teacher-made tests: Item types, cognitive demands, and item construction errors. Contemporary Educational Psychology, 16, 279-286.

Marzano, R.J. (2007). The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J., & Kendall, J.S. (2007). A new taxonomy of educational objectives (2nd ed.). Thousand Oaks, CA: Corwin Press.

Smarter Balanced Assessment Consortium. (n.d.). Retrieved from <http://www.smarterbalanced.org/smarterbalancedassessments>.

Webb, N.L. (2005). Web alignment tool. Retrieved from Wisconsin Center of Educational Research, University of Wisconsin website at <http://www.wcer.wisc.edu/WAT/index.aspx>.

Tier: Tier 1

Activity - 30% DOK 3 or higher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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teachers will create DOK3 or higher for assessments	Curriculum Development	Tier 1	Monitor	08/01/2018	06/03/2019	\$0	No Funding Required	Math Department
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase DOK levels of assessments and in classroom activities and discussions.	Academic Support Program	Tier 1		08/01/2018	06/03/2019	\$400	General Fund	Math Department

### (shared) Strategy 2:

Boost Math - Providing additional math supports for at risk students.

Category: Learning Support Systems

Research Cited: Hanover Research "Several research studies indicate additional practices that may effectively improve students' mathematics performance, including: the dedication of at least 10 minutes to "fluent retrieval of basic arithmetic facts," the development of students' systemized approach to all problem types, and the nurturing of students' confidence."

Tier: Tier 3

Activity - Academic Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional math supports for at risk students.	Academic Support Program	Tier 3	Implement	08/21/2017	06/03/2019	\$42629	Title I Part A	Interventionist, administration

### (shared) Strategy 3:

Co-Taught/Resource Math - Specialized instruction from special education staff in either the general education setting or the special education setting. Students will receive individualized instruction, re-teaching, and accommodated curriculum.

Category: Mathematics

Tier: Tier 3

Activity - Special Education Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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Special education students receive additional supports from special education staff.	Supplemental Materials, Direct Instruction, Class Size Reduction	Tier 3	Monitor	08/21/2018	06/03/2019	\$0	Special Education	BISD staff
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### Measurable Objective 3:

38% of All Students will demonstrate a proficiency to meet or exceed expected growth in Mathematics by 06/03/2019 as measured by M-Step Assessment.

### (shared) Strategy 1:

Boost Math - Providing additional math supports for at risk students.

Category: Learning Support Systems

Research Cited: Hanover Research "Several research studies indicate additional practices that may effectively improve students' mathematics performance, including: the dedication of at least 10 minutes to "fluent retrieval of basic arithmetic facts," the development of students' systemized approach to all problem types, and the nurturing of students' confidence."

Tier: Tier 3

Activity - Academic Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional math supports for at risk students.	Academic Support Program	Tier 3	Implement	08/21/2017	06/03/2019	\$42629	Title I Part A	Interventionist, administration

## Goal 2: All students will increase their proficiency in Social Studies.

### Measurable Objective 1:

80% of All Students will increase student growth on the state assessment and at least 80% of students will show at least 20% growth from pre to post assessment as measured by common summative assessments in Social Studies by 06/03/2019 as measured by the state assessment data..

### Strategy 1:

Social Studies Enrichment - Social Studies Department will offer parent engagement nights to share curriculum with parents and students, department will continue to offer additional supports for struggling students.

Category: Social Studies

Research Cited: 1

The Regional Education Laboratory for the Southeast



(SERVE). Making the Most of Out-of-School Time Through Expanded Learning Opportunities. The Vision Magazine, Volume 3, Number 1. (2004).

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Extended Learning Opportunities: A Policy Statement of the Chief State School Officers, 2006.

[www.ccsso.org/content/PDFs/PolicyStatementOn](http://www.ccsso.org/content/PDFs/PolicyStatementOn)

[ExtendedLearningOpportunities.pdf](#).

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Ibid.

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The Regional Education Laboratory for the Southeast

(SERVE). Making the Most of Out-of-School Time Through Expanded Learning Opportunities. The Vision Magazine, Volume 3, Number 1. (2004).

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Durlak, J.A., & Weissberg, R.P. (2007). The impact of afterschool programs that promote personal and social skills. Chicago, IL. Collaborative for Academic, Social and Emotional Learning.

[www.casel.org/downloads/ASP-Full.pdf](http://www.casel.org/downloads/ASP-Full.pdf).

6

Afterschool and Service Learning: Issue Brief. Afterschool Alliance. [www.afterschoolalliance.org](http://www.afterschoolalliance.org)

7

Supporting Student Success: A Governor's Guide to

Extra Learning Opportunities, [www.nga.org/Files/pdf/0509GOVGUIDEEO.PDF](http://www.nga.org/Files/pdf/0509GOVGUIDEEO.PDF).

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Huang, D., Kim, K. S., Marshall, A., & Pérez, P. (2005). Keeping kids in school: An LA's BEST example. University of California, Los Angeles, National Center for Research on Evaluation, Standards and Student Testing.

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Expanding Learning Opportunities: It Takes More than

Time: Issue Brief #29. The document may be retrieved from

[www.afterschoolalliance.org/issue\\_briefs/issue\\_expand\\_](http://www.afterschoolalliance.org/issue_briefs/issue_expand_)

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learn.doc.

10 Ibid.

11 Ibid.

12 Ibid.

13 Using NCLB Funds to Support Extended Learning Time:

Opportunities for Afterschool Programs. The Council of Chief State School Officers. August 2005.

14 National Education Association Handbook 2007. Resolutions

F-26, B-1, Legislative Program for the 110th Congress.

Tier: Tier 2

Activity - Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Marzano's research of vocabulary development	Direct Instruction	Tier 1	Evaluate	08/21/2018	06/03/2019	\$0	No Funding Required	Social Studies teachers will implement Marzano's research. Evaluate the current needs of this activity.

Activity - Parent Engagement Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies department will continue to offer parent engagement activities to support parent and community involvement.	Community Engagement, Field Trip, Parent Involvement	Tier 1	Implement	08/21/2018	06/03/2019	\$1000	Title I Part A	Social Studies department

### Strategy 2:

DOK - Teachers will analyze common assessments and identify the DOK level for each question. There should be a focus on increasing the DOK. 30% of common assessments should be DOK3.

Category: Social Studies

Research Cited: \* (Turner, 2014)

<sup>1</sup> (Lakin, 2014)

<sup>2</sup> (Scalise & Gifford, 2006)

<sup>3</sup> (Downing & Haladyna, 2006; Haladyna et al., 2010)

Tier: Tier 1

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessments should be leveled and adjusted.	Teacher Collaboration	Tier 1	Monitor	08/21/2018	06/03/2019	\$0	No Funding Required	social Studies department , principal

### **Goal 3: SOCIAL/EMOTIONAL/BEHAVIOR**

**Measurable Objective 1:**

demonstrate a behavior the percentage of students in each graduating class who are at low risk, as measured by the district’s social/emotional/behavior screener, will increase each year. Attendance, Behavior, Student Risk Screening Scale by 06/01/2018 as measured by The percentage of high-risk students that achieve success in the areas of emotional and social behaviors will increase by 10% as measured by # of days absent, behavior referrals and academic success..

**Strategy 1:**

Focus Hour - All students will participate in a Focus hour as part of their daily schedule. Part of the program is that teachers will make contact with struggling students, provide assistance, and create relationships.

Category: Learning Support Systems

Research Cited: Bowman, C. P., (2002). Discipline strategies from successful teachers of African-American adolescents (Doctoral Dissertation, Spaulding University, 2002). Dissertations & Thesis, 119, AAT 3065638. March 2001 36: 211-216, doi:10.1177/105345120103600403.

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Crutcher, B. N. (2007).Mentoring across cultures. *Education Digest*, 73(4), 21-24. Retrieved February 7, 2008, from Academic Search Premier Database (28031225).

Daloz, H. (2004). *Why mentoring works*. New York: Houghton Mifflin.

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Dropout & Truancy Prevention. (2011). What Type of Youth Drop Out of School? Retrieved August 9, 2011 from, <http://dtpnetwork.blogspot.com/2011/02/what-types-of-youth-drop-out-of-school.html>

Hayes, K. (2008). Guildford dropout rate declines. The High Point Enterprise, p. A1.

Hoover, E. (2005). An unlikely relationship. Chronicle of Higher Education, 51(38), A35-A36. Retrieved February 7, 2008, from Academic Search Premier Database (17208125). <http://chronicle.com/article/An-Unlikely-Relationship/12584/>

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Penn, S. (2010, June 25). Academic Mentoring in Secondary Schools. EHow. Retrieved December 15, 2010 from, [http://www.ehow.com/about\\_6645242\\_academic-mentoring-secondary-schools.html](http://www.ehow.com/about_6645242_academic-mentoring-secondary-schools.html)

Webster, A. (2005). Guidelines for Mentoring and supporting students. New South Wales Department of Education and Training Student Welfare Directorate. Retrieved December 15, 2010 from,

Daloz, H. (2004). Why mentoring works. New York: Houghton Mifflin

Tier: Tier 1

Activity - Teacher Matching--Focus Hour	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will be assigned students for Focus hour. The Intervention PLC and teacher teams will work together to put students with teachers who they already have a good bond with, in the hopes of building a mentor relationship.	Behavioral Support Program	Tier 2		08/21/2018	06/03/2019	\$500	Section 31a	Julie Slusher, LMS teachers

### Strategy 2:

Character Education Programming - Staff will implement the character education activities monthly to encourage students to make responsible decisions, to treat others with respect, and to set goals.

Category: School Culture

Research Cited: February 27, 2013, as Character Education Seen as Student-Achievement Tool

Tier: Tier 1

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Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Character education activities will be offered monthly.	Behavioral Support Program	Tier 1	Implement	08/21/2018	06/03/2019	\$0	No Funding Required	Teachers

### Strategy 3:

State of Michigan Counselors' Conference - LMS counselors will attend the annual state conference. They will then be able to share the information and strategies provided.

Category: Other - Counseling

Research Cited: Michigan Counseling Association

Tier: Tier 2

Activity - Counseling Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors will attend the annual counselor's conference	Behavioral Support Program	Tier 1	Implement	08/21/2018	06/03/2019	\$750	Title I Part A	Counselors

### Strategy 4:

Trauma Book Study - Staff will participate in a Trauma book study in order to service students who have specific needs.

Category: Other - Student Supports

Research Cited: Reaching and Teaching Children Exposed to Trauma, Barbara Sorrels, EdD

Tier: Tier 2

Activity - Trauma Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer book study	Behavioral Support Program, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Getting Ready	06/04/2018	08/21/2018	\$0	No Funding Required	Teachers, counselors, administration

## School Improvement Plan

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### Strategy 5:

Promedica Social Worker - LMS counselors and teachers will refer students in need to work with the social worker provided by Promedica Health Services. Students and families will have access to counseling services.

Category: Other - Social Worker

Research Cited: Michigan Counselors Association

National Institute of Mental Health

Tier: Tier 1

Activity - Social Worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The social worker is available for students who are in need of counseling or other mental health services.	Other - Mental Health Supports	Tier 3	Implement	08/21/2018	06/03/2019	\$0	No Funding Required	Promedica Social Worker, LMS counselors

## Goal 4: All students will show growth toward proficiency for reading and writing

### Measurable Objective 1:

70% of All Students will demonstrate a proficiency to meet or exceed expected growth in reading & language arts (NWEA) in English Language Arts by 06/03/2019 as measured by RIT scores on NWEA.

### (shared) Strategy 1:

Common Assessments - Courses at LMS will use common assessments to drive instruction.

Category: English/Language Arts

Research Cited: Best Practices with Formative Assessment: Brent Duckor Marshall Memo March 2014

A Thorough Analysis of Value-Added Scoring of Teachers: Edward Haertel Marshall Memo March 2013\* Complete Report

The Best Value in Formative Assessment-Chappuis & Chappuis January 2008

Data in the Driver's Seat-Paul Bambrick-Santoyo January 2008

Promoting Learning & Achievement: Getting Students Involved in Formative Assessment-Heidi Andrade Spring 2011

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Response to Intervention in Literacy: Problems & Possibilities: Peter Johnson June 2011

Making Assessment Work for You: Fred Jones May 2011

Tips on Improving Teacher Made Tests: Spencer Salend Summary Marshall Memo November 2011

Overcoming Obstacles to Better Grading: Thomas Gusky Summary Marshall Memo November 2011

How Grading Changed Our School: Jeffrey Erickson Summary Marshall Memo November 2011

Tips for Adopting Standards Based Grading: Susan Brockhart Summary Marshall Memo November 2011

Tips for Improving Teacher Made Tests: Spencer Saland excerpt Marshall Memo November 2011

A Middle School Uses On-the-Spot Assessments to Differentiate: Kristina Doubet Marshall Memo January 2012

Teachers Place Little Value on Standardized Testing: Anthony Reborra Marshall March 2012

Tier: Tier 1

Activity - Common Assessments Creation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize PLC time to create common assessments that align to the curriculum.	Materials	Tier 1	Monitor	08/21/2018	06/03/2019	\$0	No Funding Required	Administration, all LMS teachers

Activity - Secondary Literacy Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers will attend the Secondary Literacy workshop to learn strategies to create assessments that will help motivate students & maximize student achievement.	Curriculum Development, Professional Learning	Tier 1	Implement	08/01/2018	06/03/2019	\$2000	Other	Katie Fleming Dave Sherfield Andy Robinson Elizabeth Stahl Katey Robinson Stephanie Aughenbough

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### (shared) Strategy 2:

Writing Workshop Strategies - Students will engage in writing workshop in order to build skills necessary for essay composition, depicting understanding of audience and purpose.

Category: English/Language Arts

Research Cited: Writers Workshop

Penny Kittle

Tier: Tier 1

Activity - Writers Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in writer's workshop activities.	Academic Support Program	Tier 1	Monitor	08/21/2018	06/03/2019	\$0	General Fund	English department

### Strategy 3:

Michigan Reading Conference - PD will be provided to teachers to support teaching and learning. Schools will occasionally have selected conferences that specifically align to needs and improvement plans.

Category: English/Language Arts

Research Cited: We believe that the requirement to provide ongoing, high quality, job-embedded professional development for staff in a school is clearly tied to improving instruction. The term "job-embedded" connotes a direct connection between a teacher's work in the classroom and professional development the teacher receives. (National Archives and Records Administration, 2009, p. 58479)

Tier: Tier 1

Activity - Michigan Reading Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD for ELA teachers designed to provide reading and writing strategies and best practices.	Professional Learning	Tier 1	Implement	08/01/2018	06/03/2019	\$650	Title I Part A	ELA Staff

### Strategy 4:

Parent Engagement Activity - The English department will hold annual parent engagement activities to support parent engagement in the program.

Category: Other - Parent Engagement

Research Cited: School, Family, and Community Partnerships, 3rd Edition, JL Epstein

Tier: Tier 1

Activity - Exploring Literature	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The English department will provide an engagement activity designed to encourage students and parents to explore reading genres and to be knowledgeable about the English programs at LMS.	Community Engagement, Parent Involvement	Tier 1	Implement	08/21/2018	06/03/2019	\$500	Title I Part A	English department
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### Measurable Objective 2:

45% of All Students will demonstrate a proficiency to meet or exceed expected growth in English Language Arts by 06/03/2019 as measured by the M-Step.

### (shared) Strategy 1:

Common Assessments - Courses at LMS will use common assessments to drive instruction.

Category: English/Language Arts

Research Cited: Best Practices with Formative Assessment: Brent Duckor Marshall Memo March 2014

A Thorough Analysis of Value-Added Scoring of Teachers: Edward Haertel Marshall Memo March 2013\* Complete Report

The Best Value in Formative Assessment-Chappuis & Chappuis January 2008

Data in the Driver's Seat-Paul Bambrick-Santoyo January 2008

Promoting Learning & Achievement: Getting Students Involved in Formative Assessment-Heidi Andrade Spring 2011

Response to Intervention in Literacy: Problems & Possibilities: Peter Johnson June 2011

Making Assessment Work for You: Fred Jones May 2011

Tips on Improving Teacher Made Tests: Spencer Salend Summary Marshall Memo November 2011

Overcoming Obstacles to Better Grading: Thomas Gusky Summary Marshall Memo November 2011

How Grading Changed Our School: Jeffrey Erickson Summary Marshall Memo November 2011

Tips for Adopting Standards Based Grading: Susan Brockhart Summary Marshall Memo November 2011

Tips for Improving Teacher Made Tests: Spencer Saland excerpt Marshall Memo November 2011

A Middle School Uses On-the-Spot Assessments to Differentiate: Kristina Doubet Marshall Memo January 2012

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Teachers Place Little Value on Standardized Testing: Anthony Reborá Marshall March 2012

Tier: Tier 1

Activity - Common Assessments Creation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize PLC time to create common assessments that align to the curriculum.	Materials	Tier 1	Monitor	08/21/2018	06/03/2019	\$0	No Funding Required	Administration, all LMS teachers

Activity - Secondary Literacy Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers will attend the Secondary Literacy workshop to learn strategies to create assessments that will help motivate students & maximize student achievement.	Curriculum Development, Professional Learning	Tier 1	Implement	08/01/2018	06/03/2019	\$2000	Other	Katie Fleming Dave Sherfield Andy Robinson Elizabeth Stahl Katey Robinson Stephanie Aughenbough

### Measurable Objective 3:

80% of All Students will demonstrate a proficiency of 70% or better in English Language Arts by 06/03/2019 as measured by on common assessments.

### (shared) Strategy 1:

Writing Workshop Strategies - Students will engage in writing workshop in order to build skills necessary for essay composition, depicting understanding of audience and purpose.

Category: English/Language Arts

Research Cited: Writers Workshop

Penny Kittle

Tier: Tier 1

Activity - Writers Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in writer's workshop activities.	Academic Support Program	Tier 1	Monitor	08/21/2018	06/03/2019	\$0	General Fund	English department

## Goal 5: All students will show growth toward proficiency in science

### Measurable Objective 1:

70% of All Students will demonstrate a proficiency in science standards and at least 80% of students will show at least 25% growth from pre to post assessments in Science by 06/03/2019 as measured by common summative assessments..

### Strategy 1:

Vocabulary Concepts - Students will increase their proficiency in science through focus on developing vocabulary concepts related to science content and standards. Teachers will focus on vocabulary related to science concepts.

Category: Science

Research Cited: Common Core

Marzano

Tier: Tier 1

Activity - Vocabulary Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will implement vocabulary strategies within the curriculum.	Curriculum Development, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/21/2018	06/03/2019	\$0	General Fund	Science department

### Strategy 2:

Common Assessments - Science department will create common assessments to evaluate student progress and proficiency.

Category: Science

Research Cited: Marzano

Tier: Tier 1

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common assessments to evaluate student growth and proficiency.	Curriculum Development	Tier 1	Monitor	08/21/2018	06/03/2019	\$0	No Funding Required	Science department

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### Strategy 3:

Curriculum Development & Alignment - Teachers will attend PD regarding the NGSS standards.

Category: Science

Tier: Tier 1

Activity - NGSS PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend NGSS training and work as a department to align curriculum to the new standards.	Curriculum Development	Tier 1	Getting Ready	05/01/2018	06/03/2019	\$800	Title II Part A	Science department

### Strategy 4:

Parent Engagement Activity - The science department will hold annual parent engagement activities to encourage parents and students to be knowledgeable about the science programming and to explore science topics.

Category: Other - Parent Engagement

Research Cited: School, Family, Community Partnerships, 3rd Edition, JL Epstein

Tier: Tier 1

Activity - Exploring Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Presentations on a variety of science topics. Presentations are focused on hands on activities to encourage students to explore topics in science.	Community Engagement, Parent Involvement	Tier 1	Monitor	08/21/2018	06/03/2019	\$500	Title I Part A	Science department

## Goal 6: Organizational Goal

### Measurable Objective 1:

collaborate to provide opportunities for families and the community to be involved in educational programs at LMS by 06/03/2019 as measured by tracking participation in our events and communications.

### Strategy 1:

Open House - Families will be invited to attend our annual fall open house.

Category: Other - Fall Open House

Research Cited: Epstein, J. ((2009). School, Family, and Community Partnerships. Third Ed.

Tier: Tier 1

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Activity - Fall Open House	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Annual fall open house. Parents and families are invited to meet teachers, tour the building, and pick up their child's schedule.	Community Engagement, Parent Involvement	Tier 1	Monitor	08/15/2018	08/15/2018	\$0	No Funding Required	LMS Staff

### Measurable Objective 2:

increase student growth through the implementation of Focus Hour by 06/03/2019 as measured by student growth and achievement.

#### Strategy 1:

Focus Hour - All students will be assigned to a Focus Hour. Focus Hour will meet four times per week for 25 minutes per time. Students will have access to academic supports, teacher assistance, and have time for academic course work.

Category: Other - Focus Hour

Research Cited: Lee, Andrew. (2018). Understood.org

Tier: Tier 1

Activity - Focus Hour	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have a Focus Hour during which they can receive academic assistance, work on homework, or obtain mentoring from staff.	Academic Support Program	Tier 1	Monitor	08/21/2018	05/31/2019	\$0	No Funding Required	LMS Staff

### Measurable Objective 3:

collaborate to create policies and programs that benefit students and help to build a positive school culture by 05/31/2019 as measured by committee reflections and surveys, as well as the implementation of programs.

#### Strategy 1:

Committees - All staff will serve on a committee for the year. Each committee has goals related to various school programs, functions, and needs. Staff will have the opportunity to impact building programs and to make decisions to drive our school culture.

Category: School Culture

Research Cited: Fisher, D., Frey, N., Pumpian, I. (2012). How to Create a Culture of Achievement in Your School and Classroom.

Tier: Tier 1

Activity - School Committees	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will serve on a school committee. Each committee will have a specific function related to school policies, procedures, and programs.	Curriculum Development, Behavioral Support Program, Professional Learning, Policy and Process, Academic Support Program	Tier 1	Monitor	08/21/2018	05/31/2019	\$0	No Funding Required	LMS Staff
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**Measurable Objective 4:**

collaborate to increase parent communication by 05/31/2019 as measured by the number of families who read the monthly newsletter.

**Strategy 1:**

Monthly Newsletter - We will share out a monthly newsletter to families highlighting the events happening at the school, student honors, and upcoming events.

Category: Other - Parent/Family Communication

Research Cited: Epstein, J. (2009) School, Family, and Community Partnerships. Corwin Press.

Tier: Tier 1

Activity - Monthly Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly newsletter	Community Engagement, Parent Involvement	Tier 1	Monitor	08/06/2018	05/31/2019	\$50	General Fund	Building principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Exploring Science	Presentations on a variety of science topics. Presentations are focused on hands on activities to encourage students to explore topics in science.	Community Engagement, Parent Involvement	Tier 1	Monitor	08/21/2018	06/03/2019	\$500	Science department
Academic Interventionist	Additional math supports for at risk students.	Academic Support Program	Tier 3	Implement	08/21/2017	06/03/2019	\$42629	Interventionist, administration
Parent Engagement Night	Social Studies department will continue to offer parent engagement activities to support parent and community involvement.	Community Engagement, Field Trip, Parent Involvement	Tier 1	Implement	08/21/2018	06/03/2019	\$1000	Social Studies department
Michigan Reading Conference	PD for ELA teachers designed to provide reading and writing strategies and best practices.	Professional Learning	Tier 1	Implement	08/01/2018	06/03/2019	\$650	ELA Staff
Counseling Conference	Counselors will attend the annual counselor's conference	Behavioral Support Program	Tier 1	Implement	08/21/2018	06/03/2019	\$750	Counselors
Exploring Literature	The English department will provide an engagement activity designed to encourage students and parents to explore reading genres and to be knowledgeable about the English programs at LMS.	Community Engagement, Parent Involvement	Tier 1	Implement	08/21/2018	06/03/2019	\$500	English department
Math Maze	Every year the math department hosts a Math Maze event at Crossroads Farms for families.	Field Trip, Parent Involvement	Tier 1	Monitor	10/01/2018	10/31/2018	\$500	Math Department

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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NGSS PD	Teachers will attend NGSS training and work as a department to align curriculum to the new standards.	Curriculum Development	Tier 1	Getting Ready	05/01/2018	06/03/2019	\$800	Science department
MACUL Conference	Teachers will attend the annual MACUL conference to gain ideas implementing technology, STEM concepts, and instructional practices.	Curriculum Development, Professional Learning	Tier 1	Implement	03/20/2019	03/22/2019	\$1100	Teachers

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monthly Newsletter	Monthly newsletter	Community Engagement, Parent Involvement	Tier 1	Monitor	08/06/2018	05/31/2019	\$50	Building principal
Vocabulary Engagement	Science teachers will implement vocabulary strategies within the curriculum.	Curriculum Development, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/21/2018	06/03/2019	\$0	Science department
Writers Workshop	Students will participate in writer's workshop activities.	Academic Support Program	Tier 1	Monitor	08/21/2018	06/03/2019	\$0	English department
Formative Assessment	Increase DOK levels of assessments and in classroom activities and discussions.	Academic Support Program	Tier 1		08/01/2018	06/03/2019	\$400	Math Department

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Matching-- Focus Hour	Grade level teachers will be assigned students for Focus hour. The Intervention PLC and teacher teams will work together to put students with teachers who they already have a good bond with, in the hopes of building a mentor relationship.	Behavioral Support Program	Tier 2		08/21/2018	06/03/2019	\$500	Julie Slusher, LMS teachers

### No Funding Required



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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Worker	The social worker is available for students who are in need of counseling or other mental health services.	Other - Mental Health Supports	Tier 3	Implement	08/21/2018	06/03/2019	\$0	Promedica Social Worker, LMS counselors
PLC	Assessments should be leveled and adjusted.	Teacher Collaboration	Tier 1	Monitor	08/21/2018	06/03/2019	\$0	social Studies department, principal
Trauma Book Study	Summer book study	Behavioral Support Program, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Getting Ready	06/04/2018	08/21/2018	\$0	Teachers, counselors, administration
Focus Hour	All students will have a Focus Hour during which they can receive academic assistance, work on homework, or obtain mentoring from staff.	Academic Support Program	Tier 1	Monitor	08/21/2018	05/31/2019	\$0	LMS Staff
Character Education	Character education activities will be offered monthly.	Behavioral Support Program	Tier 1	Implement	08/21/2018	06/03/2019	\$0	Teachers
Common Assessments	Common assessments to evaluate student growth and proficiency.	Curriculum Development	Tier 1	Monitor	08/21/2018	06/03/2019	\$0	Science department
Fall Open House	Annual fall open house. Parents and families are invited to meet teachers, tour the building, and pick up their child's schedule.	Community Engagement, Parent Involvement	Tier 1	Monitor	08/15/2018	08/15/2018	\$0	LMS Staff

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School Committees	All staff will serve on a school committee. Each committee will have a specific function related to school policies, procedures, and programs.	Curriculum Development, Behavioral Support Program, Professional Learning, Policy and Process, Academic Support Program	Tier 1	Monitor	08/21/2018	05/31/2019	\$0	LMS Staff
Vocabulary Development	Teachers will implement Marzano's research of vocabulary development	Direct Instruction	Tier 1	Evaluate	08/21/2018	06/03/2019	\$0	Social Studies teachers will implement Marzano's research. Evaluate the current needs of this activity.
Common Assessments Creation	Teachers will utilize PLC time to create common assessments that align to the curriculum.	Materials	Tier 1	Monitor	08/21/2018	06/03/2019	\$0	Administration, all LMS teachers
30% DOK 3 or higher	teachers will create DOK3 or higher for assessments	Curriculum Development	Tier 1	Monitor	08/01/2018	06/03/2019	\$0	Math Department

### Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Special Education Instruction	Special education students receive additional supports from special education staff.	Supplemental Materials, Direct Instruction, Class Size Reduction	Tier 3	Monitor	08/21/2018	06/03/2019	\$0	BISD staff

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>Secondary Literacy Workshop</p>	<p>A team of teachers will attend the Secondary Literacy workshop to learn strategies to create assessments that will help motivate students &amp; maximize student achievement.</p>	<p>Curriculum Development, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2018</p>	<p>06/03/2019</p>	<p>\$2000</p>	<p>Katie Fleming Dave Sherfield Andy Robinson Elizabeth Stahl Katey Robinson Stephanie Aughenbough</p>
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