



School Improvement Plan

Mason Middle School

Mason Public Schools (Ingham)

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Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Mason Middle School enrolls approximately 680-700 students in grades 6-8. Enrollment in the Middle School has slightly decreased over the last three years. Demographically, Mason Middle School has an ethnic rate of approximately 10-11%. We have approximately 30% of our students in an Economically Disadvantaged subgroup, and about 10% of our students fall into the Students With Disabilities subgroup. Although Mason Middle School does not have a disproportionately diverse student population, there are wider disparities with our community population based on economic wealth and wage accuity. In the past three years, a number of housing subdivisions have been developed in the district community. Several community-based companies and corporations have been hiring new employees, and this should have a positive impact on our school and district student population.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission Statement: Mason Middle School believes that all children are entitled to a comprehensive education where they can grow and develop academically, physically, emotionally, and socially in a caring and safe environment.

Vision Statement: Mason Middle School has established a vision statement of 14 points. Together, they form a trusting partnership between students, parents, staff, administration, and business interests into one learning community. Our school will be characterized by a culture that includes:

1. Teachers, support staff, and administrators who are willing to grow professionally and take time to pursue academic excellence.
2. Courageous, collaborative leadership that holds adults, students, and parents accountable in the learning process.
3. An inviting, supportive, and safe environment.
4. High expectations for every member of the learning community.
5. Students and teachers engaged in active learning.
6. An adult advocate for every student or group of students.
7. School-initiated family and community partnerships.
8. A seamless transition from an elementary setting to a high school setting.
9. A curriculum that is relevant, challenging, integrative, and explorative.
10. Multiple learning and teaching approaches that respond to the diversity of the student population.
11. Organizational structures that support meaningful relationships, staff unity, and school togetherness.
12. School-wide efforts and policies that foster health, wellness, and safety.
13. Multifaceted guidance and support services.
14. Programs that encourage involvement in extra-curricular and academic activities during and after school hours.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In the past three years, Mason Middle School has incorporated successful components of an MTSS system, a PBIS behavior plan for the building, and a SOAR after school activities program. These programs have offered our students opportunities to improve their math and reading capabilities that can also transfer to other core course subject areas as well as elective areas of interest. The PBIS behavior program has close to 80% of our students in the building earning incentives for good behavior, attendance, and citizenship. The SOAR after school activities program has offered students opportunities to continue their educational pursuits after school hours.

Work still needs to be accomplished in the area of implementing programs that offer our gifted and talented students more opportunities to enhance their educational horizons while attending Mason Middle School.

Additional Information

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

Mason Middle School has developed many programs that allow students to conduct fund raisers that demonstrate volunteerism and a sense for civic or community service. Examples of such programs include: Model United Nations, Tanzanian Water Filtration Drive, Pennies For Pasta, S.E.N.D. project for Nigeria, Mason Area Food Bank, Talent Show fund raiser for Leukemia Foundation.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

At Mason Middle School, school improvement goals, strategies, and action plans are developed and implemented via a collaborative process involving administrators, staff, and parents in our School Based Leadership Team (SBLT) process. The SBLT has 17 members involved in the process and the committee meets once a month throughout the school year. The process of developing school improvement goals starts in mid-February when committee members are split up into 4 or 5 groups in order to examine the Executive Summary Report information from the current year. Each group focuses on one section of the Executive Summary Report and agrees upon any updates, deletions, and other additions for each section. The sectional changes are given back to the Principal, who then enters the new information into the report. Once completed, the committee members switch their focus to the sections of the plans and goals for the upcoming school year. The same process is used to make possible changes and to analyze assessment data that is relevant to completing the School Improvement Report. From there, the committee members assemble and examine all of the data so that updates, changes, or deletions can be made when entering information, goals, and new action steps for the School Improvement Plan. By mid-May, this process has been completed and sent on to the district central office for approval.

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

In addition to the SBLT Committee and the process involved in working out the details of our School Improvement Plan, Mason Middle School also has several different sub-committees that conduct additional analysis reports and suggestions for strategies to include in the SIP. They are: the PBIS team, consisting of one administrator, our counselor, two social workers, and two staff members. Their responsibilities are to analyze data and brainstorm strategies and action steps that involve bullying prevention and positive behavior supports for students in the building. Other sub-committees in our middle school include the Building Beautification Committee, the SOAR After School Activities Committee, the Community Service Committee, and the Responsible Thinking Process Committee, and the RtI Reading and Math Committees. These groups consist of an administrator/facilitator, one school psychologist, our counselor, two social workers, our RtI assessment coordinator, and twelve staff members that represent 6-8 grade staff. Their responsibilities are to meet once a month to analyze RtI and building PBIS data in order to make recommendations to the SBLT Committee for additional action steps in the SIP. They are also responsible for connecting the information with the District Data Team that completes the District School Improvement Plan.

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

Once the final version of the building School Improvement Plan is completed, the report is placed on the district website and communicated to parents via on line newsletter. Parents, Board of Education members, and staff are periodically updated on the School Improvement progress during monthly staff meetings, Facebook, monthly on line newsletters, or Honeywell Alert.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Enrollment at Mason Middle School over the last five years has been fairly stable, with a slight increase in student enrollment from 2012-13 (684) to 2014-15 (700). Our building added an additional 6th grade staff member in 2014-15 to accommodate a larger grade level enrollment coming into the building. We anticipate a bigger incoming 6th grade class arriving at the beginning of the 2015-16 school year, pushing our enrollment up over the 700 mark from 2014-15. We anticipate holding on to the same, overall teacher FTE in our building for next year, even with the increase in enrollment for our building.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Attendance figures for Mason Middle School over the last five years have held between 95-97% and this does not pose a high priority challenge at this time.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Looking at our three year trend data, the number of referrals on a yearly basis is steadily increasing. Our data shows that the increase is due to minor disruptions to class and students being tardy to class. Disrespect is another offense that is on the rise. This year, we have instituted a program designed to help students take responsibility for their actions. It is called our Responsible Thinking Program. We will increase our efforts in incorporating this system into all grade levels in order to decrease some of our minor disruptions to class and our tardy situation for next year.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

As stated, our enrollment figures are increasing, our annual attendance figures are stable, and our minor disruption and tardy referrals are on the rise. We will hope to secure an supervisor of our RTP process for next year and work to decrease those referrals over time by having the students take more responsibility in correcting the problems in class.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what

impact might this have on student achievement?

We have a veteran staff that has stayed current with research-based techniques, methods of instruction, and technology in order to improve student achievement in our school. In addition, an infusion of new staff members to the staff and profession has brought new techniques and methods to many of our subject areas.

Our administration has a blended mix of years of administrative experience and central office experience, bringing new ideas in curriculum and technology to the building. This blended mix of experience has been important in developing new approaches to Tier I instruction and assessment, hopefully improving our student achievement percentages in the core area course subjects.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Our blend of veteran and probationary teachers has been important in developing new ideas, lesson design, and assessment development in our Collaboration and Vertical Team meeting sessions this year. Instruction and assessment practices are connected to the Common Core State Standards, hopefully leading to an increase in our student achievement and state test scores.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The administration had relatively few absences due to illness and/or professional development conferences. Student achievement was not adversely affected by administrative absences.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Any time staff members are out of the classroom, whether it's because of illness or professional development purposes, it impacts student achievement in an adverse way. Guest teachers cannot effectively give the same caliber of instruction as the regular teachers. As a building and a district, we need to focus on scheduling PD sessions in a different format in order to decrease the number of times that students participate in lessons without their regular teacher.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

Several plans have been discussed about how our district's professional development needs will be addressed for the 2015-16 school year. Much of the PD will be front-loaded before school starts, and other PD opportunities during the year will be combined on days where different grade levels can meet for full days, decreasing the number of half days we have used in the past. We have also discussed a different district schedule on certain days of the week, where PD is accomplished without students in the building for 1 to 2 hours in the morning or afternoon.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Examining our current data, our building was rated highest in six categories. They are: A Vision For Learning (Ind. K), Guidance and Support for Teaching and Learning (Ind. L), Results Focused (Ind. M), Communication Systems (Ind. P), Intentional Practices (Ind. Q), and Resource Allocation (Ind. R). All of these indicators are under the Instructional Leadership or Organizational Management standards.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Examining our current data, the indicators that we are Partially Implemented in are: Alignment (Ind. A), Instructional Design (Ind. C), Data Analysis and Decision-making (Ind. I), Safe and Supportive Environment (Ind. N), Purposeful Planning (Ind. U), and Impact of Professional Learning. All of these indicators stand out as areas that need improvement that allow our building to improve on the instructional practices of staff and the building environment.

12. How might these challenges impact student achievement?

As we work collaboratively to improve our curriculum, instruction, and building environment, student achievement will improve when our curriculum becomes more aligned with State Common Core Standards and our assessments prioritize what areas our students need to work and improve upon throughout the school year.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Action strategies for improving these areas could include more time for the teaching staff to become involved in professional development on Tier I instruction, more time to develop common assessments and lessons in the same grade level subject area, and more opportunities to analyze and examine the data from assessments in the core course subjects.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

All Students With Disabilities students have an official IEP plan that allows them to access the full benefits of all of the resources and Title I programs the school and district have to offer. All SWD students have full capabilities to participate in all of our SOAR after school activities programs that are offered each month.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Our SOAR after school activities program offers all students an opportunity to participate in extended learning opportunities such as frog and squid dissection, lumbering in Michigan, macrame, tie-dying shirts, duct tape art, Model United Nations, homework sessions, visitations to our local elder care facility, horseback riding, bird watching, and a host of other programs.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

All students have the opportunity to participate in our Extended Learning Opportunities. A monthly newsletter and brochure are sent to parents and students on line, and parents sign up through the online application and registration form process.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Core area teaching staff in Math, English, Science, and Social Studies have worked hard to develop lessons and units that incorporate all of the Common Core State Standards into their curriculums. Grade level core course teachers meet once a month to work collaboratively with one another to enhance their lessons and assessments in each grade level course. In addition, all core area staff in grades 6-8 meet once a month to work and collaborate vertically in order to analyze data, fill in gaps in implementation of curriculum, and find common ground with mapping out core subject area content across the grade levels that connects to the Common Core State Standards.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

The three year trend data shows that students in all three grade levels are increasing in reading proficiency. Our 6th grade proficiency percentage reached 81% in 2013-14, and our 7th and 8th grade percentages were at their highest percentage during the trend span of years. All of our grade reading scores are above the state averages. Subgroup proficiency percentages are also increasing during this time span as well.

19b. Reading- Challenges

The one subgroup area gap that was not stable or decreasing, as compared with all students' scores for proficiency, was the Economically Disadvantaged proficiency percentage for our 6th grade students in 2013-14. When examining the 6th grade student proficiency scores, this is the grade level that scored the highest proficiency percentage (81%) over the three year span of time. The gap between the Economically Disadvantaged students and all students actually increased as a result.

19c. Reading- Trends

As our reading proficiency scores keep increasing, the challenge becomes more defined as to coming up with strategies to keep our subgroup populations from widening the gap between all students and our subgroup students.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We continue to employ our Reading Response to Intervention (RtI) classes for students at all grade levels in order to assist these students in reaching grade level reading abilities in fluency and comprehension. This program has helped out greatly in the increase in student proficiency in reading on the MEAP tests and other standardized tests, as well as our in-district assessments. Our 6th grade English staff also participated in two full days of professional development in order to collaborate on making our reading and English curriculum connected to the Common Core State Standards where all 6th grade teachers are conducting lessons in a common fashion and assessing students with a common format. We will be looking into tiered instructional practices for reading and English in the years to come and reflect any strategies or changes to our format in the School Improvement Plan.

20a. Writing- Strengths

Trend data for 7th grade MEAP scores show that most of our students in all categories are increasing their rate of Proficiency except for the Hispanic students. A gap that has been closing for two years is the gap between All Students and our Economically Disadvantaged group of students. Our Students With Disabilities group has made great strides in Proficiency scores in 2013-14 as well.

20b. Writing- Challenges

Even though most of our categories of students are increasing in their Proficiency ratings, the gap between male and female scores is increasing. Our male group of students continue to struggle with writing, in general, and this group finds itself on an even footing or falling slightly, according to the trend data.

20c. Writing- Trends

As mentioned, the trend for most of our categories of students is continuing to increase slightly over a four year cycle. Female trends have increased the most, while male trends have stayed about the same or decreased over the same period of time. Our SWD and Economically Disadvantaged students have increased over the four year span, as did our overall student writing scores.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Part of our English Language Arts School Improvement goal will be devoted to an increased focus on increasing writing proficiency for male students. A concentration on Reading proficiency over the years has led to an increase in proficiency in this area. A similar focus might be developed to assist our male students with writing proficiency.

21a. Math- Strengths

Over a 5 year span, 7th and 8th grade students have increased their Proficiency level percentages.

21b. Math- Challenges

Over a 5 year span, our Economically Disadvantaged sub-group students have had the gap increase or widen between the non-Economically Disadvantaged students.

21c. Math- Trends

Most sub-group 5 year trend gaps have remained the same or widened over the time span.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on

tiered instruction if appropriate.

In our School Improvement Plan, we propose to implement tiered math instruction and support that allows teachers in all math classrooms to more effectively individualize math instruction by using the Front Row program. Furthermore, our SIP proposes that math teachers will participate in professional development targeting best practices in math instruction that will impact student achievement for the sub-group students identified in the trend data.

22a. Science- Strengths

All categories of student groups are increasing percentages of proficiency in 2013-14. The All Student category is above the State average. Male scores are one of our stronger categories of students.

22b. Science- Challenges

Our Economically Disadvantaged student group is falling behind the All Students category and this gap is increasing. The same can be said for the Female students' with the Male students' groups. Our SWD population did poorly on the 2013-14 MEAP test results.

22c. Science- Trends

After achieving a low point in the 5 year trend data in 2012-13, our student groups all bounced back with increased scores in 2013-14. SWD students continue to struggle with Science concepts and proficiency scores on the MEAP test. Male group Science scores remain some of our higher scores on the MEAP tests.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our 6-8 grade Science staff have been doing a good job of analyzing a variety of assessment scores over the last three years. They have identified the lowest Science standards on these assessments and have done a good job of developing lessons that will address these weaknesses. The same process will be used to identify and develop methods and strategies that will allow our SWD students and our female students a better opportunity to improve their scores on state and district assessments.

23a. Social Studies- Strengths

Our overall Proficiency percentage is above the State average. Over a five year period, the gaps between groups have remained the same or have slightly decreased.

23b. Social Studies- Challenges

Our overall Proficiency percentages over a five year span have steadily declined, even though they have been above the state average in the same time frame. Our SWD students have the lowest Proficiency scores out of all of our subgroups who have taken the MEAP test in 6th grade.

23c. Social Studies- Trends

Overall, the student Proficiency averages have steadily declined over a five year span, even though they have been above the state averages each year. Our Economically Disadvantaged and SWD students are trending downward over the same period of time.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We will develop a new Social Studies goal for our School Improvement Plan that will attempt to find strategies that speak to weaker results on state standards. We will also develop strategies to assist our subgroup students in improving their proficiency rating on the Social Studies M-Step Test.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

At Mason Middle School, students show satisfaction in three top areas: 1) The Principal and teachers have high expectations of the students 2) Programs and services are available to help students succeed 3) Teachers use tests, projects, presentations, and portfolios to check for understanding of what was taught. Other areas of strength point to the fact that teachers explain to the students their expectations for learning and behavior in their class so that students can be successful and also that the school gives students multiple assessments to check for understanding of what was taught.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

The lowest areas of overall student satisfaction point to these three areas: 1) Students do not feel that they help one another succeed in classroom learning activities when they are not acquainted with or are friends with the other students 2) Students do not feel that the computers in the classrooms or in the building are up to date to help them with their educational studies 3) Students do not respect the property of others 4) Students feel that bullying is a concern in our building at all grade levels

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Our School Improvement Plan goal that develops strategies for improved student respect, anti-bullying programs, and community service will be expanded and a renewed focus will be emphasized with student to student relationships. More grade level assemblies will be examined that deal with relationships, anti-bullying and cyber-bullying. More community service projects will be looked at that allow students the opportunity to work with other students in positive ways.

25a. Parent/Guardian Perception Data

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

From our parent survey data, the categories scoring the highest level of satisfaction with were: 1. The teachers in the school are knowledgeable in the content areas and skilled in instruction. 2. The building and grounds are clean and safe for learning. 3. Parents feel a
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connection to the school. 4. Teachers in the school really seem to care for the students. 5. The rules of the school are fair.

25b. Parent/Guardian Perception Data

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

The top three responses indicate that the parents have the lowest level of satisfaction in these areas: 1. The school manages its resources well 2. Students with academic strengths receive additional educational opportunities. 3. Students with academic difficulties receive additional support.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Our building is working to increase the understanding and communication to teachers and parents about our Positive Behavior Intervention Supports system and also our MTSS process in our building. Incentive programs have already had a positive effect on student behavior in Mason Middle School. Other action steps could include implementing a program that allows advanced students more opportunities to enhance their education in certain classes and core courses.

26a. Teacher/Staff Perception Data

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

Areas of strength that indicate the highest overall levels of satisfaction are: 1. The teachers feel that they are knowledgeable in the content areas and skilled in instruction. 2. Teachers seem to really care about the students and about their success. 3. The school provides a high quality educational program.

26b. Teacher/Staff Perception Data

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

The areas with the lowest overall levels of satisfaction among the teachers are: 1. Students with academic strengths receive additional educational opportunities. 2. Students are given challenging work in all classes.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Teachers in our building have the opportunity to collaborate every day with their grade level or subject area partners via common planning

periods. This process has led to a more concerted effort to develop lessons that are more rigorous for their students, while also improving areas of weakness in state standards, as determined by an analysis of the data results from our state assessments and our district and unit tests. In addition, we are working with our English department to schedule students into classes that allow for students to receive enhanced assignments if they are capable of learning at the higher levels.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

Community Forum sessions indicate a higher rate of satisfaction with the highly qualified staff, our community and building pride, our increased enrollment, and our welcoming culture to newcomers and newly-enrolled students.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Community Forum sessions indicate a lower level of satisfaction with technology and training of our staff and students, our higher class sizes, transportation issues, and the congested nature of our pickup and drop off areas at our building.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Our building and district is in the process of conducting a Strategic Plan that will allow our community and school district personnel to outline our strengths, weaknesses, opportunities, and threats to our educational programs. Throughout the process, our stakeholders, parents, staff, and students will develop a plan to meet the needs of our student population well into the 21st century, focusing on priorities determined by community and staff surveys. In the end, a well-defined direction will be laid down for our administration and staff to follow to give our students the best, and highest quality of instruction, curriculum, and assessment that we can devise.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

The strength of our building are the staff and students that walk our halls. We have very creative teachers, supportive parents, and a student body that is willing to learn and do it's very best at all times. With our Collaborative Time and Vertical Team meeting process, we are able to discuss and develop curricular lessons and assessments that are connected to the Common Core State Standards, challenge students to think at higher levels, while also incorporating programs to help and assist our lowest readers and math students. Much work needs to be accomplished before this process is perfected and improved. A thorough analysis of state and district assessments is needed in every subject area so that our staff has the opportunity to continually improve weaker areas that will assist our students in improved student achievement and higher Proficiency averages on State assessments. Our staff will continue to solicit perception data from our various stakeholder groups; students, parents, staff, and community, to provide a focus for our district Strategic Plan process. In the end, we will develop a plan that will move our district forward into the 21st century.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

All students need to reach their potential. We will continue to assist our lower level students with reading and math programs that help them reach their potential and gain the highest Proficiency rating for their abilities. Our teachers will continue to utilize our Collaboration Time and Vertical Team process to give instruction to all students with lessons that are designed to be rigorous and challenging. Our district will complete it's Strategic Plan process in order to get all of our arrows pointing in the same direction. In the end, student achievement will increase and Proficiency ratings and averages will follow suit.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

We will continue to add strategies and action steps to our main goals in our School Improvement Plan. Our plan currently has goals and strategies related to math, reading, science, positive behavior, and community service opportunities. We will add an additional goal next year that covers social studies. Each goal will develop new or additional strategies and action steps in order to improve student achievement and raise Proficiency scores on district and state assessments.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	In addition to elementary levels, Mason Middle School tests literacy and math for all students in grades 6-8, three times a year using the Aimsweb universal screening assessments for math and reading.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	Mason Middle School publishes a fully compliant annual report and the results are posted on the building and district websites.	Middle School AER

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Our building has every 7th and 8th grade student compile information for each student's Educational Development Plan. Every plan is saved onto the students' own site and these plans are carried over to Mason High School with each student.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Our counseling department reviews and annually updates every student's EDP to ensure academic course work alignment.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	Mason Middle School complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. These Board of Education policies are posted on the district and building websites and also are posted in the Student Handbook to communicate these policies to students and parents.	Non-Discrimination Policy-Policy 2450

School Improvement Plan

Mason Middle School

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mason Middle School has a district designated individual that coordinates efforts to comply with and carry out non-discrimination responsibilities. This person is: Mr. Rick Brooks Director of Human Resources Mason Public Schools 400 South Cedar Street Mason, Michigan 48854 Phone: 1-517-676-6534	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Mason Middle School is aligned to the District Board of Education Parent Involvement Policy, 7035 Parent/Guardian Involvement Policy 7035.	Parent-Guardian Involvement Policy 7035

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Our building complies with Title I requirements for involving Title I parents in a School-Parent Compact.	Title I Parent Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Mason Middle School incorporates data from the building's School Systems Review Report and our discussions from our Collaboration, Vertical, and SBLT Committee's meetings throughout the year to successfully complete our building SIP.	

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment is conducted by administration and staff at Mason Middle School. Student achievement data, school programs/process data, perception data, and demographic data are continually assessed and gathered throughout the year. Various committees analyze the data gathered and strategies and goals are updated and developed in May that are implemented for the next school year. Reading and math screening assessments are administered to all students three times a year. All of the screening data is analyzed by the reading and math committees, and students are enrolled into assistance programs, based on their deficient areas. In addition, parent, student, and community survey results are also analyzed to help our school focus on improving student achievement in our building. Parents are also participants in our SBLT Committee and also contribute to school programs and events by volunteering their services in our Parent Advisory Council (PAC).

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

The process Mason Middle School employs to identify at risk students involves screening assessments in reading and math three times a year. The results are analyzed by our RtI reading and math committees, as well as our SBLT Committee. These committees identify at risk students in reading and math and recommendations are made for identified students to enroll in our RtI Reading and Math assistance programs. In addition to reading and math, the SBLT Committee also looks at Early Warning Signs data, measuring attendance and discipline as a basis of identifying students who could be targeted for various Tier II or III programs or interventions.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

As stated, we examine Early Warning Signs data, screening assessments in math and reading, and also look at counseling and social worker data on family dynamics and assistance information that is available. In addition to these assessments, we also look at standardized test scores from the MEAP/M-Step tests and the ACT Aspire test for all students.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

N/A

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Students who are identified as At Risk/Title I are provided reading and math assistance in our Rtl Reading and Math program sections. Students also can get assistance in our Regular Education Study Skills programs in 6th, 7th, and 8th grades. In the classroom, identified students also have the availability of getting assistance from our Tutor Advocate aide. This individual assists the teacher by helping identified students understand directions, by giving assistance with assignments and projects, or by helping the students understand the written text in either math, reading, social studies, or science. All of these students also get assistance in our Students Services office with our counseling and social worker staff throughout the school year.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Our School Improvement Plan goal structure is set up to include strategies that help to identify At Risk students. Our goals all include strategies on how to assist our At Risk/Title I students in the four core course subjects and our positive behavior system process. Our At Risk/Title I staff are part of the Extended SBLT Committee and help make any of the decisions regarding the identification and placement of our Title I students.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

At Risk/Title I identified students are given instructional assistance by being placed in one of our RtI Reading or Math sections at any grade level. Students can also obtain the services of our Tutor Advocate aide in the 6th and 7th grade classrooms. Students are also given assistance if they are enrolled in a 7th or 8th grade Regular Education Study Skills class. All At Risk students are given the opportunity to have tests read to them or to have extended time opportunities that involve bigger projects in any content area.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

Our RtI Reading program uses the SRA reading method for instruction. This is a research-based reading program that allows for corrective assessments throughout a unit of instruction. Our RtI Math program uses Buzz Math, a research-based program designed to assist students with levels of proficiency in their lower proficient areas. These programs are taught in conjunction with the students' regular education subjects. They do not replace the student's class during the day. We attempt to address gaps that are identified for any of our At Risk students in the subjects of reading and math. Once those gaps are successfully closed, the students graduate from the program and they are placed back in the elective course they were taken out of in order to give them the assistance in the programs.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Our RtI Math and Reading programs are offered to our Title I/At Risk students in conjunction with their regular Math and English classes. This program offers additional assistance to students to work on their deficient areas in either subject. The classes are given to students on a daily basis. The students are progress monitored on a regular basis throughout a card marking or a semester. If the students show enough improvement in their deficient areas, they are moved back into their elective class from where they were taken in order to participate in the RtI class.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Any of our supplemental programs do not interfere with a student's normal instruction.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

Our Title I staff communicate on an on-going basis with the regular education teachers of each identified student. Title I staff are all representatives of our Rtl Reading and Math Committees, as well as members of our building Extended SBLT Committee. Communication is on-going throughout the year and all of our Title I staff work collaboratively with our regular education staff to make decisions that involve our Title I/At Risk students.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

N/A

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Our Title I paraprofessionals have a high school diploma and at least two years of higher education from a college or university.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Our Rtl Math and Reading staff are highly qualified to teach secondary reading or mathematics in the State of Michigan. Our Regular Education Study Skills teacher is highly qualified in Reading and English.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

All of our staff members who teach our Rtl math or reading sections, as well as the staff members who teach Regular Ed Study Skills attend yearly conferences and workshops in math and reading instruction. They are exposed to the latest research-based programs in their field, and implement strategies and methods in the classroom that are designed to improve student achievement. Much of the professional development is on-going and sustained in regards to implementation of our screening assessments and the analysis of the data involved in the assessments. Most of the instructional methods allow for staff to continue to provide a differentiated approach to teaching to the state standards and proficient content areas in either reading or math.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Our counseling staff and Student Services staff participate on a yearly basis in conferences and workshops that expose them to the latest research-based programs that allow them to assist our At Risk/Title I students in their instructional and social interaction in our building. Parents are alerted to various programs that could benefit their understanding of our programs through our school website and monthly newsletters. An annual Title I parent meeting is scheduled each fall to inform parents of the program's process and sequence of instruction.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	No	Our school does not have a formal professional development/learning plan or calendar at this time. When our school becomes aware of various programs for our staff and parents, those programs are communicated to those specific stakeholders via building website, building e:mail, district and Intermediate School District newsletters, and building monthly newsletters.	

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parents are involved with our targeted assistance program by participating as members of our SBLT Committee and attendance at our Parent Advisory Council (PAC) meetings on a monthly basis. We conduct an annual Title I parent meeting to explain our program and gain input from our parents about how the program can be improved and adjusted for their children. Parents are also given perception surveys that allow our administration and staff to be better-aware of opinions and progress towards improved instruction. In addition, we have all of our students and parents sign the Student/Parent Title I Compact each year.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Our Title I staff continually get feedback from parents on our program and the progress of the students in class. Parent teacher conferences, parent surveys, and Title I parent meetings serve to give us important feedback concerning the advancement and improvement of our program. Parent participation in brainstorming more strategies to increase parent participation is still needed in order to get a better impression of how we can improve the program for our students.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	We have developed a parental involvement plan for our targeted assistance program. It is attached.	Title I Parent/Guardian Involvement Plan

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

At our annual Title I parent meeting, we give parents an understanding of the State's content standards and the assessments that the students take throughout the year that give us data about a student's ability in math and reading. Our RtI/Title I staff members present to the parents the materials for our program and an understanding of how each student is progress-monitored on their deficient areas in math and reading. We also give our parents an understanding of how the Title I/RtI staff work with the regular education teachers in those subject areas in order to improve each student's ability in math and reading. Websites have been developed by our classroom teachers and our Title I/RtI staff in order to assist parents in the understanding of the materials being taught to their children.

5. Describe how the parent involvement activities are evaluated.

The RtI/Title I staff members are continually getting feedback from parents on the accessibility and ease of use for the websites and materials involved in the program. Most of our parents access these sites with their children on a regular basis in order to improve their child's experience in the program. Our parents get an opportunity to evaluate and give feedback on our program throughout the school year and then formally at the end of the year if their child has been involved in the program for the entire year. All of this information is shared with the RtI/Title I staff and then, the SBLT Committee as well.

6. Describe how the school-parent compact is developed.

The school/parent compact is developed by our Title I staff and given to parents at the beginning of the year. In turn, the parents are encouraged to update, add, or develop components of the compact that specifically speak to their child's program throughout the year. The compact is signed and dated by the teaching staff and the parents and kept on file.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	The Title I School/Parent Compact is attached.	Title I Parent Compact

8. How does the school provide individual student academic assessment results in a language parents can understand?

All Aimsweb universal assessment screening results, ACT Aspire Test Results, M-Step results, and Rtl Reading and Math assessment progress is provided to parents on a regular basis by the Title I staff. We also communicate to parents via individual teacher websites, building monthly newsletters, ACT Aspire Test Results Parent Night, and parent/teacher conferences. All of the assessment results are explained so that parents can understand how their child is progressing and what they still need to accomplish if they are deficient in any area.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	Attached is the Parent Involvement Policy for Mason Public Schools.	Parent/Guardian Involvement Policy-Title I Programs

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

N/A

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Our Title I Targeted Assistance program is a coordinated effort to allocate federal, state, and local resources in order to implement our program at Mason Middle School. Title I federal dollars are combined with State of Michigan 31 a monies in order to purchase allocated resources for the program and give staff members appropriate professional development each year. Our curriculum materials are updated each year to provide the most up to date, research-based resources we can obtain for the purpose of promoting student achievement and improved reading and math capabilities. Many of the students in our program can take advantage of our Promise Scholarship program. This is a program sponsored by Lansing Community College that awards at risk students an opportunity to earn a scholarship to attend LCC if they obtain a high school diploma from Mason High School.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our Title I students are identified using a variety of data and assessment results from our screening tests three times a year. In addition, students can take advantage of our free and reduced lunch program, as well as our breakfast program here at Mason Middle School. All of our students obtain knowledge of good nutritional health when they go to required 6-8 grade physical education health classes, as well as our 7th grade Exploratory I Foods and Nutrition class. Our Positive Behavior Intervention Supports program also gives all of our students an understanding of programs associated with the prevention of school violence and bullying behaviors. In addition, many of our At Risk students who are identified with math and reading deficiencies, have the opportunity to attend our summer school program to enhance their understanding and abilities in these subject areas.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Once our students are identified, they are enrolled in the specific Rtl Math or Reading or Regular Education Study Skills section that is appropriate for their particular deficient area. Our Math and Reading curriculums are set up to progress monitor our students' performance at least once a week for ten full weeks. At the end of that ten week period, the student's progress is noted and areas of continued deficiency are recorded. If the student can exit the program, he or she will be placed back into the elective class that they were taken out of to join the Title I program to begin with. Our individual Title I staff members are responsible for this process. In addition, our Rtl Math and Reading Committee, as well as our SBLT Committee regularly meet once a month to analyze student performance and make recommendations on students enrolling into or exiting from our program. Both Rtl Math and Reading programs have had a high rate of graduation each year we have had the program in place.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Our SRA Reading curriculum is designed to equip Title I students with the fundamental reading skills to improve their comprehension and fluency of textual information in any core course or subject area they are enrolled in throughout their middle school and high school careers. Likewise, our Rtl Math curriculum is designed to give Title I students the ability to compute basic mathematics functions that will assist them to improve in higher level math classes in the future. Both curriculums are being evaluated continuously throughout the year to analyze where our deficient areas are with student assessment scores and student progress. In an effort to improve our program, our Title I staff annually suggest and recommend changes to process, procedure, and curriculum in order to better suit our students' deficient areas in reading and math.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Any changes in our curriculum come with the appropriate professional development opportunities that will give Title I staff the strategies necessary to better identify students for our program. In addition, we have trained a number of other staff members on how to assess and identify students using our screening assessments. These staff include teachers from core courses as well as elective courses.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

Mason Middle School evaluates our Title I program annually through our school improvement process. Data results from our screening assessments are analyzed by the RtI Reading and Math Committees and also by our SBLT Committee members. The SBLT Committee also analyzes our Building Self- Assessment survey results to see where our building can improve on our process for math and reading.

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

Mason Middle School utilizes our SBLT Committee to examine the results of any of the State's annual assessments and other indicators of academic achievement. M-Step tests, ACT Aspire tests, Aimsweb screening assessments, and any departmental unit assessments are analyzed and triangulated in order to indicate what improvements might be necessary in the delivery of services through our Targeted Assistance program.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

Mason Middle School uses the Aimsweb screening assessments for math and reading three times a year on all of our students in the building. Looking at the results from our Tier Transition Reports, we can determine the progress of all of our students who are identified for the Title I program and whether they are achieving benchmark status after being enrolled in our RtI Reading and Math sections in the master schedule.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Mason Middle School continually monitors the scores of our Title I/At Risk population with the efforts of the members our SBLT, RtI Math, and RtI Reading Committees to determine whether identified students continue with the math or reading program from one year to the next, or whether they will graduate out of the program if they achieve grade level status. Our plan is analyzed and revised each year, based on the committee work and the feedback from the staff members who are teaching the RtI Math and Reading sections in our building.

School Improvement Plan--Mason Middle School 2015-16

Overview

Plan Name

School Improvement Plan--Mason Middle School 2015-16

Plan Description

School Improvement Plan- Mason Middle School 2015-16

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 Mason Middle School students will become proficient readers	Objectives: 2 Strategies: 2 Activities: 6	Academic	\$97351
2	All Mason Middle School students will become proficient in demonstrating Scientific principles and concepts	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$1500
3	All Mason Middle School students will increase the number of mutually beneficial contacts or connections with local, State, national, and global communities	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$1000
4	All Mason Middle School students will become proficient in mathematics	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$12000
5	All Mason Middle School students will participate in School Wide Positive Behavior Intervention and Supports in order to improve overall student behavior in the building	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$20800
6	All students in Mason Middle School will become proficient in social studies concepts related to geography, history, culture, and social relationships.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$1500

Goal 1: All Mason Middle School students will become proficient readers

Measurable Objective 1:

80% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency meeting the Aimsweb target score in Reading by 06/10/2016 as measured by the MAZE and RCB-M screening assessments.

Strategy 1:

Reading Instruction and Assessment Activities - Mason Middle School staff will engage in reading instruction, assessment, and professional development activities to enhance and impact student achievement throughout the 2015-16 school year.

Category:

Research Cited: Research developed by Marzano's instructional strategies, Kevin Feldman's vocabulary instruction and engagement strategies, and Anita Archer's explicit vocabulary instruction strategies.

Tier: Tier 2

Activity - Administer Aimsweb Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rtl Committee members and MTSS staff will administer the fall, winter, and spring Aimsweb screening assessments to all students in grades 6-8.	Academic Support Program	Tier 2	Evaluate	08/31/2015	06/10/2016	\$1400	General Fund	Rtl Committee members and MTSS staff in grades 6-8

Activity - Maintain Parental Involvement in MTSS Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of Mason Middle School students participating in the Rtl Reading program will be given the opportunity to learn about and actively participate in the program by: 1) Attending an informational meeting in the fall that explains the program 2) having access to an informational pamphlet or fact sheet posted on the Middle School website 3) having access to school benchmark results reported in the Middle School newsletter three times a year 4) receiving a quarterly update with their student's progress in the Rtl program 5) having access to "6 Minute Solution" reading materials in the 6th grade only 6) and a parent packet explaining the criteria for placement, graduation, or removal from the program. The cost of materials for this activity is approximately \$200.	Parent Involvement	Tier 2	Evaluate	08/31/2015	06/10/2016	\$200	General Fund	Rtl instructional staff and committee members, and MTSS staff

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Activity - Students Enrolled in Rtl Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified in the Red or Yellow zones after taking the Aimsweb reading assessments during the fall and winter will be targeted for placement into our reading intervention program classes. In the 6th grade, some students identified will be placed in our pull out Rtl reading program. Other 6th grade students who are identified will be given reading support in their regular Reading classes. The classes will be taught by our Title I Reading teacher. The cost of her salary and benefits is approximately \$94,251.	Academic Support Program	Tier 2	Evaluate	08/31/2015	06/10/2016	\$94251	Title I Part A	Our Title I Reading instructor will be responsible for the push in program in the 6th grade. All other staff members associated with the program, will be utilized in grades 6-8.

Measurable Objective 2:

80% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of achieving a 1 or a 2 in English Language Arts by 06/10/2016 as measured by the M-Step Reading test.

Strategy 1:

Staff Involved in Reading and Assessment Activities - Mason Middle School staff will engage in reading instruction and assessment activities to enhance and impact student achievement.

Category:

Research Cited: Marzano's research on instructional strategies, Kevin Feldman's strategies on vocabulary instruction, and Anita Archer's strategies on explicit instruction and vocabulary development.

Tier:

Activity - Identifying Weakest Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Mason Middle School

English teachers in 6-8 grades will collaborate to analyze grade level unit tests and state assessments in order to identify which Common Core State Standards the students are the weakest on in the assessments. Teachers will develop classroom strategies to incorporate into their lessons to help students improve on these concepts. Those strategies could include, but are not limited to, identifying the five most missed questions in 6-8 grade unit tests, teachers modeling examples in class where students get opportunities to see formatted questions similar to the state assessment format, and incorporating opportunities for students to analyze/interpret the directives/instructions associated with answering essay-type questions.	Teacher Collaboration	Tier 1	Implement	08/31/2015	06/10/2016	\$500	Title II Part A	6-8th Grade English staff, administration, district support teacher
Activity - Cross-curricular Assistance With Complete Sentence Answers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers across the core curricula and around the building will make a concerted effort to require that all students use complete sentences while answering short answer or essay-type questions in classes.	Direct Instruction	Tier 1	Implement	08/31/2015	06/10/2016	\$0	No Funding Required	All staff and administration
Activity - Middle School and Elementary Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School 6-8 grade English staff will meet and collaborate with the 5th grade teaching staff in order to discuss reading and writing strategies used in class and how to map out a successful plan of transition between the two building levels.	Teacher Collaboration	Tier 1	Implement	08/31/2015	06/10/2016	\$1000	Title II Part A	Middle School 6-8 grade English staff along with the 5th grade teaching staff from all three elementary buildings, district support teacher, administration.

Goal 2: All Mason Middle School students will become proficient in demonstrating Scientific principles and concepts

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Measurable Objective 1:

A 6% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of obtaining a 1 or a 2 in Science by 06/10/2016 as measured by the M-Step Science test.

Strategy 1:

Science Instruction and Assessment Activities - Middle School Science staff in grades 6-8 will participate in instruction and assessment activities designed to enhance their instruction in the classroom and also allow for student improvement in test-taking abilities.

Category:

Research Cited: Weaknesses exposed in the Data Analysis report regarding student achievement in Science concepts, item analysis of the Science MEAP (M-Step Test in the future) and ACT Explore Science tests (PSAT tests in the future), observational data and unit test analysis at grade level.

Tier:

Activity - PSAT Test Taking Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mason Middle School Science staff will review a sample of testing strategies of the PSAT test with students prior to each unit test.	Direct Instruction	Tier 1	Evaluate	08/31/2015	06/10/2016	\$0	No Funding Required	All Science staff grades 6-8
Activity - Comprehension Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mason Middle School Science staff in grades 6-8 will engage students with problems that involve comparing and contrasting multiple sources of data and graphs.	Direct Instruction	Tier 1	Evaluate	08/31/2015	06/10/2016	\$0	No Funding Required	All Middle School Science staff in grades 6-8
Activity - Data Analysis of M-Step/PSAT tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An analysis of M-Step/PSAT test data will be conducted to identify areas of content within each objective where students are under-performing.	Direct Instruction	Tier 1	Evaluate	08/31/2015	06/10/2016	\$0	No Funding Required	All Middle School Science staff in grades 6-8
Activity - Unit/Lesson Revision	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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In response to the M-Step/PSAT Test analysis data, each teacher will revise any unit plan to include one new strategy/activity that would address student under-performance with respect to a given content area or objective. Staff will collaborate to develop a plan to incorporate, define, and assist their students in learning a list of common vocabulary for each unit of instruction covering science curriculum.	Direct Instruction	Tier 1	Evaluate	08/31/2015	06/10/2016	\$0	No Funding Required	All Middle School Science staff in grades 6-8
Activity - Professional Development/Collaboration Opportunities for Science Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development/collaboration opportunities for our 6-8 Science staff to participate in activities that will improve our student Proficiency percentages on future M-Step/PSAT/district assessments. Those PD opportunities could include, but are not limited to, 6th grade teachers will meet twice during the school year on a full day basis to make sure their science unit assessments are developed in a common manner using Illuminate Ed as the scoring program for the tests; arranging for up to two full days of collaboration with our elementary 5th grade teaching staff in order to discuss curriculum, instructional practices, and assessment criteria; having a group of 6-8 grade science staff visit other middle school buildings in the area that have higher science scores and Proficiency percentages than we do to discuss and discover new strategies for improved student achievement; and a day for 6-8 science staff to meet and collaborate on how to incorporate more questions on assessments that include Informational Text/Reading content.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/31/2015	06/10/2016	\$1500	Title II Part A	6-8 grade science staff, administration, elementary 5th grade teaching staff.

Goal 3: All Mason Middle School students will increase the number of mutually beneficial contacts or connections with local, State, national, and global communities

Measurable Objective 1:

collaborate to offer all students in Mason Middle School opportunities for making student connections with local, state, national, and global communities by 06/12/2015 as measured by providing 8-10 connection opportunities and students required to accomplish two connections.

Strategy 1:

Planning/Implementation of Community Connection Opportunities - Mason Middle School staff, students, and appropriate community leaders will engage in planning and implementation sessions throughout the 2015-16 school year to increase the number of mutually beneficial connections with local, state, national, or global communities.

Category:

Research Cited: Based on student survey results taken during the 2012-13 school year, there was a weakness identified in the number of students that were actively

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involved with mutually beneficial connections with local, state, national, and global communities

Tier:

Activity - Develop New Community Connections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School and Community Connections Committee will meet at the beginning of the school year to compile a list of the school and community connections established that will be utilized to plan opportunities for student connections. These opportunities will be compiled in an accessible website for parent and student exploration.	Community Engagement			08/31/2015	06/10/2016	\$0	No Funding Required	School and Community Connections (SCC) committee members and other interested staff in the Middle School.
Activity - Record Keeping of Student Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SCC committee will develop logs for students to record the activities/connections they have participated in on a monthly basis. They will also establish a time/class (for example: Library time) when each student will be given the opportunity to log their connections. The student logs will be submitted for review at the end of the school year.	Community Engagement			08/31/2015	06/10/2016	\$0	No Funding Required	SCC committee members and other interested staff in the Middle School.
Activity - Evaluation/Review of Goal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SCC committee members will collect and review the Student Connection Logs at the end of the school year to determine if the goal we established was achieved. They will seek input from students and staff through a survey of what new connections they would like to see implemented for the next school year.	Community Engagement			05/13/2016	06/10/2016	\$0	No Funding Required	SCC committee members and other interested staff at the Middle School.
Activity - Project Unify Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The School and Community Connections Committee will work to expand enrollment across grade levels in Project Unify and will attempt to develop 1-2 integrated activities with the Mason High School CBI Program and/or Heartwood.	Community Engagement		Implement	08/31/2015	06/10/2016	\$500	General Fund	School and Communities Committee, and other Middle School and High School staff.
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Activity - National Junior Honor Society Initiatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our National Junior Honor Society program will brainstorm a list of community service initiatives for the students in the Society to participate in throughout the year.	Community Engagement		Implement	08/31/2015	06/10/2016	\$500	General Fund	The adviser of the National Junior Honor Society, the students in the NJHS, staff, and administration.

Goal 4: All Mason Middle School students will become proficient in mathematics

Measurable Objective 1:

80% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by obtaining a 1 or a 2 in Mathematics by 06/10/2016 as measured by the M-Step Math test.

Strategy 1:

Math Instruction and Assessment Activities - Mason Middle School Math staff will engage in math instruction and assessment activities designed to enhance and impact student achievement.

Category:

Research Cited: Weaknesses exposed in the Data Analysis Review report on system processes and practices, district observational data using the MEAP and ACT Explore Test data (M-Step and PSAT Tests in the future), and data obtained from analysis of district unit assessments in math in grades 6-8.

Tier: Tier 1

Activity - Administer Aimsweb Screening Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Our building math staff will administer the AIMSweb math screening assessments to all students in grades 6-8 three times a year. This will be accomplished in the fall, winter, and spring.	Academic Support Program	Tier 2	Monitor	08/31/2015	06/10/2016	\$0	No Funding Required	All math staff in the Middle School in grades 6-8.
Activity - On-going Professional Development for core Math program.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math staff will attend any professional development opportunities throughout the year related to enhancing core math instruction in the classroom. Those opportunities include, but are not limited to, lesson studies, common core alignment, student self-reporting, related technology, and common assessments in 6th grade math classes.	Professional Learning	Tier 1	Implement	08/31/2015	06/10/2016	\$2000	Title II Part A	All math staff in grades 6-8 in the Middle School
Activity - Item Analysis of Math Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math staff in Mason Middle School in grades 6-8 will engage in a thorough item analysis of district and State assessments, as well as the AIMSweb screener assessments, at various times throughout the school year.	Teacher Collaboration	Tier 1	Implement	08/31/2015	06/10/2016	\$1000	Title II Part A	All math staff in grades 6-8 in the Middle School
Activity - Vocabulary Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mason Middle School math staff will engage in a plan to incorporate, define, and assist their students in learning a list of common vocabulary for each math unit of instruction covering the math curriculum in grades 6-8.	Direct Instruction	Tier 1	Monitor	08/31/2015	06/10/2016	\$0	No Funding Required	All math staff in grades 6-8 in the Middle School
Activity - Tiered Math Placements	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Based on multiple student achievement data criteria (AIMSweb M-CAP/M-Comp, M-Step Math Test, unit test scores, and PSAT Math Test) students will be enrolled in appropriate tiered math courses at each grade level.	Academic Support Program	Tier 2	Monitor	08/31/2015	06/10/2016	\$0	General Fund	Current math and special needs teachers who are Highly Qualified to teach mathematics at the middle school level.
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Activity - Individualized Student Support Program- Front Row	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mason Middle School math teachers will implement the use of Front Row in all classrooms in order to differentiate student support and math practice aligned with core instruction.	Academic Support Program, Supplemental Materials, Technology	Tier 2	Implement	08/31/2015	06/10/2016	\$9000	Section 31a	All math staff in grades 6-8, administration.

Goal 5: All Mason Middle School students will participate in School Wide Positive Behavior Intervention and Supports in order to improve overall student behavior in the building

Measurable Objective 1:

collaborate to decrease by 10% the overall number of students referred to the office by 06/10/2016 as measured by an analysis of the data accumulated from our Skyward and SWIS programs.

Strategy 1:

Implementation Strategies for Decreasing Referrals - Mason Middle School staff, along with the PBIS team will engage in implementation strategies throughout the school year to decrease student discipline referrals.

Category:

Research Cited: Examined the Benchmarks of Quality Assessment data that shows a need for increased supports for behavioral interventions. We have examined SWIS and Skyward data on discipline which shows a need for behavior interventions and a decrease in office referrals.

Tier:

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Activity - Multi-Tiered System of Supports Team Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS Team process will continue to be formulated and implemented during the school year. The team will meet at least 6 times a year to target at risk students who are struggling with poor behavior and/or academics in order to determine and implement appropriate research-based interventions.	Behavioral Support Program	Tier 2	Implement	08/31/2015	06/10/2016	\$0	No Funding Required	Principal, Assistant Principal, PBIS Leadership Team to continue to establish process. Selected core subject area staff to participate in meetings that have identified students in core subject area classes.
Activity - Responsible Thinking Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Mason Middle School will participate in professional development related to the Responsible Thinking Classroom process during the school year. Mason Middle School will hire a Responsible Thinking Classroom supervisor to provide individualized behavioral and academic support for students and parents.	Behavioral Support Program	Tier 2	Getting Ready	08/31/2015	06/10/2016	\$20000	Section 31a	Principal, Assistant Principal, PBIS Committee, and the Responsible Thinking Classroom Committee.
Activity - SOAR After School Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our SOAR After School Activities Committee will continue to develop and organize after school activities for students throughout the year.	Extra Curricular	Tier 1	Implement	08/31/2015	06/10/2016	\$0	No Funding Required	SOAR After School Activities Committee members

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Activity - Review of Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Office disciplinary data will continue to be collected and logged on a research-based behavior database for purposes of comparing the previous year's data and projecting/identifying trends in behavior data to assist the Positive Behavior Support Team in implementation of School Wide Positive Behavior Supports. Staff will also review the data monthly to discuss the trends. The SWIS online software cost is \$300.	Behavioral Support Program	Tier 1	Monitor	08/31/2015	06/10/2016	\$300	General Fund	Assistant Principal, PBIS Team, and all staff
Activity - Addressing Bullying, Harassment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS Team will continue to concentrate formulating and developing strategies to bring awareness to preventing harassment and bullying in our building. They will meet throughout the year to brainstorm and develop ideas that can be implemented school wide to decrease the number of disciplinary referrals in these areas.	Behavioral Support Program	Tier 1	Implement	08/31/2015	06/10/2016	\$500	General Fund	Principal, Assistant Principal, PBIS Team, and all staff

Goal 6: All students in Mason Middle School will become proficient in social studies concepts related to geography, history, culture, and social relationships.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency level of a 1 or 2 in Social Studies by 06/10/2016 as measured by the M-Step Test in Social Studies.

Strategy 1:

Social Studies Instruction and Assessment Activities - Middle School 6-8 grade Social Studies staff will engage in social studies instruction and assessment activities designed to enhance and impact student achievement.

Category:

Research Cited: Weaknesses exposed in the Data Analysis Review report on system processes and practices and district observational data using the MEAP (M-Step Test in the future) and district unit test data.

Tier: Tier 1

Activity - M-Step Test Item Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Mason Middle School 6-8 grade Social Studies staff will collaborate to conduct a thorough item analysis of the M-Step Social Studies Test to gain insight on which state social studies standards the students scored the poorest on in the test.	Teacher Collaboration	Tier 1	Implement	08/31/2015	06/10/2016	\$0	No Funding Required	6-8 grade Social Studies staff, administration
Activity - Lesson Strategies to Improve Student Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
From the item analysis activity, the 6-8 grade Social Studies staff will pick out 2 or 3 of the weakest standards in order to collaborate on developing and incorporating new lesson strategies into the classroom. Those strategies include, but are not limited to, incorporating an essay question format that is similar to the state assessments into our unit assessments, and incorporating more questions in unit tests that help students discern cause and effect, meaning from pictures, and similarities and differences from informational text.	Direct Instruction	Tier 1	Implement	08/31/2015	06/10/2016	\$0	No Funding Required	6-8 grade Social Studies staff
Activity - Professional Development/Collaboration Opportunities for Social Studies Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School 6-8 Grade Social Studies staff will participate in up to six professional development days and days of collaboration in order to improve the Proficiency levels of students taking the M-Step Test and our unit assessments. Those opportunities include, but are not limited to, 6th grade teachers will use up to two days of PD in order to focus on developing common unit assessments using Illuminate Ed as the scoring program for tests, and for conducting a study of possible new materials/textbooks for teaching Western Hemisphere geography/history that will be approved for future use. Also, all 6-8 grade staff will participate in up to 2 PD days in order to identify students scoring a Level 3 on the M-Step Test and developing classroom strategies designed to improve students achievement and increase the percentage of Level 1 and 2 scores on the M-Step Test.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/31/2015	06/10/2016	\$1500	Title II Part A	Middle School 6-8 grade social studies staff, administration.

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
Students Enrolled in Rtl Classes	Students identified in the Red or Yellow zones after taking the Aimsweb reading assessments during the fall and winter will be targeted for placement into our reading intervention program classes. In the 6th grade, some students identified will be placed in our pull out Rtl reading program. Other 6th grade students who are identified will be given reading support in their regular Reading classes. The classes will be taught by our Title I Reading teacher. The cost of her salary and benefits is approximately \$94,251.	Academic Support Program	Tier 2	Evaluate	08/31/2015	06/10/2016	\$94251	Our Title I Reading instructor will be responsible for the push in program in the 6th grade. All other staff members associated with the program, will be utilized in grades 6-8.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Maintain Parental Involvement in MTSS Process	Parents of Mason Middle School students participating in the Rtl Reading program will be given the opportunity to learn about and actively participate in the program by: 1) Attending an informational meeting in the fall that explains the program 2) having access to an informational pamphlet or fact sheet posted on the Middle School website 3) having access to school benchmark results reported in the Middle School newsletter three times a year 4) receiving a quarterly update with their student's progress in the Rtl program 5) having access to "6 Minute Solution" reading materials in the 6th grade only 6) and a parent packet explaining the criteria for placement, graduation, or removal from the program. The cost of materials for this activity is approximately \$200.	Parent Involvement	Tier 2	Evaluate	08/31/2015	06/10/2016	\$200	Rtl instructional staff and committee members, and MTSS staff
Project Unify Program	The School and Community Connections Committee will work to expand enrollment across grade levels in Project Unify and will attempt to develop 1-2 integrated activities with the Mason High School CBI Program and/or Heartwood.	Community Engagement		Implement	08/31/2015	06/10/2016	\$500	School and Communities Committee, and other Middle School and High School staff.
Administer Aimsweb Assessments	Rtl Committee members and MTSS staff will administer the fall, winter, and spring Aimsweb screening assessments to all students in grades 6-8.	Academic Support Program	Tier 2	Evaluate	08/31/2015	06/10/2016	\$1400	Rtl Committee members and MTSS staff in grades 6-8
Tiered Math Placements	Based on multiple student achievement data criteria (AIMSweb M-CAP/M-Comp, M-Step Math Test, unit test scores, and PSAT Math Test) students will be enrolled in appropriate tiered math courses at each grade level.	Academic Support Program	Tier 2	Monitor	08/31/2015	06/10/2016	\$0	Current math and special needs teachers who are Highly Qualified to teach mathematics at the middle school level.

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Review of Data	Office disciplinary data will continue to be collected and logged on a research-based behavior database for purposes of comparing the previous year's data and projecting/identifying trends in behavior data to assist the Positive Behavior Support Team in implementation of School Wide Positive Behavior Supports. Staff will also review the data monthly to discuss the trends. The SWIS online software cost is \$300.	Behavioral Support Program	Tier 1	Monitor	08/31/2015	06/10/2016	\$300	Assistant Principal, PBIS Team, and all staff
National Junior Honor Society Initiatives	Our National Junior Honor Society program will brainstorm a list of community service initiatives for the students in the Society to participate in throughout the year.	Community Engagement		Implement	08/31/2015	06/10/2016	\$500	The adviser of the National Junior Honor Society, the students in the NJHS, staff, and administration.
Addressing Bullying, Harassment	The PBIS Team will continue to concentrate formulating and developing strategies to bring awareness to preventing harassment and bullying in our building. They will meet throughout the year to brainstorm and develop ideas that can be implemented school wide to decrease the number of disciplinary referrals in these areas.	Behavioral Support Program	Tier 1	Implement	08/31/2015	06/10/2016	\$500	Principal, Assistant Principal, PBIS Team, and all staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Professional Development/Collaboration Opportunities for Science Staff	Provide professional development/collaboration opportunities for our 6-8 Science staff to participate in activities that will improve our student Proficiency percentages on future M-Step/PSAT/district assessments. Those PD opportunities could include, but are not limited to, 6th grade teachers will meet twice during the school year on a full day basis to make sure their science unit assessments are developed in a common manner using Illuminate Ed as the scoring program for the tests; arranging for up to two full days of collaboration with our elementary 5th grade teaching staff in order to discuss curriculum, instructional practices, and assessment criteria; having a group of 6-8 grade science staff visit other middle school buildings in the area that have higher science scores and Proficiency percentages than we do to discuss and discover new strategies for improved student achievement; and a day for 6-8 science staff to meet and collaborate on how to incorporate more questions on assessments that include Informational Text/Reading content.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/31/2015	06/10/2016	\$1500	6-8 grade science staff, administration, elementary 5th grade teaching staff.
Professional Development/Collaboration Opportunities for Social Studies Staff	Middle School 6-8 Grade Social Studies staff will participate in up to six professional development days and days of collaboration in order to improve the Proficiency levels of students taking the M-Step Test and our unit assessments. Those opportunities include, but are not limited to, 6th grade teachers will use up to two days of PD in order to focus on developing common unit assessments using Illuminate Ed as the scoring program for tests, and for conducting a study of possible new materials/textbooks for teaching Western Hemisphere geography/history that will be approved for future use. Also, all 6-8 grade staff will participate in up to 2 PD days in order to identify students scoring a Level 3 on the M-Step Test and developing classroom strategies designed to improve students achievement and increase the percentage of Level 1 and 2 scores on the M-Step Test.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/31/2015	06/10/2016	\$1500	Middle School 6-8 grade social studies staff, administration.
On-going Professional Development for core Math program.	All math staff will attend any professional development opportunities throughout the year related to enhancing core math instruction in the classroom. Those opportunities include, but are not limited to, lesson studies, common core alignment, student self-reporting, related technology, and common assessments in 6th grade math classes.	Professional Learning	Tier 1	Implement	08/31/2015	06/10/2016	\$2000	All math staff in grades 6-8 in the Middle School

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Middle School and Elementary Teacher Collaboration	Middle School 6-8 grade English staff will meet and collaborate with the 5th grade teaching staff in order to discuss reading and writing strategies used in class and how to map out a successful plan of transition between the two building levels.	Teacher Collaboration	Tier 1	Implement	08/31/2015	06/10/2016	\$1000	Middle School 6-8 grade English staff along with the 5th grade teaching staff from all three elementary buildings, district support teacher, administration.
Identifying Weakest Standards	English teachers in 6-8 grades will collaborate to analyze grade level unit tests and state assessments in order to identify which Common Core State Standards the students are the weakest on in the assessments. Teachers will develop classroom strategies to incorporate into their lessons to help students improve on these concepts. Those strategies could include, but are not limited to, identifying the five most missed questions in 6-8 grade unit tests, teachers modeling examples in class where students get opportunities to see formatted questions similar to the state assessment format, and incorporating opportunities for students to analyze/interpret the directives/instructions associated with answering essay-type questions.	Teacher Collaboration	Tier 1	Implement	08/31/2015	06/10/2016	\$500	6-8th Grade English staff, administration, district support teacher
Item Analysis of Math Assessments	All math staff in Mason Middle School in grades 6-8 will engage in a thorough item analysis of district and State assessments, as well as the AIMSweb screener assessments, at various times throughout the school year.	Teacher Collaboration	Tier 1	Implement	08/31/2015	06/10/2016	\$1000	All math staff in grades 6-8 in the Middle School

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Responsible Thinking Classroom	The Mason Middle School will participate in professional development related to the Responsible Thinking Classroom process during the school year. Mason Middle School will hire a Responsible Thinking Classroom supervisor to provide individualized behavioral and academic support for students and parents.	Behavioral Support Program	Tier 2	Getting Ready	08/31/2015	06/10/2016	\$20000	Principal, Assistant Principal, PBIS Committee, and the Responsible Thinking Classroom Committee.
Individualized Student Support Program- Front Row	Mason Middle School math teachers will implement the use of Front Row in all classrooms in order to differentiate student support and math practice aligned with core instruction.	Academic Support Program, Supplemental Materials, Technology	Tier 2	Implement	08/31/2015	06/10/2016	\$9000	All math staff in grades 6-8, administration.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PSAT Test Taking Strategies	Mason Middle School Science staff will review a sample of testing strategies of the PSAT test with students prior to each unit test.	Direct Instruction	Tier 1	Evaluate	08/31/2015	06/10/2016	\$0	All Science staff grades 6-8
Data Analysis of M-Step/PSAT tests	An analysis of M-Step/PSAT test data will be conducted to identify areas of content within each objective where students are under-performing.	Direct Instruction	Tier 1	Evaluate	08/31/2015	06/10/2016	\$0	All Middle School Science staff in grades 6-8
Lesson Strategies to Improve Student Achievement	From the item analysis activity, the 6-8 grade Social Studies staff will pick out 2 or 3 of the weakest standards in order to collaborate on developing and incorporating new lesson strategies into the classroom. Those strategies include, but are not limited to, incorporating an essay question format that is similar to the state assessments into our unit assessments, and incorporating more questions in unit tests that help students discern cause and effect, meaning from pictures, and similarities and differences from informational text.	Direct Instruction	Tier 1	Implement	08/31/2015	06/10/2016	\$0	6-8 grade Social Studies staff

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Record Keeping of Student Involvement	The SCC committee will develop logs for students to record the activities/connections they have participated in on a monthly basis. They will also establish a time/class (for example: Library time) when each student will be given the opportunity to log their connections. The student logs will be submitted for review at the end of the school year.	Community Engagement			08/31/2015	06/10/2016	\$0	SCC committee members and other interested staff in the Middle School.
Evaluation/Review of Goal	The SCC committee members will collect and review the Student Connection Logs at the end of the school year to determine if the goal we established was achieved. They will seek input from students and staff through a survey of what new connections they would like to see implemented for the next school year.	Community Engagement			05/13/2016	06/10/2016	\$0	SCC committee members and other interested staff at the Middle School.
Unit/Lesson Revision	In response to the M-Step/PSAT Test analysis data, each teacher will revise any unit plan to include one new strategy/activity that would address student under-performance with respect to a given content area or objective. Staff will collaborate to develop a plan to incorporate, define, and assist their students in learning a list of common vocabulary for each unit of instruction covering science curriculum.	Direct Instruction	Tier 1	Evaluate	08/31/2015	06/10/2016	\$0	All Middle School Science staff in grades 6-8
Cross-curricular Assistance With Complete Sentence Answers	Teachers across the core curricula and around the building will make a concerted effort to require that all students use complete sentences while answering short answer or essay-type questions in classes.	Direct Instruction	Tier 1	Implement	08/31/2015	06/10/2016	\$0	All staff and administration
Develop New Community Connections	The School and Community Connections Committee will meet at the beginning of the school year to compile a list of the school and community connections established that will be utilized to plan opportunities for student connections. These opportunities will be compiled in an accessible website for parent and student exploration.	Community Engagement			08/31/2015	06/10/2016	\$0	School and Community Connections (SCC) committee members and other interested staff in the Middle School.
SOAR After School Activities	Our SOAR After School Activities Committee will continue to develop and organize after school activities for students throughout the year.	Extra Curricular	Tier 1	Implement	08/31/2015	06/10/2016	\$0	SOAR After School Activities Committee members

School Improvement Plan

Mason Middle School

M-Step Test Item Analysis	Mason Middle School 6-8 grade Social Studies staff will collaborate to conduct a thorough item analysis of the M-Step Social Studies Test to gain insight on which state social studies standards the students scored the poorest on in the test.	Teacher Collaboration	Tier 1	Implement	08/31/2015	06/10/2016	\$0	6-8 grade Social Studies staff, administration
Comprehension Strategies	Mason Middle School Science staff in grades 6-8 will engage students with problems that involve comparing and contrasting multiple sources of data and graphs.	Direct Instruction	Tier 1	Evaluate	08/31/2015	06/10/2016	\$0	All Middle School Science staff in grades 6-8
Vocabulary Enrichment	Mason Middle School math staff will engage in a plan to incorporate, define, and assist their students in learning a list of common vocabulary for each math unit of instruction covering the math curriculum in grades 6-8.	Direct Instruction	Tier 1	Monitor	08/31/2015	06/10/2016	\$0	All math staff in grades 6-8 in the Middle School
Multi-Tiered System of Supports Team Process	The PBIS Team process will continue to be formulated and implemented during the school year. The team will meet at least 6 times a year to target at risk students who are struggling with poor behavior and/or academics in order to determine and implement appropriate research-based interventions.	Behavioral Support Program	Tier 2	Implement	08/31/2015	06/10/2016	\$0	Principal, Assistant Principal, PBIS Leadership Team to continue to establish process. Selected core subject area staff to participate in meetings that have identified students in core subject area classes.
Administer Aimsweb Screening Assessments	Our building math staff will administer the AIMSweb math screening assessments to all students in grades 6-8 three times a year. This will be accomplished in the fall, winter, and spring.	Academic Support Program	Tier 2	Monitor	08/31/2015	06/10/2016	\$0	All math staff in the Middle School in grades 6-8.