



# **School Improvement Plan**

**Milan Middle School**

**Milan Area Schools**

Dr. David Schmittou, Principal  
920 North St  
Milan, MI 48160

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

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

Milan Middle School serves approximately 525 students in the rural community of Milan, MI. As a school of choice, Milan Middle School is composed of approximately 40% "school of choice" students who reside outside of the district boundaries. The school utilizes 26 teachers, 1 counselor, approximately 15 paraprofessionals, and support staff.

In the past three years MMS has worked to align its instruction with the expectations outlined in the Common Core, Next Generation Science Standards, and C3 Social Studies Framework.

## **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.**

MMS carries the same mission statement as all schools in Milan- Founded on tradition, focused on excellence. With a focus on excellence, the staff and students of Milan Middle School have worked to raise the expectations of what excellence looks like and have put tremendous effort into improving student academic and affective standards.

## **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.**

Going into the 13-14 school year, MMS was validated for its hard work by demonstrating a 19 percentile point increase in the state Top to Bottom rankings. In addition MMS is home to the 2013 Michigan Teacher Team of the Year and the 2014 Michigan Principal of the Year.

## **Additional Information**

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

Milan Middle School is made up of amazing individuals committed to success. Seeing each child thrive today allows each staff member to have confidence that they will succeed tomorrow.

# **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.**

MMS works hard to ensure that all stakeholder voices are heard and represented.

MMS staff are invited to attend School Improvement Meetings on a bi-monthly basis. In addition there are 7 standing members of the school improvement team representing each grade level and curricular area.

MMS parents are invited to attend planning and diagnostic meetings once a month both during the school day and in the evenings. A total of 58 different parents have attended these meetings.

MMS students are a part of the process as well. Each month a group of 5 students from each grade level meet with building administration to discuss school progress, culture, and norms.

In addition to the set meetings, stakeholder input has been gathered through multiple surveys and feedback forums.

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

Twenty six staff members completed the diagnostic survey and seven staff members worked on the analysis and interpretation of the survey results.

More than 200 parents responded to an electronic survey.

In the Spring of 2014 the School Improvement Team, comprised of seven teachers and two administrators meet to discuss the results and how to utilize the results for future planning.

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

The School Improvement Plan is communicated in the Fall at MMS Open House during a scheduled session. The constant progress of meeting the SIP Goals is then communicated four times a year, twice at public MAS Board Meetings and twice at MMS Curriculum Nights.

# **School Data Analysis**

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (\*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

## **Student Enrollment Data**

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

At MMS every effort is made to minimize class sizes, as such the school makes every effort possible to limit total class loads to 180 or fewer students. As enrollment decreases, unfortunately staffing does as well.

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

Staff recruitment occurs on an as needed basis. No candidate pools are used.

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

In recent years, enrollment down turns have led to a decrease in funds. Every effort is made to minimize the direct impact on students as staff often take concessions before classrooms do.

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

The greatest resource any building receives is its human resources. As student enrollment changes, the human resources see the greatest impact in increases or decreases.

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

Recent enrollment changes have had no direct impact on facility planning.

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

Enrollment changes have actually had a positive impact on parent involvement. As more "choice" becomes available more parents are making the time investment to be involved in the education of their child and to be an active part of the improvement process.

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

As a choice district, MAS has had to take a proactive role in self promotion and marketing. There is a lot of good taking place in MAS and at MMS in particular that is now being celebrated publicly.

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

The greatest challenge is ensuring student enter and remain a part of the MMS 3 year sequence and or become a part of the MAS k-12 sequence. Increased student movement has resulted in increases in student knowledge gaps.

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

All staff members now engage in rigorous assessment to plan for instruction. By ensuring an accurate diagnosis of all student learning, teachers can now more effectively develop differentiated instructional plans.

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

Students who are absent from school lose out on student learning opportunities. As we have migrated to an online curriculum for most core areas, the use of "flipped" learning environments have become more common. the goal is to increase student engagement (especially for student in the bottom 30% of learners) to allow for greater positive attendance patterns.

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

Proactive and reactive measures are currently in place and will continue to be utilized. Re-actively, MMS works closely with the truancy divisions of both Washtenaw and Monroe Counties. parents are sent notification letters after 8 student absences and are referred to local authorities if attendance continues to be an issue.

Proactively, student engagement is a big focus as well as providing flexible learning opportunities as were stated previously through flipped and digital curriculum delivery tools.

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

This area includes data questions.

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

Student literacy (reading) continues to exceed expectations especially in 6th and 8th grade.

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

Reading, Math, Science, and Social Studies are all showing steady improvements

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

6th and 8th grade Reading and 6th grade Math are all above State targets.

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

The top 30% of students are showing steady levels of achievement but work needs to be done to show steady growth for all learners.

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

Teachers have had a concerted focus on literacy in all classes. This along with a number of remediation strategies focused on literacy including, RTI, Enrichment, and Workshop teaching have all contributed to this growth.

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

Correlation does not always equate to causation, but there have been multiple data sets used to help draw this determination including MEAP and NWEA testing.

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

Science and Social Studies show the lowest achievement scores.

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

Last year our 7th grade tests (6th grade learning) in all subject areas showed a negative performance trend.

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

7th grade writing, 7th grade reading, 7th grade math, 8th grade science, and 9th grade social studies all show achievement scores below state proficiency targets.

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

Students in the bottom 30% of all tested areas are showing improvement (growth) at a rate greater than all other subgroups.

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

Teachers are the greatest factor in any achievement data. In 2012-13 the 6th grade staff underwent major changes and as a result student achievement was impacted.

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

The current 7th grade students had been showing positive performance trends as a cohort in recent years. Once they entered 6th grade diagnostic data showed little growth throughout the year and this trend continued on the MEAP test.

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

An overhaul in staffing occurred in the 6th grade during the 2013-14 school year and a greater emphasis on diagnostic and prescriptive student data collection has been a focus for all staff.

## Subgroup Student Achievement

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

**Response:**

- African American or Black
- White
- Male
- Female
- Economically Disadvantaged
- Students with Disabilities

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

**Response:**

- Economically Disadvantaged
- Students with Disabilities

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

All

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

Dis aggregated student data (MEAP)

**What other data support the findings?**

NWEA, Classroom assessments

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

At MMS we have a renewed "Focus on the focus". By identifying and prioritizing the time on students and subjects that need additional support, students are seeing increased success.

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

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Frequent diagnostic and formative assessment are showing positive performance trends.

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

Continued focus and remediation while also working to increase the achievement growth of the top 30%

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

**Response:**

- None

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

**Response:**

- None

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

This does not represent a full sub-group at MMS

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

All students are identified for 31a "at-risk" programs through universal screening.

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

These are students who are below grade level, economically disadvantaged, show evidence of outlier behaviors, or come from homes with incarcerated parents

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

We offer Enrichment classes daily, a summer transitions programs for at risk 6th and 7th graders, and RTI services for all students below grade level in Reading and Math.

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

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

Newsletters, e-mails, phone calls

Label	Question	Value
	What is the total FTE count of teachers in your school?	24.0

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

Label	Question	Value
	How many teachers have been teaching 4-8 years?	4.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	17.0

Label	Question	Value
	How many teachers have been teaching >15 years?	9.0

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

As we begin to gain a more experienced staff we also gain a greater wealth of collective wisdom and a greater "bag of tricks" for reaching every child.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	55.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	295.0

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

Teachers are the single greatest impacting factor on student achievement. It is important to keep working towards having greater teacher attendance patterns.

## **Perception Data - Students**

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

Staff advocacy, student choice, and rigorous academic standards

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

rigorous academic standards

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

mentoring and adult advocacy

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

N/A

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

MMS works to identify subgroups in need of support but must work to identify ways to ensure every individual child has an adult advocate.

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

Every child will be partnered with a formal adult advocate

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

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

Safe and secure school, school leadership

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

safety and leadership

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

Academic rigor and challenge

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

N/A

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

Teachers must work to communicate their higher standards with all stakeholders

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

Frequent communication through newsletters, curriculum nights, etc... In addition teachers will continue to work to increase the rigor and depth of learning required of students

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

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

planning and leadership

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

planning and leadership

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

Data driven decision making

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

N/A

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

Teachers are beginning to gain more comfort in using more than perception data to plan for future instruction.

## Other

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

N/A

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

All decisions regarding curriculum and instruction work through the same process. They are first presented through the originating stakeholder group (either parents, staff or students). once vetted through that group information and collaboration occurs through the other groups until a consensus has been determined. At this point decisions on future courses of action are made.

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

Rubrics, assessment data, observation data

# School Additional Requirements Diagnostic

## **Introduction**

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	We are a grades 6-8 building but the elementaries do support this requirement	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	<a href="http://milanareaschools.org/ms/">http://milanareaschools.org/ms/</a>	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Every 7th grade student completes this requirement in a class titled Success for Tomorrow	

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

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Principal-Dave Schmittou-920 North St. Milan MI-734-439-5200	

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	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.	No		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The School has additional information necessary to support your improvement plan (optional).	No		

# **2014-15 MMS School Improvement Plan**

## **Overview**

### **Plan Name**

2014-15 MMS School Improvement Plan

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percentage of students proficient in Mathematics	Objectives: 1 Strategies: 5 Activities: 7	Academic	\$15500
2	Increase the percentage of students proficient in Reading	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$89500
3	Increase the percentage of students proficient in Social Studies	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$13000
4	Increase the percentage of students proficient in Science	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$19000

## Goal 1: Increase the percentage of students proficient in Mathematics

### Measurable Objective 1:

54% of All Students will demonstrate a proficiency on the state assessment in Mathematics by 06/01/2015 as measured by SBA, MEAP, ACT or state adopted test.

### Strategy 1:

Curriculum Alignment - MMS teachers will meet to assess and evaluate instructional alignment with content standards and CCS.

Research Cited: CCS

Tier:

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MMS teachers will be granted release time at least twice a year in addition to monthly department meetings to assess instructional alignment with standards.	Professional Learning			07/01/2014	06/30/2015	\$1000	Title II Part A	MMS teachers will be granted release time to work/subs will support

### Strategy 2:

Walkabouts/feedback loop - Teachers will participate in monthly walkabouts observing classroom instruction by their peers and providing feedback and discussion regarding observations.

Research Cited: AMLE, Wormeli, Marzano

Tier:

Activity - Walkabouts/feedback loop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given release time to discuss their observations from peer reviews and to implement instructional strategies resulting from walkabout observations. In addition, an instructional coach will be available for one hour a day to provide feedback and modeling of management and pedagogy.	Professional Learning			07/01/2014	06/30/2015	\$5000	Title II Part A	All MMS teachers

### Strategy 3:

Teacher Professional Learning - MMS teachers will engage in professional learning to help guide instruction and assessment

Research Cited: Marzano, Wormeli, Tomlinson, Pink

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Tier:

Activity - Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select teachers and administrators will attend the following approved conferences/workshops: WISD Assessment Literacy, AMLE, MAMSE, and ASCD to gain greater understanding of instruction and assessment.	Professional Learning			07/01/2014	06/30/2015	\$1000	Title II Part A	Select MMS teachers and administrators

Activity - Peer dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will be released to discuss with the peers in the building and in other schools, Best Practices to increase student achievement.	Professional Learning	Tier 1		07/01/2014	06/30/2015	\$1000	Title II Part A	teachers and administration

### Strategy 4:

Para support - Each MMS core classroom will be provided a paraprofessional to help facilitate the differentiation of instruction for students.

Research Cited: Stiggins, Wormeli, Marzano

Tier:

Activity - Para support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each MMS core classroom will be provided a paraprofessional to assist with the differentiation of instruction	Direct Instruction			07/01/2014	06/30/2015	\$2500	Section 31a	Core teachers and paraprofessionals

### Strategy 5:

Differentiated support/remediation - Teachers, instructional coaches, and RTI support personnel will work with small groups of students to provide targeted support

Research Cited: Payne, DuFour

Tier:

Activity - Enrichment/SSE	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Within each grade level Math teachers will see a small group of students (10-25) for at least 20 minutes a day to support closing instructional gaps	Academic Support Program	Tier 2		03/25/2014	06/30/2015	\$0	Title II Part A	Math teachers and paraprofessionals
Activity - RTI/Math support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Approximately 20-30 students identified as "focus students" (bottom 30%) will receive support in small groups (2-4 students) in a pull out program for intensive remediation	Academic Support Program	Tier 3		03/25/2014	06/30/2015	\$5000	Section 31a	Certified math teacher and a paraprofessional

## Goal 2: Increase the percentage of students proficient in Reading

### Measurable Objective 1:

71% of All Students will demonstrate a proficiency on the state assessment in Reading by 06/01/2015 as measured by SBA, MEAP, ACT or state adopted test.

### Strategy 1:

Walkabouts/feedback loop - Teachers will participate in monthly walkabouts observing classroom instruction by their peers and providing feedback and discussion regarding observations.

Research Cited: Wormeli, Marzano, Danielson

Tier:

Activity - Walkabouts/feedback loop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given release time to discuss their observations from peer reviews and to implement instructional strategies resulting from their walkabout observations. In addition, and instructional coach will be available one hour per day to provide feedback and modeling focused on pedagogy and management	Professional Learning			06/30/2014	07/01/2015	\$5000	Title II Part A	MMS teachers

### Strategy 2:

Teacher Professional Learning - Select teachers will attend conferences/workshops to gain greater understanding of assessment and instructional strategies

Research Cited: Marzano, Wormeli, Tomlinson

Tier:

## School Improvement Plan

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Activity - Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select MMS teachers and administrators will attend the following conferences/workshops to gain greater understanding of assessment and instructional strategies: AMLE, WISD Assessment Literacy, MAMSE, ASCD	Professional Learning			07/01/2014	06/30/2015	\$1000	Title II Part A	Select MMS teachers and administrators

Activity - Peer dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration will be released to dialogue with peers from the building and other schools about Best Practices to increase student achievement	Professional Learning	Tier 1		07/01/2014	06/30/2015	\$1000	Title II Part A	teachers and administration

### Strategy 3:

Para support - Each MMS core classroom will be provided a paraprofessional to assist in the differentiation of instruction of students.

Research Cited: Stiggins, Marzano, Wormeli

Tier:

Activity - Para support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each MMS core classroom will receive a paraprofessional to assist in the differentiation of instruction.	Direct Instruction			07/01/2014	06/30/2015	\$2500	Section 31a	Core teachers and paraprofessionals

### Strategy 4:

Differentiated support/remediation - Teachers, instructional coaches, RTI support personnel, and paraprofessionals will work with small groups of students who require additional support.

Research Cited: DuFour, Payne

Tier:

Activity - Enrichment/SSE	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will work with small groups (15-25) students for an additional amount of time (at least 20 minutes/day) to provide remediation and instructional guidance.	Academic Support Program	Tier 2		03/25/2014	06/30/2015	\$0	Title II Part A	Teachers and paraprofessionals
Activity - RTI/Literacy support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An RTI/Instructional coach will work with 20-30 students per year in small groups of 2-4 students at a time in a pull out program to provide targeted instructional support	Academic Support Program	Tier 3		03/25/2014	06/30/2015	\$80000	Section 31a	Instructional coach, RTI, Paraprofessionals

## Goal 3: Increase the percentage of students proficient in Social Studies

### Measurable Objective 1:

40% of All Students will demonstrate a proficiency on the state assessment in Social Studies by 06/01/2015 as measured by SBA, MEAP, ACT or state adopted test.

### Strategy 1:

Common Core Implementation in Science and Social Studies - ALL SS and SCI teachers will investigate the CCS that apply to their core disciplines (informational text) and will work to establish a pedagogy that allows for the effective instruction of these required skills.

Research Cited: Wormeli, AMLE

Tier:

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science and social studies teachers will meet to design literacy instruction in the classes with fidelity.	Professional Learning			08/26/2013	06/06/2014	\$1000	Title II Part A	all science and social studies teachers, TCs, and administration
Activity - Writing and Literacy instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will gain training in writing and literacy instruction to infuse within their content areas.	Professional Learning			06/30/2014	06/30/2015	\$3000	Title II Part A	all MMS teachers

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### Strategy 2:

Depth of knowledge - Increase the depth of teacher feedback by having rubrics established that assess student understanding of identified power standards in conjunction with Blooms Levels of Understanding. Student proficiency will be determined at levels of application or greater on classroom assessments.

Research Cited: Blooms, SBA, MEAP

Tier:

Activity - Assessing before Instructing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop rubrics to guide student assessment and more rigorous student learning	Direct Instruction			07/01/2014	06/30/2015	\$1500	Title II Part A	MMS teaching staff-release time/subs to support the work

### Strategy 3:

Walkabouts/feedback loop - Teachers will participate in monthly peer observations and dialogue to improve instructional processes.

Research Cited: Danielson

Tier:

Activity - Walkabouts/feedback loop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given release time to engage in dialogue and implementation regarding instructional practices observed in peer reviews. In addition an instructional coach will be available one hour per day to provide feedback and modeling on classroom management and pedagogy.	Professional Learning			07/01/2014	06/30/2015	\$5000	Title II Part A	MMS math teachers

### Strategy 4:

Para support - Each core classroom will receive a paraprofessional to assist in the differentiation of instruction for students.

Research Cited: Stiggins, Marzano,

Tier:

Activity - Para support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Each MMS core classroom will receive a paraprofessional to assist in the differentiation of instruction for students.	Direct Instruction			07/01/2014	06/30/2015	\$2500	Section 31a	Core teachers and paraprofessionals
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## Goal 4: Increase the percentage of students proficient in Science

### Measurable Objective 1:

44% of All Students will demonstrate a proficiency on the state assessment in Science by 06/01/2015 as measured by SBA, MEAP, ACT or state adopted test.

### Strategy 1:

Common Core Implementation in Science and Social Studies - ALL SS and SCI teachers will investigate the CCS that apply to their core disciplines (informational text) and will work to establish a pedagogy that allows for the effective instruction of these required skills.

Research Cited: CCS, Wormeli

Tier:

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SS and Science teachers will be granted release time from their established roles to work collaboratively to establish lesson designs that will enable literacy and writing instruction with fidelity.	Professional Learning			07/01/2014	06/30/2015	\$1000	Title II Part A	SS, Science teachers, TCs, and Administration

Activity - Writing and Literacy instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on how to better instruct and assess with literacy and writing in their core content areas	Professional Learning			06/30/2014	06/30/2015	\$3000	Title II Part A	All MMS teachers

### Strategy 2:

Team Meetings - MMS teachers will meet with a core grade level team weekly to discuss student progress, instructional best practices, and to plan for collaborative projects.

Research Cited: Danielson, Marzano

Tier:

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Activity - Cross Curricular Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MMS teachers will work with their grade level teams to design cross curricular projects and student outcomes.	Direct Instruction			07/01/2014	06/30/2015	\$0	General Fund	MMS teachers will work with their teams during common planning time and will be given release time to plan STEM and PBL lessons

### Strategy 3:

Walkabouts/feedback loop - Teachers will participate in a peer review cycle observing each others' classrooms and providing feedback regarding instructional strategies.

Research Cited: Danielson, Wormeli

Tier:

Activity - Walkabouts/feedback loop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly teachers will observe classrooms of their peers and have release time given to dialogue and discuss observations and implementation of observed strategies. In addition, an instructional coach will be available one hour each day to provide feedback and modeling on management and pedagogy.	Professional Learning			07/01/2014	06/30/2015	\$5000	Title II Part A	MMS teachers and subs to support them

### Strategy 4:

Paraprofessional support - Each core classroom will be provided a para to work in conjunction with the teacher to differentiate instruction for all students

Research Cited: wormeli, marzano, dufour

Tier:

Activity - Para support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and para will work together to provide high level instruction to all students	Implementa tion			07/01/2014	06/30/2015	\$10000	Special Education	core teachers, TCs, paras
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Para support	Each MMS core classroom will receive a paraprofessional to assist in the differentiation of instruction.	Direct Instruction			07/01/2014	06/30/2015	\$2500	Core teachers and paraprofessionals
RTI/Math support	Approximately 20-30 students identified as "focus students" (bottom 30%) will receive support in small groups (2-4 students) in a pull out program for intensive remediation	Academic Support Program	Tier 3		03/25/2014	06/30/2015	\$5000	Certified math teacher and a paraprofessional
Para support	Each MMS core classroom will receive a paraprofessional to assist in the differentiation of instruction for students.	Direct Instruction			07/01/2014	06/30/2015	\$2500	Core teachers and paraprofessionals
RTI/Literacy support	An RTI/Instructional coach will work with 20-30 students per year in small groups of 2-4 students at a time in a pull out program to provide targeted instructional support	Academic Support Program	Tier 3		03/25/2014	06/30/2015	\$80000	Instructional coach, RTI, Paraprofessionals
Para support	Each MMS core classroom will be provided a paraprofessional to assist with the differentiation of instruction	Direct Instruction			07/01/2014	06/30/2015	\$2500	Core teachers and paraprofessionals

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Cross Curricular Projects	MMS teachers will work with their grade level teams to design cross curricular projects and student outcomes.	Direct Instruction			07/01/2014	06/30/2015	\$0	MMS teachers will work with their teams during common planning time and will be given release time to plan STEM and PBL lessons
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### Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Para support	Teachers and para will work together to provide high level instruction to all students	Implementation			07/01/2014	06/30/2015	\$10000	core teachers, TCs, paras

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing and Literacy instruction	Teachers will gain training in writing and literacy instruction to infuse within their content areas.	Professional Learning			06/30/2014	06/30/2015	\$3000	all MMS teachers
Teacher Collaboration	All science and social studies teachers will meet to design literacy instruction in the classes with fidelity.	Professional Learning			08/26/2013	06/06/2014	\$1000	all science and social studies teachers, TCs, and administration
Curriculum Alignment	MMS teachers will be granted release time at least twice a year in addition to monthly department meetings to assess instructional alignment with standards.	Professional Learning			07/01/2014	06/30/2015	\$1000	MMS teachers will be granted release time to work/subs will support

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Writing and Literacy instruction	Teachers will receive training on how to better instruct and assess with literacy and writing in their core content areas	Professional Learning			06/30/2014	06/30/2015	\$3000	All MMS teachers
Enrichment/SSE	Within each grade level Math teachers will see a small group of students (10-25) for at least 20 minutes a day to support closing instructional gaps	Academic Support Program	Tier 2		03/25/2014	06/30/2015	\$0	Math teachers and paraprofessionals
Enrichment/SSE	Teachers will work with small groups (15-25) students for an additional amount of time (at least 20 minutes/day) to provide remediation and instructional guidance.	Academic Support Program	Tier 2		03/25/2014	06/30/2015	\$0	Teachers and paraprofessionals
Assessing before Instructing	Teachers will develop rubrics to guide student assessment and more rigorous student learning	Direct Instruction			07/01/2014	06/30/2015	\$1500	MMS teaching staff-release time/subs to support the work
Teacher Collaboration	SS and Science teachers will be granted release time from their established roles to work collaboratively to establish lesson designs that will enable literacy and writing instruction with fidelity.	Professional Learning			07/01/2014	06/30/2015	\$1000	SS, Science teachers, TCs, and Administration
Walkabouts/feedback loop	Monthly teachers will observe classrooms of their peers and have release time given to dialogue and discuss observations and implementation of observed strategies. In addition, an instructional coach will be available one hour each day to provide feedback and modeling on management and pedagogy.	Professional Learning			07/01/2014	06/30/2015	\$5000	MMS teachers and subs to support them
Walkabouts/feedback loop	Teachers will be given release time to discuss their observations from peer reviews and to implement instructional strategies resulting from their walkabout observations. In addition, and instructional coach will be available one hour per day to provide feedback and modeling focused on pedagogy and management	Professional Learning			06/30/2014	07/01/2015	\$5000	MMS teachers
Peer dialogue	Teachers and administration will be released to dialogue with peers from the building and other schools about Best Practices to increase student achievement	Professional Learning	Tier 1		07/01/2014	06/30/2015	\$1000	teachers and administration
Conferences	Select teachers and administrators will attend the following approved conferences/workshops: WISD Assessment Literacy, AMLE, MAMSE, and ASCD to gain greater understanding of instruction and assessment.	Professional Learning			07/01/2014	06/30/2015	\$1000	Select MMS teachers and administrators

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Walkabouts/feedback loop	Teachers will be given release time to discuss their observations from peer reviews and to implement instructional strategies resulting from walkabout observations. In addition, an instructional coach will be available for one hour a day to provide feedback and modeling of management and pedagogy.	Professional Learning			07/01/2014	06/30/2015	\$5000	All MMS teachers
Walkabouts/feedback loop	Teachers will be given release time to engage in dialogue and implementation regarding instructional practices observed in peer reviews. In addition an instructional coach will be available one hour per day to provide feedback and modeling on classroom management and pedagogy.	Professional Learning			07/01/2014	06/30/2015	\$5000	MMS math teachers
Peer dialogue	Teachers and administrators will be released to discuss with the peers in the building and in other schools, Best Practices to increase student achievement.	Professional Learning	Tier 1		07/01/2014	06/30/2015	\$1000	teachers and administration
Conferences	Select MMS teachers and administrators will attend the following conferences/workshops to gain greater understanding of assessment and instructional strategies: AMLE, WISD Assessment Literacy, MAMSE, ASCD	Professional Learning			07/01/2014	06/30/2015	\$1000	Select MMS teachers and administrators