



School Improvement Plan

Sparta Middle School

Sparta Area Schools

Mr. Joel A Stoner
480 SOUTH STATE ST
SPARTA, MI 49345-1550

TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information	7
Improvement Plan Stakeholder Involvement	
Introduction.....	9
Improvement Planning Process.....	10
School Data Analysis	
Introduction.....	12
Student Enrollment Data.....	13
Student Achievement Data for All Students.....	15
Subgroup Student Achievement.....	17
Perception Data - Students.....	21
Perception Data – Parents/Guardians.....	22
Perception Data – Teachers/Staff.....	23

Other 24

School Additional Requirements Diagnostic

Introduction 26

School Additional Requirements Diagnostic 27

Health and Safety (HSAT) Diagnostic

Introduction 30

Health and Safety (HSAT) 31

Sparta Middle School

Overview 37

Goals Summary 38

Goal 1: All Students at Sparta Middle School will become proficient in ELA and Content Area Reading 39

Goal 2: All Students at Sparta Middle School will become proficient in ELA and Content Area Writing 43

Goal 3: All students will be proficient in Mathematics 46

Goal 4: All students will be proficient in Science 51

Goal 5: All Students will be proficient in Social Studies 55

Activity Summary by Funding Source 60

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?

Sparta Middle School is a 580 student sixth through eighth grade middle school that serves Sparta, Michigan and its surrounding communities. A blend of light industry, service sector and farming create the economic infrastructure. We are located northwest of Grand Rapids, MI and also serve as a bedroom community for those working in that metro area. We experience an increase in our Hispanic population when the apple crops are ready for picking as seasonal workers come into the community to assist the local apple farmers with the crop. This brings in roughly 35 students to our building that will be here a short time and then go back home to usually Georgia, Florida or Texas. This population has shrunk over the past three years. The arrival of the students creates difficulties in serving their needs since they are not consistently at one school and have varied skill sets. Some may be a year or more behind academically and meeting them where they are becomes a struggle due to skill and language issues. The decrease in the numbers has created financial complications and hardships so serving them as adequately as we expect to be able to has become more difficult.

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.

Vision Statement

Our Purpose is to teach children the skills and attitudes needed to be productive members of society in order to improve the quality of life for all.

Mission Statement

The Sparta Area School District is committed to work in partnership with students, families, and the community. Our goal is to ensure that all students master the essential skills and develop the attitudes and behaviors necessary to function successfully in a changing world. This partnership is committed to guarantee an educational environment designed to challenge all students to achieve their highest potentials.

Beliefs Statement

We believe...

- * all students can learn, individually, and collaboratively; and that a student does learn is more important than when or where.
- * learning in an accountable partnership involving staff, students, parents and community members.
- * the partnership creates the conditions for students' success in the school environment.
- * decision-making for problem solving and planning is a shared process.

SAS Core Principles:

- *SAS will cultivate a culture of respectful relationships
- *SAS will focus on effective instruction
- *SAS will utilize a data driven decision making model
- *SAS will utilize fiscally responsible systems approach to guide decision making
- *SAS will expect excellence in all we do

Our school improvement structure uses our core principles to guide and inform every decision we make. The decisions to add or change a class uses these principles to guide the decision. What professional goals we set for ourselves uses this lens as well. How we utilize resources uses this process of reflection to determine the path we take. It embodies what we do, how we do it and when it is done.

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.

Our MEAP scores have sunk to levels we have not seen since MEAP started being measured. We are focusing on our Math and science scores as they are at all time low levels. We have aligned our curriculum in math to the common core and are in the process of aligning our assessments to the outcomes' rigor. We have initiated the process of aligning our science standards to the Next Generation standards and will align the rigor to these common assessments as well. We are using our Discovery Education assessments to progress monitor our math progress and have seen areas of hope and growth. We will use the Discovery Streaming and additional resources to aid our alignment to the Next Generation Science standards.

Additional Information

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

At a time of intense change and pressure from the public through the new evaluation expectations, the politicization of public school funding and the subsequent political attacks on school teachers, our staff is at a juxtaposition of change and evolution while trying to hold on to the comforts of old. We are struggling to filter through what has always been good teaching while adopting ever changing standards and expectations from those not intimately connected to our school. That has harbored and created distrust toward "growth" and school improvement.

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.

Our Building School Improvement Team is made up of staff from various departments that represent the building as well as community members/parents. These roles are voluntary. Members were solicited through newsletter requests as well as staff meeting discussions. We hold monthly meetings surrounding school improvement. Collectively, a decision is made to determine what day and time works best for the team to met.

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

There were two elective teachers.

One Special education service provider

Two math teachers

One Science Teacher

One school counselor

One teacher assistant

One parent/community member

Two administrators

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 plan will be presented at our opening staff meeting in August 2013. All departments will be provided with the goals, the goals will be placed on our website for community to access and our goals will be shared at a public School Board meeting.

We revisit a goal or strategy at every staff meeting, which occurs monthly. Departments visit the goals for their department twice per month to discuss the data associated with the goal and progress or hindrances they are experiencing.

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?

As a district with stagnate or declining enrollment, revenue and costs have not kept pace. Therefore, we are in the midst of staffing reductions. This has created increased class sizes in all four core and our elective classrooms, generally.

How do student enrollment trends affect staff recruitment?

Student enrollment impacts us financially. Therefore, we have laid off 16 teachers this year and these are our youngest and cheapest teachers. Due to this, there is no recruitment of new teachers.

How do student enrollment trends affect budget?

As a declining school system, we have seen a sharp impact on our overall budget. We have been spending our fund balance for a number of years now and are at a point where reductions are the only option.

How do student enrollment trends affect resource allocations?

Staffing is based on enrollment at the building levels. As staffing shrinks, so do the staffing allotments and monies.

How do student enrollment trends affect facility planning and maintenance?

Enrollment equals revenue. We are doing a district survey of facilities to see if some need to be closed. Our sinking fund is not impacted by enrollment so a greater reliance on its use instead of general funding is anticipated.

How do student enrollment trends affect parent/guardian involvement?

There does not appear to be a connection.

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

With decreased revenue due to less enrollment, the professional development budget has been all but eliminated from the buildings.

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

As an oxymoron, as enrollment has declined, class sizes have risen. This is and will continue to be challenging. In addition, as revenue declines but the need for staff growth increases, there is not the funds available to grow the staff's skills as is often warranted.

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

We are using in house experts, consolidating professional development and expecting more from teachers outside of the work day for their growth.

What are the challenges you noticed based on student attendance?

We have a pretty good attendance rate. However, the students with chronic issues tend to be some of our most academically challenged students. We have added resources online through staff websites so parents can access them from home and we are being more reactive and proactive when an attendance issue is burgeoning with students.

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

We have developed a relationship with the county truancy officer. We have provided and will continue to provide resources to our families and we have discussed at a classroom level what can be done to make school more accessible and comfortable for those that are not here often enough.

Student Achievement Data for All Students

This area includes data questions.

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

Language Arts, specifically reading, have the highest MEAP and Discovery Education scores.

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

Math has shown a recent improvement in scores on the MEAP and did very well on our end of the year DE testing.

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

Reading.

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

Depending on the content, the top thirty percent of students in each grade are either passing the MEAP or not. The top thirty percent in Reading pass consistently while math has been a success in 6th and 7th but not in 8th. The top thirty percent have declined in social studies and are struggling across the board in science.

What factors or causes contributed to improved student achievement?

Alignment to the common core and being more consistent with what is being taught has helped. An emphasis on quality instruction and the use of sound formative assessment is being more robustly implemented.

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

That is a judgement and we have not been able to determine precisely. Staff feedback is that this focus has assisted their success, specifically in reading.

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

Science

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

8th Grade Math

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

Math, Science and Social Studies

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

We have seen some growth in these areas in math and reading as we have implemented a dedicated elective to work specifically in these key areas.

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

In math the teachers have wandered from the core expectations and tried to create their own individual interpretation of the standards. In the process, they have created a majority of the resources themselves and have not used the resources provided by the district. This has resulted in off target instruction.

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

As we looked at the rigor and expectations of the assessments, they were not aligned with what the CCSS were expecting. As we analyzed formative assessments, we noticed inconsistencies with the items being assessed as each were interpreting things on their own.

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

Staff are being held more accountable to their individual, versus collective, data. It is no longer a grade level issues, it is a classroom issue. Goals and performance is site based and classroom based. Alignment to one another is an expectation through professional conversations and data analysis. We have also streamlined our departments to create more focused teams.

Subgroup Student Achievement

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

Response:

- White
- Female

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

Response:

- Male

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

Math and reading gaps have improved over the last three years.

How do you know the achievement gap is closing?*

The MEAP and DE data would say that boys are beginning to achieve at levels more on par with girls.

What other data support the findings?

Classroom data has always affirmed boys and girls as equals. It is the standardized and high stakes testing that seems to impact things.

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

We have identified students based on skill deficiency for targeted intervention classes. These have tended to be more boys than girls.

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

The data supports as does there attitude surveys and pre post test given in the intervention classes.

What actions could be taken to continue this positive trend?

Continued focus on the skill deficiency. We are beginning to investigate gender specific classes as well.

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

Response:

- Students with Disabilities

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

Response:

- Students with Disabilities

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

Math and science

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

The MEAP results indicate this.

What other data support the findings?*

None

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

Less focused attention has been given to students as they have been pushed into more mainstreaming to meet federal guidelines. This has required the staff to spend less time with individual students.

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

The overall skill set of the students has diminished as measured by our post tests and the basic skills testing to administer.

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

We have used the data to more fluidly group students so that we are focusing on their specific needs as we institute instructional delivery model changes.

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

That subgroup is not large enough for us to receive data to compare.

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 have their needs appropriately met through the IEPC process. If any opportunities are appropriate for the student, they are provided to them.

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

Failure to achieve on tests, attendance concerns, failing grades, personal strife.

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

We have homework club after school for students identified by their teacher as needing additional academic support.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	5.0

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

We post opportunities on the website, they receive information in our newsletters and some parents receive personalized phone calls.

Label	Question	Value
	What is the total FTE count of teachers in your school?	26.3

Label	Question	Value
	How many teachers have been teaching 0-3 years?	1.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	1.0

School Improvement Plan

Sparta Middle School

Label	Question	Value
	How many teachers have been teaching 9-15 years?	1.0

Label	Question	Value
	How many teachers have been teaching >15 years?	24.3

What impact might this data have on student achievement?

None

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	45.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	180.0

What impact might this data have on student achievement?

Being out of the classroom impacts our effectiveness.

Perception Data - Students

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

Our students report that they feel cared for and respected. They especially like the content of math and social studies. Our elective courses are very well liked.

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

With changes in the way we are teaching language arts, in a workshop model, students are growing to value these classes more.

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

Science continues to be an area of less satisfaction.

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

Science

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

Instructional delivery methods are evolving in the classes where the students are improving their perception. The use of educational technology is also incorporated more than the science classes.

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

Our evaluation process includes expectations for varied instructional delivery. Continued training and the opportunity to improve instructional delivery through structured feedback should continue to impress upon the teachers the need to incorporate more innovation.

Perception Data – Parents/Guardians

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

Encore and accelerated classes

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

Language arts instruction

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

Science

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

Science

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

Instructional delivery methods are evolving in the classes where the students are improving their perception. The use of educational technology is also incorporated more than the science classes.

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

Our evaluation process includes expectations for varied instructional delivery. Continued training and the opportunity to improve instructional delivery through structured feedback should continue to impress upon the teachers the need to incorporate more innovation.

Perception Data – Teachers/Staff

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

Language arts

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

Math

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

Science

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

Science

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

Lower performance and the consequences of those pressures.

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.)

We do not use the results in classrooms.

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

Curriculum has been generally handed to us from the state through the implementation of standards. Teachers are involved in creating their instruction through the evaluation of the assessments and the standards. The building of site based assessments are done by teachers.

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

Staff lesson plans, pacing guides, common 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

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	Yes		

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	http://www.spartaschools.org/departments/administration/annualreport/	

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

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

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		

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		

School Improvement Plan

Sparta Middle School

Assurance	Response	Comment	Attachment
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		

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

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

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

Health and Safety (HSAT)

The following assurances come directly from the [Healthy School Action Tool \(HSAT\) Assessment](http://www.mihealthtools.org/hsat), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
Question 3	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

	Statement or Question	Response	Rating
Question 4	Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.	Yes	N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Reviewed policy, but not yet adopted	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

School Improvement Plan

Sparta Middle School

	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Reviewed policy, but not yet adopted	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	No	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Exemplary Physical Education Curriculum (EPEC)	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	No	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	59 minutes or less at elementary level, 105 minutes or less at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	No action taken	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

School Improvement Plan

Sparta Middle School

	Statement or Question	Response	Rating
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	No	N/A

	Statement or Question	Response	Rating
Question 17	During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.	No	N/A

	Statement or Question	Response	Rating
Question 18	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	Statement or Question	Response	Rating
Question 19	Our school has a health services provider or school nurse accessible to students.	Yes, but we do not have a health services provider or school nurse for every 650 students	N/A

	Statement or Question	Response	Rating
Question 20	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written Policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	Response	Rating
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Reviewed policy, but not yet adopted	N/A

	Statement or Question	Response	Rating
Question 23	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	No	N/A

School Improvement Plan

Sparta Middle School

	Statement or Question	Response	Rating
Question 24	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 25	During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
Question 27	Our school's mission statement includes the support of employee health and safety.	No	N/A

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	Yes	N/A

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	Yes	N/A

	Statement or Question	Response	Rating
Question 30	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	No Written Policy	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	No	N/A

School Improvement Plan

Sparta Middle School

	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	No	N/A

	Statement or Question	Response	Rating
Question 33	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to all indoor facilities	N/A

Sparta Middle School

Overview

Plan Name

Sparta Middle School

Plan Description

2013-14 Building School Improvement Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Students at Sparta Middle School will become proficient in ELA and Content Area Reading	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$9020
2	All Students at Sparta Middle School will become proficient in ELA and Content Area Writing	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$104650
3	All students will be proficient in Mathematics	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$91450
4	All students will be proficient in Science	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$4550
5	All Students will be proficient in Social Studies	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$3850

Goal 1: All Students at Sparta Middle School will become proficient in ELA and Content Area Reading

Measurable Objective 1:

66% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/05/2015 as measured by MEAP assessments.

Strategy 1:

Gradual Release of Student Responsibility and Content Literacy Strategies - Teachers will use the GRR Instructional Model and common Content Literacy Strategies during daily instruction in all content areas to improve reading performance across the content areas. The GRR will include the development of units of instruction aligned to the CCSS and SBAC learning targets.

Teachers will apply content literacy strategies during instructional delivery including reading and writing to learn, Thinking Maps and strategies to build academic vocabulary. Staff will embed state, national and CCSS technology standards into the gradual release of student responsibility model of instruction. The use of PBL, UDL and Assistive and Instructional Technologies will also be integral to the application of the Gradual Release Model for the 21st century learners. The GRR model deployment will be enhanced through learning labs, building and grade level action research, PLCs and a focus on the learning environment. Effective use of formative, unit, interim and summative assessments will support the release of responsibility for learning to the students.

Research Cited: Peterson, L., Young, K., Salzberg, D., West, R., & Hill, M. (2006). Using self-management procedures to improve classroom social skills in multiple general education settings. Education and Treatment of Children, Keene, E. O., & Zimmerman, S. (1997). Mosaic of thought: Teaching comprehension in a reader's workshop. Portsmouth, NH: Heinemann.

Lezotte, Lawrence W. Correlates of Effective Schools: Ther First and Second Generation. Effective Schools Products LTD. Okemos, MI, 1991

Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper Saddle River NJ

Daniels, Harvey and Zemilan, 2007. Content Area Reading: Every Teacher's Guide, Portsmouth, NH.

Heinemann

Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence? In

J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation.

Cambridge, MA: Harvard Education Press.

Rose, David H.& Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, Alexandria, VA. 2002

Marzano, Robert J., Pickering, Debra J., Classroom Management that Works: Researched Based Strategies for Every Teacher, ASCD, Alexandria VA, 2003

Evaluation of Evidence-based Practices in On-Line Learning: A Meta Analysis and Review of Online Learning Studies. Means, B, Toyoma, Y. Murphy, R. Bakia, M. &

Jones, K. 2009 taken From Recommendations for Full-time Online Learners. MVU, January 2010

Activity - Learning Labs and Modeled Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Sparta Middle School

Provisions made for building level staff to participate in Learning Lab activities to grow teachers application of the GRR through peer to peer observation and professional dialogue. Program is facilitated through KISD Literacy and Cognitive Coaches network.	Professional Learning	08/26/2013	05/01/2014	\$3060	Title II Part A	Kent ISD Literacy and Cognitive Coaches, Building Administrators, Lead Teachers, BSIT Members and Assistant Superintendent
Activity - METS, NETS, CCSS Instructional Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for purchasing Video streaming licenses, for staff to attend workshops and trainings for the effective use of instructional/assistive technologies and embedding the METS, NETS and CCSS Technology Standards into the instructional strategies of the grade and course level intended learning outcomes.	Professional Learning	08/26/2013	06/01/2014	\$2475	Title II Part A	ISD Technology Consultants, District Trainers of Trainers, Building Administration, ISD Assistive Technology Trainers, DE Reps, and Assistant Superintendent
Activity - Productive School Environment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for supporting and sustaining a productive educational environment so to strengthen the relational capacities of staff, students and families believed necessary to meet the rigors of the CCSS and effective orchestration of the GRR Instructional Model. Provisions made for CKHs and MERT training for designated staff in each building.	Professional Learning	08/19/2013	05/01/2014	\$350	Title II Part A	Building Administrator, School Nurse, Regional CPI Trainer, Special Education Supervisor and Assistant Superintendent
Activity - Learning Targets for CCSS ELA and Literacy Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Sparta Middle School

Provisions made for staff to attend ISD, regional and in-district workshops to provide operational knowledge and understanding of the expected learning, assessment and instructional targets in the CCSS ELA and Literacy Standards.	Professional Learning	08/26/2013	06/01/2014	\$200	Title II Part A	Resident, ISD, Regional and National Trainers, Building Administration, Assistant Superintendent
---	-----------------------	------------	------------	-------	-----------------	--

Strategy 2:

ELL and Migrant Supplemental Supports - Student who are identified as migrant and/or ELL will receive additional content area reading support services by trained seasonal and year-round staff under the direction of certified year-round ELL and Bilingual teachers. Support services for English Language development will be provided as part of the provisions for general education, yet additional supplemental support services will be provided through Title Ic, Title IIa and Title III. The supports include the use of researched based, leveled supplemental resources 6-12 Cengage Inside and Edge text series for ELL students. On-line resources and materials are provided through the resource purchases and accessed through the recent technology purchases dedicated for ELL and Migrant populations. Secondary students receive dedicated electives providing additional time in ELA and Literacy development while elementary students receive pull-out services during the school day. Tutorial services will also be available during the school day in the core content areas and ELL students in grades 3-12 will be provided extended day tutorial services two days a week. Provisions will be made for professional training for staff. The training will focus on the effective use of the instructional resources and effective strategies for skill growth.

Provisions will also be made to increase the connection between the school and the home/community to include home/school liaisons, seasonal bus aides and an attendance officer. PAC meetings will be held for our migrant and ELL families. The Title IC funding will support a seasonal secretary and part time administrator and coordinator of student management.

Research Cited: Hill, Jane D.& Flynn, Kathleen M., Classroom Instruction that Works With the English Language Learners. ASCD,Alexandria, VA. 2006

Echevarria, Jana, Vogt, MaryEllen & Short, Deborah. Making Content Comprehensible For English Learners: The SIOP Model. Pearson Ed. INC, Boston, MA. 2008

Hamayn, Else & Freeman, Rebecca. English Language Learners at School: A Guide for Administrators. Carson, INC. Philladelphia, PA. 2006

Johnson, E. Mellard, D.F.,Fuchs, D.,& McNight, M.A. (2006). Responsiveness to Intervention (RTI).: How to do it. Lawrence, KS: National Research Center on Learning Disabilities.

National Early Literacy Panel. (2008). Developing early literacy: Report of the National Early Literacy Panel: A scientific synthesis of early literacy development and implications for intervention. Washington, DC: National Institute for Literacy.

Activity - Profesional Development for Migrant and ELL supplement Support Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Sparta Middle School

Professional Training for supplemental support staff regarding resources and materials for program delivery, WEIDA Training, and state administration training for special populations.	Professional Learning	07/01/2013	12/01/2013	\$435	Title II Part A	Title Coordinator, Assistant Superintendent, Resource Program Representatives and MDE State Trainers
---	-----------------------	------------	------------	-------	-----------------	--

Activity - Extended day Tutoring for ELL Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for salary and benefits, transportation and supplies for extended day tutoring for 6-8 ELL students in content area reading and ELA.	Tutoring	09/27/2013	06/06/2014	\$2500	Title III	Lead Teacher, Grant Coordinator, Assistant Superintendent, Operation Manager, Tutors (ELL/Migrant Bilingual Staff)

Strategy 3:

At Risk Support Services - Designated staff supported by 31-A funding will provide students identified as At-Risk supplemental support services for reading in the core content areas of instruction for the purpose of improvement of performance and student achievement. Funding will also support purchase services, supplies and materials needed for the delivery supplemental program services. Provision made in Title II a funding will provide service providers Professional Development needed to effectively perform the program services. Highly qualified and trained staff will supplement reading the core areas of instruction by implementing additional researched based programs and services to identified students to include: content area reading fluency, decoding and comprehension; and content area vocabulary and language usage and expression. Provisions made through 31-A funding include the use of dedicated electives in Middle School for reading and mathematics. All service providers are Highly Qualified in the content areas of service.

Research Cited: Lezotte, Lawrence W. Correlates of Effective Schools: Ther First and Second Generation. Effective Schools Products LTD. Okemos, MI, 1991

Marzano, Robert J., Pickering, Debra J., Classroom Management that Works: Researched Based Strategies for Every Teacher, ASCD, Alexandria VA, 2003

Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper Saddle River NJ

Evaluation of Evidence-based Practices in On-Line Learning: A Meta Analysis and Review of Online Learning Studies. Means, B, Toyoma, Y. Murphy, R. Bakia, M.

& Jones, K. 2009 taken From Recommendations for Full-time Online Learners. MVU, January 2010

Johnson, E. Mellard, D.F., Fuchs, D., & McNight, M.A. (2006). Responsiveness to Intervention (RTI).: How to do it. Lawrence, KS: National Research Center on Learning Disabilities.

School Improvement Plan

Sparta Middle School

Activity - Secondary At-Risk Supplemental Support Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for the salary and benefits for part time Middle School Staff to provide supplement support services for at risk students in reading to include school day dedicated electives for content area reading at the MS level (6-8).	Academic Support Program	09/03/2013	06/06/2014	\$0	Section 31a	Building Level Administrator s, Designated Teachers and the Assistant Superintendent

Goal 2: All Students at Sparta Middle School will become proficient in ELA and Content Area Writing

Measurable Objective 1:

58% of All Students will demonstrate a proficiency in writing in English Language Arts by 06/01/2015 as measured by 2014-15 MEAP.

Strategy 1:

At-Risk Supplemental Supports for Writing Across the Content Areas - Designated staff supported by 31-A funding will provide students identified as At-Risk supplemental support services for writing in the core content areas of instruction for the purpose of improvement of student performance and achievement. Funding will support purchase services, supplies and materials needed for the delivery supplemental program services. Provision made in Title IIa funding will provide service providers Professional Development needed to effectively perform the program services. Provisions made through 31-A funding include the use of dedicated electives in Middle School for reading. All service providers are Highly Qualified in the content areas of service.

Research Cited: Kemple, J. J., & Snipes, J. C. (2000). Career Academies: Impacts on students' engagement and performance in high school. New York: MDRC (Manpower Demonstration Research Corporation).

Robert Marzano: What Works in Schools: Translating Research into Action (2003); Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

Scull, J. A., & Lo Bianco, J. (2008). Successful engagement in an early literacy intervention. Journal of Early Childhood Literacy, 8(2), 123–150.

Effects on Efficacy in using Writers Workshop..." The Journal of Research in Childhood Education Article date:October 1, 1998 Author:Clippard, Dana Clearinghouse Research Gere, Ann Ruggles, Leila Christenbury, and Kelli Sassi. 2005. Writing on Demand: Best Practices and Strategies For Success. Portsmouth, NH, Heinemann

Activity - Secondary At-Risk Supplemental Service Providers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Sparta Middle School

Provisions for the salary and benefits for part time MS Staff to provide supplement support services in ELA and writing across the content areas for identified at risk students.	Academic Support Program	08/26/2013	06/06/2014	\$40000	Section 31a	Teachers, Building Administration and Assistant Superintendent,
---	--------------------------	------------	------------	---------	-------------	---

Strategy 2:

Migrant and ELL Supplemental Supports - Student who are identified as migrant and/or ELL will receive additional ELA and content area writing support services by trained seasonal and year-round staff under the direction of certified year-round ELL and Bilingual teachers. Support services for English Language development will be provided as part of the provisions for general education, yet additional supplemental support services will be provided through Title Ic, Title IIa and Title III. The supports include the use of researched based, leveled supplemental resources Cengage Inside and Edge text series for ELL students. On-line resources and materials are provided through the resource purchases and accessed through the recent technology purchases dedicated for ELL and Migrant populations. Students receive dedicated electives providing additional time in ELA and Literacy development while elementary students receive pull-out services during the school day. Tutorial services will also be available during the school day in the core content areas and ELL students in grades 6-8 will be provided extended day tutorial services two days a week. Provisions will be made for professional training for staff. The training will focus on the effective use of the instructional resources and effective strategies for skill growth. Provisions will also be made to increase the connection between the school and the home/community to include home/school liaisons, seasonal bus aides and an attendance officer. PAC meetings will be held for our migrant and ELL families. The Title IC funding will support a seasonal secretary and part time administrator and coordinator of student management.

Research Cited: Hill, Jane D. & Flynn, Kathleen M., Classroom Instruction that Works With the English Language Learners.

ASCD, Alexandria, VA. 2006

Echevarria, Jana, Vogt, MaryEllen & Short, Deborah. Making Content Comprehensible For English Learners: The SIOP Model. Pearson Ed. INC, Boston, MA. 2008

Hamayn, Else & Freeman, Rebecca. English Language Learners at School: A Guide for Administrators.

Carson, INC. Philadelphia, PA. 2006

Activity - Migrant Education Supplemental Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for salary and benefits for seasonal and year round supplemental support services for identified Migrant Students to include 1 ELL certified teacher year round, 2 part time year round TAs and 1 part time seasonal TA 1.0 FTE,	Academic Support Program	08/19/2013	06/06/2014	\$60000	Title I Part C	Grants Coordinator, Building Administration and assistant Superintendent.

Strategy 3:

Gradual Release of Student Responsibility and Content Literacy Strategies - Staff will use the Gradual Release of student Responsibility Instructional Model and Common Content Literacy Instructional Strategies during daily writing instruction of all grade levels and content areas. Teachers will use the GRR Instructional Model and common Content Literacy Strategies to improve writing performance across the content areas. The GRR will include application of the development of units of instruction aligned to the CCSS and SBAC learning targets. Teachers will apply content literacy strategies during instructional delivery including reading and writing to

School Improvement Plan

Sparta Middle School

learn, Thinking Maps and strategies to build academic vocabulary. Staff will embed state, national and CCSS technology standards into the gradual release of student responsibility model of instruction. The use of PBL, UDL and Assistive and Instructional Technologies will also be integral to the application of the Gradual Release Model for the 21st century learners. The GRR model deployment will be enhanced through learning labs, building and grade level action research, PLCs and a focus on the learning environment using CKHs strategies. Effective use of formative, unit, interim and summative assessments will support the release of responsibility for learning to the students.

Research Cited: Daniels, Harvey and Zemilan, 2007. Content Area Writing: Every Teacher's Guide, Portsmouth, NH.

Heinemann

Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper Saddle River NJ

Robert Marzano: What Works in Schools: Translating Research into Action (2003); Marzano, Pickering &

Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

Peterson, L., Young, K., Salzberg, D., West, R., & Hill, M. (2006). Using self-management procedures to improve classroom social skills in multiple general education settings. Education and Treatment of Children,

Activity - METS,NETS and CCSS Instructional Technology Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for purchasing Video streaming licenses, for staff to attend workshops and trainings for the effective use of instructional and assistive technologies and embedding the METS,NETS and CCSS Technology Standards into the instructional strategies of grade and course level intended learning outcomes in writing.	Professional Learning	08/19/2013	05/30/2014	\$1100	Title II Part A	District Superintendent, Regional Consultant, Building and District Administrators.
Activity - Learning Labs and Modeled Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for building level staff to participate in Learning Lab activities to grow teachers application of the GRR in witing across the content areas through peer to peer observation and professional dialogue. Program is facilitated through KISD Literacy and Cognitive Coaches network.	Professional Learning	09/03/2013	05/30/2014	\$800	Title II Part A	Kent ISD Literacy and Cognitive Coaches Network, Building Level Administration , Lead Teachers, Literacy Coaches and Assistant Superintendent

School Improvement Plan

Sparta Middle School

Activity - CCSS Writing and Literacy Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for designated building level staff to attend ISD and District provided training in the Writers WS instructional delivery model and the learning, instructional and assessment targets of the CCSS. Training includes national writing experts and authors Jeff Anderson, Penny Kettle and Betty Vandither, area CCSS Writing specialist, Kathy Gilbert, and Debbie Arechiga through Kent ISD.	Professional Learning	08/19/2013	05/30/2014	\$2750	Title II Part A	KISD Consultants, National and Regional Trainers, Building Administrators, and Assistant Superintendent.

Goal 3: All students will be proficient in Mathematics

Measurable Objective 1:

39% of All Students will demonstrate a proficiency in overall performance level in Mathematics by 06/05/2015 as measured by annual state assessments.

Strategy 1:

Assessment and Evaluation - Teachers will utilize multiple means of student assessment and performance data to guide decisions for building, grade level and content area improvements in student achievement. Identified staff and administrators will continue their participation in FAME to grow the districts capacity to use formative assessments to guide instructional decisions in the classroom. Identified staff will continue to learn how to use DE and State Testing data to create profiles and for curricular, assessment and instructional improvement targets. BSIT Teams will conduct action research using multiple means of data to determine effectiveness of strategies and activities in the SI Plans. Training for BSI Teams will also include updates to the Assist and the AdVanced Ed Website through the KISD SI Consultants. The District and Building administration will receive formal system-wide training from regional consultant regarding effective use and implementation of teacher evaluation as a means for SI.

Research Cited: Robert Marzano: What Works in Schools: Translating Research into Action (2003); Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence? In J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation. Cambridge, MA: Harvard Education Press.

Activity - Teacher Evaluation Training for Building Administration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Sparta Middle School

Provisions made for buiding and district administration to recieve formal training regarding strategies for the effective use and implementation of teacher evaluation including interrater reliability, student growth and achievement data and developmental supervision facilitated by a regional consultant.	Professional Learning	08/23/2013	05/30/2014	\$1400	Title II Part A	District Superintendent, Regional Consultant, Building and District Administrators.
Activity - Action Research and ASSIST Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for Building School Improvement Teams to participate in action research training for SI analysis and development through KISD School Improvement and Data Warehouse Consultants, and Regional Powerschool Administrator. Trainig will provide mechanism for Data Storage, retrieval and analysis through the Data warehouse and Powerschool Student Management System. The BSIT members will learn strategies to analyze multiple sources of data ro determine effectiveness of strategies and activities in the SI process. The results of the research will be communicated with stakeholders for SI purposes. Additional provisions are made for SI Teams to participate in the annual updates in the Advanced Ed ASSIST tool. The ISD and/or state SI consultants provide the training in a district or regional setting.	Professional Learning	08/01/2013	05/30/2014	\$900	Title II Part A	MDE/ISD Assist Trainers, KISD SI Consultants, KISD Data Warehouse Consultants, Regional PowerSchool Trainer, BSI Teams, Building Powerschool Leaders, Building Administrators, Assistant Superintendent

Strategy 2:

ELL Supplemental Supports in Mathematics - Student who are identified as ELL will receive additional math support services by trained seasonal and year-round staff under the direction of certified year-round ELL and Bilingual teachers. The instructional resources for support services include Vocabulary Content Language for math including On-line resources and materials in student's native language are provided and accessed through the recent technology purchases dedicated for ELL and Migrant populations. Tutorial services will be available during the school day in the core content areas and ELL students in grades 6-8 will be provided extended day tutorial services two days a week. The training will focus on the effective use of the instructional resources and effective strategies for skill growth. Provisions will also be made to increase the connection between the school and the home/community to include home/school liaisons, seasonal bus aides and an attendance officer. PAC meetings will be held for our migrant and ELL families.

Research Cited: National Mathematics Advisory Panel. (2008). Foundations for success: The final report of the national mathematics advisory panel. Washington, DC: U.S. Department of Education.

U.S. Department of Education. (n.d.). Trends in international mathematics and science study (TIMSS). [Overview]. Retrieved December 5, 2008, from <http://nces.ed.gov/timss/>

Hill, Jane D. & Flynn, Kathleen M., Classroom Instruction that Works With the English Language Learners. ASCD, Alexandria, VA. 2006

School Improvement Plan

Sparta Middle School

Hamayn, Else & Freeman, Rebecca. English Language Learners at School: A Guide for Administrators.

Carson, INC. Philadelphia, PA. 2006

Johnson, E. Mellard, D.F., Fuchs, D., & McNight, M.A. (2006). Resposiveness to Intervention (RTI).: How to do it. Lawrence, KS: National Research Center on Learning Disabilities.

Activity - Extended Day Tutorial in Math for ELLs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for salary and benefits of staff,transpotation and supplies for extended day tutoring for 3-12 ELL students in math.	Academic Support Program	09/23/2013	06/05/2014	\$2200	Title II Part D	Lead Teacher, Math tutors, Grants Coordinator, Operations Director, Building Administrator and Assistant Superintende nt

Activity - ELL family and Community Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for part time parent liaisons, mileage, and supplies and material for ELL students and families.	Community Engagement	08/19/2013	06/05/2014	\$750	Title III	Grants Coordinator, Liaisons, Building Administrator s and Assistant Superintende nt.

Strategy 3:

GRR and Content Lit Strategies - Teachers will use the GRR Instuctional Model and common Content Literacy Strategies during daily instruction of all grade levels and content areas to improve mathematics performance across the the district. The GRR will include development of units of instruction aligned to the CCSS and SBAC learning targets. Teachers will apply content literacy strategies during instructional delivery including reading and writing to learn, Thinking Maps and strategies to build academic vocabulary. Staff will embed state, national and CCSS technology standards into the gradual relelease of student responsibility model of instruction. The use of PBL, UDL and Assisitive and Instructional Technologies will also be intergral to the application of the Gradual ReleaseModel for the 21st century learners. The GRR model deployment will be enhanced through learning labs, building and grade level action research, PLCs and a focus on the learning environment through the CKHs strategies. Effective application and use of formative, unit, interim and summative assessment data as indicators of

effectiveness will support the release of responsibility for learning to the students.

Research Cited: Peterson, L., Young, K., Salzberg, D., West, R., & Hill, M. (2006). Using self-management procedures to improve classroom social skills in multiple

School Improvement Plan

Sparta Middle School

general education settings. Education and Treatment of Children, 29, 1–21.

Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper Saddle River NJ

U.S. Department of Education. (n.d.). Trends in international mathematics and science study (TIMSS). [Overview]. Retrieved December 5, 2008, from <http://nces.ed.gov/timss/>

Robert Marzano: What Works in Schools: Translating Research into Action (2003); Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

National Mathematics Advisory Panel. (2008). Foundations for success: The final report of the national mathematics advisory panel. Washington, DC: U.S. Department of Education.

Rose, David H.& Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning

Activity - Learning and Assessment Targets for CCSS Math Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for orchestrated professional development for the purpose of operational knowledge and understanding of the learning targets and the achievement level descriptors of the CCSS and the SBAC. The provisions include sub costs and Non-contract pay for designated math teachers to be facilitated by KISD Math Consultants and Regional Text/Program Series Reps (Everyday Math and On-Core Math) and National Trainer from the Leadership for Learning Inc. The district will maintain a leadership team to work w/ ISD Math Consultants in math for regional, state and national updates for the implementation of the SBAC and CCSS and a district Special Education team will complete the instructional training regarding the CCSS accommodated version in the summer through KISD. Memberships of the district leadership teams will provide ongoing training within the district PD schedule.	Professional Learning	08/19/2013	05/30/2014	\$1600	Title II Part A	Building Administration, BSI Teams, Special Education Supervisor, District Leadership Team Members, KISD and Regional/National Consultants and Assistant Superintendent.

Activity - METS, NETS and CCSS Technology Instructional Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Sparta Middle School

Provisions for purchasing Video streaming licences, for staff to attend workshops and trainings for the effective use of instructional/assistive technologies and embedding the METS,NETS and CCSS Technology Standards into the instructional strategies of the grade and course level intended learning outcomes in math.	Professional Learning	08/19/2013	05/30/2014	\$1100	Title II Part A	KISD Technology Consultants, District Technology Committee, Building Administration, and Assistant Superintendent
---	-----------------------	------------	------------	--------	-----------------	---

Activity - Learning labs and Modeled Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for building level staff to participate in Learning Lab activities to grow teachers application of the GRR in math instruction through peer to peer observation and professional dialogue. Program is facilitated through KISD Literacy and Cognitive Coaches network. The training includes onsite training for Middle School.	Professional Learning	09/03/2013	05/30/2014	\$750	Title II Part A	KISD Literacy and Cognitive Coaches Leadership Team, KISD Lab Facilitators, Building Administration, BSI Teams, Host Teachers, Designated Staff and Assistant Superintendent

Strategy 4:

At risk Supplemental Support Services in Math - At-Risk Supplemental Support Services in Mathematics - Designated staff supported by 31-A funding will provide students identified as At-Risk supplemental support services in the core content areas of instruction for the purpose of improvement of performance and student achievement. Funding will also support purchase services, supplies and materials needed for the delivery supplemental program services. Provision made in Title IIa funding will provide service providers Professional Development needed to effectively perform the program services including Accredited Math Training from Regional trainers. Highly qualified and trained staff will supplement math instruction by implementing additional researched based programs and services to identified students to include: content area vocabulary and language usage and expression, mathematical fluency and problem solving. Provisions made through 31-A funding include the use of dedicated electives in Middle School for mathematics. All service providers are Highly Qualified in the content areas of service.

Research Cited: National Mathematics Advisory Panel. (2008). Foundations for success: The final report of the national mathematics advisory panel. Washington, DC: U.S. Department of Education.

National Center for Education Statistics (2005). "The Condition of Education 2005: Indicator 19 — Status Dropout Rates by Race/Ethnicity." NCES 2005-094. Washington, DC: U.S. Government Printing Office.

School Improvement Plan

Sparta Middle School

Ysseldyke, J., & Tardew, S. (2007). Use of a progress monitoring system to enable teachers to differentiate mathematics instruction. *Journal of Applied School Psychology*, 24(1), 1–28.

Ysseldyke, J., & Bolt, D. M. (2007). Effect of technology-enhanced continuous progress monitoring on math achievement. *School Psychology Review*, 36(3), 453–467.

Nunnery, J. A., & Ross, S. M. (2007). The effects of the School Renaissance program on student achievement in reading and mathematics. *Research in the Schools*, 14(1), 40–59.

Woodward, J. (2006). Developing automaticity in multiplication facts: Integrating strategy instruction with timed practice drills. *Learning Disability Quarterly*, 29(4), 269–289.

Activity - ACCELERATED Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions through Title IIa for sub- pay for training of the Accelerated Math program for designated MS and HS Supplemental service providers.	Academic Support Program	08/29/2013	09/30/2013	\$450	Title II Part A	Building Administrator s, Designated teachers, Assistant Superintendent and Accelerated Math Consultant

Activity - Secondary Supplemental Supports for MS at-risk Math students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for the salary and benefits for part time Middle School and HS Staff to provide supplement support services for at risk students in mathematics to include school day dedicated electives in math at the MS level (6-8).	Academic Support Program	09/03/2013	06/05/2014	\$70000	Section 31a	Building Administrator s, Teachers and Assistant Superintendent

Activity - Supplemental Support Materials for MS At-Risk Math Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for the supplies and materials for supplemental math support services for students identifies as At-risk in mathematics. Provisions include Accelerated reader and IXL licences for Middle Schools.	Academic Support Program	09/03/2013	06/05/2014	\$12300	Section 31a	Assistant Superintendent, Supplemental and Support Teachers.

Goal 4: All students will be proficient in Science

Measurable Objective 1:

35% of All Students will demonstrate a proficiency on the overall performance score in Science by 06/05/2015 as measured by annual state assessments.

Strategy 1:

ELL and Migrant Supplemental Supports in Science - Student who are identified as migrant and/or ELL will receive additional content area reading support services by trained seasonal and year-round staff under the direction of certified year-round ELL and Bilingual teachers. Support services for English Language development will be provided as part of the provisions for general education, yet additional supplemental support services will be provided through Title Ic, Title IIa and Title III. The supports include the use of researched based, leveled, content area literacy supplemental resources including English Explorers with Vocabulary Content Language, and Cengage Inside and Edge text series for ELL students. On-line resources and materials in the students native language are provided through the resource purchases and accessed through the recent technology purchases dedicated for ELL and Migrant populations. Secondary students receive dedicated electives providing additional time in ELA and Literacy development.

Tutorial services will also be available during the school day in the core content areas and ELL students and extended day tutorial services will be available two days a week. Provisions will be made for professional training for staff. The training will focus on the effective use of the instructional resources and effective strategies for skill growth. Provisions will also be made to increase the connection between the school and the home/community to include home/school liaisons, seasonal bus aides and an attendance officer. PAC meetings will be held for our migrant and ELL families. The Title IC funding will support a seasonal secretary and part time administrator and coordinator of student management.

Research Cited: Echevarria, Jana, Vogt, MaryEllen & Short, Deborah. Making Content Comprehesible For English

Learners: The SIOP Model. Pearson Ed. INC, Boston, MA. 2008

Hamayn, Else & Freeman, Rebecca. English Language Learners at School: A Guide for Administrators.

Carson, INC. Philladelphia, PA. 2006 Hill, Jane D. & Flynn, Kathleen M., Classroom Instruction that Works With the English Language Learners. ASCD, Alexandria, VA. 2006

Activity - Extended day Tutorials in Science for ELL Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for salary and benefits, transportation and supplies for extended day tutoring for 6-8 ELL students in content area reading, writing and Science.	Academic Support Program	09/23/2013	06/05/2014	\$2200	Title III	Lead Teacher, Bilingual Tutors, Operations Director, Grants Coordinator, Building Administrators and Assistant Superintendent.

Strategy 2:

GRR and Content Lit Strategies in Science - Teachers will use the GRR Instructional Model and common Content Literacy Strategies during daily instruction of all grade levels and content areas to improve literacy and student performance across the content areas. The GRR will include development of units of instruction with

School Improvement Plan

Sparta Middle School

instructional targets aligned to the NGSS, CCSS Literacy Standards and SBAC learning targets. Teachers will apply content literacy strategies during instructional delivery including reading and writing to learn, Thinking Maps and strategies to build academic vocabulary. Staff will embed state, national and CCSS technology standards and expectations into the gradual release of student responsibility model of instruction. The use of PBL, UDL and Assistive and Instructional Technologies will also be integral to the application of the Gradual Release Model for the 21st century learners. The GRR model deployment will be enhanced through learning labs, building and grade level action research, PLCs and a focus on the learning environment. Effective use of formative, unit, interim and summative assessments will support the release of responsibility for learning to the students.

Research Cited: Daniels, Harvey and Zemilan, 2007. Content Area Reading: Every Teacher's Guide, Portsmouth, NH. Heinemann

The Michigan Online Learning Report, Michigan Virtual University, 2008

Evaluation of Evidence-based Practices in On-Line Learning: A Meta Analysis and Review of Online Learning Studeies. Means, B, Toyoma, Y. Murphy, R. Bakia, M. & Jones, K. 2009 taken From Recommendations for Full-time Online Learners. MVU, January 2010

Rose, David H.& Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, Alexandria, VA. 2002

Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper NJ

Marzano, Robert J., Pickering, Debra J., Classroom Management that Works: Researched Based Strategies for Every Teacher, ASCD, Alexandria VA, 2003

Daniels, Harvey and Zemilan, 2007. Content Area Writing: Every Teacher's Guide, Portsmouth, NH. Heinemann

Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

Activity - Learning Targets for CCSS Literact and NGSS Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for content area science teachers to participate in training regarding the learning targets and instructional expectations ofthe CCSS Literacy Standards and the NGSS. Training facilitated through the Kent Science Team, the VanAndel Institute and the KISD Teaching and Learning Consultants.	Professional Learning	08/19/2013	05/30/2014	\$500	Title II Part A	KISD Consultants, KST, Building Science Leaders, Building Administration and Assistant Superintende nt

Activity - NETS,METS and CCSS Technology Instructional Standatds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Sparta Middle School

Provisions for purchasing Video streaming licences, and for staff to attend workshops and trainings for the effective use of instructional/assistive technologies and embedding the METS,NETS and CCSS Technology Standards into the instructional strategies of the grade and course level intended learning outcomes in Science. Training provided by resident and ISD instructional and assistive technology trainers. PD for science teachers is covered in the METS,NETS and CCSS Technology activities in content area reading and writing goals.	Professional Learning	08/19/2013	08/30/2013	\$200	Title II Part A	KISD Technology Consultants, District Technology Staff, KISD and District Assistive Technology Trainers, DE Rep., Building Administration, Special Ed Supervisor and Assistant Superintendent
---	-----------------------	------------	------------	-------	-----------------	---

Activity - Learning Labs and Modeled Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for building level staff to participate in Learning Lab activities to grow teachers application of the GRR during science instruction through peer to peer observation and professional dialogue. Program is facilitated through KISD Literacy and Cognitive Coaches network.	Professional Learning	09/03/2013	05/30/2014	\$800	Title II Part A	KISD Literacy and Cognitive Coaches Network, Host Teachers, BSI Teams, Building Administrators and Assistant Superintendent.

Strategy 3:

Assessment and Evaluation - Teachers will utilize multiple means of student assessment and performance data to guide decisions for building, grade level and content area improvements in student achievement. Identified staff and administrators will continue their participation in FAME to grow the districts capacity to use formative assessments to guide instructional decisions in the classroom. Identified staff will continue to learn how to use DE and State Testing data to create profiles and for curricular, assessment and instructional improvement targets. BSIT Teams will conduct action research using multiple means of data to determine effectiveness of strategies and activities in the SI Plans. Training for BSI Teams will also include updates to the Assist and the AdVanced Ed Website through the KISD SI Consultants.

Research Cited: Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence?

J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation. Cambridge, MA: Harvard Education Press.

Robert Marzano: What Works in Schools: Translating Research into Action (2003);

Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

Activity - Action Research and ASSIST Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Sparta Middle School

Provisions made for Building School Improvement Teams to participate in action research training and development through KISD School Improvement Consultants. The BSIT members will analyze multiple sources of data to determine effectiveness of strategies and activities in the SI process. The results of the research will be communicated with stakeholders. additional provisions are made for SI Teams to participate in the annual updates in the Advanced Ed ASSIST tool. The ISD and or state SI consultants provide the training in a district or regional setting.	Professional Learning	08/01/2013	05/30/2014	\$850	Title II Part A	MDE/Regional ASSIST trainers, KISD School Improvement Consultants, KISD Data Warehouse Trainers, BSI Teams, Building Administrators and Assistant Superintendent
--	-----------------------	------------	------------	-------	-----------------	--

Goal 5: All Students will be proficient in Social Studies

Measurable Objective 1:

44% of All Students will demonstrate a proficiency on overall performance score in Social Studies by 06/05/2015 as measured by annual state assessments.

Strategy 1:

GRR and Content Lit Strategies in Social Studies - Teachers will use the GRR Instructional Model and common Content Literacy Strategies during daily instruction of all grade levels and content areas to improve literacy and student performance across the content areas. The GRR will include development of units of instruction with instructional targets aligned to the NGSS, CCSS Literacy Standards and SBAC learning targets. Teachers will apply content literacy strategies during instructional delivery including reading and writing to learn, Thinking Maps and strategies to build academic vocabulary. Staff will embed state, national and CCSS technology standards and expectations into the gradual release of student responsibility model of instruction. The use of PBL, UDL and Assistive and Instructional Technologies will also be integral to the application of the Gradual Release Model for the 21st century learners. The GRR model deployment will be enhanced through learning labs, building and grade level action research, PLCs and a focus on the learning environment. Effective use of formative, unit, interim and summative assessments will support the release of responsibility for learning to the students.

Research Cited: Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence?

J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation.

Rose, David H. & Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, Alexandria, VA. 2002

The Michigan Online Learning Report, Michigan Virtual University, 2008

Evaluation of Evidence-based Practices in On-Line Learning: A Meta Analysis and Review of Online Learning Studies. Means, B, Toyoma, Y. Murphy, R. Bakia, M. & Jones, K. 2009 taken From Recommendations for Full-time Online Learners. MVU, January 2010

Daniels, Harvey and Zemilan, 2007. Content Area Reading: Every Teacher's Guide, Portsmouth, NH. Heinemann

Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper

Marzano, Robert J., Pickering, Debra J., Classroom Management that Works: Researched Based Strategies for Every Teacher, ASCD, Alexandria VA, 2003

School Improvement Plan

Sparta Middle School

Daniels, Harvey and Zemilan, 2007. Content Area Writing: Every Teacher's Guide, Portsmouth, NH.Heineman

Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

Robert Marzano:What Works in Schools: Translating Research into Action (2003);

Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies forIncreasing Student Achievement (2004)

Activity - Learning Targets for the C3 and CCSS Literacy Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for Social Studies instructional staff to attend training specific to the learning targets and instructional expectations of the C3 and CCSS Literacy Standards. Training will be facilitated by the KISD Social Studies Consultants and regional/state trainers for the C3 National Social Studies project. Funding is covered in the content area Readingand Writing CCSS activities.	Professional Learning	08/19/2013	05/30/2014	\$250	Title II Part A	State/Regiona I C3 Trainers, KISD Social Studies Consultants, Building Administration , Building Social Studies Leaders, and Assistant Superintende nt.

Activity - METS, NETS and CCSS Technology Standards for SS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for purchasing DE Video streaming licences, and for staff to attend workshops and trainings for the effective use of instructional/assistive technologies and embedding the METS,NETS and CCSS Technology Standards into the instructional strategies of the grade and course level intended learning outcomes in Social Studies. Training provided by resident and ISD instructional and assistive technology trainers. PD for science teachers is is covered in the METS,NETS and CCSS Technology activities in content area reading and writing goals.	Professional Learning	08/19/2013	05/30/2014	\$200	Title II Part A	KISD Technology Consultants, District Technology Staff, KISD and Resident Assistive Technologies Trainers, Special Education Supervisor, Building Administrator s, and Assistant Superintende nt.

Activity - Learning Labs and Modeled Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Sparta Middle School

Provisions made for building level staff to participate in Learning Lab activities to grow teachers application of the GRR during Social Studies instruction through peer to peer observation and professional dialogue. Program is facilitated through KISD Literacy and Cognitive Coaches network.	Policy and Process	09/03/2013	05/30/2014	\$600	Title II Part A	KISD Literacy and Cognitive Coaches Network, BSI Teams, Host Teachers, District Facilitators, Building Administrators and Assistant Superintendent
--	--------------------	------------	------------	-------	-----------------	--

Strategy 2:

Assessment and Evaluation - Teachers will utilize multiple means of student assessment and performance data to guide decisions for building, grade level and content area improvements in student achievement. Identified staff and administrators will continue their participation in FAME to grow the districts capacity to use formative assessments to guide instructional decisions in the classroom. Identified staff will continue to learn how to use DE and State Testing data to create profiles and for curricular, assessment and instructional improvement targets. BSIT Teams will conduct action research using multiple means of data to determine effectiveness of strategies and activities in the SI Plans. Training for BSI Teams will also include updates to the Assist and the AdVanced Ed Website through the KISD SI Consultants.

Research Cited: Robert Marzano: What Works in Schools: Translating Research into Action (2003);

Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement

J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation.

Cambridge, MA: Harvard Education Press.

(2004)

Activity - Action Research and Assist Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for Building School Improvement Teams to participate in action research training and development through KISD School Improvement Consultants. The BSIT members will analyze multiple sources of data to determine effectiveness of strategies and activities in the SI process. The results of the research will be communicated with stakeholders. Additional provisions are made for SI Teams to participate in the annual updates in the Advanced Ed ASSIST tool. The ISD and or state SI consultants provide the training in a district or regional setting.	Professional Learning	08/01/2013	05/30/2014	\$800	Title I Part A	MDE/ISD ASSIST Trainers, KISD School Improvement Consultants, KISD Data Warehouse Consultants, BSI Teams, Building Administrators and Assistant Superintendent

School Improvement Plan

Sparta Middle School

Strategy 3:

At-risk Supplemental Supports in Social Studies - Designated staff supported by 31-A funding will provide secondary students identified as At-Risk supplemental support services in the core content areas of instruction for the purpose of improvement of performance and student achievement. Funding will also support purchase services, supplies and materials needed for the delivery supplemental program services. Provision made in Title IIa funding will provide service providers Professional Development needed to effectively perform the program services including. Provisions made through 31-A funding include the use of dedicated electives in Middle School for reading in the content areas.. All service providers are Highly Qualified in the content areas of service.

Research Cited: Johnson, E. Mellard, D.F., Fuchs, D., & McNight, M.A. (2006). Responsiveness to Intervention (RTI): How to do it. Lawrence, KS: National Research Center on Learning Disabilities.

Rose, David H. & Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning

Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper Saddle River NJ

Robert Marzano: What Works in Schools: Translating Research into Action (2003);

Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004) ASCD, Alexandria, VA. 2002

Activity - Supplemental Supports for At-Risk Students in Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for the salary and benefits for part time Middle School Staff to provide supplement support services for at risk students in Social Studies to include school day dedicated electives for content area reading at the MS level (6-8). Strategies, activities and funding is covered under the goals under Reading and Writing in the Content Areas extended year	Academic Support Program	09/03/2013	06/06/2014	\$0	No Funding Required	Supplemental Service Providers, Building Administrators, and Assistant Superintendent.

Strategy 4:

ELL and Migrant Supplemental Support Services in SS - Student who are identified as migrant and/or ELL will receive additional content area reading support services by trained seasonal and year-round staff under the direction of certified year-round ELL and Bilingual teachers. Support services for English Language development will be provided as part of the provisions for general education, yet additional supplemental support services will be provided through Title I, Title IIa and Title III. The supports include the use of researched based, leveled, content area literacy supplemental resources including English Explorers with Vocabulary Content Language, and Cengage Inside and Edge text series for ELL students. On-line resources and materials in the students native language are provided through the resource purchases and accessed through the recent technology purchases dedicated for ELL and Migrant populations. Secondary students receive dedicated electives providing additional time in ELA and Literacy development Tutorial services will also be available during the school day in the core content areas and ELL students in grades 6-8 will be provided extended day tutorial services two days a week. Provisions will be made for professional training for staff. The training will focus on the effective use of the instructional resources and effective strategies for skill growth. Provisions will also be

School Improvement Plan

Sparta Middle School

made to increase the connection between the school and the home/community to include home/school liaisons, seasonal bus aides and an attendance officer. PAC meetings will be held for our migrant and ELL families. The Title IC funding will support a seasonal secretary and part time administrator and coordinator of student management.

Research Cited: Echevarria, Jana, Vogt, MaryEllen & Short, Deborah. Making Content Comprehensible For English Learners: The SIOP Model. Pearson Ed. INC, Boston, MA. 2008

Hamayn, Else & Freeman, Rebecca. English Language Learners at School: A Guide for Administrators.

Carson, INC. Philadelphia, PA. 2006

Robert Marzano: What Works in Schools: Translating Research into Action (2003);

Marzano, Pickering &

Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement(2004)

Activity - Extended Day Tutorials in Social Studies for ELL Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for salary and benefits, transportation and supplies for extended day tutoring for 3-12 ELL students in content area reading, writing and Social Studies content.	Academic Support Program	09/23/2013	06/05/2014	\$2000	Title III	Lead Teacher, Bilingual Tutors, Transportation Director, Grants Coordinator, Building Administrators, and Assistant Superintendent.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part C

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Migrant Education Supplemental Supports	Provisions made for salary and benefits for seasonal and year round supplemental support services for identified Migrant Students to include 1 ELL certified teacher year round, 2 part time year round TAs and 1 part time seasonal TA 1.0 FTE,	Academic Support Program	08/19/2013	06/06/2014	\$60000	Grants Coordinator, Building Administration and assistant Superintendent.
Total					\$60000	

Section 31a

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Support Materials for MS At-Risk Math Students	Provisions made for the supplies and materials for supplemental math support services for students identifies as At-risk in mathematics. Provisions include Accelerated reader and IXL licences for Middle Schools.	Academic Support Program	09/03/2013	06/05/2014	\$12300	Assistant Superintendent, Supplemental and Support Teachers.
Secondary At-Risk Supplemental Support Services	Provisions for the salary and benefits for part time Middle School Staff to provide supplement support services for at risk students in reading to include school day dedicated electives for content area reading at the MS level (6-8).	Academic Support Program	09/03/2013	06/06/2014	\$0	Building Level Administrators, Designated Teachers and the Assistant Superintendent
Secondary Supplemental Supports for MS at-risk Math students	Provisions for the salary and benefits for part time Middle School and HS Staff to provide supplement support services for at risk students in mathematics to include school day dedicated electives in math at the MS level (6-8).	Academic Support Program	09/03/2013	06/05/2014	\$70000	Building Administrator s, Teachers and Assistant Superintendent

School Improvement Plan

Sparta Middle School

Secondary At-Risk Supplemental Service Providers	Provisions for the salary and benefits for part time MS Staff to provide supplement support services in ELA and writing across the content areas for identified at risk students.	Academic Support Program	08/26/2013	06/06/2014	\$40000	Teachers, Building Administration and Assistant Superintendent,
Total					\$122300	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Supports for At-Risk Students in Social Studies	Provisions for the salary and benefits for part time Middle School Staff to provide supplement support services for at risk students in Social Studies to include school day dedicated electives for content area reading at the MS level (6-8). Strategies, activities and funding is covered under the goals under Reading and Writing in the Content Areas extended year	Academic Support Program	09/03/2013	06/06/2014	\$0	Supplemental Service Providers, Building Administrators, and Assistant Superintendent.
Total					\$0	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day Tutorials in Social Studies for ELL Students	Provisions for salary and benefits, transportation and supplies for extended day tutoring for 3-12 ELL students in content area reading, writing and Social Studies content.	Academic Support Program	09/23/2013	06/05/2014	\$2000	Lead Teacher, Bilingual Tutors, Transportation Director, Grants Coordinator, Building Administrators, and Assistant Superintendent.

School Improvement Plan

Sparta Middle School

ELL family and Community Supports	Provisions made for part time parent liaisons, mileage, and supplies and material for ELL students and families.	Community Engagement	08/19/2013	06/05/2014	\$750	Grants Coordinator, Liaisons, Building Administrators and Assistant Superintendent.
Extended day Tutorials in Science for ELL Students	Provisions for salary and benefits, transportation and supplies for extended day tutoring for 6-8 ELL students in content area reading, writing and Science.	Academic Support Program	09/23/2013	06/05/2014	\$2200	Lead Teacher, Bilingual Tutors, Operations Director, Grants Coordinator, Building Administrators and Assistant Superintendent.
Extended day Tutoring for ELL Students	Provisions for salary and benefits, transportation and supplies for extended day tutoring for 6-8 ELL students in content area reading and ELA.	Tutoring	09/27/2013	06/06/2014	\$2500	Lead Teacher, Grant Coordinator, Assistant Superintendent, Operation Manager, Tutors (ELL/Migrant Bilingual Staff)
Total					\$7450	

Title II Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

School Improvement Plan

Sparta Middle School

Extended Day Tutorial in Math for ELLs	Provisions for salary and benefits of staff, transportation and supplies for extended day tutoring for 3-12 ELL students in math.	Academic Support Program	09/23/2013	06/05/2014	\$2200	Lead Teacher, Math tutors, Grants Coordinator, Operations Director, Building Administrator and Assistant Superintendent
Total					\$2200	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Action Research and Assist Training	Provisions made for Building School Improvement Teams to participate in action research training and development through KISD School Improvement Consultants. The BSIT members will analyze multiple sources of data to determine effectiveness of strategies and activities in the SI process. The results of the research will be communicated with stakeholders. Additional provisions are made for SI Teams to participate in the annual updates in the Advanced Ed ASSIST tool. The ISD and or state SI consultants provide the training in a district or regional setting.	Professional Learning	08/01/2013	05/30/2014	\$800	MDE/ISD ASSIST Trainers, KISD School Improvement Consultants, KISD Data Warehouse Consultants, BSI Teams, Building Administrators and Assistant Superintendent
Total					\$800	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
METS, NETS and CCSS Instructional Technology Standards	Provisions for purchasing Video streaming licenses, for staff to attend workshops and trainings for the effective use of instructional and assistive technologies and embedding the METS, NETS and CCSS Technology Standards into the instructional strategies of grade and course level intended learning outcomes in writing.	Professional Learning	08/19/2013	05/30/2014	\$1100	District Superintendent, Regional Consultant, Building and District Administrators.

School Improvement Plan

Sparta Middle School

Learning Targets for CCSS Literact and NGSS Standards	Provisions made for content area science teachers to participate in training regarding the learning targets and instructional expectations ofthe CCSS Literacy Standards and the NGSS. Training facilitated through the Kent Science Team, the VanAndel Institute and the KISD Teaching and Learning Consultants.	Professional Learning	08/19/2013	05/30/2014	\$500	KISD Consultants, KST, Building Science Leaders, Building Administration and Assistant Superintende nt
NETS,METS and CCSS Technology Instructional Standatds	Provisions for purchasing Video streaming licences, and for staff to attend workshops and trainings for the effective use of instructional/assistive technologies and embedding the METS,NETS and CCSS Technology Standards into the instructional strategies of the grade and course level intended learning outcomes in Science. Training provided by resident and ISD instructional and assistive technology trainers. PD for science teachers is is covered in the METS,NETS and CCSS Technology activities in content area reading and writing goals.	Professional Learning	08/19/2013	08/30/2013	\$200	KISD Technology Consultants, District Technology Staff, KISD and District Assistive Technology Trainers, DE Rep., Building Administration , Special Ed Supervisor and Assistant Superintende nt
Learning Targets for the C3 and CCSS Literacy Standards	Provisions made for Social Studies instructional staff to attent training specific to the learning targets and instructional expectations of the C3 and CCSS Literacy Standards. Training will be facilitated by the KISD Social Studies Consultants and regional/state trainers for the C3 National Social Studies project. Funding is covered in the content area Readingand Writing CCSS activities.	Professional Learning	08/19/2013	05/30/2014	\$250	State/Regiona l C3 Trainers, KISD Social Studies Consultants, Building Administration , Building Social Studies Leaders, and Assistant Superintende nt.

School Improvement Plan

Sparta Middle School

Learning Labs and Modeled Instruction	Provisions made for building level staff to participate in Learning Lab activities to grow teachers application of the GRR during Social Studies instruction through peer to peer observation and professional dialogue. Program is facilitated through KISD Literacy and Cognitive Coaches network.	Policy and Process	09/03/2013	05/30/2014	\$600	KISD Literacy and Cognitive Coaches Network, BSI Teams, Host Teachers, District Facilitators, Building Administrators and Assistant Superintendent
METS, NETS and CCSS Technology Standards for SS	Provisions for purchasing DE Video streaming licences, and for staff to attend workshops and trainings for the effective use of instructional/assistive technologies and embedding the METS,NETS and CCSS Technology Standards into the instructional strategies of the grade and course level intended learning outcomes in Social Studies. Training provided by resident and ISD instructional and assistive technology trainers. PD for science teachers is covered in the METS,NETS and CCSS Technology activities in content area reading and writing goals.	Professional Learning	08/19/2013	05/30/2014	\$200	KISD Technology Consultants, District Technology Staff, KISD and Resident Assistive Technologies Trainers, Special Education Supervisor, Building Administrators, and Assistant Superintendent.
Learning Labs and Modeled Instruction	Provisions made for building level staff to participate in Learning Lab activities to grow teachers application of the GRR through peer to peer observation and professional dialogue. Program is facilitated through KISD Literacy and Cognitive Coaches network.	Professional Learning	08/26/2013	05/01/2014	\$3060	Kent ISD Literacy and Cognitive Coaches, Building Administrators, Lead Teachers, BSIT Members and Assistant Superintendent

School Improvement Plan

Sparta Middle School

Learning Labs and Modeled Instruction	Provisions made for building level staff to participate in Learning Lab activities to grow teachers application of the GRR in witing across the content areas through peer to peer observation and professional dialogue. Program is facilitated through KISD Literacy and Cognitive Coaches network.	Professional Learning	09/03/2013	05/30/2014	\$800	Kent ISD Literacy and Cognitive Coaches Network, Building Level Administration , Lead Teachers, Literacy Coaches and Assistant Superintende nt
Action Research and ASSIST Training	Provisions made for Building School Improvement Teams to particpate in action research training and development through KISD School Improvement Consultants. The BSIT members will analyze multiple sources of data to determine effectiveness of strategies and activities in the SI process. The results of the research will be communicated with stakeholders. additional provisions are made for SI Teams to participate in the annual updates in the Advanced Ed ASSIST tool. The ISD and or state SI consultants provide the training in a district or regional setting.	Professional Learning	08/01/2013	05/30/2014	\$850	MDE/Regiona l ASSIST trainers, KISD School Improvement Consultants, KISD Data Warehouse Trainers, BSI Teams, Building Administrator s and Assistant Superintende nt
Learning Labs and Modeled Instruction	Provisions made for building level staff to participate in Learning Lab activities to grow teachers application of the GRR during scince instruction through peer to peer observation and professional dialogue. Program is facilitated through KISD Literacy and Cognitive Coaches network.	Professional Learning	09/03/2013	05/30/2014	\$800	KISD Literacy and Cognitive Coaches Network, Host Teachers, BSI Teams, Building Administrator s and Assistant Superintende nt.

School Improvement Plan

Sparta Middle School

<p>Learning and Assessment Targets for CCSS Math Standards</p>	<p>Provisions made for orchestrated professional development for the purpose of operational knowledge and understanding of the learning targets and the achievement level descriptors of the CCSS and the SBAC. The provisions include sub costs and Non-contract pay for designated math teachers to be facilitated by KISD Math Consultants and Regional Text/Program Series Reps (Everyday Math and On-Core Math) and National Trainer from the Leadership for Learning Inc. The district will maintain a leadership team to work w/ ISD Math Consultants in math for regional, state and national updates for the implementation of the SBAC and CCSS and a district Special Education team will complete the instructional training regarding the CCSS accommodated version in the summer through KISD. Memberships of the district leadership teams will provide ongoing training within the district PD schedule.</p>	<p>Professional Learning</p>	<p>08/19/2013</p>	<p>05/30/2014</p>	<p>\$1600</p>	<p>Building Administration, BSI Teams, Special Education Supervisor, District Leadership Team Members, KISD and Regional/National Consultants and Assistant Superintendent.</p>
<p>Action Research and ASSIST Training</p>	<p>Provisions made for Building School Improvement Teams to participate in action research training for SI analysis and development through KISD School Improvement and Data Warehouse Consultants, and Regional Powerschool Administrator. Training will provide mechanism for Data Storage, retrieval and analysis through the Data warehouse and Powerschool Student Management System. The BSIT members will learn strategies to analyze multiple sources of data to determine effectiveness of strategies and activities in the SI process. The results of the research will be communicated with stakeholders for SI purposes. Additional provisions are made for SI Teams to participate in the annual updates in the Advanced Ed ASSIST tool. The ISD and/or state SI consultants provide the training in a district or regional setting.</p>	<p>Professional Learning</p>	<p>08/01/2013</p>	<p>05/30/2014</p>	<p>\$900</p>	<p>MDE/ISD Assist Trainers, KISD SI Consultants, KISD Data Warehouse Consultants, Regional PowerSchool Trainer, BSI Teams, Building Powerschool Leaders, Building Administrators, Assistant Superintendent</p>

School Improvement Plan

Sparta Middle School

METS, NETS, CCSS Instructional Technology	Provisions for purchasing Video streaming licenses, for staff to attend workshops and trainings for the effective use of instructional/assistive technologies and embedding the METS, NETS and CCSS Technology Standards into the instructional strategies of the grade and course level intended learning outcomes.	Professional Learning	08/26/2013	06/01/2014	\$2475	ISD Technology Consultants, District Trainers of Trainers, Building Administration, ISD Assistive Technology Trainers, DE Reps, and Assistant Superintendent
Profesional Development for Migrant and ELL supplement Support Staff	Professional Training for supplemental support staff regarding resources and materials for program delivery, WEIDA Training, and state administration training for special populations.	Professional Learning	07/01/2013	12/01/2013	\$435	Title Coordinator, Assistant Superintendent, Resource Program Representatives and MDE State Trainers
Productive School Environment	Provisions made for supporting and sustaining a productive educational environment so to strengthen the relational capacities of staff, students and families believed necessary to meet the rigors of the CCSS and effective orchestration of the GRR Instructional Model. Provisions made for CKHs and MERT training for designated staff in each building.	Professional Learning	08/19/2013	05/01/2014	\$350	Building Administrators, School Nurse, Regional CPI Trainer, Special Education Supervisor and Assistant Superintendent
CCSS Writing and Literacy Standards	Provisions made for designated building level staff to attend ISD and District provided training in the Writers WS instructional delivery model and the learning, instructional and assessment targets of the CCSS. Training includes national witing experts and authors Jeff Anderson, Penny Kettle and Betty Vandither, area CCSS Writing specialist, Kathy Gilbert, and Debbie Arechiga throughh Kent ISD.	Professional Learning	08/19/2013	05/30/2014	\$2750	KISD Consultants, National and Regional Trainers, Building Administrators, and Assistant Superintendent.

School Improvement Plan

Sparta Middle School

METS,NETS and CCSS Technology Instructional Standards	Provisions for purchasing Video streaming licences, for staff to attend workshops and trainings for the effective use of instructional/assistive technologies and embedding the METS,NETS and CCSS Technology Standards into the instructional strategies of the grade and course level intended learning outcomes in math.	Professional Learning	08/19/2013	05/30/2014	\$1100	KISD Technology Consultants, District Technology Committee, Building Administration, and Assistant Superintendent
Learning Targets for CCSS ELA and Literacy Standards	Provisions made for staff to attend ISD, regional and in-district workshops to provide operational knowledge and understanding of the expected learning, assessment and instructional targets in the CCSS ELA and Literacy Standards.	Professional Learning	08/26/2013	06/01/2014	\$200	Resident, ISD, Regional and National Trainers, Building Administration, Assistant Superintendent
ACCELERATED Math	Provisions through Title IIa for sub- pay for training of the Accelerated Math program for designated MS and HS Supplemental service providers.	Academic Support Program	08/29/2013	09/30/2013	\$450	Building Administrators, Designated teachers, Assistant Superintendent and Accelerated Math Consultant
Teacher Evaluation Training for Building Administration	Provisions made for building and district administration to receive formal training regarding strategies for the effective use and implementation of teacher evaluation including interrater reliability, student growth and achievement data and developmental supervision facilitated by a regional consultant.	Professional Learning	08/23/2013	05/30/2014	\$1400	District Superintendent, Regional Consultant, Building and District Administrators.

School Improvement Plan

Sparta Middle School

Learning labs and Modeled Instruction	Provisions made for building level staff to participate in Learning Lab activities to grow teachers application of the GRR in math instruction through peer to peer observation and professional dialogue. Program is facilitated through KISD Literacy and Cognitive Coaches network. The training includes onsite training for Middle School.	Professional Learning	09/03/2013	05/30/2014	\$750	KISD Literacy and Cognitive Coaches Leadership Team, KISD Lab Facilitators, Building Administration, BSI Teams, Host Teachers, Designated Staff and Assistant Superintendent
Total					\$20770	