

# **McBride School Improvement Plan**

## **2019-2020**

**McBride Middle School**  
**Van Buren Public Schools**

Mr. John Leroy  
47097 McBride Ave  
Belleville, MI 48111-1231

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## **Overview**

### **Plan Name**

McBride School Improvement Plan 2019-2020

### **Plan Description**

## Goals Summary

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

| # | Goal Name  | Goal Details                                     | Goal Type      | Total Funding |
|---|--|--|----------------|---------------|
| 1 | All students will show growth and reduce achievement gaps in the area of English Language Arts at McBride Middle School. | Objectives: 3<br>Strategies: 9<br>Activities: 13 | Academic       | \$250500      |
| 2 | All students will show growth and reduce achievement gaps in the area of Math at McBride Middle School.                  | Objectives: 3<br>Strategies: 9<br>Activities: 14 | Academic       | \$91500       |
| 3 | All students will show growth and reduce achievement gaps in the area of Social Studies at McBride Middle School         | Objectives: 3<br>Strategies: 6<br>Activities: 9  | Academic       | \$85000       |
| 4 | All students will show growth and reduce achievement gaps in the area of science at McBride Middle School .              | Objectives: 3<br>Strategies: 6<br>Activities: 9  | Academic       | \$89600       |
| 5 | All students will demonstrate respectful, responsible, and safe behaviors.   | Objectives: 1<br>Strategies: 1<br>Activities: 2  | Organizational | \$0           |
| 6 | Students, parents and staff will develop strong connections to improve the climate and culture of McBride                | Objectives: 2<br>Strategies: 6<br>Activities: 9  | Organizational | \$6800        |

# Goal 1: All students will show growth and reduce achievement gaps in the area of English Language Arts at McBride Middle School.

## Measurable Objective 1:

100% of Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency (an ELA Targeted Proficiency of 56%) in English Language Arts by 06/11/2020 as measured by M-Step / PSAT or have met targeted NWEA Growth Goals as projected by NWEA, and state tests.

## Strategy 1:

Power Hour - RTI intervention model for instruction: An additional 45 minutes of instruction in math and/or literacy 5 times per week taught by the subject area interventionist (Classes of 12). Students for the program will be identified based on student data in math and/or literacy (M-Step, NWEA, SRI, Skills assessment, etc). The interventionist will use the data to identify and target specific areas for instruction. Formative assessment will be ongoing and used to set individual goals for the students. Supplemental instruction will take place in: small group workshops, one on one (teacher to student) or one-on-one Peer Tutoring settings with planned assessments for progress monitoring.

Category: English/Language Arts

Research Cited: According to many publications about the three-tier model of RTI, a school's goal is for no more than 20% of students to require additional support beyond good Tier I curriculum and instruction (Burns et al., 2005). For those students, an RTI model relies on supplemental interventions delivered in small groups for 20 to 30 minutes daily (Vaughn, Wanzek, Linan-Thompson, & Murray, 2007). The few meta-analyses of small-group interventions that have been conducted found moderate to strong effects of daily Tier 2 instruction (Elbaum, Vaughn, Hughes, & Moody, 2000). However, a panel convened by the Institute for Education Science (IES) found strong evidence for the effectiveness of providing small-group interventions as supplemental instruction to support the Tier I core curriculum (Gersten et al., 2009a). According to the panel, small-group supplemental instruction should a) target the components of reading instruction in which the student needs additional support, b) be implemented three to five times each week for approximately 20 to 40 minutes each session, and c) build skills gradually with high student-teacher interaction and frequent opportunities to practice the specific skill and receive feedback. It is also important to note, that the instruction provided within Tier 2 needs to focus on an aspect of reading (e.g., decoding) and that students need practice in that specific skill. Simply allowing a struggling reader more time to read, even if the text is carefully selected to provide an appropriate level of challenge, will likely not remediate the deficit in the long run.

Tier: Tier 2

| Activity - Power Hour  | Activity Type                                  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|--|--|--------|-----------|------------|------------|-------------------|--------------------|---|
| Additional academic hour of instruction in Math/ELA. 2 Day PD over the summer with PH Teachers and coach | Class Size Reduction, Academic Support Program | Tier 2 | Implement | 09/03/2018 | 06/14/2019 | \$3000            | Title I Schoolwide | Administration, Title One Interventionist, ELA/Math Teacher |

**Strategy 2:**

Interventionist - To provide support to decrease the achievement gap between subgroups and to improve the overall learning environment for all students at McBride, we will hire 4 interventionist teachers (2-Math and 2- ELA). The Interventionist will provide support to the ELA and Math departments by analyzing student achievement data and working with teachers and students to generate strategies for whole class, group, and individual instruction that would target specific deficits. Data will be gathered from assessments given each year (NWEA, M-Step, PSAT, etc) The Interventionist would also analyze data to help the core departments analyze their curriculum and instruction for areas in need of curricular or instructional interventions.

Category: English/Language Arts

Research Cited: Supplemental interventions delivered in small groups for 20 to 30 minutes daily (Vaughn, Wanzek, Linan-Thompson, & Murray, 2007). The few meta-analyses of small-group interventions that have been conducted found moderate to strong effects of daily Tier 2 instruction (Elbaum, Vaughn, Hughes, & Moody, 2000). small-group supplemental instruction should a) target the components of reading instruction in which the student needs additional support, b) be implemented three to five times each week for approximately 20 to 40 minutes each session, Gersten et al., 2009a

Tier: Tier 2

| Activity - Hire Interventionist   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Hire two ELA Interventionists who will provide support for students identified by NWEA, Common Assessments and student work to decrease the achievement gap between subgroups and to improve the overall learning environment for all students at McBride. The Interventionist will provide support to the and ELA departments by analyzing student achievement data and working with teachers and students to generate strategies for whole class, group, and individual instruction that will target specific deficits. Data will be gathered from assessments (NWEA, M-Step, PSAT, etc) and used to create individual action plans for students. | Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/11/2020 | \$0               | Title I Part A    | Administration, Title 1 ELA Interventionist, Curriculum Director, Content Experts |

**Strategy 3:**

Instructional Learning Hour - The 2019-20 McBride Middle School's Master Schedule provides for a teacher-teaming concept with dedicated time ( Instructional Learning Hour) to help students increase achievement. This time is for students who are identified through teacher teams, counselors, or administrators as needing additional support in their core classes. Students identified will have an ILH support as needed at the end of the day to focus on individualized student learning plans. ILH Teachers will be scheduled from existing highly qualified staff members to provide small-group supplemental instruction to target the components of instruction in which the student needs additional support,

Category: English/Language Arts

Research Cited: According to many publications about the three-tier model of RTI, a school's goal is for no more than 20% of students to require additional support beyond good Tier I curriculum and instruction (Burns et al., 2005). For those students, an RTI model relies on supplemental interventions delivered in small groups for 20 to 30 minutes daily (Vaughn, Wanzek, Linan-Thompson, & Murray, 2007). The few meta-analyses of small-group interventions that have been conducted found

moderate to strong effects of daily Tier 2 instruction (Elbaum, Vaughn, Hughes, & Moody, 2000).

Tier: Tier 2

| Activity - Instructional Learning Hour   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                               |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| From the existing highly qualified staff members, Instructional Learning Hour teachers will be expected to provide students with differentiated instruction through activities and targeted instruction. | Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/11/2020 | \$0               | Section 31a       | Administration, Teachers, Instructional Coaches |

**Strategy 4:**

Diversity/Cultural Competency Training for Staff - We will utilize Virginia Winters from RESA to help the leadership develop staff meeting modules and lessons for staff, and we will determine appropriate book, article, and technology resources for staff to use in interacting with and engaging learners from diverse backgrounds.

Category: School Culture

Research Cited: Based on the tenet that "Schools that experience rapid demographic shifts can meet the challenge by implementing five phases of professional development," as stated and explained in "As Diversity grows, so must we," by Gary R. Howard. In *Responding to Changing Demographics*, Volume 64, No. 6, March 2007.

Tier: Tier 1

| Activity - Professional Development- Diversity and Cultural Competency   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible   |
|--|-----------------------|--------|-----------|------------|------------|-------------------|----------------------------------|---|
| Professional Development Activities designed specifically to train staff in strategies to implement in the classroom with diverse learners | Professional Learning | Tier 1 | Implement | 08/26/2019 | 06/11/2020 | \$0               | Title I School Improvement (ISI) | Administration will facilitate or seek out facilitators for PD activities |

**Measurable Objective 2:**

A 100% increase of All Students will demonstrate a behavior increased engagement in English Language Arts by 06/11/2020 as measured by classroom observations by administration and teacher instructional rounds, ELEOT feedback, and teacher feedback.

**Strategy 1:**

Integrate technology into curriculum - The Instructional Technology Expert will assist in the integration of technology into existing curriculum, focusing on constructionist-rich experiential learning, to increase engagement, collaboration, relevance, and connectivity to the material. Professional development will be co-designed by instructional staff, administration, the district instructional technology coach, and the Discovery Education Digital Leadership Core. PD will be delivered through 1-1 mentoring, live-coaching, and during staff meetings.

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Category: Social Studies

Research Cited: Journal of Technology and Teacher Education Volume 10, Number 1, 2002 ISSN 1059-7069 Publisher: Society for Information Technology & Teacher Education, Chesapeake, VA. Hew, K.F. & Brush, T. Education Tech Research Dev (2007) 55: 223. doi:10.1007/s11423-006-9022-5. Allen, R. (Fall 2001). Technology and learning: How schools map routes to technology's promised land.

ASCD Curriculum Update, 1-3, 6-8.

Anderson, M. A. (2000). Staff development: Your most important role. Multimedia Schools, 7(1 Jan./Feb.), 24-27

Tier: Tier 1

| Activity - Professional Development   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|---|-----------------------|--------|---------------|------------|------------|-------------------|--------------------|---|
| Digital Leader Core will continue to meet with Discovery Education and district instructional technology coach, and will design PD activities for instructional staff | Professional Learning | Tier 1 | Getting Ready | 09/03/2019 | 06/11/2020 | \$10000           | Title I Schoolwide | Instructional Technology Coach, Teaching Staff, Administration, Digital Leader Core |

| Activity - 1:1 Chromebooks for Students                                 | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Students will be assigned a chromebook for use at both school and home. | Technology    | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$150000          | Other             | Technology Staff  |

### Strategy 2:

Reading Writing Workshop - The ELA classes will function in a reading/writing workshop style which will focus on targeted instruction and student engagement. Within the workshop structure, teachers will be able to address both the whole group's needs as well as differentiating for the needs of small groups and individuals.

Category: English/Language Arts

Research Cited: Allington, R.L. McCuiston, K & Billen, M. (2014).What research says about text complexity and learning to read. Unpublished. The Reading Teacher, pp. 1-10.

Allington, R. L. (2012). What really matters for struggling readers: Designing research-based programs (3rd ed.). Boston: Allyn and Bacon.

Anderson, R. C., Wilson, P.T., & Fielding, L. G. (1988). Growth in reading and how children spend their time outside of school. Reading Research Quarterly, 23, 285-



303.

Brozo, W.G., Shiel, G. & Topping, K. (2008). Engagement in reading: Lessons learned from three PISA countries. *Journal of Adolescent and Adult Literacy*, 51(4), 304-315.

Cipielewski, J., & Stanovich, K.E. (1992). Predicting growth in reading ability from children’s exposure to print. *Journal of Experimental Child Psychology*, 54, 74-89.

Cullinan, B. (2000). Independent reading and school achievement. *School Library Media Research*, 3, 1-24.

Ehri, L.C., Dreyer, L.G., Flugman, B., & Gross, A. (2007). Reading Rescue: An effective tutoring intervention model for language minority students who are struggling readers in first grade. *American Educational Research Journal*, 44(2), 414-448.

Hiebert, E.H. & Reutzel, D.R.(Eds.) (2010). *Revisiting silent reading: New directions for teachers and researchers*. Newark, D.E.: International Reading Association

Moss, B. & Young, T.A. (2010). *Creating lifelong readers through independent reading*. International Reading Association.

Guthrie, J.T. & Humenick, N.M. (2004). Motivating students to read: Evidence for classroom practices that increase motivation and achievement. In P. McCardle & V. Chhabra (Eds.), *The voice of evidence in reading research* (pp. 329-354). Baltimore: Paul Brookes.

O’Connor, R.E., Bell, K.M., Harty, K.R., Larkin, L.K., Sackor, S.M., & Zigmond, N. (2002). Teaching reading to poor readers in the intermediate grades: A comparison of text difficulty. *Journal of Educational Psychology*, 94, 474-485.

Tier: Tier 1

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

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|  |                       |        |           |            |            |        |                    |  |
|--|-----------------------|--------|-----------|------------|------------|--------|--------------------|--|
| <p>Teacher professional development in developing reading / writing workshop strategies in ELA classes.<br/>Book study for teachers with these resources:<br/>Book Love by Penny Kittle 1 Copy \$30.94</p> <p>Additional Resources:<br/>In the Middle by Nancy Atwell 1 copy at \$44.75<br/>Writing Workshop in Middle School by Marilyn Pryle 1 copy at \$20.22 from Amazon<br/>Composition books for all students 780 at \$102 from Dollardays.com</p> <p>Professional Development:<br/>ELA Teachers and coach to attend Workshop in launching reading/writing workshop.</p> | Professional Learning | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$2500 | Title I Schoolwide | Instructional Coach, ELA Teachers, Principal, Assistant Principals |
|--|-----------------------|--------|-----------|------------|------------|--------|--------------------|--|

### Strategy 3:

Ensure Clearly Stated and Measurable Learning Targets and Expectations - Teachers will post and communicate learning targets and standards along with success criteria for mastery.

Category: Learning Support Systems

Research Cited: Fair Isn't Always Equal: Assessment and Grading in the Differentiated Classroom, 2018, by Rick Wormeli

O'Connor, K. A Repair Kit for Grading: 15 Fixes for Broken Grades. 2011: Pearson Education

Moss, C. & Brookhart, S. Learning Targets: Helping Students Aim for Understanding in Today's Lesson. 2012: ASCD

Tier: Tier 1

| Activity - Instructional Rounds  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                |
|--|---------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Staff will participate in instructional rounds and provide peer-to-peer feedback based on an identified school-wide problem of practice. | Walkthrough   | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$0               | No Funding Required | All teachers, facilitated by instructional coach |

| Activity - Standards-Based Educational Practices  | Activity Type                                  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                           |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will be implementing Standards Based Educational Practices in the 2019-2020 School Year. This allows for clearly stated learning objectives by content standard. | Policy and Process, Evaluation, Implementation | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$0               | General Fund      | Teachers, Standards-Based Grading Committee |

**Strategy 4:**

Instructional Coach - To improve the overall learning environment for all students at McBride, we will hire an instructional coach. The coach will provide support to the ELA and Math departments by analyzing student achievement data and working with teachers and students to generate strategies for whole class, group, and individual instruction that would target specific deficits. Data will be gathered from assessments given each year (NWEA, M-Step, PSAT, etc) The coach would also analyze data to help the core departments analyze their curriculum and instruction for areas in need of curricular or instructional interventions. Finally, the coach will facilitate Instructional rounds, to help ensure peer-to-peer interaction and feedback regarding best practices.

Category: English/Language Arts

Research Cited: Knight, Jim. Instructional Coaching: A Partnership to Improve Instruction. @007: Corwin Press.

Tier: Tier 1

| Activity - Hire Instructional Coach  | Activity Type   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                   |
|--|---|--------|-----------|------------|------------|-------------------|--------------------|-------------------------------------|
| Hire instructional coach who will provide support to the core departments by analyzing student achievement data and working with teachers and students to generate strategies for whole class, group, and individual instruction that will target specific deficits. | Curriculum Development, Academic Support Program, Walkthrough, Professional Learning, Teacher Collaboration | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$85000           | Title I Schoolwide | Administration, Instructional Coach |

**Measurable Objective 3:**

100% of Students with Disabilities students will increase student growth on standardized assessments (NWEA, MSTEP, PSAT) in English Language Arts by 06/11/2020 as measured by 100% of students meeting or exceeding expected growth targets.

**Strategy 1:**

Differentiation of Core Content - Core teacher will work to differentiate the ways in which content is presented, assessed, and practiced so that students with specific learning needs will be able to achieve all learning objectives in the classroom. Teachers may seek the support of the case managers on their team as needed to accomplish this.

Category: Learning Support Systems

Research Cited: Across the literature, experts (Anderson, 2007; Rock, Gregg, Ellis, & Gable, 2008; Tomlinson, 2000) suggest these guiding principles to support differentiated classroom practices:

- 1)Focus on the essential ideas and skills of the content area, eliminating ancillary tasks and activities.
- 2) Respond to individual student differences (such as learning style, prior knowledge, interests, and level of engagement).
- 3)Group students flexibly by shared interest, topic, or ability.

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- 4) Integrate ongoing and meaningful assessments with instruction.
- 5) Continually assess; reflect; and adjust content, process, and product to meet student needs.

Tier: Tier 2

| Activity - Teacher training in differentiation  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible   |
|---|--------------------------|--------|-----------|------------|------------|-------------------|----------------------------------|---|
| Upon observation and evidence of classroom learning, teachers may find that they need additional training in differentiation.   | Professional Learning    | Tier 2 | Implement | 09/03/2019 | 06/11/2020 | \$0               | Title I School Improvement (ISI) | Evaluators and coach may suggest further training for those staff struggling with differentiation.                    |
| Activity - Collaboration with Special Education Staff   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible   |
| Teachers and Special Education Teachers will collaborate biweekly to ensure differentiation.  | Teacher Collaboration    | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$0               | School Improvement Grant (SIG)   | Teachers  |
| Activity - Academic Support   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible   |
| Targeted students with IEP's who are identified as part of the school's "Bottom 30" will receive additional content support and reading skill building through their Academic Support class. Individual learning goals will be identified through NWEA Data and used to guide instruction for the individual students. Progress toward goals will be monitored closely (weekly / monthly) to progress monitor the strategy. | Academic Support Program | Tier 3 | Implement | 09/03/2019 | 06/11/2020 | \$0               | Other                            | Academic Support Teachers, Administration, Counseling, Special Education Social Worker, Director of Special Services. |

## Goal 2: All students will show growth and reduce achievement gaps in the area of Math at McBride Middle School.

### Measurable Objective 1:

100% of Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase in Mathematics by 06/11/2020 as measured by (an increase to 57.71%) in Math as measured by M-Step or have reached a year's growth as projected by NWEA, and state tests.

### Strategy 1:

Interventionist - Hire two Math Interventionists to provide support to decrease the achievement gap between subgroups and to improve the overall learning environment for all students at McBride. The Interventionist will provide support Math students by analyzing student achievement data and working with teachers and students to generate strategies for whole class, group, and individual instruction that will target specific deficits. Data will be gathered from assessments given (NWEA, M-Step, PSAT, formative and summative classroom assessments, etc) The Interventionist will analyze data and set instructional goals with students.

Category: Learning Support Systems

Research Cited: Supplemental interventions delivered in small groups for 20 to 30 minutes daily (Vaughn, Wanzek, Linan-Thompson, & Murray, 2007). The few meta-analyses of small-group interventions that have been conducted found moderate to strong effects of daily Tier 2 instruction (Elbaum, Vaughn, Hughes, & Moody, 2000). small-group supplemental instruction should a) target the components of reading instruction in which the student needs additional support, b) be implemented three to five times each week for approximately 20 to 40 minutes each session, Gersten et al., 2009a

Tier: Tier 2

| Activity - Hire Interventionist   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Hire two Math Interventionists who will provide support for students identified by NWEA, Common Assessments and student work to decrease the achievement gap between subgroups and to improve the overall learning environment for all students at McBride. The Interventionist will provide support to the and ELA departments by analyzing student achievement data and working with teachers and students to generate strategies for whole class, group, and individual instruction that will target specific deficits. Data will be gathered from assessments (NWEA, M-Step, PSAT, etc) and used to create individual action plans for students | Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/11/2020 | \$0               | Title I Part A    | Title One Interventionist, Administration, Math Department |

### Strategy 2:

Power Hour - RTI intervention model for instruction: An additional 45 minutes of instruction in math and/or literacy 5 times per week taught by the subject area interventionist (Classes of 12). Students for the program will be identified based on student data in math and/or literacy (M-Step, NWEA, SRI, Skills assessment, etc). The interventionist will use the data to identify and target specific areas for instruction. Formative assessment will be ongoing and used to set individual goals for the

students. Supplemental instruction will take place in: small group workshops, one on one (teacher to student) or one-on-one Peer Tutoring settings with planned assessments for progress monitoring.

Category: Mathematics

Research Cited: TI model relies on supplemental interventions delivered in small groups for 20 to 30 minutes daily (Vaughn, Wanzek, Linan-Thompson, & Murray, 2007). The few meta-analyses of small-group interventions that have been conducted found moderate to strong effects of daily Tier 2 instruction (Elbaum, Vaughn, Hughes, & Moody, 2000). However, a panel convened by the Institute for Education Science (IES) found strong evidence for the effectiveness of providing small-group interventions as supplemental instruction to support the Tier I core curriculum (Gersten et al., 2009a). According to the panel, small-group supplemental instruction should a) target the components of reading instruction in which the student needs additional support, b) be implemented three to five times each week for approximately 20 to 40 minutes each session, and c) build skills gradually with high student-teacher interaction and frequent opportunities to practice the specific skill and receive feedback. It is also important to note, that the instruction provided within Tier 2 needs to focus on an aspect of reading (e.g., decoding) and that students need practice in that specific skill.

Tier: Tier 2

| Activity - Teacher Training for Power Hour Instruction   | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|--|---|--------|---------------|------------|------------|-------------------|--------------------|---|
| Two master teachers will develop a best practice framework / curriculum for the Power Hour Intervention classes. They will meet over the summer 2018 to create classroom protocols, develop strategies for intervention (focus. standard based formative assessment and feedback, etc.), and expectations for data / progress monitoring of student achievement. These practices will be presented to Power Hour teachers during the Fall 2018 professional development session(s) and receive ongoing coaching throughout the school year | Getting Ready, Academic Support Program, Professional Learning, Teacher Collaboration | Tier 2 | Getting Ready | 09/03/2019 | 06/11/2020 | \$2500            | Title I Schoolwide | Instructional Coaches, Teachers, Principal, Assistant Principal |

| Activity - Power Hour   | Activity Type                                  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
|---|--|--------|-----------|------------|------------|-------------------|--------------------|--|
| RTI intervention model for instruction: An additional 45 minutes of instruction in math and/or literacy 5 times per week taught by the subject area interventionist (Classes of 12). Students for the program will be identified based on student data in math and/or literacy (M-Step, NWEA, SRI, Skills assessment, etc). The interventionist will use the data to identify and target specific areas for instruction. Formative assessment will be ongoing and used to set individual goals for the students. Supplemental instruction will take place in: small group workshops, one on one (teacher to student) or one-on-one Peer Tutoring settings with planned assessments for progress monitoring. | Class Size Reduction, Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/11/2020 | \$0               | Title I Schoolwide | Instructional coaches, Teachers, Principal, Assistant Principals |

**Strategy 3:**

Instructional Learning Hour - The 2017-18 McBride Middle School's Master Schedule provides for a teacher-teaming concept with dedicated time( Instructional Learning Hour) to help students increase achievement. This time is for students who are identified through teacher teams, counselors, or administrators as needing additional support in their core classes. Students identified will have an ILH support as needed at the end of the day to focus on individualized student learning plans. ILH Teachers will be scheduled from existing highly qualified staff members to provide small-group supplemental instruction to target the components of instruction in which the student needs additional support.

Category: Learning Support Systems

Research Cited: According to many publications about the three-tier model of RTI, a school's goal is for no more than 20% of students to require additional support beyond good Tier I curriculum and instruction (Burns et al., 2005). For those students, an RTI model relies on supplemental interventions delivered in small groups for 20 to 30 minutes daily (Vaughn, Wanzek, Linan-Thompson, & Murray, 2007). The few meta-analyses of small-group interventions that have been conducted found moderate to strong effects of daily Tier 2 instruction (Elbaum, Vaughn, Hughes, & Moody, 2000).

Tier: Tier 2

| Activity - Instructional Learning Hour   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                    |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| From the existing highly qualified staff members, Instructional Learning Hour teachers will be expected to provide students with differentiated instruction through activities and targeted instruction. | Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/11/2020 | \$0               | Section 31a       | Instructional Staff, administration, Content Experts |

**Strategy 4:**

Diversity/Cultural Competency Training for Staff - We will utilize Ginny Winters from RESA to help the leadership develop staff meeting modules and lessons for staff, and we will determine appropriate book, article, and technology resources for staff to use in interacting with and engaging learners from diverse backgrounds.

Category: School Culture

Research Cited: Based on the tenet that "Schools that experience rapid demographic shifts can meet the challenge by implementing five phases of professional development," as stated and explained in "As Diversity grows, so must we," by Gary R. Howard. In Responding to Changing Demographics, Volume 64, No. 6, March 2007.

Lindsey et. al 2019. Cultural Proficiency: A Manual for School Leaders, 4th Ed.

Tier: Tier 1

| Activity - Professional Development- Diversity and Cultural Competency   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| PD Activities designed specifically to train staff in strategies to implement in the classroom with diverse learners | Professional Learning | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$0               | General Fund      | Administration    |

**Measurable Objective 2:**

100% of All Students will demonstrate a behavior increased engagement in Mathematics by 06/14/2019 as measured by classroom observations by administration and teacher instructional rounds, ELEOT feedback, and teacher feedback.

**Strategy 1:**

Math Techbook Curriculum - The school district purchased new math resources beginning Fall 2018: Discovery Math Techbook. We will continue implementing these resources this fall. The math team will be receiving ongoing professional development around these resources. To ensure fidelity to these resources, we will need to schedule release-time for our teachers to have professional development for these resources.

Category: Mathematics

Research Cited: Math Techbook

Tier: Tier 1

| Activity - Curriculum Development  | Activity Type                                     | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible   |
|--|---|--------|---------|------------|------------|-------------------|----------------------------------|---|
| Substitute teachers for scheduled math teacher release time to complete ongoing professional development through Discovery Education for Math Techbook | Materials, Curriculum Development, Implementation | Tier 1 | Monitor | 09/03/2019 | 06/11/2020 | \$4000            | Title I School Improvement (ISI) | Curriculum Director, Principal, Assistant Principal, Math Teachers, Special Education Teacher, Instructional Coaches, Director of Grants and special services |

**Strategy 2:**

Ensuring Clearly Stated and Measurable Learning Targets and Expectations - Students will know and be able to tell any observer what their current learning objective is

and how they will be able to tell if they have mastered that objective.

Category: Learning Support Systems

Research Cited: Wormeli, Rick. 2018. Fair Isn't Always Equal.

Tier: Tier 1

| Activity - Instructional Rounds | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|



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|  |             |        |           |            |            |     |                     |  |
|--|-------------|--------|-----------|------------|------------|-----|---------------------|--|
| We will interview students and provide feedback to each other regarding whether students understand learning targets and how they will be attained and measured. | Walkthrough | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$0 | No Funding Required | All Teachers, Facilitated by Teacher Coach |
|--|-------------|--------|-----------|------------|------------|-----|---------------------|--|

| Activity - Standards-Based Grading   | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                           |
|--|---|--------|---------------|------------|------------|-------------------|-------------------|---|
| Most classrooms will be implementing Standards Based grading in the 2019-2020 School Year. This allows for clearly stated learning objectives by content standard. | Policy and Process, Getting Ready, Evaluation, Implementation | Tier 1 | Getting Ready | 09/03/2019 | 06/11/2020 | \$0               | General Fund      | Teachers, Standards-Based Grading Committee |

**Strategy 3:**

Integrate Technology Into Curriculum - The Instructional Technology Expert will assist in the integration of technology into existing curriculum, focusing on constructionist-rich experiential learning, to increase excitement, relevance, and connectivity to the material. Professional development on the above will be co-designed through conversations with instructional staff, administration, and the instructional technology coach. PD will be delivered through 1-1 mentoring, live-coaching, and during staff meetings.

Category: Technology

Research Cited: Journal of Technology and Teacher Education Volume 10, Number 1, 2002 ISSN 1059-7069 Publisher: Society for Information Technology & Teacher

Education, Chesapeake, VA. Hew, K.F. & Brush, T. Education Tech Research Dev (2007) 55: 223. doi:10.1007/s11423-006-9022-5. Allen, R. (Fall 2001). Technology and learning: How schools map routes to technology's promised land.

ASCD Curriculum Update, 1-3, 6-8.

Anderson, M. A. (2000). Staff development: Your most important role. Multimedia Schools, 7(1 Jan.

/Feb.), 24-27

Tier: Tier 1

| Activity - Professional Development   | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|-----------------------|--------|---------|------------|------------|-------------------|---------------------|--|
| The Instructional Technology Coach will provide professional development for teachers on how to integrate technology into their classrooms. Multiple professional development opportunities will be developed through modeling, 1-1 instructions and group professional development for teachers. | Professional Learning | Tier 1 | Monitor | 09/03/2019 | 06/11/2020 | \$0               | No Funding Required | Instructional Technology Coach, Teaching Staff, Administration |

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| Activity - 1:1 Chromebooks  | Activity Type                        | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Students will be assigned a chromebook for use at both school and home. | Academic Support Program, Technology | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$0               | Other             | Technology Staff  |

**Strategy 4:**

Instructional Coach - To improve the overall learning environment for all students at McBride, we will hire an instructional coach. The coach will provide support to the ELA and Math departments by analyzing student achievement data and working with teachers and students to generate strategies for whole class, group, and individual instruction that would target specific deficits. Data will be gathered from assessments given each year (NWEA, M-Step, PSAT, etc) The coach would also analyze data to help the core departments analyze their curriculum and instruction for areas in need of curricular or instructional interventions. Finally, the coach will facilitate Instructional rounds, to help ensure peer-to-peer interaction and feedback regarding best practices.

Category: Mathematics

Research Cited: Knight, Jim. Instructional Coaching: A Partnership to Improve Instruction. @007: Corwin Press.

Tier: Tier 1

| Activity - Hire Instructional Coach  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                   |
|--|--|--------|-----------|------------|------------|-------------------|--------------------|-------------------------------------|
| Hire instructional coach who will provide support to the core departments by analyzing student achievement data and working with teachers and students to generate strategies for whole class, group, and individual instruction that will target specific deficits. | Behavioral Support Program, Curriculum Development, Academic Support Program, Walkthrough, Teacher Collaboration | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$85000           | Title I Schoolwide | Administration, Instructional Coach |

**Measurable Objective 3:**

100% of Students with Disabilities students will increase student growth on standardized assessments (NWEA, MSTEP, PSAT) in Mathematics by 06/11/2020 as measured by 100% of students meeting or exceeding expected growth targets.

**Strategy 1:**

Differentiation of Core Content - Core teacher will work to differentiate the ways in which content is presented, assessed, and practiced so that students with specific learning needs will be able to achieve all learning objectives in the classroom. Teachers may seek the support of the case managers on their team as needed to accomplish this.

Category: Learning Support Systems

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Research Cited: Across the literature, experts (Anderson, 2007; Rock, Gregg, Ellis, & Gable, 2008; Tomlinson, 2000) suggest these guiding principles to support differentiated classroom practices:

- 1) Focus on the essential ideas and skills of the content area, eliminating ancillary tasks and activities
- 2) Respond to individual student differences (such as learning style, prior knowledge, interests, and level of engagement).
- 3) Group students flexibly by shared interest, topic, or ability.
- 4) Integrate ongoing and meaningful assessments with instruction.
- 5) Continually assess; reflect; and adjust content, process, and product to meet student needs.

Tier: Tier 2

| Activity - Teacher Training in Differentiation  | Activity Type         | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible                  |
|---|-----------------------|--------|-------|------------|------------|-------------------|----------------------------------|------------------------------------|
| Upon observation and evidence of classroom learning, teachers may find that they need additional training in differentiation. | Professional Learning | Tier 2 |       | 09/03/2019 | 06/11/2020 | \$0               | Title I School Improvement (ISI) | Evaluators and Instructional coach |

| Activity - Collaboration with Special Education Staff  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|----------------------------------|-------------------|
| Teachers and Special Education Teachers will collaborate biweekly to ensure differentiation. | Teacher Collaboration | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$0               | Title I School Improvement (ISI) | Teachers          |

| Activity - Academic Support  | Activity Type            | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|--------------------------|--------|-------|------------|------------|-------------------|-------------------|---|
| Targeted students with IEP's who are identified as part of the school's "Bottom 30" will receive additional content support and reading skill building through their Academic Support class. Individual learning goals will be identified through NWEA Data and used to guide instruction for the individual students. Progress toward goals will be monitored closely (weekly /monthly) to progress monitor the strategy. | Academic Support Program | Tier 3 |       | 09/03/2019 | 06/11/2020 | \$0               | Special Education | Academic Support Teachers, Administration, Counseling, Special Education Social Worker, Director of Special Services. |

## Goal 3: All students will show growth and reduce achievement gaps in the area of Social Studies at McBride Middle School

### Measurable Objective 1:

100% of Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of 58.05% on the 2020 M-Step in Social Studies by 06/11/2020 as measured by M-Step or have reached a year's growth as projected by NWEA and state tests.

### Strategy 1:

Instructional Learning Hour - The 2019-20 McBride Middle School's Master Schedule provides for a teacher-teaming concept with dedicated time ( Instructional Learning Hour) to help students increase achievement. This time is for students who are identified through teacher teams, counselors, or administrators as needing additional support in their core classes. Students identified will have an ILH support as needed at the end of the day to focus on individualized student learning plans. ILH Teachers will be scheduled from existing highly qualified staff members to provide small-group supplemental instruction to target the components of instruction in which the student needs additional support,

Category: Social Studies

Research Cited: According to many publications about the three-tier model of RTI, a school's goal is for no more than 20% of students to require additional support beyond good Tier I curriculum and instruction (Burns et al., 2005). For those students, an RTI model relies on supplemental interventions delivered in small groups for 20 to 30 minutes daily (Vaughn, Wanzek, Linan-Thompson, & Murray, 2007). The few meta-analyses of small-group interventions that have been conducted found moderate to strong effects of daily Tier 2 instruction (Elbaum, Vaughn, Hughes, & Moody, 2000).

Tier: Tier 2

| Activity - Instructional Learning Hour   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                               |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| From the existing highly qualified staff members, Instructional Learning Hour teachers will be expected to provide students with differentiated instruction through activities and targeted instruction. | Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/11/2020 | \$0               | Section 31a       | Administration, Teachers, Instructional Coaches |

### Strategy 2:

Diversity/Cultural Competency Training for Staff - We will utilize Ginny Winters from RESA to help the leadership develop staff meeting modules and lessons for staff, and we will determine appropriate book, article, and technology resources for staff to use in interacting with and engaging learners from diverse backgrounds.

Category: School Culture

Research Cited: Based on the tenet that "Schools that experience rapid demographic shifts can meet the challenge by implementing five phases of professional development," as stated and explained in "As Diversity grows, so must we," by Gary R. Howard. In *Reponding to Changing Demographics*, Volume 64, No. 6, March

2007.

Tier: Tier 1

| Activity - Professional Development- Diversity and Cultural Competency   | Activity Type         | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible |
|--|-----------------------|--------|-------|------------|------------|-------------------|----------------------------------|-------------------|
| PD Activities designed specifically to train staff in strategies to implement in the classroom with diverse learners | Professional Learning | Tier 1 |       | 09/03/2019 | 06/11/2020 | \$0               | Title I School Improvement (ISI) | Administration    |

**Measurable Objective 2:**

100% of All Students will demonstrate student proficiency (pass rate) in at least 80 percent of the stated learning objectives in grade level content in Social Studies by 06/11/2020 as measured by Attainment of standard-based score 3 or 4 per standard..

**Strategy 1:**

Ensure Clearly Stated and Measurable Learning Targets and Expectations - Students will know and be able to tell any observer what their current learning objective is and how they will be able to tell if they have mastered that objective.

Category: Learning Support Systems

Research Cited: Chapters 3 and 5 of Fair Isn't Always Equal: Assessment and Grading in the Differentiated Classroom, 2018, by Rick Wormeli, talks about the concept of mastery and student self- assessment as being keys to learning.

Tier: Tier 1

| Activity - Instructional Rounds   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible             |
|---|---------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------------------|
| Staff will interview students during instructional rounds and provide peer to peer feedback regarding student knowledge of the learning objectives and how they are measured. | Walkthrough   | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$0               | No Funding Required | Teachers, Instructional Coach |

| Activity - Standards Based Grading   | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                           |
|--|---|--------|---------------|------------|------------|-------------------|---------------------|---|
| Most classrooms will be implementing Standards Based grading in the 2019-2020 School Year. This allows for clearly stated learning objectives by content standard. | Policy and Process, Getting Ready, Evaluation, Implementation | Tier 1 | Getting Ready | 09/03/2019 | 06/11/2020 | \$0               | No Funding Required | Teachers, Standards-Based Grading Committee |

**Strategy 2:**

Integration of Technology into curriculum - The Instructional Technology Expert will assist in the integration of technology into existing curriculum, focusing on constructionist-rich experiential learning, to increase excitement, relevance, and connectivity to the material. Professional development on the above will be codesigned through conversations with instructional staff, administration, and the instructional technology coach. PD will be delivered through 1-1 mentoring, livecoaching, and during staff meetings.

Category: Technology

Research Cited: Research Cited: Journal of Technology and Teacher Education Volume 10, Number 1, 2002 ISSN 1059-7069 Publisher: Society for Information Technology & Teacher

Education, Chesapeake, VA. Hew, K.F. & Brush, T. Education Tech Research Dev (2007) 55: 223. doi:10.1007/s11423-006-9022-5. Allen, R. (Fall 2001). Technology and learning: How schools map routes to technology's promised land.

ASCD Curriculum Update, 1-3, 6-8.

Anderson, M. A. (2000). Staff development: Your most important role. Multimedia Schools, 7(1 Jan.

/Feb.), 24-27

Tier: Tier 1

| Activity - Professional Development   | Activity Type         | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|-------|------------|------------|-------------------|-------------------|--|
| The Instructional Technology Coach will provide professional development for teachers on how to integrate technology into their classrooms. Multiple professional development opportunities will be developed through modeling, 1-1 instructions and group professional development for teachers. | Professional Learning | Tier 1 |       | 09/03/2019 | 06/11/2020 | \$0               | General Fund      | Instructional Technology Coach, Teaching Staff, Administration |

| Activity - 1:1 Chromebooks  | Activity Type                        | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------------|--------|-------|------------|------------|-------------------|-------------------|-------------------|
| Students will be assigned a chromebook for use at both school and home. | Academic Support Program, Technology | Tier 1 |       | 09/03/2019 | 06/11/2020 | \$0               | Other             | Technology Staff  |

**Strategy 3:**

Instructional Coach - To improve the overall learning environment for all students at McBride, we will hire an instructional coach. The coach will provide support to the Core departments by analyzing student achievement data and working with teachers and students to generate strategies for whole class, group, and individual instruction that would target specific deficits. Data will be gathered from assessments given each year (NWEA, M-Step, PSAT, etc) The coach would also analyze data to help the core departments analyze their curriculum and instruction for areas in need of curricular or instructional interventions. Finally, the coach will facilitate Instructional rounds, to help ensure peer-to-peer interaction and feedback regarding best practices.

Category: Social Studies

Research Cited: Knight, Jim. Instructional Coaching: A Partnership to Improve Instruction. @007: Corwin Press

Tier: Tier 1

| Activity - Hire Instructional Coach  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                   |
|--|--|--------|-----------|------------|------------|-------------------|--------------------|-------------------------------------|
| Hire instructional coach who will provide support to the core departments by analyzing student achievement data and working with teachers and students to generate strategies for whole class, group, and individual instruction that will target specific deficits. | Behavioral Support Program, Curriculum Development, Academic Support Program, Walkthrough, Professional Learning | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$85000           | Title I Schoolwide | Administration, Instructional Coach |

**Measurable Objective 3:**

100% of Students with Disabilities students will increase student growth on Standardized Assessments (NWEA, MSTEP, PSAT) in Social Studies by 06/11/2020 as measured by 100% of students meeting or exceeding expected growth targets..

**Strategy 1:**

Differentiation of Core Content - Core teacher will work to differentiate the ways in which content is presented, assessed, and practiced so that students with specific learning needs will be able to achieve all learning objectives in the classroom. Teachers may seek the support of the case managers on their team as needed to accomplish this

Category: Learning Support Systems

Research Cited: Across the literature, experts (Anderson, 2007; Rock, Gregg, Ellis, & Gable, 2008; Tomlinson, 2000) suggest these guiding principles to support differentiated classroom practices:

- 1)Focus on the essential ideas and skills of the content area, eliminating ancillary tasks and activities.
- 2) Respond to individual student differences (such as learning style, prior knowledge, interests, and level of engagement).
- 3)Group students flexibly by shared interest, topic, or ability.
- 4)Integrate ongoing and meaningful assessments with instruction.
- 5)Continually assess; reflect; and adjust content, process, and product to meet student needs.

Tier: Tier 2

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| Activity - Teacher Training in Differentiation  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible           |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|-----------------------------|
| Upon observation and evidence of classroom learning, teachers may find that they need additional training in differentiation. | Professional Learning | Tier 2 | Implement | 09/03/2019 | 06/11/2020 | \$0               | General Fund        | Evaluators, Coach, Teachers |
| Activity - Collaboration with Special Education Staff   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible           |
| Teachers and Special Education Teachers will collaborate biweekly to ensure differentiation.                                  | Teacher Collaboration | Tier 1 |           | 09/03/2019 | 06/11/2020 | \$0               | No Funding Required | Teachers                    |

## Goal 4: All students will show growth and reduce achievement gaps in the area of science at McBride Middle School .

### Measurable Objective 1:

57% of Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency as measured on 2020 M-Step in Science by 06/11/2020 as measured by M-Step or have reached a year's growth as projected by NWEA, and state tests.

### Strategy 1:

Implement Next Generation Science Standards - Shift classroom culture toward 3-dimensional student centered inquiry as described in the Michigan Science Standards. Student work will focus on explaining phenomena or solving problems using models and scientific productive talk.

Category: Science

Research Cited: Duncan, G.R., and V. Cavera. 2015. DCIs, SEPs, and CCs,

oh my! Understanding the three dimensions of the NGSS. *Science and Children* 52 (2): 16–20; *Science Scope* 39 (2): 50–54; *The Science Teacher* 82 (7): 67–71.

Krajcik, J.S., and C. Czerniak. 2013. *Teaching science in elementary and middle school classrooms: A projectbased approach*. 4th ed. London: Routledge.

National Research Council (NRC). 2012a. *Education for life and work: Developing transferable knowledge and skills in the 21st century*. Washington, DC: National Academies Press.



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National Research Council (NRC). 2012b. A framework for K–12 science education: Practices, crosscutting concepts, and core ideas. Washington, DC: National Academies Press.

National Research Council (NRC). 2007. Taking science to school: Learning and teaching science in grades K–8. Washington, DC: National Academies Press.

National Science Foundation (NSF). 2015. What connects fish and maple leaves? [www.nsf.gov/news/overviews/biology/bio\\_q05.jsp](http://www.nsf.gov/news/overviews/biology/bio_q05.jsp).

Tier: Tier 1

| Activity - Professional Development  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
|--|-----------------------|--------|-----------|------------|------------|-------------------|--------------------|--|
| McBride Science Teachers will continue to attend professional development through Next Generation Science Exemplar at Wayne RESA. The focus of the professional development will be: How to use and implement scientific models, how to make student thinking visible through creating scientific models, and building teacher capacity to fix student misconceptions or to recognize / build and respond to the range of student ideas about science. | Professional Learning | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$2200            | Title I Schoolwide | Science Teachers, Administration, Science Content Expert |

**Strategy 2:**

Diversity/Cultural Competency Training for Staff - We will utilize Ginny Winters from RESA to help the leadership develop staff meeting modules and lessons for staff, and we will determine appropriate book, article, and technology resources for staff to use in interacting with and engaging learners from diverse backgrounds.

Category: School Culture

Research Cited: Based on the tenet that "Schools that experience rapid demographic shifts can meet the challenge by implementing five phases of professional development," as stated and explained in "As Diversity grows, so must we," by Gary R. Howard. In *Reponding to Changing Demographics*, Volume 64, No. 6, March 2007.

Tier: Tier 1

| Activity - Professional Development- Diversity and Cultural Competency   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| PD Activities designed specifically to train staff in strategies to implement in the classroom with diverse learners | Professional Learning | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$1600            | General Fund      | Administration    |

**Measurable Objective 2:**

100% of All Students will demonstrate a proficiency in at least 80 percent of the stated learning objectives in grade level content in Social Studies in Science by 06/11/2020 as measured by Attainment of standard-based score 3 or 4 per standard.

**Strategy 1:**

Ensure Clearly Stated and Measurable Learning Targets and Expectations - Students will know and be able to tell any observer what their current learning objective is and how they will be able to tell if they have mastered that objective.

Category: Learning Support Systems

Research Cited: Chapters 3 and 5 of Fair Isn't Always Equal: Assessment and Grading in the Differentiated Classroom, 2018, by Rick Wormeli, talks about the concept of mastery and student self- assessment as being keys to learning.

Tier: Tier 1

| Activity - Instructional Rounds   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible             |
|---|---------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------------------|
| Staff will interview students during instructional rounds and provide peer to peer feedback regarding student knowledge of the learning objectives and how they are measured. | Walkthrough   | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$0               | No Funding Required | Teachers, Instructional Coach |

| Activity - Standards Based Grading   | Activity Type   | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-------|------------|------------|-------------------|-------------------|-------------------|
| Most classrooms will be implementing Standards Based grading in the 2019-2020 School Year. This allows for clearly stated learning objectives by content standard.. Every teacher will have a copy of Fair Isn't Always Equal, by Rick Wormeli | Policy and Process, Getting Ready, Evaluation, Implementation | Tier 1 |       | 09/03/2019 | 06/11/2020 | \$800             | General Fund      | Teachers          |

**Strategy 2:**

Integrate Technology Into Curriculum - The Instructional Technology Expert will assist in the integration of technology into existing curriculum, focusing on constructionist-rich experiential learning, to increase excitement, relevance, and connectivity to the material. Professional development on the above will be codesigned through conversations with instructional staff, administration, and the instructional technology coach. PD will be delivered through 1-1 mentoring, livecoaching, and during staff meetings.

Category: Technology

Research Cited: Journal of Technology and Teacher Education Volume 10, Number 1, 2002 ISSN 1059-7069 Publisher: Society for Information Technology & Teacher Education, Chesapeake, VA. Hew, K.F. & Brush, T. Education Tech Research Dev (2007) 55: 223. doi:10.1007/s11423-006-9022-5. Allen, R. (Fall 2001). Technology and learning: How schools map routes to technology's promised land.

ASCD Curriculum Update, 1-3, 6-8.

Anderson, M. A. (2000). Staff development: Your most important role. Multimedia Schools, 7(1 Jan).

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Tier: Tier 1

| Activity - Professional Development   | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|---------------|--------|---------|------------|------------|-------------------|-------------------|--|
| The Instructional Technology Coach will provide professional development for teachers on how to integrate technology into their classrooms. Multiple professional development opportunities will be developed through modeling, 1-1 instructions and group professional development for teachers. | Technology    | Tier 1 | Monitor | 09/03/2019 | 06/11/2020 | \$0               | General Fund      | Instructional Technology Coach, Teaching Staff, Administration |

| Activity - 1:1 Chromebooks  | Activity Type                        | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Students will be assigned a chromebook for use at both school and home. | Academic Support Program, Technology | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$0               | Other             | Technology Staff  |

**Strategy 3:**

Instructional Coach - To improve the overall learning environment for all students at McBride, we will hire an instructional coach. The coach will provide support to the Core departments by analyzing student achievement data and working with teachers and students to generate strategies for whole class, group, and individual instruction that would target specific deficits. Data will be gathered from assessments given each year (NWEA, M-Step, PSAT, etc) The coach would also analyze data to help the core departments analyze their curriculum and instruction for areas in need of curricular or instructional interventions. Finally, the coach will facilitate Instructional rounds, to help ensure peer-to-peer interaction and feedback regarding best practices.

Category: Science

Research Cited: Knight, Jim. Instructional Coaching: A Partnership to Improve Instruction. @007: Corwin Press.

Tier: Tier 1

| Activity - Hire Instructional Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|  |  |        |           |            |            |         |                    |                                     |
|--|--|--------|-----------|------------|------------|---------|--------------------|-------------------------------------|
| Hire instructional coach who will provide support to the core departments by analyzing student achievement data and and working with teachers and students to generate strategies for whole class, group, and individual instruction that will target specific deficits. | Behavioral Support Program, Academic Support Program, Walkthrough, Professional Learning | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$85000 | Title I Schoolwide | Administration, Instructional Coach |
|--|--|--------|-----------|------------|------------|---------|--------------------|-------------------------------------|

**Measurable Objective 3:**

100% of Students with Disabilities students will increase student growth on Standardized Assessments (NWEA, MSTEP, PSAT) in Science by 06/11/2020 as measured by 100% of students meeting or exceeding expected growth targets..

**Strategy 1:**

Differentiation of Core Content - Core teacher will work to differentiate the ways in which content is presented, assessed, and practiced so that students with specific learning needs will be able to achieve all learning objectives in the classroom. Teachers may seek the support of the case managers on their team as needed to accomplish this

Category: Learning Support Systems

Research Cited: Across the literature, experts (Anderson, 2007; Rock, Gregg, Ellis, & Gable, 2008; Tomlinson, 2000) suggest these guiding principles to support differentiated classroom practices:

- 1)Focus on the essential ideas and skills of the content area, eliminating ancillary tasks and activities.
- 2) Respond to individual student differences (such as learning style, prior knowledge, interests, and level of engagement).
- 3)Group students flexibly by shared interest, topic, or ability.
- 4)Integrate ongoing and meaningful assessments with instruction.
- 5)Continually assess; reflect; and adjust content, process, and product to meet student needs.

Tier: Tier 2

| Activity - Teacher Training in Differentiation   | Activity Type         | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible           |
|--|-----------------------|--------|-------|------------|------------|-------------------|-------------------|-----------------------------|
| Upon observation and evidence of classroom learning, teachers may find that they need additional training in differentiation | Professional Learning | Tier 2 |       | 09/03/2019 | 06/11/2020 | \$0               | Special Education | Evaluators, Coach, Teachers |

| Activity - Collaboration With Special Education Staff  | Activity Type         | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|--|-----------------------|--------|-------|------------|------------|-------------------|---------------------|-------------------|
| Teachers and Special Education Teachers will collaborate biweekly to ensure differentiation. | Teacher Collaboration | Tier 1 |       | 09/03/2019 | 06/11/2020 | \$0               | No Funding Required | Teachers          |

## Goal 5: All students will demonstrate respectful, responsible, and safe behaviors.

### Measurable Objective 1:

demonstrate a behavior of respect to all members of the McBride Middle School Learning community. by 06/15/2016 as measured by a decrease in discipline referrals and pre and post scenario assessments at McBride..

### Strategy 1:

PBIS Program - PBIS is a behavioral program that has been embraced by the district. It is a program that targets and identifies behaviors for remediation and reward. McBride Middle School has established and outline a strong program for the 2016-17 school year. The program will reward targeted behaviors which will improve student performance.

Category: School Culture

Research Cited: Muscott, H., & Mann, E. & LeBrun (2008). Positive behavioral interventions and supports in New Hampshire: Effects of large-scale implementation of schoolwide positive behavior support on student discipline and academic achievement. *Journal of Positive Behavior Interventions*, 10(3), 190-205. Marin, A., Filce, H. (2013). The relationship between implementation of School-wide Positive Behavior Intervention and Supports and Performance on State Accountability Measures. *Sage Open*, (3) 1-10. DOI: 10.1177/2158244013503831. Lassen, S., Steele, M., & Sailor, W. (2006). The relationship of school-wide positive behavior support to academic achievement in an urban middle school. *Psychology in Schools*, 43(6), 701-712.

Tier: Tier 1

| Activity - Peer Mediation Program  | Activity Type              | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|----------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Peer Mediation will become a part of our PBIS - Viking Pride Program. Students will be selected and trained in Peer Mediation and the PBIS Chair or staff member designated by Administration will oversee the students. The counseling department will hold meetings, conduct in-service workshops, deliver presentations, and distribute information packets/surveys in order to gain the support of key administrators and faculty. A coordinator will be selected to: - handling in-school publicity and education of staff and students -overseeing the training of peer mediators -explaining mediation to students in conflict and encouraging them to try it -scheduling mediation sessions -supervising mediation sessions -following up on all cases and maintaining records -keeping the school community informed about the program's progress | Behavioral Support Program | Tier 1 | Implement | 09/05/2016 | 06/15/2017 | \$0               | General Fund      | Peer mediators, PBIS Committee, All Staff, Administration, Counselors |

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| Activity - Viking Pride Program  | Activity Type              | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|----------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| PBIS will create the Viking Pride program that will identify areas of concern and create incentive reward programs to establish and solidify the cultural norms we wish to establish at McBride Middle School. | Behavioral Support Program | Tier 1 | Implement | 09/06/2016 | 06/15/2017 | \$0               | Title I Part A    | All Staff, PBIS Committee, PBIS Chair, Parent Coordinator |

**Goal 6: Students, parents and staff will develop strong connections to improve the climate and culture of McBride**

**Measurable Objective 1:**

demonstrate a behavior by improving the cultural climate of the school by 06/11/2020 as measured by student, parent, and staff surveys and the ELEOT Assessment tool..

**Strategy 1:**

Restorative Practices - Restorative Practices will be used in conjunction with Positive Behavior Intervention Strategies to cultivate a culture in which everyone feels they belong. School wide, we will implement community building circles on a regular basis as part of restorative practices. Each core team of teachers will implement these practices twice week.

Category: Other - School Climate and Culture

Research Cited: International Institute for Restorative Practices. 2012. pp. 7–12. "Online Education". International Institute for Restorative Practices. Retrieved 2015-05-08. "Professional Development | International Institute for Restorative Practices". International Institute for Restorative Practices. Retrieved 2012-07-09.

Tier: Tier 1

| Activity - Teacher Training on Restorative Practices  | Activity Type              | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|----------------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Teachers will continue to be trained in the restorative practices framework. Teams of core teachers will begin to implement community building circles within their teams on a weekly basis A major focus this year will be on building communities through community building circle on student teams. | Behavioral Support Program | Tier 1 | Getting Ready | 09/03/2019 | 06/11/2020 | \$0               | Other             | Administration, Teachers, Behavior Expert, Social Worker, Counselor |

**(shared) Strategy 2:**

Parent Involvement - Encourage and improve Parent Involvement at McBride Middle School by creating opportunities for parents to attend curriculum and non-

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curriculum related events with their students in the building, by creating an atmosphere that welcomes parents into our community and by providing parents a forum for exchange of ideas. This will be achieved by hiring a parent coordinator to oversee these events and be an integral member of the planning and focusing of these events.

Category: School Culture

Tier: Tier 1

| Activity - Hire Parent Coordinator   | Activity Type                            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|--|--------|---------------|------------|------------|-------------------|---------------------|---|
| Hire a Parent Coordinator to assist in planning events at the school, both academic and non-academic to encourage parent involvement in our school community. The parent coordinator would assist in planning, be a parent liaison and an integral part of the involvement process and our school community. | Community Engagement, Parent Involvement | Tier 1 | Implement     | 09/03/2019 | 06/11/2020 | \$0               | Title I Part A      | Administration, Parent Coordinator, Teachers                        |
| Activity - Involve Parents in Decision Making  | Activity Type                            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| Invite parents to have membership on school leadership team  | Parent Involvement                       | Tier 1 | Getting Ready | 09/03/2019 | 06/11/2020 | \$0               | No Funding Required | Administration to invite, members of leadership team to collaborate |

**Strategy 3:**

Student Shadowing - Teacher will shadow a student throughout their day to experience school from a student perspective.

Category: School Culture

Research Cited: Preble, Bill &amp; Gordon, Rick. 2011. Transforming School Climate and Learning. Corwin Publishing, Thousand Oaks, CA.

Tier: Tier 2

| Activity - Shadow a Student | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|   |   |        |               |            |            |       |                                |                                 |
|---|---|--------|---------------|------------|------------|-------|--------------------------------|---------------------------------|
| Volunteer Teachers will shadow a student for the day. | Community Engagement, Behavioral Support Program, Academic Support Program, Professional Learning | Tier 1 | Getting Ready | 09/03/2019 | 06/11/2020 | \$800 | School Improvement Grant (SIG) | Volunteer Teachers and Students |
|---|---|--------|---------------|------------|------------|-------|--------------------------------|---------------------------------|

**Strategy 4:**

Peer Tutoring/Mentoring Program - Students needing academic assistance or social support will be partnered with students who can help them improve.

Category: Learning Support Systems

Research Cited: "Peer Assisted Learning Strategies." What Works Clearinghouse, January 2012.

Tier: Tier 3

| Activity - P.A.L.S Elective   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding              | Staff Responsible          |
|---|--|--------|-----------|------------|------------|-------------------|--------------------------------|----------------------------|
| Students will be trained in PALS to tutor and assist other students, and will work individually with students and also via Power Hour and Academic Support workshops. | Community Engagement, Behavioral Support Program, Academic Support Program | Tier 3 | Implement | 09/03/2019 | 06/11/2020 | \$0               | School Improvement Grant (SIG) | PALS Teachers and students |

**Measurable Objective 2:**

collaborate to increase the effectiveness that the PBIS program has on the reduction of student disciplinary incidents by 06/11/2020 as measured by a decrease by 25% in the number of office discipline referrals in 2019-2020.

**(shared) Strategy 1:**

Parent Involvement - Encourage and improve Parent Involvement at McBride Middle School by creating opportunities for parents to attend curriculum and non-curriculum related events with their students in the building, by creating an atmosphere that welcomes parents into our community and by providing parents a forum for exchange of ideas. This will be achieved by hiring a parent coordinator to oversee these events and be an integral member of the planning and focusing of these events.

Category: School Culture

Tier: Tier 1



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| Activity - Hire Parent Coordinator   | Activity Type                            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|--|--------|---------------|------------|------------|-------------------|---------------------|---|
| Hire a Parent Coordinator to assist in planning events at the school, both academic and non-academic to encourage parent involvement in our school community. The parent coordinator would assist in planning, be a parent liaison and an integral part of the involvement process and our school community. | Community Engagement, Parent Involvement | Tier 1 | Implement     | 09/03/2019 | 06/11/2020 | \$0               | Title I Part A      | Administration, Parent Coordinator, Teachers                        |
| Activity - Involve Parents in Decision Making  | Activity Type                            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| Invite parents to have membership on school leadership team  | Parent Involvement                       | Tier 1 | Getting Ready | 09/03/2019 | 06/11/2020 | \$0               | No Funding Required | Administration to invite, members of leadership team to collaborate |

**Strategy 2:**

Student Involvement - Invite students to be a part of school leadership team, and particularly with PBIS team.

Category: School Culture

Research Cited: Preble, Bill & Gordon, Rick. Transforming School Climate and Learning. 2011. Corwin Publishing, Thousand Oaks, CA.

Tier: Tier 1

| Activity - Student Led PD   | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                  |
|---|---|--------|---------------|------------|------------|-------------------|-------------------|------------------------------------|
| Student led PD to teach staff about student culture and how to teach expectations to students | Community Engagement, Behavioral Support Program, Professional Learning | Tier 1 | Getting Ready | 08/26/2019 | 09/04/2019 | \$0               | Other             | Administration, teachers, students |
| Activity - Student Focus Groups   | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                  |

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|  |  |        |           |            |            |     |       |  |
|--|--|--------|-----------|------------|------------|-----|-------|--|
| Instructional staff to meet with focus groups weekly to discuss student concerns and evaluation of programs. Student will provide narrative of their experience at school. The school will use this data to create action steps to encourage the positive and address the areas of needed improvement. | Community Engagement, Behavioral Support Program, Evaluation, Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/11/2020 | \$0 | Other | Principal, Student Focus Groups, Staff |
|--|--|--------|-----------|------------|------------|-----|-------|--|

| Activity - Shadow a Student Challenge  | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible         |
|--|--|--------|---------------|------------|------------|-------------------|----------------------------------|---------------------------|
| The Shadow a Student Challenge is a journey that starts with seeing school through student's eyes, identifying meaningful opportunities to improve the school experience for students, and then taking action to create change at our school. The process includes: Developing a volunteer staff committee, Creating learning goals for our Shadow Day, choosing a student(s), and beginning questioning assumptions. Staff spending the entire day shadowing a student, and capturing observations along the way. After the first semester, based on our Shadow Day findings and structured reflections, creating a hack or a small experiment for making changes at our school. We will continue this each semester and use our perception data to progress monitor the project. | Policy and Process, Getting Ready, Teacher Collaboration | Tier 1 | Getting Ready | 09/04/2019 | 06/12/2020 | \$1000            | Title I School Improvement (ISI) | All Staff, Administration |

**Strategy 3:**

Trauma Informed Classrooms - Pursue training that focuses on resilience, exploring the core values and beliefs of educators and places an emphasis on understanding how trauma impacts children and their school experience. Lastly, learn proactive strategies such as fostering connections, prioritizing social and emotional skills, establishing safety and promoting play.

Category: School Culture

Research Cited: Soma, C. & Allen, D. 2017. 10 Steps to Create a Trauma Informed School. Starr Commonwealth

Tier: Tier 2

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

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|  |                       |        |  |            |            |        |              |   |
|--|-----------------------|--------|--|------------|------------|--------|--------------|---|
| Train a team of staff members in Trauma certification and developing strategies to implement in classrooms that are trauma-informed. | Professional Learning | Tier 2 |  | 09/03/2019 | 06/11/2020 | \$5000 | General Fund | Administration, Counselors, Behavior Interventionist, Teacher Consultant, Social Worker |
|--|-----------------------|--------|--|------------|------------|--------|--------------|---|

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

| Activity Name   | Activity Description   | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|---|--|---|--------|---------------|------------|------------|-------------------|---|
| Professional Development                                    | Train a team of staff members in Trauma certification and developing strategies to implement in classrooms that are trauma-informed.                               | Professional Learning   | Tier 2 |               | 09/03/2019 | 06/11/2020 | \$5000            | Administration, Counselors, Behavior Interventionist, Teacher Consultant, Social Worker |
| Professional Development- Diversity and Cultural Competency | PD Activities designed specifically to train staff in strategies to implement in the classroom with diverse learners   | Professional Learning   | Tier 1 | Implement     | 09/03/2019 | 06/11/2020 | \$1600            | Administration  |
| Professional Development- Diversity and Cultural Competency | PD Activities designed specifically to train staff in strategies to implement in the classroom with diverse learners   | Professional Learning   | Tier 1 | Implement     | 09/03/2019 | 06/11/2020 | \$0               | Administration  |
| Standards-Based Grading                                     | Most classrooms will be implementing Standards Based grading in the 2019-2020 School Year. This allows for clearly stated learning objectives by content standard. | Policy and Process, Getting Ready, Evaluation, Implementation | Tier 1 | Getting Ready | 09/03/2019 | 06/11/2020 | \$0               | Teachers, Standards-Based Grading Committee   |

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|                                       |   |   |        |           |            |            |       |   |
|---------------------------------------|---|---|--------|-----------|------------|------------|-------|---|
| Peer Mediation Program                | Peer Mediation will become a part of our PBIS - Viking Pride Program. Students will be selected and trained in Peer Mediation and the PBIS Chair or staff member designated by Administration will oversee the students. The counseling department will hold meetings, conduct in-service workshops, deliver presentations, and distribute information packets/surveys in order to gain the support of key administrators and faculty. A coordinator will be selected to: -handling in-school publicity and education of staff and students<br>-overseeing the training of peer mediators<br>-explaining mediation to students in conflict and encouraging them to try it<br>-scheduling mediation sessions<br>-supervising mediation sessions<br>-following up on all cases and maintaining records<br>-keeping the school community informed about the program's progress | Behavioral Support Program                                    | Tier 1 | Implement | 09/05/2016 | 06/15/2017 | \$0   | Peer mediators, PBIS Committee, All Staff, Administration, Counselors |
| Professional Development              | The Instructional Technology Coach will provide professional development for teachers on how to integrate technology into their classrooms. Multiple professional development opportunities will be developed through modeling, 1-1 instructions and group professional development for teachers.   | Technology  | Tier 1 | Monitor   | 09/03/2019 | 06/11/2020 | \$0   | Instructional Technology Coach, Teaching Staff, Administration        |
| Standards Based Grading               | Most classrooms will be implementing Standards Based grading in the 2019-2020 School Year. This allows for clearly stated learning objectives by content standard.. Every teacher will have a copy of Fair Isn't Always Equal, by Rick Wormeli  | Policy and Process, Getting Ready, Evaluation, Implementation | Tier 1 |           | 09/03/2019 | 06/11/2020 | \$800 | Teachers  |
| Standards-Based Educational Practices | Teachers will be implementing Standards Based Educational Practices in the 2019-2020 School Year. This allows for clearly stated learning objectives by content standard.   | Policy and Process, Evaluation, Implementation                | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$0   | Teachers, Standards-Based Grading Committee                           |
| Teacher Training in Differentiation   | Upon observation and evidence of classroom learning, teachers may find that they need additional training in differentiation.   | Professional Learning   | Tier 2 | Implement | 09/03/2019 | 06/11/2020 | \$0   | Evaluators, Coach, Teachers   |

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|                          |   |                       |        |  |            |            |     |  |
|--------------------------|---|-----------------------|--------|--|------------|------------|-----|--|
| Professional Development | The Instructional Technology Coach will provide professional development for teachers on how to integrate technology into their classrooms. Multiple professional development opportunities will be developed through modeling, 1-1 instructions and group professional development for teachers. | Professional Learning | Tier 1 |  | 09/03/2019 | 06/11/2020 | \$0 | Instructional Technology Coach, Teaching Staff, Administration |
|--------------------------|---|-----------------------|--------|--|------------|------------|-----|--|

## No Funding Required

| Activity Name                              | Activity Description  | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Staff Responsible                                |
|--|---|---|--------|---------------|------------|------------|-------------------|--|
| Instructional Rounds                       | Staff will participate in instructional rounds and provide peer-to-peer feedback based on an identified school-wide problem of practice.                                      | Walkthrough   | Tier 1 | Implement     | 09/03/2019 | 06/11/2020 | \$0               | All teachers, facilitated by instructional coach |
| Instructional Rounds                       | Staff will interview students during instructional rounds and provide peer to peer feedback regarding student knowledge of the learning objectives and how they are measured. | Walkthrough   | Tier 1 | Implement     | 09/03/2019 | 06/11/2020 | \$0               | Teachers, Instructional Coach                    |
| Instructional Rounds                       | We will interview students and provide feedback to each other regarding whether students understand learning targets and how they will be attained and measured.              | Walkthrough   | Tier 1 | Implement     | 09/03/2019 | 06/11/2020 | \$0               | All Teachers, Facilitated by Teacher Coach       |
| Instructional Rounds                       | Staff will interview students during instructional rounds and provide peer to peer feedback regarding student knowledge of the learning objectives and how they are measured. | Walkthrough   | Tier 1 | Implement     | 09/03/2019 | 06/11/2020 | \$0               | Teachers, Instructional Coach                    |
| Collaboration with Special Education Staff | Teachers and Special Education Teachers will collaborate biweekly to ensure differentiation.  | Teacher Collaboration   | Tier 1 |               | 09/03/2019 | 06/11/2020 | \$0               | Teachers   |
| Standards Based Grading                    | Most classrooms will be implementing Standards Based grading in the 2019-2020 School Year. This allows for clearly stated learning objectives by content standard.            | Policy and Process, Getting Ready, Evaluation, Implementation | Tier 1 | Getting Ready | 09/03/2019 | 06/11/2020 | \$0               | Teachers, Standards-Based Grading Committee      |
| Collaboration With Special Education Staff | Teachers and Special Education Teachers will collaborate biweekly to ensure differentiation.  | Teacher Collaboration   | Tier 1 |               | 09/03/2019 | 06/11/2020 | \$0               | Teachers   |

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|                                    |   |                       |        |               |            |            |     |   |
|------------------------------------|---|-----------------------|--------|---------------|------------|------------|-----|---|
| Involve Parents in Decision Making | Invite parents to have membership on school leadership team   | Parent Involvement    | Tier 1 | Getting Ready | 09/03/2019 | 06/11/2020 | \$0 | Administration to invite, members of leadership team to collaborate |
| Professional Development           | The Instructional Technology Coach will provide professional development for teachers on how to integrate technology into their classrooms. Multiple professional development opportunities will be developed through modeling, 1-1 instructions and group professional development for teachers. | Professional Learning | Tier 1 | Monitor       | 09/03/2019 | 06/11/2020 | \$0 | Instructional Technology Coach, Teaching Staff, Administration      |

**Other**

| Activity Name        | Activity Description   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible                      |
|----------------------|--|--|--------|-----------|------------|------------|-------------------|--|
| Student Focus Groups | Instructional staff to meet with focus groups weekly to discuss student concerns and evaluation of programs. Student will provide narrative of their experience at school. The school will use this data to create action steps to encourage the positive and address the areas of needed improvement. | Community Engagement, Behavioral Support Program, Evaluation, Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/11/2020 | \$0               | Principal, Student Focus Groups, Staff |
| 1:1 Chromebooks      | Students will be assigned a chromebook for use at both school and home.  | Academic Support Program, Technology   | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$0               | Technology Staff                       |
| 1:1 Chromebooks      | Students will be assigned a chromebook for use at both school and home.  | Academic Support Program, Technology   | Tier 1 |           | 09/03/2019 | 06/11/2020 | \$0               | Technology Staff                       |

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|   |   |   |        |               |            |            |          |   |
|---|---|---|--------|---------------|------------|------------|----------|---|
| Academic Support                          | Targeted students with IEP's who are identified as part of the school's "Bottom 30" will receive additional content support and reading skill building through their Academic Support class. Individual learning goals will be identified through NWEA Data and used to guide instruction for the individual students. Progress toward goals will be monitored closely (weekly / monthly) to progress monitor the strategy. | Academic Support Program  | Tier 3 | Implement     | 09/03/2019 | 06/11/2020 | \$0      | Academic Support Teachers, Administration, Counseling, Special Education Social Worker, Director of Special Services. |
| 1:1 Chromebooks                           | Students will be assigned a chromebook for use at both school and home.   | Academic Support Program, Technology                                    | Tier 1 | Implement     | 09/03/2019 | 06/11/2020 | \$0      | Technology Staff  |
| Student Led PD                            | Student led PD to teach staff about student culture and how to teach expectations to students   | Community Engagement, Behavioral Support Program, Professional Learning | Tier 1 | Getting Ready | 08/26/2019 | 09/04/2019 | \$0      | Administration, teachers, students  |
| 1:1 Chromebooks for Students              | Students will be assigned a chromebook for use at both school and home.   | Technology  | Tier 1 | Implement     | 09/03/2019 | 06/11/2020 | \$150000 | Technology Staff  |
| Teacher Training on Restorative Practices | Teachers will continue to be trained in the restorative practices framework. Teams of core teachers will begin to implement community building circles within their teams on a weekly basis. A major focus this year will be on building communities through community building circle on student teams.  | Behavioral Support Program  | Tier 1 | Getting Ready | 09/03/2019 | 06/11/2020 | \$0      | Administration, Teachers, Behavior Expert, Social Worker, Counselor   |

**Special Education**

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



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|                                     |  |                          |        |  |            |            |     |   |
|-------------------------------------|--|--------------------------|--------|--|------------|------------|-----|---|
| Academic Support                    | Targeted students with IEP's who are identified as part of the school's "Bottom 30" will receive additional content support and reading skill building through their Academic Support class. Individual learning goals will be identified through NWEA Data and used to guide instruction for the individual students. Progress toward goals will be monitored closely (weekly /monthly) to progress monitor the strategy. | Academic Support Program | Tier 3 |  | 09/03/2019 | 06/11/2020 | \$0 | Academic Support Teachers, Administration, Counseling, Special Education Social Worker, Director of Special Services. |
| Teacher Training in Differentiation | Upon observation and evidence of classroom learning, teachers may find that they need additional training in differentiation   | Professional Learning    | Tier 2 |  | 09/03/2019 | 06/11/2020 | \$0 | Evaluators, Coach, Teachers   |

**Section 31a**

| Activity Name               | Activity Description   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible                                    |
|-----------------------------|--|--------------------------|--------|-----------|------------|------------|-------------------|--|
| Instructional Learning Hour | From the existing highly qualified staff members, Instructional Learning Hour teachers will be expected to provide students with differentiated instruction through activities and targeted instruction. | Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/11/2020 | \$0               | Administration, Teachers, Instructional Coaches      |
| Instructional Learning Hour | From the existing highly qualified staff members, Instructional Learning Hour teachers will be expected to provide students with differentiated instruction through activities and targeted instruction. | Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/11/2020 | \$0               | Instructional Staff, administration, Content Experts |
| Instructional Learning Hour | From the existing highly qualified staff members, Instructional Learning Hour teachers will be expected to provide students with differentiated instruction through activities and targeted instruction. | Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/11/2020 | \$0               | Administration, Teachers, Instructional Coaches      |

**Title I School Improvement (ISI)**

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

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|   |  |  |        |               |            |            |        |  |
|---|--|--|--------|---------------|------------|------------|--------|--|
| Teacher training in differentiation                         | Upon observation and evidence of classroom learning, teachers may find that they need additional training in differentiation.  | Professional Learning                                    | Tier 2 | Implement     | 09/03/2019 | 06/11/2020 | \$0    | Evaluators and coach may suggest further training for those staff struggling with differentiation. |
| Collaboration with Special Education Staff                  | Teachers and Special Education Teachers will collaborate biweekly to ensure differentiation.   | Teacher Collaboration                                    | Tier 1 | Implement     | 09/03/2019 | 06/11/2020 | \$0    | Teachers   |
| Teacher Training in Differentiation                         | Upon observation and evidence of classroom learning, teachers may find that they need additional training in differentiation.  | Professional Learning                                    | Tier 2 |               | 09/03/2019 | 06/11/2020 | \$0    | Evaluators and Instructional coach   |
| Professional Development- Diversity and Cultural Competency | Professional Development Activities designed specifically to train staff in strategies to implement in the classroom with diverse learners   | Professional Learning                                    | Tier 1 | Implement     | 08/26/2019 | 06/11/2020 | \$0    | Administration will facilitate or seek out facilitators for PD activities                          |
| Shadow a Student Challenge                                  | The Shadow a Student Challenge is a journey that starts with seeing school through student's eyes, identifying meaningful opportunities to improve the school experience for students, and then taking action to create change at our school. The process includes: Developing a volunteer staff committee, Creating learning goals for our Shadow Day, choosing a student(s), and beginning questioning assumptions. Staff spending the entire day shadowing a student, and capturing observations along the way. After the first semester, based on our Shadow Day findings and structured reflections, creating a hack or a small experiment for making changes at our school. We will continue this each semester and use our perception data to progress monitor the project. | Policy and Process, Getting Ready, Teacher Collaboration | Tier 1 | Getting Ready | 09/04/2019 | 06/12/2020 | \$1000 | All Staff, Administration  |
| Professional Development- Diversity and Cultural Competency | PD Activities designed specifically to train staff in strategies to implement in the classroom with diverse learners   | Professional Learning                                    | Tier 1 |               | 09/03/2019 | 06/11/2020 | \$0    | Administration   |

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|                        |  |   |        |         |            |            |        |   |
|------------------------|--|---|--------|---------|------------|------------|--------|---|
| Curriculum Development | Substitute teachers for scheduled math teacher release time to complete ongoing professional development through Discovery Education for Math Techbook | Materials, Curriculum Development, Implementation | Tier 1 | Monitor | 09/03/2019 | 06/11/2020 | \$4000 | Curriculum Director, Principal, Assistant Principal, Math Teachers, Special Education Teacher, Instructional Coaches, Director of Grants and special services |
|------------------------|--|---|--------|---------|------------|------------|--------|---|

**Title I Schoolwide**

| Activity Name            | Activity Description   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--------------------------|--|--|--------|-----------|------------|------------|-------------------|---|
| Power Hour               | Additional academic hour of instruction in Math/ELA. 2 Day PD over the summer with PH Teachers and coach   | Class Size Reduction, Academic Support Program   | Tier 2 | Implement | 09/03/2018 | 06/14/2019 | \$3000            | Administration, Title One Interventionist, ELA/Math Teacher |
| Hire Instructional Coach | Hire instructional coach who will provide support to the core departments by analyzing student achievement data and working with teachers and students to generate strategies for whole class, group, and individual instruction that will target specific deficits. | Behavioral Support Program, Curriculum Development, Academic Support Program, Walkthrough, Teacher Collaboration | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$85000           | Administration, Instructional Coach                         |

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|                          |  |  |        |           |            |            |         |  |
|--------------------------|--|--|--------|-----------|------------|------------|---------|--|
| Hire Instructional Coach | Hire instructional coach who will provide support to the core departments by analyzing student achievement data and and working with teachers and students to generate strategies for whole class, group, and individual instruction that will target specific deficits.   | Behavioral Support Program, Academic Support Program, Walkthrough, Professional Learning                         | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$85000 | Administration, Instructional Coach                      |
| Professional Development | McBride Science Teachers will continue to attend professional development through Next Generation Science Exemplar at Wayne RESA. The focus of the professional development will be: How to use and implement scientific models, how to make student thinking visible through creating scientific models, and building teacher capacity to fix student misconceptions or to recognize / build and respond to the range of student ideas about science. | Professional Learning  | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$2200  | Science Teachers, Administration, Science Content Expert |
| Hire Instructional Coach | Hire instructional coach who will provide support to the core departments by analyzing student achievement data and and working with teachers and students to generate strategies for whole class, group, and individual instruction that will target specific deficits.   | Behavioral Support Program, Curriculum Development, Academic Support Program, Walkthrough, Professional Learning | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$85000 | Administration, Instructional Coach                      |
| Hire Instructional Coach | Hire instructional coach who will provide support to the core departments by analyzing student achievement data and and working with teachers and students to generate strategies for whole class, group, and individual instruction that will target specific deficits.   | Curriculum Development, Academic Support Program, Walkthrough, Professional Learning, Teacher Collaboration      | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$85000 | Administration, Instructional Coach                      |

**McBride School Improvement Plan 2019-2020**

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|---|---|---|--------|---------------|------------|------------|---------|---|
| Power Hour                                  | RTI intervention model for instruction: An additional 45 minutes of instruction in math and/or literacy 5 times per week taught by the subject area interventionist (Classes of 12). Students for the program will be identified based on student data in math and/or literacy (M-Step, NWEA, SRI, Skills assessment, etc). The interventionist will use the data to identify and target specific areas for instruction. Formative assessment will be ongoing and used to set individual goals for the students. Supplemental instruction will take place in: small group workshops, one on one (teacher to student) or one-on-one Peer Tutoring settings with planned assessments for progress monitoring. | Class Size Reduction, Academic Support Program  | Tier 2 | Implement     | 09/03/2019 | 06/11/2020 | \$0     | Instructional coaches, Teachers, Principal, Assistant Principals                    |
| Professional Development                    | Digital Leader Core will continue to meet with Discovery Education and district instructional technology coach, and will design PD activities for instructional staff   | Professional Learning   | Tier 1 | Getting Ready | 09/03/2019 | 06/11/2020 | \$10000 | Instructional Technology Coach, Teaching Staff, Administration, Digital Leader Core |
| Teacher Training for Power Hour Instruction | Two master teachers will develop a best practice framework / curriculum for the Power Hour Intervention classes. They will meet over the summer 2018 to create classroom protocols, develop strategies for intervention (focus. standard based formative assessment and feedback, etc.), and expectations for data / progress monitoring of student achievement. These practices will be presented to Power Hour teachers during the Fall 2018 professional development session(s) and receive ongoing coaching throughout the school year  | Getting Ready, Academic Support Program, Professional Learning, Teacher Collaboration | Tier 2 | Getting Ready | 09/03/2019 | 06/11/2020 | \$2500  | Instructional Coaches, Teachers, Principal, Assistant Principal                     |

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|                       |   |                       |        |           |            |            |        |  |
|-----------------------|---|-----------------------|--------|-----------|------------|------------|--------|--|
| Professional Learning | <p>Teacher professional development in developing reading / writing workshop strategies in ELA classes.<br/>                 Book study for teachers with these resources:<br/>                 Book Love by Penny Kittle 1 Copy \$30.94</p> <p>Additional Resources:<br/>                 In the Middle by Nancy Atwell 1 copy at \$44.75<br/>                 Writing Workshop in Middle School by Marilyn Pyle 1 copy at \$20.22 from Amazon<br/>                 Composition books for all students 780 at \$102 from Dollardays.com</p> <p>Professional Development:<br/>                 ELA Teachers and coach to attend Workshop in launching reading/writing workshop.</p> | Professional Learning | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$2500 | Instructional Coach, ELA Teachers, Principal, Assistant Principals |
|-----------------------|---|-----------------------|--------|-----------|------------|------------|--------|--|

**Title I Part A**

| Activity Name           | Activity Description   | Activity Type                            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|-------------------------|--|--|--------|-----------|------------|------------|-------------------|---|
| Hire Parent Coordinator | Hire a Parent Coordinator to assist in planning events at the school, both academic and non-academic to encourage parent involvement in our school community. The parent coordinator would assist in planning, be a parent liaison and an integral part of the involvement process and our school community. | Community Engagement, Parent Involvement | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$0               | Administration, Parent Coordinator, Teachers              |
| Viking Pride Program    | PBIS will create the Viking Pride program that will identify areas of concern and create incentive reward programs to establish and solidify the cultural norms we wish to establish at McBride Middle School.   | Behavioral Support Program               | Tier 1 | Implement | 09/06/2016 | 06/15/2017 | \$0               | All Staff, PBIS Committee, PBIS Chair, Parent Coordinator |

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|                      |   |                          |        |           |            |            |     |   |
|----------------------|---|--------------------------|--------|-----------|------------|------------|-----|---|
| Hire Interventionist | Hire two Math Interventionists who will provide support for students identified by NWEA, Common Assessments and student work to decrease the achievement gap between subgroups and to improve the overall learning environment for all students at McBride. The Interventionist will provide support to the and ELA departments by analyzing student achievement data and and working with teachers and students to generate strategies for whole class, group, and individual instruction that will target specific deficits. Data will be gathered from assessments (NWEA, M-Step, PSAT, etc) and used to create individual action plans for students | Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/11/2020 | \$0 | Title One Interventionist, Administration, Math Department                        |
| Hire Interventionist | Hire two ELA Interventionists who will provide support for students identified by NWEA, Common Assessments and student work to decrease the achievement gap between subgroups and to improve the overall learning environment for all students at McBride. The Interventionist will provide support to the and ELA departments by analyzing student achievement data and and working with teachers and students to generate strategies for whole class, group, and individual instruction that will target specific deficits. Data will be gathered from assessments (NWEA, M-Step, PSAT, etc) and used to create individual action plans for students. | Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/11/2020 | \$0 | Administration, Title 1 ELA Interventionist, Curriculum Director, Content Experts |

**School Improvement Grant (SIG)**

| Activity Name    | Activity Description                                  | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Staff Responsible               |
|------------------|---|---|--------|---------------|------------|------------|-------------------|---------------------------------|
| Shadow a Student | Volunteer Teachers will shadow a student for the day. | Community Engagement, Behavioral Support Program, Academic Support Program, Professional Learning | Tier 1 | Getting Ready | 09/03/2019 | 06/11/2020 | \$800             | Volunteer Teachers and Students |

**McBride School Improvement Plan 2019-2020**

McBride Middle School

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|--|---|--|--------|-----------|------------|------------|-----|----------------------------|
| P.A.L.S Elective                           | Students will be trained in PALS to tutor and assist other students, and will work individually with students and also via Power Hour and Academic Support workshops. | Community Engagement, Behavioral Support Program, Academic Support Program | Tier 3 | Implement | 09/03/2019 | 06/11/2020 | \$0 | PALS Teachers and students |
| Collaboration with Special Education Staff | Teachers and Special Education Teachers will collaborate biweekly to ensure differentiation.  | Teacher Collaboration  | Tier 1 | Implement | 09/03/2019 | 06/11/2020 | \$0 | Teachers                   |