



# **School Improvement Plan**

**Kalkaska Middle School**

**Kalkaska Public Schools**

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## **Introduction**

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

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## **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Kalkaska Public School is a rural school district located in northwest lower Michigan covering 440 square miles. The district resides on the "131 corridor", and similar to other districts in this area, has lost significant student population over the past ten years. This loss is attributed to the state's economy and regional job losses in the manufacturing industry.

Kalkaska Middle School is the only middle school, and one of five buildings in the district. There are approximately 330 students in the school, and over 1500 in the district. The student population has remained steady from last year to this year. Demographically, the student body is 96% white and 63% economically disadvantaged. All schools in the district are above 60% economically disadvantaged. There are 23 professional staff members servicing the student population, along with four paraprofessionals. KMS functions in a seven period day, and on an A/B rotation, which allows for completion of state requirements as well as elective courses which enhance the overall educational experience. Additionally, the middle school has been accepted into the International Baccalaureate World School Programme as a Candidate School. As a result, all students will receive a minimum of 100 hours of PE/Health, 50 hours of performing and visual arts, 50 hours of Spanish instruction, and 50 hours of design instruction in addition to the core curriculum.

In general, the community is proud of their schools, and within the last ten years have passed both a technology bond and a building bond issue worth almost 19 million dollars in spite of tough economic times. The community offers additional support for sport's booster events, fundraisers, and donations from many business owners.

Curriculum changes, improvements, and instructional materials decisions have come from stakeholders to the administration, and then are approved by the Curriculum Development Council and school board.

In recent years there have been many positive changes to the district and the middle school. The focus is primarily on student achievement, yet their social and emotional needs continue to be served as well. The most positive changes have come as part of the International Baccalaureate Programme, as practices have shifted from "teacher-centered" to "student-centered", and we have started to emphasize different cultures and perspectives.

## **School's Purpose**

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

Kalkaska Middle School Vision Statement:

To develop academically successful, self-sufficient, confident, respectful, and productive global citizens.

Mission Statement:

Creating and Developing Internationally Minded Community Leaders for Today and Tomorrow.

Beliefs Statement:

All learners enrolled at Kalkaska Middle School will be good citizens in their communities now as well as in future life experiences. Attitudes and behaviors modeled by school community members will serve as a guide for learners to follow on their journey through the difficult adolescent years.

The school embodies its purpose through programs that emphasize multiculturalism and diversity. Each month, we focus on a different country. Students are exposed to literature, art, music, and food from that country. Bulletin boards about that country are on display, as well as that country's flag.



## **Notable Achievements and Areas of Improvement**

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

Recent bond issues (technology and building) have made significant improvements in the building infrastructure at Kalkaska Middle School. Updated technology in all classrooms, including hardware, software, and Wi-Fi have enhanced teaching and learning. New library, office, classroom, and building improvements have changed the attitude of staff, students, and community members in a positive way. The community is proud of the school.

Over the years, KMS consistently received a "B" on the Michigan Report Card. In the past two years, as the state migrated from letter grades to colors, KMS has been Green in all areas except for the "bottom 30%". Our overall color has been Lime. We have made AYP every year.

Student achievement remains the focus of the middle school and all buildings in the district. While most scores are at or above state averages, our students continue to score below the ISD average in all subject areas except reading. When compared to our two neighboring districts, our students score above averages in all subject areas except Math.

Our intent is to use the International Baccalaureate Programme's inquiry based instructional methods to improve teaching and learning for all of our students, including the "bottom 30%", and to lessen the achievement gap.

## **Additional Information**

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

We will continue to dedicate additional money and time to Math instruction in the middle school. While students have made small gains in Math proficiency in recent years, larger gains are both desired and expected. The implementation of the International Baccalaureate Programme (IB) at the middle school will provide teachers with the most current methodologies for teaching and students with inquiry based learning opportunities, which have been shown to increase achievement in all subject areas.

# **Improvement Plan Stakeholder Involvement**

**Introduction**

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

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## **Improvement Planning Process**

### Improvement Planning Process

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

Stakeholders are involved in district school improvement at different levels. There is one staff meeting each month, during which each staff member has responsibility to take part in school improvement discussions. There is also a School Improvement Committee (SIC) meeting held once each month. Administration, teachers, and community members attend these meetings to discuss concerns and changes regarding curriculum, policy, and building use. At the district level, the the District School Improvement and Curriculum Development Committee (DSIC/CDC) meets monthly throughout the school year to discuss both curriculum and district improvement activities. All buildings are represented by both teachers and administrators at these meetings, which are also attended by community members. School Board members are actively involved in planning five year district improvement plans that are published on the district website. Parents and community members are involved at the district level in a community meeting that takes place at least twice per year.

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

School Board members develop and update the district 5 year improvement plan. An outside consultant is brought in to assist in the development of this plan. It takes the better part of a year to formalize. Both instructional and administrative staff review and discuss data to develop both district and school improvement plans. Parents and community members are involved throughout the school year to review, discuss, and share their concerns for the school and district improvement. As we are in the process of becoming an IB World School, we also have an IB consultant and coordinator that participates in school improvement activities.

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

The District Improvement Plan is developed by the Kalkaska School Board with input from various stakeholders over a ten month period. In the spring of 2014, a meeting was held to communicate regarding the International Baccalureate Programme to all stakeholders. That same month, the school board approved the move to IB. The district's website, facebook sites, and newsletters communicated this to all stakeholders. During the 2014 - 2015 school year, two community meetings were held at the middle school to communicate progress toward becoming an authorized IB World School. For the past two years, the Middle School Principal has hosted six Parent/Community Input Meetings to discuss school improvement issues.

## **School Data Analysis**

## **Introduction**

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

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## **Demographic Data**

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

### **Student Demographic Data**

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

Incoming classes continue to be smaller, or the same size as outgoing classes. This has resulted in a drop in enrollment from 350 students, to 330. Additionally, one of our feeder elementary schools has been identified as a "focus school" and enrollment in that building has declined. Furthermore, many of the students in the 5th grade at that elementary school attend 6th grade in a neighboring district.

### **Student Demographic Data**

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

Consistent attendance is a problem for a very small part of our student population. Recent efforts on the part of local law enforcement to support the truancy laws in Michigan have helped somewhat, but the local DA has not been supportive in truancy cases, and we do not have a truancy officer. These students are absent 10 or more days per school year, and the majority of them fail two or more core academic classes.

### **Student Demographic Data**

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

Student behavior has improved at the Middle School over the last three years. However, challenges still exist. Newly implemented group counseling and mentoring programs have improved behavior for some, but a core of repeat offenders continue to pose challenges. The biggest challenge is in how to change behavior for those repeat offenders. This year, we have plans in place with our ISD Itinerant Staff (school psychologists, social workers) to work on consistent disciplinary policies and procedures throughout the building. We will be using some modified CHAMPS language, along with teaching specific ATL skills.

### **Student Demographic Data**

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

Actions that could be taken would include creating a teacher-student mentoring program for students that struggle with behavior and/or attendance. Additionally, more group counseling for students that are grieving, from divorced families, or are struggling with appropriate peer interactions would be helpful. We are currently working with our local Teen Health Agency to arrange for more counseling services for our students.



### Teacher/School Leader(s) Demographic Data

**5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**

With a relatively new principal, the focus has been on discipline and teacher evaluations. However, student achievement has been and continues to be a priority. Coming from a high school science classroom (13 years of teaching experience), the principal understands the importance of academic achievement at the middle level in preparation for high school.

### Teacher/School Leader(s) Demographic Data

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

We have a nice balance of teaching experience in the building, ranging from 3 - 30+ years. This allows for seasoned, tried and true methods to be retained, while infusing the classrooms with energy and fresh ideas, improving student achievement.

### Teacher/School Leader(s) Demographic Data

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

The school leader was out 1 day due to illness, and 4 for professional learning. Additionally, she was out for a few hours nearly once per week for some type of administrative meeting (budget, negotiations, etc.). While information learned during these absences is helpful, the overall effect of that many days out of the building may be negative on achievement.

### Teacher/School Leader(s) Demographic Data

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

The average of days missed for the teachers in the building was 8. While this was down from last year, it still may have a negative impact on student achievement.

### Teacher/School Leader(s) Demographic Data

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

Staff will be made aware of attendance patterns, and their personal attendance record, and their attendance will be noted on their final evaluations.

## **Process Data**

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

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

Strand Governance and Leadership Indicators 2.1, 2.4, 2.5, 2.6

Strand Using Results for Continuous Improvement Indicators 5.1, 5.2, 5.4, 5.5

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

Strand Teaching and Assessing for Learning Indicator 3.9.

**12. How might these challenges impact student achievement?**

We need to continue with a teacher/student mentor system that connects each student with at least one adult in the building. Students often work hard to please teachers that they feel connected to. Improving that feeling of being connected in the building will improve achievement.

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

At risk-funds can be earmarked to create a teacher/student mentor/mentee system, which can be monitored by the school counselor. This can be part of our school improvement plan.

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

Students with disabilities have IEP's or 504 plans. IEP or 504 teams determine which intervention programs each student will benefit from. Money is earmarked annually to support these programs and interventions. Additional staff are hired as needed.

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

Lunch Lab - students can finish missing homework at lunchtime with the help of a teacher. 6-8

After School Tutoring - students can finish homework, study for tests, practice reading and math with the help of a teacher, and/or a paraprofessional. 6-8.

Math Lab - students can receive an extra hour of math instruction daily. 6th grade

Read 180 - students can receive reading intervention strategies daily. 6-8.

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

Lunch Lab - teachers give missing work to the lunch lab teacher, parents are not notified

Homework Lab - all students can attend, it is suggested for at-risk and retained students, parents are notified by a letter, signed contract, facebook, twitter, and the school website.

Math Lab and R180 - students are identified according to test scores and grades, parents are notified by a phone call or letter

Summer School - students are identified according to test scores and grades, parents are notified by a letter.

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

Curriculum Maps, Unit Plans, and lesson plans are all produced in alignment with state content standards. Teacher observations are used to ensure implementation with fidelity.

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

Information from the MIPHY is used by our wellness committee, health and PE teachers, and counselors to direct building activities, health units, and counseling activities. Healthy students are able to focus on learning.

## **Achievement/Outcome Data**

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

### **19a. Reading- Strengths**

24% of our students meet or exceed college readiness standards on the Explore Test in 2015. In 2016, 43% of our students met or exceeded college readiness standards on the pSAT in Evidence Based Reading and Writing.

### **19b. Reading- Challenges**

76% of our students are not meeting college readiness standards by their 8th grade year on the Explore test in 2015. In 2016, 57% are not meeting college readiness standards in Evidence Based Reading and Writing on the pSAT.

### **19c. Reading- Trends**

We saw a significant jump in the number of students meeting or exceeding college readiness benchmarks from 2015 to 2016. However, as the test was Explore one year, and pSAT the next, we will be curious to see how the data looks in 2017.

### **19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on SY 2016-2017**

tiered instruction if appropriate.

The International Baccalaureate Program and methods of curriculum delivery will improve every student's ability to read and understand text. Students that are identified by test scores as requiring tiered intervention will be assigned to a R180 class.

#### **20a. Writing- Strengths**

70% of our students are reaching the college readiness target on the Explore test when writing and using the English Language by the 8th grade.

#### **20b. Writing- Challenges**

30% of our students are not meeting college readiness standards for writing and using the English Language.

#### **20c. Writing- Trends**

Writing has improved dramatically over the past four years.

#### **20d. Writing- Summary**

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

The International Baccalaureate Programme implementation will improve all student's writing abilities. Writing will continue to be incorporated into every subject throughout the building throughout the school year.

**21a. Math- Strengths**

25% of 8th grade students are meeting college readiness standards on the 2015 Explore Test. On the 2016 pSAT, 27% met or exceeded the benchmark for college readiness standards.

**21b. Math- Challenges**

75% of students are not meeting college readiness standards on the 2015 Explore by the 8th grade. According to 2016 pSAT, 73% were not meeting college readiness standards.

**21c. Math- Trends**

Math scores have improved dramatically over the past four years, and continue to climb.

**21d. Math- Summary**

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

Implementation of the International Baccalaureate Programme, Implementation of Balanced Math, and the implementation of Essentials in Algebra to identified 8th grade students will improve math scores. All 8th grade students will continue to receive 2 hours of math instruction daily. Math Lab and extra support will continue to be offered to struggling 6th and 7th graders.

**22a. Science- Strengths**

2015 - 58% of 8th grade students made growth from the 7th to 8th grade on science concepts (Explore Test), 66% met their expected growth

on NWEA science concepts, and 72% made some growth. 22% of 8th graders met or exceeded college readiness standards.

2016 - 75% of students made growth on NWEA science concepts from Fall to Spring, 64% met projected growth.

**22b. Science- Challenges**

78% of 8th graders are not meeting college readiness standards by the 8th grade.

**22c. Science- Trends**

Science has traditionally been one of the best subject areas regarding achievement. Numbers climbed slightly for the past 3 years, then fell slightly this year.

**22d. Science- Summary**

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

Implementation of the IB Programme, and a focus on the use of charts, graphs, and data analysis will impact science instruction and learning.

**23a. Social Studies- Strengths**

14% of the student body scored proficient on the 9th grade Fall 2014 MEAP.

**23b. Social Studies- Challenges**

86% of students are not scoring proficient. 2015 data is not currently available.

**23c. Social Studies- Trends**

The % proficient rose slightly each year for four years, starting out below 9% and ending at 14%.

**23d. Social Studies- Summary**

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

Implementation of the IB Programme and method of lesson delivery will improve Social Studies knowledge and understanding. Focus on charts and graphs related to economics and demographic data will also improve understanding.

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## **Perception Data**

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

### **24a. Student Perception Data**

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

Extra Curricular offerings such as athletics, Student Council, and after school programs.

### **24b. Student Perception Data**

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

Math instruction and fear of bullying.

### **24c. Student Perception Data**

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

Balanced Math, IB, and Essentials in Algebra will all change math instruction. The focus will be on how students solve the problems, rather than on how teachers want the problems to be solved.

Anti-bullying measures and anonymous bully reports will be put into place by the counselor.

### **25a. Parent/Guardian Perception Data**

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

Teachers creating and maintaining positive relationships with their children.

### **25b. Parent/Guardian Perception Data**

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

Communication from teachers to home about what is happening in the classroom.

**25c. Parent/Guardian Perception Data**

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

Teachers will be encouraged to create classroom websites or blogs, or to email a weekly newsletter home regarding important due dates, test dates, and what is being studied in the classroom.

**26a. Teacher/Staff Perception Data**

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

Instructional Technologies, administration addressing staff concerns, use of money and resources.

**26b. Teacher/Staff Perception Data**

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

Counselor's providing guidance for students future plans, and providing behavior intervention assistance.

**26c. Teacher/Staff Perception Data**

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

There has been a change in counseling personnel. The new counselor will be the head of a structured mentoring programme, HOPS programme, and child study. He will be involved with students academically, socially, and emotionally.

**27a. Stakeholder/Community Perception Data**

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

PowerSchool being used to communicate grades, and the helpful attitude of building secretaries.

**27b. Stakeholder/Community Perception Data**

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

Communication about what is being studied, and how money and resources are being spent.

**27c. Stakeholder/Community Perception Data**

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

Two community meetings with the Principal to review curriculum, intervention programs, resources, and resource allocation.

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## **Summary**

### **28a. Summary**

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

Kalkaska Middle School has an impoverished population that is overloaded with under-educated families working 2-3 jobs to make ends meet. Dedicated teachers are a strength, but students struggle to meet college readiness standards. Intervention programs offer new ideas about teaching and learning, and federal and state grant money is allocated to support students socially, emotionally, academically, and to make sure their basic needs are being met. Communicating all that we do is a challenge, but Facebook, Twitter, and websites make it easier.

### **28b. Summary**

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

The challenges identified may have a negative impact on student achievement, without intervention.

### **28c. Summary**

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

The SIP's Goals, Measurable Objectives, Strategies, and Activities for the upcoming school year will address the challenges. Goals will be set for each subject area, the counselor, and the building as a whole. Measureable objectives will be created and measured using college readiness data from standardized tests, growth data from NWEA and AimsWeb, student, parent, staff, and stakeholder surveys. Strategies will be implemented according to the IB Programme, and using research from Visible Learning from John Hattie, as well as strategies from Robert Marzano. Activities will be monitored for success throughout the school year.

## **School Additional Requirements Diagnostic**

## **Introduction**

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

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## School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	The Middle School is grades 6-8. Literacy and Math are tested annually in these grades as well using NWEA and AimsWeb.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	They are created in the 7th grade, revised and approved in the 8th grade, and sent to the high school.	

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

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Ryan Moore, Principal, Cherry Street Elementary, Cherry Street, Kalkaska MI, 49646 231-258-9146	

## School Improvement Plan

Kalkaska Middle School

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

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		



# **2016/2017 School Improvement Plan**

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# Overview

**Plan Name**

2016/2017 School Improvement Plan

**Plan Description**

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## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Kalkaska Middle School will become proficient in Math.	Objectives: 1 Strategies: 8 Activities: 12	Academic	\$99156
2	All students at Kalkaska Middle School will become proficient in Science.	Objectives: 1 Strategies: 5 Activities: 8	Academic	\$0
3	All students at Kalkaska Middle School will be proficient in Reading.	Objectives: 1 Strategies: 8 Activities: 14	Academic	\$83439
4	All Kalkaska Middle School students will increase proficiency in Writing.	Objectives: 1 Strategies: 7 Activities: 8	Academic	\$1667
5	All Kalkaska Middle School students will increase proficiency in Social Studies.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$0
6	Kalkaska Middle School will implement IB aligned Formative and Summative Assessments.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$1600
7	Counseling Personnel will implement a process for determining the physical, social, emotional, and academic needs of each student in the school.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$4000
8	All KMS Staff will increase the amount of communication to stakeholders.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: All students at Kalkaska Middle School will become proficient in Math.

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in NWEA and AimsWeb Scores in Mathematics by 06/02/2017 as measured by Spring 2015 to Spring 2017 aggregate scores.

### Strategy 1:

Student Self-reporting - Staff will continue to use Learning Goals and Scales and/or IB Assessment Rubrics . Each unit of instruction will begin with students reviewing their current knowledge of a standard/benchmark, and rating themselves on the scale or rubric. Students will be asked to rate themselves intermittently throughout the unit, and then at the end of the unit. Staff will monitor all student self-ratings. Students will be assessed at regular intervals on those goals as they progress through skills. This was chosen due to the high effect size of 1.44. There were over 51 studies with 65 effects with 6000 people.

Category:

Research Cited: Hattie, John. Visible Learning: A Synthesis of Over 800 Meta-Analysis Relating to Achievement

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Math teachers will receive professional development regarding the use of learning goals and scales and/or the creation and use of IB assessment rubrics.	Professional Learning	Tier 1	Implement	04/20/2015	06/05/2017	\$0	No Funding Required	All Math educators and administrators of Kalkaska Middle School, as well as the Middle School IB Coordinator .

Status	Progress Notes	Created On	Created By
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## School Improvement Plan

Kalkaska Middle School

Completed		August 24, 2016	Mrs. Staci Short
In Progress	PD time through PLC will be used to evaluate the self-monitoring tools.	June 19, 2013	Mrs. Staci Short

Activity - Student/Teacher monitoring/record keeping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will assess themselves using performance scales and/or IB Assessment Rubrics to determine progress towards goals set for each unit of Math instruction. Goals are aligned with the Common Core State Standards. Self-assessment sheets will be reviewed weekly by the students assigned math teacher and monthly at the Math PLC . It will be used as reflection to determine strengths and weaknesses of lessons, student growth, and validity of the self-monitoring assessment.	Monitor	Tier 1	Implement	09/08/2015	06/05/2017	\$0	No Funding Required	Math Department , Principal, IB Coordinator

### Strategy 2:

Math Lab - In sixth and seventh grade, students that score significantly below grade level are placed in Math Lab. This is a ninety minute block of time that replaces a student's math class. The block consists of twenty minutes of whole group instruction, twenty minutes of small group instruction, twenty minutes of computer time and twenty minutes of game/reteaching time. This class follows the Common Core State Standards for the grade level being taught.

Category:

Research Cited: John Hattie, 2009

Tier: Tier 2

Status	Progress Notes	Created On	Created By
N/A	This has proven to be a successful strategy, one that has been tweaked according to student need over the last five years.	August 12, 2013	Mrs. Staci Short

Activity - Math Lab instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Kalkaska Middle School

In sixth and 7th grade, students that score significantly below grade level are placed in math lab. This is a ninety minute block of time that replaces a students math class. The block consists of twenty minutes of whole group instruction, twenty minutes of small group instruction, twenty minutes of computer time and twenty minutes of game/reteaching time. This class follows the Common Core State Standards for the grade level being taught, and is adjusted to meet the needs of the class.	Implementa tion	Tier 2	Implement	08/01/2009	06/01/2020	\$42035	Section 31a	Administrat or; Staci Short Math teachers; Katie Martin, Susan Michelin, Sharon Barber
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### Strategy 3:

Additional hour of instruction at the eighth grade level - ALL eighth grade students will be assigned an additional class hour of math. An additional math teacher has been hired to accomplish this.

Category:

Research Cited: John Hattie,2009

Tier:

Activity - Additonal class period of math instruction/8th grade	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
All eighth grade learners will receive extra practice time as will as time to use math applications, CCSS.	Direct Instruction			09/03/2013	06/01/2020	\$52988	General Fund, Section 31a	Administrat or; Staci Short Teachers; Kerry Wilson, Dennis Clark, Katie Barber, Dan Briggs

### Strategy 4:

Summer School - Summer School, 20 hours of additional math instruction for students that didn't complete the requirements from the previous school year.

Category:

Research Cited: John Hattie, 2009

## School Improvement Plan

Kalkaska Middle School

Tier: Tier 2

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
20 additional hours of Math instruction for students that did not reach set standards for their grade level. 6th and 7th grade student instruction is direct using CCSS for their grade level. 8th Grade students will use the Odyssey Math 8 program. Math teachers at each grade level will identify units of instruction that are most needed according to AimsWeb and NWEA data.	Direct Instruction	Tier 2	Implement	06/22/2015	07/23/2015	\$1333	Section 31a	Administrator; Staci Short Teacher; Sharon Barber, Wendi Archer, Natalee Rodriguez, Katie Martin, Susan Michelin, Dennis Clark

Activity - Summer School Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Odyssey for eighth grade and Scholastic workbooks for sixth and seventh grade	Materials	Tier 2	Implement	06/15/2015	07/23/2015	\$800	Section 31a	Principal; Staci Short Teachers; Wendi Archer, Katie Martin, Sharon Barber, Natalee Rodriguez

### Strategy 5:

IB MYP Implementation - KMS will continue Professional Development and Implementation of IB MYP standards and practices in order to become an IB MYP

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## School Improvement Plan

Kalkaska Middle School

authorized World School. - IB MYP From Principles into Practice outlines the entire process, in detail. KMS will participate in and continue participation in Professional Development and Implementation of IB MYP in order to become an authorized IB World School.

Category:

Research Cited: ibo.org

Tier: Tier 1

Activity - IB MYP Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KMS will continue Professional Development and Implementation of IB MYP in order to become an IB authorized World School.	Direct Instruction	Tier 1	Implement	05/01/2014	06/02/2017	\$0	Other	All staff and building administration or in collaboration with TBAISD.

### Strategy 6:

Vocabulary Instruction - Teachers will incorporate math vocabulary instruction.

Category: Mathematics

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

Tier: Tier 1

Activity - Math PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff teaching Math in grades 6-8 will meet as a group to determine a list of Math Vocabulary terms that should be explicitly taught , practiced, and mastered at each grade level.	Professional Learning, Curriculum Development	Tier 1	Getting Ready	08/30/2016	06/14/2017	\$0	No Funding Required	All staff teaching Math in grades 6-8, administration.



## School Improvement Plan

Kalkaska Middle School

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate common core Math vocabulary instruction into daily Math Lessons.	Direct Instruction	Tier 1		09/06/2016	06/14/2017	\$0	No Funding Required	All Math teaching staff, administration.

### Strategy 7:

Authentic Problem Solving - Teachers will incorporate mathematical problem solving into instruction.

Category: Mathematics

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning, 2009

Tier: Tier 1

Activity - Problem Solving	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate authentic problem solving into all content areas.	Direct Instruction	Tier 1	Implement	09/06/2016	09/01/2017	\$0	No Funding Required	All teaching staff, administration.

Activity - Balanced Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Math teachers have been/will be trained in Balanced Math. Teachers will include the poster method, mental math, and/or math review into their math instruction.	Direct Instruction, Professional Learning	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	No Funding Required	All Math Instructors, administration.

### Strategy 8:

Summative Assessment - Teachers will incorporate authentic summative assessments per unit.

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## School Improvement Plan

Kalkaska Middle School

Category: Mathematics

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

Tier: Tier 1

Activity - Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning experiences and students' demonstration of learning will include performance tasks within each unit.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/14/2017	\$2000	Other	All Math instructors, administration.

## Goal 2: All students at Kalkaska Middle School will become proficient in Science.

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on science standards in Science by 06/05/2017 as measured by Spring 2015 NWEA and Explore or pSAT aggregate data..

### Strategy 1:

Student Self Reflection - Teaching staff will receive professional development in creating/developing units of study and reflection. Students will learn how to be accurate in the self-reflection of their skill levels and overall achievement and will gain the ability to communicate their reflections with teachers and peers.

Category: Science

Research Cited: Hattie, John. Visible Learning: A Synthesis of Over 800 Meta-analysis relating to Achievement

Tier: Tier 1

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

Kalkaska Middle School

Teaching staff will collaborate after the examination of the NGSS to determine the cross cutting concepts necessary for advancement in the content. The teaching staff will then create reflection sheets for student data collection and reporting.	Getting Ready, Materials	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Science Teaching Staff, administration.
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### Strategy 2:

Helping Students Examine Similarities and Differences - When presenting content, the teacher will help students deepen their knowledge by examining similarities and differences.

Category:

Research Cited: Hattie, 2009, Marzano, 2013

Tier: Tier 1

Activity - Students will create analogies and/or metaphors that reflect their depth of understanding.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will involve students in a monthly activity that requires the creation of analogies or metaphors to reflect understanding. After completion, the student will reflect on their metaphor and change it as understanding about a concept deepens.	Direct Instruction	Tier 1	Implement	06/01/2015	06/01/2017	\$0	No Funding Required	Science teaching staff: Paul Guy, Andy Henderson, Bryan Karazia

Activity - Charts & Graphs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will use complex charts, graphs, and tables to analyze data and draw conclusions about scientific problems.	Direct Instruction	Tier 1		09/08/2015	06/10/2016	\$0	No Funding Required	All Science, Health, PE, and Social Studies Staff, administration.

## School Improvement Plan

Kalkaska Middle School

### Strategy 3:

IB MYP Implementation - KMS will continue Professional Development and Implementation of IB MYP standards and practices in order to become an IB MYP authorized World School. - IB MYP From Principles into Practice outlines the entire process, in detail. KMS will participate in and continue participation in Professional Development and Implementation of IB MYP in order to become an authorized IB World School.

Category:

Research Cited: ibo.org

Tier: Tier 1

Activity - IB MYP Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KMS Science Staff will continue Professional Development and Implementation of IB MYP in order to become an IB authorized World School.	Implementation	Tier 1	Implement	06/01/2015	06/01/2017	\$0	No Funding Required	Heather Nowland, Andy Henderson, Bryan Karazia, Staci Short, Paul Guy and TBAISD.

### Strategy 4:

Vocabulary Instruction - All staff will include vocabulary instruction to improve reading comprehension of passages which contain taught content area words.

Category: Science

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

Tier: Tier 1

Activity - Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Kalkaska Middle School

Teachers will provide definitions and contextual information that involves students in deeper processing to give multiple exposures of and opportunities to use new vocabulary.	Direct Instruction	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	All Science teaching staff, administration.
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Activity - NGSS and SAT Vocabulary Lists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the NGSS vocabulary lists, and SAT vocabulary lists into their current curriculum maps and lessons.	Curriculum Development	Tier 1		09/06/2016	06/14/2017	\$0	No Funding Required	All Science teaching staff, administration.

Activity - Vocabulary Word Wall/Vocabulary Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will introduce new vocabulary and provide definitions and contextual information to assist students in a deeper understanding of the new vocabulary. New vocabulary will be included in a journal or on a word wall for ease of recall.	Direct Instruction	Tier 1		09/06/2016	06/14/2017	\$0	No Funding Required	All Science Teaching Staff, administration.

### Strategy 5:

Summative Assessment - Teachers will incorporate authentic summative assessments within each unit.

Category: Science

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

Tier: Tier 1

## School Improvement Plan

Kalkaska Middle School

Activity - Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning experiences and students' demonstration of learning (formative assessments) will include performance tasks within each unit.	Direct Instruction	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	All Science Staff, administration.

### Goal 3: All students at Kalkaska Middle School will be proficient in Reading.

#### Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency on Reading Standards in English Language Arts by 06/01/2017 as measured by pSAT, MSTEP, and NWEA results compared to June 2015 Explore, MSTEP, and NWEA results..

#### Strategy 1:

Student Self Reporting - Staff would receive professional development in the type of goals students will be self reporting. Staff will create a list of required skills/goals according to common core and other resources. Each content will develop a record sheet to be kept by the student in a folder, binder, or electronic recording system. Students will be assessed at regular intervals on those goals as they progress through skills. This was chosen due to the high effect size of 1.44. There were over 51 studies with 65 effects with 6000 people.

Category:

Research Cited: Hattie, John. Visible Learning: A Synthesis of Over 800 Meta-Analysis Relating to Achievement

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate after examination of the common core and research to determine the most vital skills necessary for advancement in the content. Staff will performance rubrics for students to use in self-assessment.	Professional Learning			06/01/2015	06/01/2017	\$0	No Funding Required	All instructional and administrative staff.

## School Improvement Plan

Kalkaska Middle School

### Strategy 2:

READ 180 - Identified students will meet for a two hour block of time, reading and writing. All students will follow the general education curriculum but will have that curriculum presented in a variety of ways: re-teaching in small group, whole group (20 students), computer reinforcement, silent and recorded reading, summative and formative assessments.

Category:

Research Cited: John Hattie, 2009

Tier: Tier 2

Activity - Read 180	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
70% or more of 6th, 7th, and 8th grade students reading below the average lexile for their grade level will meet for a two hour block of time, reading and writing. All students will follow the general education curriculum but will have that curriculum presented in a variety of ways: re-teaching in small group, whole group (20 students), computer reinforcement, silent and recorded reading, summative and formative assessments.	Direct Instruction	Tier 2	Monitor	06/01/2015	06/01/2017	\$22798	Section 31a	Principal; Staci Short Teachers; Sharon Barber and Collette Sabins Counselor; Matt Price

### Strategy 3:

Summer School - Students not achieving at an acceptable level (to be determined by a committee of teachers, principal, counselor, parents) will attend five weeks of summer school.

Category:

Research Cited: John Hattie, 2009

Tier:

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Kalkaska Middle School

Students not achieving at an acceptable level (to be determined by a committee of teachers, principal, counselor, parents) will attend five weeks of summer school.	Direct Instruction	Tier 2	Implement	06/13/2016	07/21/2016	\$667	Section 31a	Principal; Staci Short Teachers: Katie Martin, Wendi Archer, Natalee Rodriguez, Counselor Matt Price
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Activity - Summer School Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eighth grade Odessey and sixth and seventh grade Scholastic work books.	Direct Instruction	Tier 2	Monitor	06/13/2016	07/21/2016	\$800	Section 31a	Principal Staci Short, Teachers, Natalee Rodriguez, Wendi Archer, Katie Martin, Counselor Matt Price

**Strategy 4:**

Counselor - The counselor will monitor student success through data reveiw, teacher, student and parent contacts.

Category:

Research Cited: John Hattie, 2009

Tier:

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

Kalkaska Middle School

The counselor will monitor student success through data review, teacher, student and parent contacts.	Academic Support Program			09/08/2015	06/10/2016	\$59174	General Fund, Section 31a	Principal; Staci Short Counselor; Matt Price
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### Strategy 5:

IB MYP Implementation - KMS will continue Professional Development and Implementation of IB MYP standards and practices in order to become an IB MYP authorized World School. - IB MYP From Principles into Practice outlines the entire process, in detail. KMS will participate in and continue participation in Professional Development and Implementation of IB MYP in order to become an authorized IB World School.

Category:

Research Cited: ibo.org

Tier: Tier 1

Activity - IB MYP Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KMS will continue Professional Development and Implementation of IB MYP in order to become an IB authorized World School.	Implementation	Tier 1		06/01/2015	06/01/2017	\$0	Other	All staff and building administration or in collaboration with TBAISD.

### Strategy 6:

Vocabulary Instruction - All staff will include vocabulary instruction to improve reading comprehension of passages containing taught content words.

Category: Other - Reading

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning, 2009

Tier: Tier 1

## School Improvement Plan

Kalkaska Middle School

Activity - Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide definitions and contextual information that involves students in deeper processing to give multiple exposures of new vocabulary, and several opportunities to use new words.	Direct Instruction	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	All teaching staff, administration.

Activity - Common Core and SAT Vocabulary Lists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the CCSS/NGSS/GLCE/HSCE vocabulary lists and SAT vocabulary lists into current curriculum maps and lessons.	Direct Instruction, Curriculum Development	Tier 1		09/06/2016	06/14/2017	\$0	No Funding Required	All teaching staff, administration.

Activity - Word Wall/Vocabulary Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will introduce new vocabulary and provide definitions and contextual information to assist students in a deeper understanding of the new vocabulary. The new vocabulary will be recorded on a Word Wall or in a student's Vocabulary Journal or ISN for ease of recall.	Direct Instruction, Curriculum Development	Tier 1		09/06/2016	06/14/2017	\$0	No Funding Required	All teaching staff, administration.

### Strategy 7:

Reading Across Content Areas - All staff will include reading instruction and practice into their classrooms. This will support a more comprehensive approach to reading, along with a deeper understanding of the overall content within each content area.

Category: Other - Reading

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning, 2009

Tier: Tier 1

## School Improvement Plan

Kalkaska Middle School

Activity - Reading Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers throughout all content areas will incorporate reading strategies and practice within their daily lessons.	Direct Instruction	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	All teaching staff, administration.

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional time will be devoted to Guided Reading. This time will be incorporated into Middle School Interdisciplinary Units.	Direct Instruction	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	All teaching staff, administration.

### Strategy 8:

Comprehension Skills - All students will use strategies to interact with any given text to increase comprehension.

Category: English/Language Arts

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

Tier: Tier 1

Activity - T-4	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
T-4 (Talking To The Text) will be implemented in all classrooms as a strategy to practice skills and strategies necessary to interact with new text.	Direct Instruction	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	All teaching staff, administration.

## School Improvement Plan

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Activity - Independent Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided time to read for enjoyment. Books will be self-selected.	Monitor	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Reading Teachers, administration.

Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff across all content areas will use a variety of graphic organizers to support students reading comprehension. Examples include but are not limited to KWL, T-Charts, and Venn Diagrams.	Direct Instruction	Tier 1		09/06/2016	06/14/2017	\$0	No Funding Required	All teaching staff, administration.

## Goal 4: All Kalkaska Middle School students will increase proficiency in Writing.

### Measurable Objective 1:

A 9% increase of All Students will demonstrate a proficiency on Writing Standards in English Language Arts by 06/01/2017 as measured by pSAT, MSTEP, and NWEA results compared to June 2015 Explore, MSTEP, and NWEA results..

### Strategy 1:

Student Self Reporting - Staff would receive professional development in the type of goals students will be self reporting. Staff will create a list of required skills/goals according to common core and other resources. Each content will develop a record sheet to be kept by the student in a folder, binder, or electronic recording system. Students will be assessed at regular intervals on those goals as they progress through skills. This was chosen due to the high effect size of 1.44. There were over 51 studies with 65 effects with 6000 people.

Category:

Research Cited: Hattie, John. Visible Learning: A Synthesis of Over 800 Meta-Analysis Relating to Achievement

Tier:

## School Improvement Plan

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate after examination of the common core and research to determine the most vital skills necessary for advancement in the content. Staff will create record sheets for students.	Professional Learning	Tier 2	Implement	06/01/2015	06/01/2017	\$0	No Funding Required	All Instructional and Administrative Staff.

### Strategy 2:

Feedback - Using individual writing conferencing, teachers will provide feedback to students about their writing. Students will provide feedback to teachers about their understanding of the writing process.

Category: English/Language Arts

Research Cited: Hattie, John. Visible Learning: A Synthesis of Over 800 Meta-Analysis Relating to Achievement, 2009

Tier: Tier 1

Activity - Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will encourage all students to take control of their learning. All students should gain a greater understanding of the writing process through self-analysis of their writing skills, guided by the teacher.	Monitor	Tier 1		09/06/2016	06/14/2017	\$0	No Funding Required	All ELA instructional and Administrative Staff

Activity - Informal Register to Formal Register	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Kalkaska Middle School

Teachers will assist students in analyzing the type of writing/speaking register being used. Additional support will be provided to students that are using informal register to help them transition to the use of a formal register when writing/speaking.	Direct Instruction	Tier 1	Implement	09/06/2016	06/14/2017	\$1000	Section 31a	ELA instructional staff, Special Education Instructional Staff, administration
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### Strategy 3:

Summer School - 20 additional hours of instruction for students that did not reach set standards for their grade level.

Category:

Research Cited: John Hattie, 2009

Tier:

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
20 additional hours of instruction for students that did not reach set standards for their grade level.	Direct Instruction	Tier 2	Implement	06/13/2016	07/21/2016	\$667	Section 31a	Principal; Staci Short Teachers; Katie Martin, Wendi Archer, Natalee Rodriguez, Counselor; Matt Price

### Strategy 4:

IB MYP Implementation - KMS will continue Professional Development and Implementation of IB MYP standards and practices in order to become an IB MYP authorized World School. - IB MYP From Principles into Practice outlines the entire process, in detail. KMS will participate in and continue participation in Professional Development and Implementation of IB MYP in order to become an authorized IB World School.

Category:

## School Improvement Plan

Kalkaska Middle School

Research Cited: ibo.org

Tier: Tier 1

Activity - IB MYP Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KMS staff will continue Professional Development and Implementation of IB MYP in order to become an IB authorized World School.	Implementation	Tier 1		06/01/2015	06/01/2017	\$0	Other	All staff and building administration or in collaboration with TBAISD.

### Strategy 5:

Direct Instruction - Direct Instruction - teachers will incorporate direct instruction into writing lessons.

Category: English/Language Arts

Research Cited: Gersten and Baker, 2001, John Hattie, Visible Learning, 2009

Tier: Tier 1

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate a small group writer's workshop model into their instructional program.	Direct Instruction	Tier 1		09/06/2016	06/14/2017	\$0	No Funding Required	All ELA teaching staff, administration.

### Strategy 6:

Writing Programs - Teachers will use writing programs that teach strategies for planning, revising, and editing writing.

Category: English/Language Arts

Research Cited: John Hattie, Visible Learning 2009

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## School Improvement Plan

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Tier: Tier 1

Activity - Writing Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide feedback to students on the overall quality of writing. Feedback, along with instruction, will create a common vocabulary (prewriting, draft, and editing symbols) that will give teachers and students a meaningful way to engage in dialogue which will improve written products.	Direct Instruction, Curriculum Development	Tier 1		09/06/2016	06/14/2017	\$0	No Funding Required	All ELA staff and administration.

### Strategy 7:

Writing Across Content Areas - All staff will include writing instruction and practice into their classrooms. This will support a more comprehensive approach to writing, the writing process, and a deeper understanding of the overall content within each content area.

Category: English/Language Arts

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning, 2009

Tier: Tier 1

Activity - Writing Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers throughout all content areas will incorporate writing strategies and practice within their daily lessons.	Direct Instruction	Tier 1		09/06/2016	06/14/2017	\$0	No Funding Required	All teaching staff, administration.

## Goal 5: All Kalkaska Middle School students will increase proficiency in Social Studies.



## School Improvement Plan

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### Measurable Objective 1:

A 14% increase of All Students will demonstrate a proficiency in Social Studies (Individuals and Societies) in Social Studies by 06/01/2017 as measured by MSTEP in comparison to 2015 MSTEP results..

### Strategy 1:

Student Self Reflection - Student Self-Reflection - teaching staff will receive professional development in developing units of study and reflection. Students will learn how to be accurate in the self-reflection of their skills levels and overall achievement, and will gain the ability to communicate their reflections with teachers and peers.

Category: Social Studies

Research Cited: Research Cited: Hattie, John. Visible Learning: A Synthesis of Over 800 Meta-Analysis Relating to Achievement

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate after examination of the GLCE's and HSCE's and research to determine the most vital skills necessary for advancement in the content. Staff will create reflection sheets for student data collection and reporting. These may be in the form of Marzano Learning Goals and Scales.	Professional Learning	Tier 1		09/06/2016	06/14/2017	\$0	No Funding Required	All Social Studies teaching staff, administration.

Activity - Charts and Graphs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will consistently use complex charts, graphs, and tables during instruction and on tests to analyze and draw conclusions related to demographic and economic data.	Direct Instruction	Tier 1		09/03/2015	06/14/2017	\$0	No Funding Required	Heather Nowland, Bryan Karazia, Daryl Dimon, Doug Brown

### Strategy 2:

## School Improvement Plan

Kalkaska Middle School

IB MYP Implementation - KMS will continue Professional Development and Implementation of IB MYP standards and practices in order to become an IB MYP authorized World School. - IB MYP From Principles into Practice outlines the entire process, in detail. KMS will participate in and continue participation in Professional Development and Implementation of IB MYP in order to become an authorized IB World School.

Category:

Research Cited: ibo.org

Tier: Tier 1

Activity - IB MYP Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KMS Individuals and Societies staff will continue Professional Development and Implementation of IB MYP in order to become an IB authorized World School.	Implementation	Tier 1		06/01/2015	06/01/2017	\$0	Other	• All staff and building administration or in collaboration with TBAISD.

### Strategy 3:

Vocabulary Instruction - All staff will include vocabulary instruction to improve reading comprehension of passages containing taught content area words.

Category: Social Studies

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

Tier: Tier 1

Activity - Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide definitions and contextual information that involves students in deeper processing to give multiple exposure and opportunities for use of new vocabulary.	Direct Instruction	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	All Social Studies teaching staff, administration.

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Activity - GLCE's and HSCE's, and SAT Vocabulary Lists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the GLCE's/HSCE's vocabulary lists and SAT vocabulary lists into the current curriculum maps.	Getting Ready, Curriculum Development	Tier 1		09/06/2016	06/14/2017	\$0	No Funding Required	All Social Studies teachers, administration.

Activity - Vocabulary Word Wall/Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will introduce new vocabulary and provide definitions and contextual information to assist students in a deeper understanding of the new vocabulary. The new vocabulary will be recorded on a Word Wall or in a student's Vocabulary Journal for ease of recall.	Evaluation, Materials	Tier 1	Implement	09/06/2016	06/01/2017	\$0	No Funding Required	All Social Studies teachers, administration.

### Strategy 4:

Summative Assessment - Teachers will incorporate authentic summative assessments within each unit.

Category: Social Studies

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

Tier: Tier 1

Activity - Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning experiences and students' demonstration of learning (formative assessments) will include performance tasks within each unit.	Direct Instruction, Curriculum Development	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	All social studies staff, administration.

## Goal 6: Kalkaska Middle School will implement IB aligned Formative and Summative Assessments.

### Measurable Objective 1:

collaborate to write two IB aligned units with assessments each year by 06/02/2017 as measured by the IB World School Authorization Visit.

### Strategy 1:

IB Unit Planner and Assessment Creation - Teachers will create units and both formative and summative assessments for the units that are aligned with IB pedagogy. Teachers will provide standards based feedback to students and parents.

Category:

Research Cited: ibo.org, Hattie, J. Visible Learning, 2009

Tier: Tier 1

Activity - Use of Assessments for IB	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each subject area teacher will use IB aligned summative assessments with each of their students using all the criterion for the subject area twice during the school year.	Implementation	Tier 1		09/03/2015	06/10/2016	\$0	No Funding Required	All staff in collaboration with TBAISD.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Kalkaska Middle School

For the 2015 - 2016 school year, KMS will provide PD on the creation and implementation of IB assessments.	Professional Learning	Tier 1		09/03/2015	06/10/2016	\$0	No Funding Required	• All staff and building administration or in collaboration with TBAISD.
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Activity - Planning and PLC Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC Time will be used, and substitutes will be hired on occasion, to give staff time for collaboration on IB aligned assessment practices.	Teacher Collaboration	Tier 1	Implement	09/03/2015	06/10/2016	\$1600	General Fund	• All staff and building administration or in collaboration with TBAISD.

**Goal 7: Counseling Personnel will implement a process for determining the physical, social, emotional, and academic needs of each student in the school.**

### Measurable Objective 1:

achieve college and career readiness in core academic classes by ensuring that the social and emotional needs of the student body are being met by 06/01/2017 as measured by A 15% increase in students meeting college readiness standards as compared to the 2015 Explore Test.

### Strategy 1:

Coordinate Mentor/Mentee and HOPS Program - Tier 3 intervention students that are identified by both academics and behavior will be assigned a teacher mentor. That mentor will spend approximately 15-30 minutes per week with that individual checking their grades, discussing their behavior, organizing them, and encouraging them. Those students will also participate in the HOPS program with the counselor.

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Category:

Research Cited: Hattie, 2009

Tier: Tier 3

Activity - Mentoring Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will mentor individual students academically and monitor and discuss their behavior.	Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/08/2015	06/10/2016	\$4000	Section 31a	Matt Price and Child Study Team, Mentor Teachers

Activity - HOPS - Homework, Organization, and Planning Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will meet with the school counselor individually and in groups to stay organized and focused on academic instruction.	Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/08/2015	06/01/2016	\$0	No Funding Required	Matt Price

## Goal 8: All KMS Staff will increase the amount of communication to stakeholders.

### Measurable Objective 1:

demonstrate a behavior to increase the communication to parents and other stakeholders regarding classroom and building activities by 11/10/2016 as measured by parent surveys will indicate a 10% increase in satisfaction regarding communication when compared to 2014 data.

## School Improvement Plan

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### Strategy 1:

Parent and Stakeholder Communication - Teachers and administrative staff will use school resources to increase the amount of communication to parents and stakeholders.

Category:

Research Cited: ibo.org

Tier: Tier 1

Activity - Internet Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be encouraged to create a webpage, blog, or google classroom, or a weekly email that will facilitate communication with parents regarding important due dates, test dates, and what is being studied in their classroom. Administrative staff will use Facebook, Twitter, Weekly Newsletters, and the School's WebPage and Calendar.	Communication	Tier 1		09/08/2015	06/10/2016	\$0	No Funding Required	All KMS staff.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Mentoring Program	Teaching staff will mentor individual students academically and monitor and discuss their behavior.	Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/08/2015	06/10/2016	\$4000	Matt Price and Child Study Team, Mentor Teachers
Math Lab instruction	In sixth and 7th grade, students that score significantly below grade level are placed in math lab. This is a ninety minute block of time that replaces a students math class. The block consists of twenty minutes of whole group instruction, twenty minutes of small group instruction, twenty minutes of computer time and twenty minutes of game/reteaching time. This class follows the Common Core State Standards for the grade level being taught, and is adjusted to meet the needs of the class.	Implementation	Tier 2	Implement	08/01/2009	06/01/2020	\$42035	Administrator; Staci Short Math teachers; Katie Martin, Susan Michelin, Sharon Barber
Read 180	70% or more of 6th, 7th, and 8th grade students reading below the average lexile for their grade level will meet for a two hour block of time, reading and writing. All students will follow the general education curriculum but will have that curriculum presented in a variety of ways: re-teaching in small group, whole group (20 students), computer reinforcement, silent and recorded reading, summative and formative assessments.	Direct Instruction	Tier 2	Monitor	06/01/2015	06/01/2017	\$22798	Principal; Staci Short Teachers; Sharon Barber and Collette Sabins Counselor; Matt Price
Summer School Materials	Odyssey for eighth grade and Scholastic workbooks for sixth and seventh grade	Materials	Tier 2	Implement	06/15/2015	07/23/2015	\$800	Principal; Staci Short Teachers; Wendi Archer, Katie Martin, Sharon Barber, Natalee Rodriguez



# School Improvement Plan

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Summer School	Students not achieving at an acceptable level (to be determined by a committee of teachers, principal, counselor, parents) will attend five weeks of summer school.	Direct Instruction	Tier 2	Implement	06/13/2016	07/21/2016	\$667	Principal; Staci Short Teachers: Katie Martin, Wendi Archer, Natalee Rodriguez, Counselor Matt Price
Counselor	The counselor will monitor student success through data review, teacher, student and parent contacts.	Academic Support Program			09/08/2015	06/10/2016	\$29587	Principal; Staci Short Counselor; Matt Price
Additional class period of math instruction/8th grade	All eighth grade learners will receive extra practice time as well as time to use math applications, CCSS.	Direct Instruction			09/03/2013	06/01/2020	\$15139	Administrator; Staci Short Teachers; Kerry Wilson, Dennis Clark, Katie Barber, Dan Briggs
Summer School	20 additional hours of instruction for students that did not reach set standards for their grade level.	Direct Instruction	Tier 2	Implement	06/13/2016	07/21/2016	\$667	Principal; Staci Short Teachers; Katie Martin, Wendi Archer, Natalee Rodriguez, Counselor; Matt Price
Informal Register to Formal Register	Teachers will assist students in analyzing the type of writing/speaking register being used. Additional support will be provided to students that are using informal register to help them transition to the use of a formal register when writing/speaking.	Direct Instruction	Tier 1	Implement	09/06/2016	06/14/2017	\$1000	ELA instructional staff, Special Education Instructional Staff, administration

## School Improvement Plan

Kalkaska Middle School

Summer School	20 additional hours of Math instruction for students that did not reach set standards for their grade level. 6th and 7th grade student instruction is direct using CCSS for their grade level. 8th Grade students will use the Odyssey Math 8 program. Math teachers at each grade level will identify units of instruction that are most needed according to AimsWeb and NWEA data.	Direct Instruction	Tier 2	Implement	06/22/2015	07/23/2015	\$1333	Administrator; Staci Short Teacher; Sharon Barber, Wendi Archer, Natalee Rodriguez, Katie Martin, Susan Michelin, Dennis Clark
Summer School Materials	Eighth grade Odyssey and sixth and seventh grade Scholastic work books.	Direct Instruction	Tier 2	Monitor	06/13/2016	07/21/2016	\$800	Principal Staci Short, Teachers, Natalee Rodriguez, Wendi Archer, Katie Martin, Counselor Matt Price

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
IB MYP Implementation	KMS Individuals and Societies staff will continue Professional Development and Implementation of IB MYP in order to become an IB authorized World School.	Implementation	Tier 1		06/01/2015	06/01/2017	\$0	• All staff and building administration or in collaboration with TBAISD.
Performance Tasks	Learning experiences and students' demonstration of learning will include performance tasks within each unit.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/14/2017	\$2000	All Math instructors, administration.

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IB MYP Implementation	KMS staff will continue Professional Development and Implementation of IB MYP in order to become an IB authorized World School.	Implementa tion	Tier 1		06/01/2015	06/01/2017	\$0	All staff and building administrati on or in collaboratio n with TBAISD.
IB MYP Implementation	KMS will continue Professional Development and Implementation of IB MYP in order to become an IB authorized World School.	Direct Instruction	Tier 1	Implement	05/01/2014	06/02/2017	\$0	All staff and building administrati on or in collaboratio n with TBAISD.
IB MYP Implementation	KMS will continue Professional Development and Implementation of IB MYP in order to become an IB authorized World School.	Implementa tion	Tier 1		06/01/2015	06/01/2017	\$0	All staff and building administrati on or in collaboratio n with TBAISD.

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsibl e
Planning and PLC Time	PLC Time will be used, and substitutes will be hired on occasion, to give staff time for collaboration on IB aligned assessment practices.	Teacher Collaborati on	Tier 1	Implement	09/03/2015	06/10/2016	\$1600	• All staff and building administrati on or in collaboratio n with TBAISD.
Counselor	The counselor will monitor student success through data reveiw, teacher, student and parent contacts.	Academic Support Program			09/08/2015	06/10/2016	\$29587	Principal; Staci Short Counselor; Matt Price
Additonal class period of math instruction/8th grade	All eighth grade learners will receive extra practice time as will as time to use math applications, CCSS.	Direct Instruction			09/03/2013	06/01/2020	\$37849	Administrat or; Staci Short Teachers; Kerry Wilson, Dennis Clark, Katie Barber, Dan Briggs

**School Improvement Plan**

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**No Funding Required**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocabulary Development	Teachers will provide definitions and contextual information that involves students in deeper processing to give multiple exposure and opportunities for use of new vocabulary.	Direct Instruction	Tier 1	Implement	09/06/2016	06/14/2017	\$0	All Social Studies teaching staff, administration.
Professional Development	For the 2015 - 2016 school year, KMS will provide PD on the creation and implementation of IB assessments.	Professional Learning	Tier 1		09/03/2015	06/10/2016	\$0	• All staff and building administration or in collaboration with TBAISD.
Student/Teacher monitoring/record keeping	Students will assess themselves using performance scales and/or IB Assessment Rubrics to determine progress towards goals set for each unit of Math instruction. Goals are aligned with the Common Core State Standards. Self-assessment sheets will be reviewed weekly by the students assigned math teacher and monthly at the Math PLC . It will be used as reflection to determine strengths and weaknesses of lessons, student growth, and validity of the self-monitoring assessment.	Monitor	Tier 1	Implement	09/08/2015	06/05/2017	\$0	Math Department , Principal, IB Coordinator
T-4	T-4 (Talking To The Text) will be implemented in all classrooms as a strategy to practice skills and strategies necessary to interact with new text.	Direct Instruction	Tier 1	Implement	09/06/2016	06/14/2017	\$0	All teaching staff, administration.
Vocabulary Instruction	Teachers will incorporate common core Math vocabulary instruction into daily Math Lessons.	Direct Instruction	Tier 1		09/06/2016	06/14/2017	\$0	All Math teaching staff, administration.
Problem Solving	Teachers will incorporate authentic problem solving into all content areas.	Direct Instruction	Tier 1	Implement	09/06/2016	09/01/2017	\$0	All teaching staff, administration.
Balanced Math	All Math teachers have been/will be trained in Balanced Math. Teachers will include the poster method, mental math, and/or math review into their math instruction.	Direct Instruction, Professional Learning	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	All Math Instructors, administration.

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Professional Development	Staff will collaborate after examination of the common core and research to determine the most vital skills necessary for advancement in the content. Staff will create record sheets for students.	Professional Learning	Tier 2	Implement	06/01/2015	06/01/2017	\$0	All Instructional and Administrative Staff.
Writing Development	Teachers throughout all content areas will incorporate writing strategies and practice within their daily lessons.	Direct Instruction	Tier 1		09/06/2016	06/14/2017	\$0	All teaching staff, administration.
Charts & Graphs	All students will use complex charts, graphs, and tables to analyze data and draw conclusions about scientific problems.	Direct Instruction	Tier 1		09/08/2015	06/10/2016	\$0	All Science, Health, PE, and Social Studies Staff, administration.
Internet Use	Staff will be encouraged to create a webpage, blog, or google classroom, or a weekly email that will facilitate communication with parents regarding important due dates, test dates, and what is being studied in their classroom. Administrative staff will use Facebook, Twitter, Weekly Newsletters, and the School's WebPage and Calendar.	Communication	Tier 1		09/08/2015	06/10/2016	\$0	All KMS staff.
Charts and Graphs	All students will consistently use complex charts, graphs, and tables during instruction and on tests to analyze and draw conclusions related to demographic and economic data.	Direct Instruction	Tier 1		09/03/2015	06/14/2017	\$0	Heather Nowland, Bryan Karazia, Daryl Dimon, Doug Brown
HOPS - Homework, Organization, and Planning Skills	Students will meet with the school counselor individually and in groups to stay organized and focused on academic instruction.	Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/08/2015	06/01/2016	\$0	Matt Price
Direct Instruction	Teachers will incorporate a small group writer's workshop model into their instructional program.	Direct Instruction	Tier 1		09/06/2016	06/14/2017	\$0	All ELA teaching staff, administration.
Performance Tasks	Learning experiences and students' demonstration of learning (formative assessments) will include performance tasks within each unit.	Direct Instruction	Tier 1	Implement	09/06/2016	06/14/2017	\$0	All Science Staff, administration.

# School Improvement Plan

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Performance Tasks	Learning experiences and students' demonstration of learning (formative assessments) will include performance tasks within each unit.	Direct Instruction, Curriculum Development	Tier 1	Implement	09/06/2016	06/14/2017	\$0	All social studies staff, administration.
Professional Development	Staff will collaborate after examination of the common core and research to determine the most vital skills necessary for advancement in the content. Staff will performance rubrics for students to use in self-assessment.	Professional Learning			06/01/2015	06/01/2017	\$0	All instructional and administrative staff.
Guided Reading	Instructional time will be devoted to Guided Reading. This time will be incorporated into Middle School Interdisciplinary Units.	Direct Instruction	Tier 1	Implement	09/06/2016	06/14/2017	\$0	All teaching staff, administration.
Common Core and SAT Vocabulary Lists	Teachers will incorporate the CCSS/NGSS/GLCE/HSCE vocabulary lists and SAT vocabulary lists into current curriculum maps and lessons.	Direct Instruction, Curriculum Development	Tier 1		09/06/2016	06/14/2017	\$0	All teaching staff, administration.
Vocabulary Word Wall/Journals	Teachers will introduce new vocabulary and provide definitions and contextual information to assist students in a deeper understanding of the new vocabulary. The new vocabulary will be recorded on a Word Wall or in a student's Vocabulary Journal for ease of recall.	Evaluation, Materials	Tier 1	Implement	09/06/2016	06/01/2017	\$0	All Social Studies teachers, administration.
Math PLC	Staff teaching Math in grades 6-8 will meet as a group to determine a list of Math Vocabulary terms that should be explicitly taught , practiced, and mastered at each grade level.	Professional Learning, Curriculum Development	Tier 1	Getting Ready	08/30/2016	06/14/2017	\$0	All staff teaching Math in grades 6-8, administration.
Professional Development	Staff will collaborate after examination of the GLCE's and HSCE's and research to determine the most vital skills necessary for advancement in the content. Staff will create reflection sheets for student data collection and reporting. These may be in the form of Marzano Learning Goals and Scales.	Professional Learning	Tier 1		09/06/2016	06/14/2017	\$0	All Social Studies teaching staff, administration.
Vocabulary Word Wall/Vocabulary Journals	Teachers will introduce new vocabulary and provide definitions and contextual information to assist students in a deeper understanding of the new vocabulary. New vocabulary will be included in a journal or on a word wall for ease of recall.	Direct Instruction	Tier 1		09/06/2016	06/14/2017	\$0	All Science Teaching Staff, administration.
GLCE's and HSCE's, and SAT Vocabulary Lists	Teachers will incorporate the GLCE's/HSCE's vocabulary lists and SAT vocabulary lists into the current curriculum maps.	Getting Ready, Curriculum Development	Tier 1		09/06/2016	06/14/2017	\$0	All Social Studies teachers, administration.

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Students will create analogies and/or metaphors that reflect their depth of understanding.	Teachers will involve students in a monthly activity that requires the creation of analogies or metaphors to reflect understanding. After completion, the student will reflect on their metaphor and change it as understanding about a concept deepens.	Direct Instruction	Tier 1	Implement	06/01/2015	06/01/2017	\$0	Science teaching staff: Paul Guy, Andy Henderson, Bryan Karazia
Vocabulary Development	Teachers will provide definitions and contextual information that involves students in deeper processing to give multiple exposures of new vocabulary, and several opportunities to use new words.	Direct Instruction	Tier 1	Implement	09/06/2016	06/14/2017	\$0	All teaching staff, administration.
Word Wall/Vocabulary Journals	Teachers will introduce new vocabulary and provide definitions and contextual information to assist students in a deeper understanding of the new vocabulary. The new vocabulary will be recorded on a Word Wall or in a student's Vocabulary Journal or ISN for ease of recall.	Direct Instruction, Curriculum Development	Tier 1		09/06/2016	06/14/2017	\$0	All teaching staff, administration.
Graphic Organizers	Staff across all content areas will use a variety of graphic organizers to support students reading comprehension. Examples include but are not limited to KWL, T-Charts, and Venn Diagrams.	Direct Instruction	Tier 1		09/06/2016	06/14/2017	\$0	All teaching staff, administration.
Vocabulary Development	Teachers will provide definitions and contextual information that involves students in deeper processing to give multiple exposures of and opportunities to use new vocabulary.	Direct Instruction	Tier 1	Implement	09/06/2016	06/14/2017	\$0	All Science teaching staff, administration.
Writing Programs	Teachers will provide feedback to students on the overall quality of writing. Feedback, along with instruction, will create a common vocabulary (prewriting, draft, and editing symbols) that will give teachers and students a meaningful way to engage in dialogue which will improve written products.	Direct Instruction, Curriculum Development	Tier 1		09/06/2016	06/14/2017	\$0	All ELA staff and administration.
Reading Development	Teachers throughout all content areas will incorporate reading strategies and practice within their daily lessons.	Direct Instruction	Tier 1	Implement	09/06/2016	06/14/2017	\$0	All teaching staff, administration.
Use of Assessments for IB	Each subject area teacher will use IB aligned summative assessments with each of their students using all the criterion for the subject area twice during the school year.	Implementation	Tier 1		09/03/2015	06/10/2016	\$0	All staff in collaboration with TBAISD.
Feedback	Teachers will encourage all students to take control of their learning. All students should gain a greater understanding of the writing process through self-analysis of their writing skills, guided by the teacher.	Monitor	Tier 1		09/06/2016	06/14/2017	\$0	All ELA instructional and Administrative Staff

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Professional Development	All Math teachers will receive professional development regarding the use of learning goals and scales and/or the creation and use of IB assessment rubrics.	Professional Learning	Tier 1	Implement	04/20/2015	06/05/2017	\$0	All Math educators and administrators of Kalkaska Middle School, as well as the Middle School IB Coordinator.
Independent Reading	Students will be provided time to read for enjoyment. Books will be self-selected.	Monitor	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Reading Teachers, administration.
Reflection	Teaching staff will collaborate after the examination of the NGSS to determine the cross cutting concepts necessary for advancement in the content. The teaching staff will then create reflection sheets for student data collection and reporting.	Getting Ready, Materials	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Science Teaching Staff, administration.
NGSS and SAT Vocabulary Lists	Teachers will incorporate the NGSS vocabulary lists, and SAT vocabulary lists into their current curriculum maps and lessons.	Curriculum Development	Tier 1		09/06/2016	06/14/2017	\$0	All Science teaching staff, administration.
IB MYP Implementation	KMS Science Staff will continue Professional Development and Implementation of IB MYP in order to become an IB authorized World School.	Implementation	Tier 1	Implement	06/01/2015	06/01/2017	\$0	Heather Nowland, Andy Henderson, Bryan Karazia, Staci Short, Paul Guy and TBAISD.