



School Improvement Plan

Stout Middle School

Dearborn City School District

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

During the 2013-2014 school year, 791 students in sixth through eighth grade attend William B. Stout Middle School. Stout is a large building and includes over 50 classrooms. In addition to traditional classrooms, the building and campus also features an auditorium, large cafeteria, gymnasium, team room, swimming pool, media center, five computer labs, two large courtyards, and an athletic field. The staff at Stout is comprised of twenty-six core academic area teachers, nine elective teachers, four special education co-teachers, four self-contained resource room teachers, two bilingual teachers, four para-professionals, three secretaries, a counselor, a community liaison, a social worker, a principal, an assistant principal, eight custodians, and eight food services employees. Stout also employs part-time staff which includes two speech & language pathologists, a bilingual resource teacher, a psychologist, an instructional coach, a media specialist, and a nurse.

Stout's students come from several neighbors within the city of Dearborn, Michigan. The elementary schools that feed into Stout are Maples, Snow, Geer Park, and Miller elementary schools. The majority of the students at Stout are bussed to school each day. Thirteen busses transport students from the feeder school neighborhoods as only the Snow attendance area is adjacent to Stout. While Stout has a diverse student population which consists of racial and ethnic subgroups from all over the world, the student population is predominantly of Middle Eastern heritage. Stout is a Title I School Wide Building as 79% of the student population is classified as economically disadvantage.

The school day begins at 8:00 a.m. and ends at 2:55 p.m. Each grade has a 30 minute lunch period. Students and teachers are scheduled in teams for core academic classes. The seventh and eighth grades contain two teams each with each team consisting of four teachers. Sixth grade students have extended blocks for language arts and mathematics. There are three teams of sixth grade teachers. Each team has common planning time during which they plan instruction, develop assessments, discuss students, and meet with parents.

Stout Middle School is part of the Dearborn Public School District. Dearborn is located in an urban setting, just west of Detroit. Dearborn Public Schools currently consists of three traditional high schools, seven middle schools, twenty-two elementary schools, and one pre-school building. Students also have access to alternative education programs (Dearborn Magnet School and the ACE Program), vocational education programs (Michael Berry Career Center), and additional college preparatory programs (Dearborn Center for Math, Science, and Technology, the Middle School STEM Program, and the Henry Ford Early College).

The area that is now Dearborn (population: 97,775) was first settled in 1786. Dearborn is a city with a rich history. It is the hometown of Henry Ford, and the world headquarters of the Ford Motor Company is located here. Dearborn is home to other major corporations, as well as institutes of higher learning including the University of Michigan-Dearborn, Henry Ford College, and Davenport University. Dearborn's population represents more than 80 different nationalities, cultures, and ethnicities. Its rich diversity and history make the city a great place to do business, visit, work, and raise a family. The city has several world-renowned attractions including The Henry Ford (Henry Ford Museum, Greenfield Village, and Rouge Factory Tour), the Arab American Museum, Fair Lane (the Henry Ford Estate), Fairlane Town Center, and the Ford Community & Performing Arts Center. Stout Middle School is located in the heart of historic Dearborn near the Henry Ford Museum and Greenfield Village and within view of Ford World Headquarters. Dearborn is also served by many community support organizations such as the Arab Community Center for Economic and Social Services (ACCESS).

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community. Many community members have been impacted by the recent national recession that heavily affected the auto industry. Community members have lost their jobs and many homes are in foreclosure. As the national emerges from the recession, Dearborn and the Detroit-area have lagged behind.

Despite the uncertainty and economic hardships faced by the community, Stout Middle School has made significant progress over the past three years. Student achievement as measured state assessments continues to improve. The past three years have brought several new teachers and a new principal to Stout. Teachers have focused on incorporating language and literacy strategies into their instruction and significant professional development has been provided to teachers in this area. Stout has also implemented PBIS (Positive Behavior Intervention and Support) practices, technology has been upgraded and integrated into daily instruction, and after-school programs are offered to provide additional support to students.

School's Purpose

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

Mission/Purpose Statement: Our responsibility is to relentlessly pursue and ensure high levels of learning for all student and adults alike.

Vision Statement: We envision a school in which high levels of learning for all students and adults alike is achieved.

Belief Statement: We believe all students are capable of achieving high standards of learning.

Stout Middle School supports its mission by offering instruction that features high-quality curriculum and research-based strategies. Students and teachers are scheduled in teams for core academic classes (language arts, mathematics, science, and social studies). Core academic classes are 57 minutes in length for 7th and 8th grade students. Sixth grade students have 99 minutes of instruction daily in extended blocks for both language arts and mathematics. Each team has common planning time during which they plan instruction, develop assessments, discuss students, and meet with parents. The strategies in Stout's school improvement plan are supported by all teachers in all content areas.

Students also take elective/extended core classes which include courses in computers, music, physical education, French, life skills, technology, art, and several different intervention courses in both mathematics and language arts.

English Language Learners are supported in core classes by an ESL (English as a Second Language) support teacher and also in self-contained classrooms in our bilingual program by two high qualified ESL teachers.

The majority of our Special Education students are supported in co-taught core classes by a highly qualified content area teacher and a highly qualified special education teacher. Stout also has self-contained special education classrooms for students in the MOCI, POHI, and Middle School Resource Room programs.

The staff at Stout assesses the effectiveness of our programs and our school improvement plan through regular review of student achievement data.

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.

We have celebrated many achievements over the past three years.

1. Student achievement improved in reading at all grade levels and also in writing, science, social studies, and eighth grade mathematics as measured by state achievement tests.
2. Stout Middle School received accreditation through Advanc-Ed.
3. Stout Middle School received a rating of "yellow" on the State of Michigan Score Card.
4. The entire teaching staff was trained in language and literacy strategies and these strategies were implemented in all classrooms with positive results.
5. The staff at Stout participates in Professional Learning Communities. Staff members have focused on differentiated instruction, problem-solving skills, assessment, data analysis, and classroom management during our professional learning sessions.
6. PBIS (Positive Behavior Intervention and Support) was implemented at Stout and included an incentive program for positive behavior, training for staff in Love & Logic, and lessons for students on the Seven Habits of Highly Effective Teens.
7. Staff members initiated a study on Restorative Practices and attended professional development sessions in order to prepare for the implementation of these practices at Stout.
8. The music program returned to Stout. The band marched in the Dearborn's Memorial Day Parade and the choir & orchestra presented a spring concert.
9. Our athletic teams in football, volleyball, basketball, swimming, and track & field are among the most competitive in the city.
10. Stout students participated in Academic Games, Chess Club, STAND, Student Council, Relay for Life, the District Art Show, and peer mentoring.
11. The students and staff at Stout supported the community through philanthropic projects which included food drives, participating in Relay for Life, bake sales, and donations to hospitals.
12. The Stout PFSO (Parent-Faculty-Student Organization) supports students by sponsoring community events, enrichment assemblies, and other activities at our school.

We will continue to address the social, emotional, and academic needs of our students by regularly reviewing our practices and implementing additional research-based strategies to support areas of need as determined by student data. Our plans for the near future include:

- Continued implementation of and training in language and literacy strategies.
- Implementation of the Reading Apprenticeship Program across content areas in seventh and eighth grade.
- Implementation of the Daily 5 model in 6th grade language arts classes.
- Focusing on foundational math skills and problem-solving in mathematics classroom.
- Focusing on hands-on projects and problem-solving skills in science classrooms.
- Increased use of small group and differentiated instruction.
- Improvements to our after-school academic support programs.
- Adding new intervention classes for reading and mathematics.
- Continuing our implementation of PBIS, adding more instruction in the Seven Habits for students, and including more incentives for positive behavior.
- Using Restorative Practices to address student behavior and implementing a Responsibility Room.
- Holding additional and regular child study meetings to better address the needs of struggling students.

Additional Information

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

Last school year, music returned to Stout mid-year when a music teacher was placed at Stout half-time. This upcoming school year, Stout will have an expanded music program as music will be taught by a full-time music teacher for the entire year.

Next school year, Stout will provide small group intervention classes featuring direct instruction in reading and mathematics to our highest need general education students as determined by student assessment results. Previously, intervention classes were mostly computer-based. Computer-based intervention classes will still be offered next school year as well.

Students who are significantly behind grade level in reading or mathematics are able to participate in the Blended Learning Summer Program.

Stout provides busing for students who participate in our after-school academic support programs during the school year.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Our school improvement team includes representatives from multiple stake holder groups. Parents, staff members, and administrators all participate on the team. Parent, teacher, and student feedback is used in creating the school improvement plan. Teachers are invited to participate at the beginning of the school and are invited to meetings throughout the school year. The plan is shared at the beginning of the school year and revisited at staff meetings throughout the school year. The plan is shared with parents at Open House at the beginning of the school year and also revisited at PFSO (Parent-Faculty-Student Organization) meetings throughout the school year. Parents are invited to participate on the team at Open House and also at PFSO meetings. School improvement meetings typically occur after school. Future meetings are scheduled at the conclusion of each meeting and are scheduled according to the participants' availability.

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

The school improvement plan was developed by a committee that included administrators, staff members, and parents.

The administrators that participated were Julia Maconochie, (Former) Principal, and Carol Cizek, Assistant Principal.

The staff members that participated were Shadia Saleh, (Former) Social Worker, Fatima Tekko, Community Liaison, Ruth Woolley, Math Teacher, Elizabeth Ditmar, Special Education Teacher, Elaine Fleezanis, (Former) Instructional Coach, Donna Schwartz, (Former) Science Teacher, Karen Knisely, Social Studies Teacher, and Nehmat Sabra, ESL Teacher.

The parents that participated were Alfred Harb, Ibrahim Elsaghir, Lisa Crumb, Diane Bondie, and Zainab Dakroub.

Several staff members that were not initially involved in drafting the school improvement plan participated in revising the plan. These staff members include Gregory Oke, (Current) Principal, Marla Wiacek, Language Arts Teacher, William Lambdin, Science Teacher, Maha Fayad, Math Teacher, Christine Furkioti, (Current) Instructional Coach, and Mary Nameth, Language Arts Teacher. Members from the initial committee also participated in revising the plan.

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

The final school improvement plan is presented to parents at Open House at the beginning of the school year. The plan is revisited throughout the year at several PFSO (Parent-Faculty-Student Organization) meetings. The final plan is presented to staff at a staff meeting at the beginning of the year and revisited at staff meetings throughout the year. The final school improvement plan is posted on the school [website](#). [Information on the progress on the plan is shared at PFSO meetings, in newsletters, and on the school blog.](#)

School Data Analysis

Introduction

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

Student Enrollment Data

How do student enrollment trends affect staffing?

The school district determines staffing based on the number of student enrolled at each building/school.

How do student enrollment trends affect staff recruitment?

Consistent or increasing enrollment allows for more opportunities to recruit new staff members. If enrollment is decreasing, there are fewer opportunities to recruit new staff members.

How do student enrollment trends affect budget?

The budget for materials/supplies is based on the number of students in the building.

How do student enrollment trends affect resource allocations?

The allocation of resources to classrooms would not be significantly affected as any increase or decrease of funds/resources would be balanced out by more or less classrooms. However, funds available for larger school-wide resources would be affected.

How do student enrollment trends affect facility planning and maintenance?

The number of students affects the amount of available space in the building and can make scheduling students into classes (classrooms) more challenging. Specialized areas such as computer labs and the gym have limited availability and an increase in enrollment means that each student has reduced access to these specialized instructional areas.

How do student enrollment trends affect parent/guardian involvement?

Student enrollment does not significantly affect parent involvement.

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

Aside from having some effect on the budget for professional development, student enrollment does not significantly affect professional learning. Shrinking enrollment could be negatively perceived by parents and the community.

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

Increased enrollment puts some stress on the facility and also on support staff (social worker, counselor, etc.).

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

The enrollment is already considered when scheduling all staff, including support staff, and when scheduling the facility.

What are the challenges you noticed based on student attendance?

Students with an excessive numbers of absences may be more inclined to have failing grades and, depending upon the student, may disrupt instruction when in attendance. Some absent students do not make-up work that was missed due to the absence.

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

Absent students will be encouraged to attend after-school programs to help learn the material they missed. Staff will teach students the expectations for making up work after absences. Expectations will be communicated to parents as well.

Student Achievement Data for All Students

This area includes data questions.

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

Reading and Writing have the highest levels of student achievement.

6th Grade Reading: 64% proficient

7th Grade Reading: 52% proficient

8th Grade Reading: 69% proficient

7th Grade Writing: 54% proficient

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

Reading achievement increased at all grades levels last year as measured by the MEAP. Sixth grade reading results have improved each of the last three years and seventh grade reading results have improved for the past two years.

Math achievement increased at 7th and 8th grade last year as measure by the MEAP. Sixth grade results were similar to the previous two years.

Social studies achievement as measured by the MEAP in 6th grade has improved each of the last three years. Writing achievement as measured by the MEAP in 7th grade has increased for the past two years. Science achievement as measured by the MEAP in 8th grade also improved last year.

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

As measure by the MEAP, Stout students exceed the state average in 6th & 7th grade math and in writing.

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

In Reading and Mathematics, more students are scoring "advanced" on the MEAP assessments than in previous years. In Reading, this was most noticeable with 20% of 8th graders scoring "advanced" as compared to 8% the previous year and 19% of 8th graders scoring "advanced" as compared to 13% the previous year.

What factors or causes contributed to improved student achievement?

Staff in all content areas received training and implemented reading strategies. There is more differentiation occurring in core subject area classrooms than in previous years. Seventh and eighth grade teachers have implemented Reading Apprenticeship. Sixth grade language arts teachers have implemented the Daily Five. Math teachers are making increased use of a workshop model for instruction. All students have access to afterschool programs providing additional support.

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

Benchmark assessments such as STAR math & SRI support the use of the previously mentioned strategies from Stout's school improvement plan. Common assessment results as show improved student achievement.

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

Science as measured by the MEAP in 8th grade has the lowest level of student achievement.

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

No content area has a negative trend in achievement.

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

As measure by the MEAP, Stout students are below the state average in reading, social studies, science, and 8th grade mathematics.

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

In Reading, students who were not previously "proficient" of the MEAP assessment have shown more growth than their previously "proficient" peers. This trend also appears in math for 6th and 7th grade students.

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

There is not a decline in student achievement in any content area.

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

Student achievement is not declining in any area.

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

All teachers will continue to receive training in language and literacy strategies. Additional teachers will be trained in Reading Apprenticeship. Teachers will spend professional learning time looking at the strategies from Classroom Instruction That Works. There will be a continued emphasis on differentiated instruction. The current interventions being offered will be evaluated and adjusted in order to be more effective. In

order to improve the learning environment, restorative practices will be implemented and PBIS will continue to be utilized.

Subgroup Student Achievement

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

Response:

- Male
- Economically Disadvantaged
- English Language Learners (ELLs)

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

Response:

- None

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

The achievement gap is slightly closing for Males in Mathematics. The achievement gap is also slightly closing for Economically Disadvantaged students in Reading.

How do you know the achievement gap is closing?*

Assessment results over the past three years indicate that the achievement gap in the previously mentioned areas is closing.

What other data support the findings?

STAR Math and SRI assessment data, as well as common assessments, support the findings.

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

Differentiated instruction, reading instruction across content areas, after-school programs, and a building-wide focus on improving Tier I instruction have helped close the gap.

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

Assessment results support improved achievement. Building-wide achievement has improved since implementing these strategies.

What actions could be taken to continue this positive trend?

Review Tier II and Tier III instructional practices and make the necessary changes to insure that these practices are effective as well.

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

Response:

- None

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

Response:

- African American or Black
- English Language Learners (ELLs)

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

The achievement gap has become greater in reading and math for Black students and also for ELL students (English Language Learners).

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

Assessment results indicate that the achievement gap is getting larger.

What other data support the findings?*

STAR Math and SRI assessment data, as well as common assessments, support the findings.

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

The building emphasis on improving Tier I instruction has led to improvement in overall and subgroup achievement. However, students outside some sub-groups have improved at a greater rate in some causes. The factors/practices that are increasing achievement for all students and also contributing to gap increases for some sub-groups. Additionally, there is more transiency within some sub-groups.

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

Assessment results support this finding. The gap increases have occurred since implementing the previously mentioned practices.

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

Review Tier II and Tier III instructional practices and make the necessary changes to insure that these practices are effective as well. This will help close the gap as more student in certain sub-groups will qualify for the Tier II and Tier III interventions than their peers not in those particular sub-groups.

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

English Language Learners are achieving at levels significantly lower than their non-ELL peers. However, formerly ELL students sometimes out-pace non-ELL on achievement tests.

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

Students with disabilities have an assigned provider who makes sure the requirements of their IEPs are being met. Students are scheduled on teams and the teachers on that team meet and discuss intervention programs such as those through Title I and Title III including intervention classes and after-school programs. There is also a child study team process to insure students get the support they need.

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

All students are schedule onto teams. The teachers that are a part of that team meet with support staff such as our counselor, social worker, psychologist, and/or special education co-teachers and discuss the available services. There is also a child study team process to insure students get the support they need.

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

Stout Middle School offers accelerated mathematics class during the school. Students are also able to participate in service-learning projects through various extra-curricular groups and several classes. Academic games is offered as an after-school activity. Stout Middle School also has an after-school intervention and tutoring program.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	30.0

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

Parents are informed about Extend Learning Opportunities at Open House at the beginning of the year. Teachers also contact parents to recommend the after-school programs. Extend Learning Opportunities are advertised on the school blog and in newsletters. An informational
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pamphlet about Stout's after-school programs is also available in the office.

Label	Question	Value
	What is the total FTE count of teachers in your school?	36.5

Label	Question	Value
	How many teachers have been teaching 0-3 years?	7.0

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

Label	Question	Value
	How many teachers have been teaching 9-15 years?	12.0

Label	Question	Value
	How many teachers have been teaching >15 years?	13.5

What impact might this data have on student achievement?

The teaching staff is a good mix of experienced and newer staff members. The effect on achievement is more based on the instructional practices of teachers as opposed to their tenure.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	100.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	120.5

What impact might this data have on student achievement?

When a teacher is absent, there will likely be a loss of learning for the duration of that absence. A few teachers were out on extended medical leave, administration tried to place very competent substitute teachers into those classrooms to minimize any loss of learning. When a teacher is absent due to professional development, the benefit that comes from the implementation of best practices likely outweighs the loss of learning due to the teacher's absence.

Perception Data - Students

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

Students indicated the highest level of satisfaction in the following areas:

Stout provides programs and services to help students succeed.

Stout's purpose and expectations are clearly explained to students and their families.

The teachers at Stout work together to improve student learning.

The principal and teachers have high expectations for students.

Stout motivates students to learn new things.

The teachers use a variety of teaching methods and learning activities to help students develop the skills they will need.

All of the teachers explain their expectations for learning and behavior.

There are a variety of resources available to help students succeed.

Stout prepares students to be successful in the next school year.

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

Although the same surveys have not been used over a long-period of time, the feedback indicates that student satisfaction is increasing in the following areas:

Purpose and Direction

Governance and Leadership

Teaching and Assessing for Learning

Resources and Support Systems

Using Results for Continuous Improvement

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

The lowest areas of satisfaction among students are Purpose & Direction and Resources & Support Systems.

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

Student responses are consistent from previous surveys. No area shows a trend towards decreasing student satisfaction.

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

Strong staff members have been retained and several strong staff members have been added over the past few years. Staff has focused on SY 2014-2015

making connections with students and differentiating instruction. Technology has been added for both teachers and students to use. PBIS has been implemented and staff has focused on supporting responsible and respectful behavior from students.

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

The PBIS committee has provided lessons on the 7 Habits of Highly Effective Teens to all teachers which have been used during advisory period. Training has started to support the implementation of restorative practices next school year. Teachers will continue to receive training in best practices, such as strategies for differentiation.

Perception Data – Parents/Guardians

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

Parents indicated the highest level of satisfaction in the following areas:

Stout's purpose is clearly focused on student success.

Stout has established goals and a plan for improving student learning.

Stout has high expectations for students in all classes.

Stout shares responsibility for student learning with its stakeholders.

Stout communicates effectively about the school's goals and activities.

Teachers provide an equitable curriculum that meets students' learning needs.

Students see the relationship between what is being taught and their everyday lives.

Students know the expectations for learning in all classes.

Students have adult advocates at Stout.

Students are given multiple assessments to measure their understanding of what was taught.

Stout provides students with up-to-date computers and other technology.

Stout provides qualified staff members to support student learning.

Stout provides an adequate supply of learning resources that are current and in good condition.

Stout provides a safe learning environment.

Stout provides students with access to a variety of information resources to support their learning.

Stout provides opportunities for students to participate in activities that interest them.

Stout has facilities that support student learning.

Stout effectively uses financial resources.

Stout protects instructional time and minimizes interruptions.

The staff at Stout monitors and reports the achievement of school goals.

Students are prepared for success in the next school year.

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

Although the same surveys have not been used over a long-period of time, the feedback indicates that parent satisfaction is increasing in the following areas:

Purpose and Direction

Governance and Leadership

Teaching and Assessing for Learning

Resources and Support Systems

Using Results for Continuous Improvement

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

All areas are roughly consistent among parents.

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

Parent responses are consistent from previous surveys. No area shows a trend towards decreasing parent satisfaction.

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

Strong staff members have been retained and several strong staff members have been added over the past few years. Staff has focused on making connections with students and differentiating instruction. Technology has been added for both teachers and students to use. PBIS has been implemented and staff has focused on supporting responsible and respectful behavior from students. Student achievement has increased over the past three years.

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

The PBIS committee has provided lessons on the 7 Habits of Highly Effective Teens to all teachers which have been used during advisory period. Training has started to support the implementation of restorative practices next school year. Teachers will continue to receive training in best practices, such as strategies for differentiation. The school will communicate with parents through the school blog and additional newsletters. The PFSO (Parent-Faculty-Student Organization) will continue meeting regularly to build upon the momentum from last school year.

Perception Data – Teachers/Staff

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

Staff members indicated the highest level of satisfaction in the following areas:

Stout's purpose statement is clearly focused on student success.

Stout purpose statement is based on shared values and beliefs that guide decision-making.

Stout has a continuous improvement process that is based on data, goals, actions, and growth measures.

Administrators expect staff members to hold all students to high academic standards.

Administrators hold all staff members accountable for student learning.

Stout has qualified staff members to support student learning.

Stout has facilities that support student learning.

Stout has facilities that contribute to a safe environment.

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

Although the same surveys have not been used over a long-period of time, the feedback indicates that staff satisfaction is increasing in the following areas:

Purpose and Direction

Governance and Leadership

Teaching and Assessing for Learning

Resources and Support Systems

Using Results for Continuous Improvement

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

All areas are roughly consistent among staff members.

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

Staff responses are consistent from previous surveys. No area shows a trend towards decreasing staff satisfaction.

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

Strong staff members have been retained and several strong staff members have been added over the past few years. The staff is very cohesive and staff members work well together. Technology has been added for both teachers and students to use. PBIS has been

School Improvement Plan

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implemented and staff has focused on supporting responsible and respectful behavior from students. Student achievement has increased over the past three years. A new building principal joined the staff this past school year.

Other

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

N/A

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

Stout Middle School uses the Dearborn Public Schools' curriculum. Curriculum recommendations are made by the district's Curriculum Council, aligned to state standards, and approved by the Board of Education. The school district also has an assessment plan which Stout Middle School implements. The assessment plan has previously included assessments such as SRI, DRA, STAR Math, and additional district developed assessments. The school district and Stout Middle School will be administering the NWEA Map assessments next school year. Instructional decisions support Stout's School Improvement Plan. The plan was drafted by a committee of teachers, parents, and administrators using feedback from parent, staff, and student stakeholder groups. The instructional strategies in Stout's School Improvement Plan are research-based and address needs that were identified through a comprehensive review of student data.

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

Building administrators informally and formally observe teachers' practices. There is a comprehensive teacher evaluation system in place. Teachers write lessons plans aligned to the standards and all teachers post daily content and language objectives aligned to the standards. The Dearborn Public Schools' provide Stout with a language arts consultant and a math consultant. The consultants provide coaching to teachers and also observe instruction in classrooms. Departments regularly meet and discuss the curriculum and instruction they provide to students.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	Our feeder schools administer district and state assessments in reading and mathematics annually.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	Our AER is posted on the school website and on the district website. Please visit www.dearbornschools.org to review our AER.	

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

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

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Hassane Jaafar 18700 Audette Dearborn, MI 48124 313-827-3181	

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

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Stout Parent Compact

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

Health and Safety (HSAT) Diagnostic

Introduction

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

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

Health and Safety (HSAT)

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

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

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

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

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

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

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	No	N/A

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	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	No, but use a health education curriculum	N/A

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

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

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

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	No curriculum	N/A

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

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	150 minutes or more at elementary level, 225 minutes or more at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	No	N/A

School Improvement Plan

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	Statement or Question	Response	Rating
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

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

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

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

	Statement or Question	Response	Rating
Question 20	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written policy, fully implemented	N/A

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

	Statement or Question	Response	Rating
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 23	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	Yes	N/A

School Improvement Plan

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

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

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

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

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	No	N/A

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

	Statement or Question	Response	Rating
Question 30	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	Yes	N/A

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

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

During the school year various stakeholders looked at a variety of data points to determine the needs of our students. As part of this process, the goals in the school improvement plan were re-visited and assessment data from standardized tests (MEAP, NWEA, and ELPA) was reviewed. The School Improvement Team looked at Local Assessments such as District common assessments in Math, Language arts and science and reviewed diagnostic assessments such as DRA, Start Math and SRI. The team at sub group performance, gaps, and growth. Parent, Teachers, and Students were survey and the responses were reviewed. The School Improvement Team completed a School Data Analysis making note of areas of achievement and areas in need of improvement.

2. What were the results of the comprehensive needs assessment? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

The comprehensive needs assessment showed large gaps in Reading, Writing, and Math between the achievement of ELL students and non-ELL students. The assessment also revealed a large gap in math achievement between black students and white students. The assessment indicated that school wide, achievement was higher in all core academic areas than the previous school year. However, the achievement gaps did not significantly lessen and in some cases were larger than the previous year. Some subgroups data shows an upward trend. In particular, reading achievement for ELL students and formerly ELL students continues to increase.

After analyzing several data sources, it would appear that Tier I Language & Literacy strategies have been effective and are raising reading achievement for all students. However, since these strategies are targeting all students, all students are improving and the achievement gaps for subgroups are not lessening. With respect to reading, Tier II & Tier III strategies need to be examined and improved. Moving forward, this should be the emphasis for reading.

Although building-wide, math achievement improved this past school year, this trend does not extend beyond one year. The focus on differentiating math instruction needs to continue and in addition to focusing on problem solving, teachers need to use strategies to improve computational skills. The math achievement data indicates that students' computational skills are poor. For math, Tier I instruction still needs to remain a focus. However, Tier II & Tier III strategies should also be examined.

For writing, there is not as much available data as for reading and math. However, the available data indicates an upward trend in achievement for all students and all subgroups. Students are more competent at narrative writing, so informational and argumentative writing should receive greater emphasis.

Gaps also exist for students with disabilities in all content areas and for economically disadvantage students. Trend data does not show a clear pattern for these subgroups as results have varied each year.

3. How are the school goals connected to priority needs and the needs assessment? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

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Our priority areas are aligned with our goals in that:

1. Full implementation of the Common Core will address life and career skills such as: critical thinking, collaboration, communication, creativity, information, media and technology. Implementation of the Common Core Standards supports our reading, math, and writing goals.
2. Implementing Language & Literacy strategies will lead to improvement in specifically academic language acquisition, oral language, informational writing, and argumentative writing in all subject areas. Language & Literacy will also address skills such as critical thinking and communication in the teaching of core academic subjects. These strategies directly support our reading and writing goals. The academic language strategy also supports our math goal.
3. Supporting problem solving in Math and Science focus will also address skills such as critical thinking and reasoning. Improving computational skills will provide students will a stronger foundation from which to apply problem solving strategies.

The subgroups that will be our main focus are English Language Learners; Economically Disadvantaged; Students with Disabilities; African-American students, and the bottom 30% of our low performing students.

A detailed analysis using the following information was used to create the goals in the school improvement plan.

1. Student achievement reviewed from multiple types of data of standardized tests: MEAP, NWEA MAP assessments, and ELPA; as well as Local Assessments such as district common assessments in math, language arts and science. Staff also reviewed diagnostic assessments such as DRA, STAR Math, and the SRI. The results of these assessments have been discussed and analyzed in previous sections of this diagnostic.
2. The staff looked at our sub group performance and gaps. The results of this analysis have also been discussed and analyzed in previous sections of this diagnostic.
3. The staff looked at our growth data which was also previously noted.
4. The School Improvement Team surveyed Parent, Teachers, and Students and reviewed the responses. The results of which are detailed in the School Data Analysis.
5. In reviewing student achievement data, the team made note of areas of achievement and those in need of improvement.
6. The team also looked at our demographic and subgroup data.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

With respect to the strategies under the reading goal, all students will benefit from the implementation of Reading Apprenticeship and Daily 5. Also, all students benefit from the training that the teaching staff has received in Language & Literacy strategies. All students also benefit from the math goal which focuses on computational and problem-solving skills and from the writing goal. The focus on differentiation in all classes benefits all students, including disadvantaged students. Disadvantaged students receive extra support through intervention classes during the school day that support both math and reading development and through the after-school program, which provides content-specific support.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

The schoolwide plan includes strategies for a language rich classroom environments which include promoting academic literacy and language and providing scaffolding for all language levels. Additional strategies for a language rich classroom environment include the usage of total response signals and setting clear content and language goals. Teachers will also teach and use the Approaching A Problem Strategy. Other strategies for effective classroom instruction include developing daily content and language objectives, using structured conversations, using structured reading and writing activities, and implementing the strategies from Classroom Instruction That Works. With respect to math and science, teachers will model how to approach a problem, show how to use inductive or deductive reasoning to form predictions or questions, model how to find similarities and differences and how it impacts the outcome, and model strategies for computation.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

The quality of instruction is improved by utilizing explicit instruction, scaffolding, formative assessment, total response signals, and speech that includes complete sentences using academic language. The quantity of instruction is increased through extended day programs, cooperative learning groups, the use of co-teaching, differentiated instruction, Positive Behavior Intervention & Supports (PBIS), and intervention classes.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

The comprehensive needs environment identified the need to language rich classroom environment to support reading and writing growth. In addition to district-level initiatives like Reading Apprenticeship and Daily, the following building-level strategies support reading and writing across all content areas:

- Total participation of all English language learners
- Incorporating academic vocabulary
- Promoting academic literacy and language
- Scaffolding for all language levels
- Teach students strategies and language to use when they don't know what to do
- Have students speak in complete sentences.
- Randomize and Rotate when calling on students
- Usage of Total Response Signals
- Set clear content and language goals
- Have students participate in structured conversations
- Have students participate in structured reading and writing activities
- Teach and use Approaching A Problem Strategy

Strategies for effective classroom instruction include the following:

- Developing Daily Content and Language Objectives
- Structured Conversations
- Structured Reading and Writing
- Strategies from Classroom Instruction That Works
- Focused Instruction (mini-lesson)
- Differentiated Instruction

Additionally, the following strategies will be implemented in math and science classes to support the need for improve computational and problem solving skills:

- Model how to approach a problem
- Use inductive or deductive reasoning to form predictions or questions
- Model how to find similarities and differences and how it impacts the outcome
- Model strategies for computation

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Intervention classes are provided to bilingual students and students with disabilities. Additionally, many students with disabilities are scheduled into co-taught classes for language arts, math, and science. All core academic area teachers provide differentiated instruction. The after-school program provides content-specific tutoring to students needing additional support. After-school tutoring is also provide to ELL students. Intervention classes are also offered to general education students who qualify based on assessment results. Students two years behind grade-level in math and/or reading are able to enroll in the middle school summer program. There is also another summer program designed for bilingual students.

5. Describe how the school determines if these needs of students are being met.

Stout Middle School determines if the needs of students are being met by conducting a regular and ongoing comprehensive review of student achievement data. Additionally, students and teachers are scheduled in teams. The teaching teams meet regularly and discuss the progress of the students on each team. Child study team meetings evaluate struggling students as well and generate possible modifications to individual students' learning plans.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All of the instructional paraprofessionals meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All of the teachers meet the NCLB requirements for highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Our school's teacher turnover rate for this school year is low. 89% of our teachers were at Stout last school year. All of the new staff members are either filling new positions or replacing teachers who retired or went on leave. There were not any teachers that transferred out of Stout. Stout has a stable staff with little turnover.

2. What is the experience level of key teaching and learning personnel?

Fourteen teachers have been teaching for over 15 years.

Twelve teachers have been teaching for 9 - 15 years.

Four teachers have been teaching for 4 - 8 years.

Seven teachers have been teaching for less than 3 years.

Both building administrators have been in education (teaching & administration) for at least 20 years.

The building principal has been a school administrator for the past 11 years, including 5 years as a building principal.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

The Stout teaching staff has a reputation for having a high degree of collegiality. New teachers are able to immediately participate in school initiatives and the school decision-making process. Teachers are scheduled in teams and new teachers are assigned strong peer mentors. Both the school and the district provide diverse and quality professional learning opportunities to all staff members. Many school initiatives at Stout Middle School are teacher driven. Additionally, Stout employs an Instructional Coach to provide support to all teachers.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

The district recruits and hires teachers who are highly qualified. Representatives from the school district attend the teacher job fairs that are hosted by several of the universities in Michigan. All new teachers attend a two-day new teacher orientation where they are provided with an overview of the district curriculum, assessments, interventions, and technology, as well as tools that they can utilize to address specific learning needs and ethnic diversity. The district employs middle school reading and math consultants who provide additional support to teachers. The district provides ongoing and meaningful professional development to all staff members. The district also offers a competitive compensation package.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Stout Middle School does not have a high turnover rate

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment and the goals of the school improvement plan.

Teachers have received professional development for each of the goals in the school improvement plan as listed below.

Writing Goal: All students at Stout Middle School will demonstrate growth in becoming proficient writers

1. Stout has an instructional coach that observes and assists teachers in the achievement of this goal
2. Stout worked with an outside consultant and expert in Language and Literacy for English Language Learners and students with underdeveloped language skills. The consultant assisted all teachers in writing meaningful and effective language and content objectives and with implementing strategies in the classroom. Additionally, the consultant provided coaching to teachers in understanding, unwrapping and implementing the Common Core Standards.
3. Teachers and administration meet regularly to discuss implementation of the Common Core Standards, Classroom Instruction That Works, and to assist teachers in writing daily content and language objectives.
4. Teachers meet monthly with their content area department peers to address areas in which each subject area needs support.
5. The district language arts coordinator provides specific professional development throughout the school year, including sessions on informational writing.

Reading Goal: All students at Stout Middle School will demonstrate growth in becoming proficient readers

1. Stout has an instructional coach that observes and assists teachers in the achievement of this goal
2. Stout worked with an outside consultant and expert in Language and Literacy for English Language Learners and students with underdeveloped language skills. The consultant assisted all teachers in writing meaningful and effective language and content objectives and with implementing strategies in the classroom. Additionally, the consultant provided coaching to teachers in understanding, unwrapping and implementing the Common Core Standards.
3. Teachers and administration meet regularly to discuss implementation of the Common Core Standards, Classroom Instruction That Works, and to assist teachers in writing daily content and language objectives.
4. Teachers meet monthly with their content area department peers to address areas in which each subject area needs support.
5. The district language arts coordinator provides specific professional development throughout the school year, including sessions on Reading Apprenticeship and Daily 5.

Math Goal: All students will demonstrate improved computational and problem solving skills in mathematics.

1. Stout has an instructional coach that observes and assists teachers in the achievement of this goal
2. Stout worked with an outside consultant and expert in Language and Literacy for English Language Learners and students with underdeveloped language skills. The consultant assisted all teachers in writing meaningful and effective language and content objectives and with implementing strategies in the classroom. Additionally, the consultant provided coaching to teachers in understanding, unwrapping and implementing the Common Core Standards.
3. Teachers and administration meet regularly to discuss implementation of the Common Core Standards, Classroom Instruction That Works, and to assist teachers in writing daily content and language objectives.

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4. The math department meets once a month to understand, unwrap and discuss how individual math teachers are implementing the Common Core Standards.
5. The district and district math coordinator provide ongoing professional development in the math curriculum and implementation of the common core.
6. The district math coordinator provides coaching, working directly with math teachers in their classrooms.

2. Describe how this professional learning is "sustained and ongoing."

Stout Middle School provides sustained and ongoing professional learning as indicated below.

1. Stout has an instructional coach that observes and assists teachers in the achievement of all goals.
2. Content and Language objectives aligned to the common core are posted each day by teachers and monitored by administration.
3. Teachers and administration meet regularly to discuss implementation of the Common Core Standards, Classroom Instruction That Works, and to assist teachers in writing daily content and language objectives.
4. Stout worked with an outside consultant and expert in Language and Literacy for English Language Learners and students with underdeveloped language skills. The consultant has regularly visited Stout for the past two years. During these regular visits, the consultant is in the school for two days observing and providing feedback to teachers. One day is devoted to all day professional development for selected teachers. Language arts, science, and social studies teachers have all received additional training from the consultant. The consultant has also provided periodic sessions to the entire staff.
5. The district math coordinators meet with math teachers each month for an entire day to support teachers understanding, unwrapping, and implementation of the Common Core Standards.
6. The district language arts coordinators meet with teachers each month for an entire day to support teachers understanding, unwrapping, and implementation of the Common Core Standards, and to support the implementation of Reading Apprenticeship and the Daily 5.
7. Late start meetings occur monthly. Teachers meet in content area groups to address areas in which each subject area needs support. The district's content area coordinators sometimes participate in these meetings and provide specific professional development.
8. The district provides ongoing professional development in Math and Language & Literacy throughout the school year.
9. The district provides workshop style PD for all district employees at the beginning of the year and again in Nov. The PD addresses all content areas, providing professional development in research based practices and strategies.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Stout's Professional Learning Plan is attached.	Professional Learning Plan 2014

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Stout Middle school provides parents with opportunities to help plan, review, and improve the schoolwide plan (in a language they can understand) by:

- Reviewing the School Parent Involvement Policy and the School Improvement Plan at monthly parent meetings,
- Posting the Parent Involvement Policy and the School Improvement Plan at Parent Teacher conferences with opportunities to give feedback to staff and administration,
- Conducting a Parent Survey that addresses areas of our program, and
- Utilizing multiple methods of communication with parents (newsletters, school website, teacher websites, and District publications) to update parents on the progress of the schoolwide plan and to solicit input on the plan.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Stout Middle school provides parents with regular opportunities to participate in the implementation of the schoolwide plan by:

- Including Parents on our School Improvement Team
- Including School Improvement Plan as an agenda item at Parent Club meetings
- Posting the Parent Involvement Policy at Parent Teacher conferences with opportunities to give feedback to staff and administration
- Conducting parental surveys
- Ongoing and up-to-date web site, telephone and Email correspondence between parents, teachers and school
- Regular communication of student progress and suggestions for parental support to achieve goals.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Stout Middle School involves parents in the evaluation of the schoolwide plan in the following ways:

- In the fall at the annual Title I meeting, the plan is presented to parents and additional input is solicited.
- An annual parent meeting is held in the spring prior to completing the schoolwide plan to assess the implementation and effectiveness of the School Improvement Plan. Data regarding assessments such as the MEAP, NWEA MAP assessments, the Scholastic Reading Inventory (SRI), and Star Math is presented. Dependent upon the results of those assessments, adjustments to the plan and next steps are discussed.
- Other opportunities include discussions at Parent Club meetings, an annual parent survey, opportunities to give feedback to staff at Parent-Teacher conferences, and meetings between administrators and individual parents regarding the plan.

School Improvement Plan

Stout Middle School

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Stout Middle School's Parent Involvement Policy is attached.	Stout Parent Involvement Policy 2014

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Stout Middle school ensures all parents, including those who are disabled, speak limited English, migrant students and families, homeless students and families or who have other needs, are informed about both state and local academic standards and assessments, in parent friendly language, through interactions and discussions during or using:

- Semester Parent Conferences
- Open House
- Progress reports and report cards
- Daily grade reports (Parent Connect)
- Web based grade book
- Common Core Standards posted on school website (or hard copy available upon request)
- Teacher conference periods to be available to meet and inform parents as needed

Stout Middle school offers training and materials to parents through:

- District wide parent workshops and guest speakers
- School Newsletters/Classroom Newsletters/District Newsletters
- District Website - including "parent info" tab
- Teacher recommended websites to supplement curriculum
- Online textbooks
- Parent Connect (web-based gradebook) tutorial
- Individual meetings between parents and teachers, administrator, and/or other support staff

Stout Middle school will educate the entire staff about how crucial parent contributions are to student success through:

- Staff meetings and professional development
- Encouraging staff participation at Parent-Faculty-Student Organization (PFSO) meetings

Stout Middle school works to coordinate programs to ensure success through:

- Transition orientations - into middle school from elementary schools as well as from middle school into high school
- Monthly Parent Club Meetings
- Field Trip chaperones
- School Day Volunteer opportunities
- Activity Days and Social Nights
- Classroom observations upon request by parents
- Special Events
- Parent Club fundraisers
- New student school tours

All communication from Stout Middle School will be provided to parents in an understandable manner through:

- School Newsletters/Classroom Newsletters/District Newsletters

School Improvement Plan

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- Student Daily Planners
- Bilingual interpreters
- Website and Email - written in easily understandable language
- Accommodations for all parents of any disability

Stout Middle school will support all parents, including those who are disabled, speak limited English, migrant students and families, homeless students and families or who have other needs, all necessary accommodations for parent involvement in any reasonable manner upon request, through:

- Making every effort to accommodate parent requests to ensure that all individual needs are met to enhance parent involvement
- Varied meeting times are constantly made available to parents as alternative conference times with teachers
- Varied meeting times available to meet with counselors, administration, and all support staff are readily available

Stout Middle school provides all parents, including those who are disabled, speak limited English, or who have other needs, all necessary accommodations and support. A Parent/Community Liaison is employed to increase parental involvement.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Parents are involved in the evaluation of the schoolwide plan through:

- Discussion sessions at Parent Club meetings
- Participation in parent surveys
- Opportunities to give feedback to staff at Parent Teacher conferences
- Meetings between administrators and individual parents regarding the plan

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Student assessment results are analyzed. In areas where growth has not met expectations, the current strategies will be examined and the integrity of the implementation of the current strategies will be evaluated. New strategies may also be research depending upon the results of the evaluation of current strategies. Whether or not new strategies have been adopted, the strategies included in the schoolwide program will determine the professional development that is provided to the teaching staff throughout the school year.

8. Describe how the School-Parent Compact was developed.

A generic outline was presented to the School Improvement Team and parents. Questions were answered and discussed. The team (parents, teachers, administrators) modified the original outline to fit Stout Middle School's needs. For parents, who are not on the team the compact is passed out at the annual fall open house where parents have an opportunity to ask questions and discuss the compact. Finally, administrators and teachers sign the compact and distributed it to students to take home for students and parents to sign.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

N/A

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

The School-Parent Compacts are sent home and collected at the beginning of school year and the return of the compacts is tracked by advisory period teacher. These are used throughout the year for individual conferences with parents and teachers, parents and administration, and at parent teacher conferences. These are used during meetings in to remind or recommit involved parties (students, parents, teachers, or administrators) of their commitment to the success of the student or to commend an involved party for their commitment.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	The Parent Compact is attached.	Stout Parent Compact 2014

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Individual student assessment results are presented at individual parent meetings and at parent-teacher conferences. Several staff members are available for the these meetings to present the results in the parents' home language.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Incoming 5th grade students:

- A team of Middle School administrators and counselors visit all incoming 5th graders in the spring of each year and provides them with a "Changes You will Experience" presentation.
- Students are walked through the course selection process
- A sixth grade orientation is held at the end of the school year for all incoming 5th graders and their families. A presentation introducing the middle school staff and what the parents and students can expect from the school and what the staff expect from them. A tour of the school follows.
- During the summer a welcome letter is sent out to all incoming 5th graders and their families.
- In the fall, all incoming 6th graders and their families are met by their teachers, walked to their classrooms, and tour the school.

Outgoing 8th grade students

- A team of administrators and counselors from the high schools visit all outgoing 8th graders in the spring of each year and provide them with a presentation about high school.
- In separate presentations 8th grade students assemble to hear presentations about various high school opportunities
- A ninth grade orientation is held at the end of the school year for all outgoing 8th graders and their families. A presentation about high school and what the parents and students can expect from the and what the school expect from them. A tour of the school follows.
- During the summer a welcome letter is sent out to all incoming 9th graders and their families.
- In the fall all incoming 9th graders are invited to a 2 week pre-high school preparation called the 9th grade academy.
- Before the beginning of the school year, the 9th graders are invited to a kick-off day of activities and they are paired with peer mentors to help them acclimate to high school. This is called "Link Crew"

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

N/A

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers make decisions about several types of school-based academic assessments. Teachers utilize formative assessment to check for student understanding during instruction to inform instruction. They often develop summative assessments with the grade-level and content-area peers. These summative assessments provide teachers with a picture of the progress students have made in meeting standards. Teachers also participate in creating both school and district-level common assessments in their content areas. Teachers also provide input on the assessment schedules for both building and district-level assessments.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers meet in departmental groups, teams, grade-level groups, and school improvement committee groups to analyze student achievement data. This data is used to create and update the school improvement plan, to drive classroom instruction, and to determine classroom instructional groups. The data is also used to determine Tier I, II, and III interventions, and to evaluate the effectiveness of instructional practices and the strategies in the school improvement plan. The following assessments were used during the past school year: MEAP, NWEA MAP Assessments, Star Math, Scholastic Reading Inventory (SRI), Directed Reading Assessment (DRA), District Common Math Assessments, District Common Writing Assessment, and Successmaker.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Teachers meet in departments and teams analyze MEAP, NWEA, STAR Math, and SRI student achievement data. This data is used identify students for Tier I, II, and III interventions. Additionally, student who are having difficulty during the school year may have their learning plan reviewed by their team at a child study meeting. Tier I interventions are discussed by the team of teachers and implemented in the classroom. Support staff may be consulted regarding Tier II or Tier III interventions. Data from the mischooldata.org website is also used to identified students who are not meeting the standards of proficient or advanced.

The bottom 30% of the lowest performing students are identified and their teachers are informed at the beginning of the year. The teachers look at the assessment results to determine the needs of the students and plan accordingly. Students set achievable goals that are regularly reviewed. Teachers also monitor progress three times a year using STAR Math and the Scholastic Reading Inventory (SRI). Next school, the NWEA MAP assessments will be used instead of STAR Math and the SRI.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

During the school day, students receive support through differentiated instruction, Tier I interventions through their classroom teacher, and through Tier II and Tier III interventions, including small group intervention classes and after-school programs. These interventions lesson focusing on the following areas: test taking strategies, making textbook reading meaningful, writing to learn, and SIOP strategies. Behavior intervention offered during the school day will include lesson focusing on the following areas: character education, leadership, motivation, and discipline. Intervention after the school day which will be content specific tutoring called extended day.

Additionally, the community liaison will advocate for our at-risk parents and students by identifying, providing and integrating resources and services necessary to enrich school programs, child rearing practices, and student learning and development for families at risk. The liaison will also provide information to students and families on community health, cultural, recreational, social support, and other programs/services; provide information resources, and support for community and district activities that link to learning, skills development and individual talents, including summer programs for students; provide a forum to discuss information regarding resources available at the county, state, and national level; sponsor parent education workshops and other courses or training for parents; and facilitate assemblies which support the affective/character education/social emotional health of our students and are crucial to our student's academic success.

Stout will also provide information to families to support academic success at home. These include:

1. State of Michigan' 100 ways for Parents to be Involved in their Childs Education
2. Grade Level Content Expectation, parent guides
3. Love and Logic tips for parents
4. The Parent Institute tips for parents flyers and newsletters

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Teachers differentiate students' abilities, interests, and/or learning styles. In differentiating instruction, teacher plan and prepare lesson with clearly defined content & language objectives, age appropriate content, appropriate supplementary materials, adaptation of content as needed, meaningful activities that build background knowledge, explicitly linked concepts, explicit links to past learning, and emphasis on key vocabulary. Teachers provide comprehensible input by using appropriate speech, clear explanations, and concepts clarified through a variety of techniques. In differentiating instruction, teachers also provide ample opportunities for students, scaffolding techniques, and a variety of question types including those which require higher order thinking skills. Teachers ensure interaction within the classroom by providing opportunities for interaction, utilizing a variety of grouping configurations, giving appropriate wait time for student responses, and allowing students to clarify key concepts. Teachers have students practice and apply their knowledge by using hands-on materials and/or manipulatives, providing for the application of content & language, and allowing student to use their language skills (read, write, listen, and speak).

In their differentiated lessons, the teacher will clearly supports the content & language objectives, ensure a high-level of student engagement (at least 90% of the period), and make sure that the pacing of the lesson matches students' ability. Teachers will also review and assess key vocabulary and key content concepts. They will provide clear feedback on student output and continuously monitor student comprehension and learning (formative assessment).

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Stout Middle School coordinates and integrates funds from Title I, Title I A, Title II, Title III, IDEA funds, Federal Nutrition Program, Parent Teacher Organization Funds, and District General Budget to support the schoolwide program. The schoolwide program is designed to provide staff, parents, and students with the skills and resources necessary to be successful in their educational roles.

All of our goals require teachers to be trained, so much of our coordinated resources go into professional development, professional development materials, and substitute teacher costs. To support teaching and learning, an instructional coach has been hired and instructional materials are purchased to address the levels of learners and provide support for those with underdeveloped skills. To enhance learning, create meaning, and bring in real world experiences, we fund assemblies and field trips for our students. Technology for student use and to connect students with tools that they use as digital learners is also purchased. Our coordinated resources are also used to support extended day interventions. Finally, resources are used to support parents and provide training and support so they are able to support their child at home both emotionally and academically.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Stout Middle School coordinates and integrates funds from Title I, Title II, Title II D, Parent Teacher Organization Funds, and District General Budget to implement the required schoolwide components and to support a variety of programs described below. Each of these programs is intended to provide staff, parents, and students with the skills and resources necessary to be successful in their educational roles.

1. Stakeholders complete an annual Comprehensive Needs Assessment at staff meetings and parent meeting and through work completed by professional learning communities.
2. The staff at Stout Middle School is keep abreast of the most current School-Wide Reform measures through regular professional development activities. Resources are used for supplies for professional development and also for school-wide assemblies.
3. The school and district administration makes personnel decisions to insure that all student receive Instruction by Highly Qualified Staff. Resources are used send teachers to conferences and workshops so that they may be update-to-date on the current best practices. General fund resources support classroom supplies.
4. District administration attends the education job fairs host by local universities to Attract High Quality, Highly Qualified Teachers to High Needs Schools. Resources are used send teacher to conferences to support continued learning.
5. High Quality and On-going Professional Development is provided through district and school professional development sessions and by the district math and language arts coordinators and the building instructional coach. Resources have been used to support book studies, including studies on Classroom Instruction That Works, Differentiation, and Love & Logic. The available resources also allow teachers to attend off-site conferences and provide professional development opportunities for the school improvement team.
6. Resources are also used to implement Strategies to Increase Parent Involvement. Resources are used to support parent classes, math night, open house, parent classes, subscriptions to parent newsletters, and supplies for various parent activities.
7. Resources are also used to implement Transition Strategies, including sixth grade orientation, WEB Coordinators, WEB activities, Link Crew, and Exchange Day.

8. Resources help support Teacher Participation in Making Assessment Decisions by providing for Class A training, substitute costs, teacher stipends, and supplies.

9. Stout Middle School provides Timely and Additional Assistance to Students Having Difficulty Mastering the Standards. The available resources allow Stout to provide assistive technology, extended day learning opportunities, summer school, educational website subscriptions, instructional supplies and materials for ELL students, and paraprofessionals to support students with a variety of specific needs.

10. In addition to the previously mentioned program the Coordination and Integration of Federal State, and Local Programs and Resources includes the Federal Nutrition Program, School Nutrition Program, and the Free and Reduced Lunch program.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our community based organization ACCESS provides free educational services to our families in several areas: anti-bullying, violence prevention, nutrition, adult education and vocational training. Additional educational opportunities are coordinated through our state government to offer programs that improve job readiness and parenting skills. The county offers grants which we use to fund our response to Bullying initiative and program as well as our school wide Positive Behavior Intervention and Support (PBIS)

Our school houses several courses provided by our Community/Adult Education department that include a variety of courses such as literacy, ESL, arts and crafts, financial planning, parenting, and many others. This process avails these learning opportunities to all parents since many courses are provided within walking distance.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

Stout Middle School reviews and modifies the Title I/School Improvement Plan annually. The district's Compensatory Education Office evaluates the Title I plan each year and the Assessment Office provides our school with reports and graphs indicating whether our students made gains on the MEAP, ELPA, and other assessments. The building staff was organized into five committees, each focused on gathering data within one of these categories. The committees evaluated, within the category, what data provided the most information concerning the needs of the school. Data was disaggregated based on race and ethnicity, economically disadvantaged, and limited English proficiency, and comparisons of the achievement between subgroups was made. Data is examined across multiple years and grade levels to identify patterns and trends. By using multiple data sources to triangulate the data, priority needs supported by objective data emerged. The School Improvement Team reviews student achievement results in addition to local assessments to determine whether our plan was successful in reaching our desired academic goals and how to sustain progress. The Team brainstorms strategies and action steps that will improve the delivery of

interventions and researches alternative scientific-based approaches to address the needs of students who did not meet state standards and benchmarks. The Title I plan and budget are subsequently modified to reflect these findings and a new/revised plan is finalized for the following year. Additionally, our district has a School Improvement Council whose members review the School Improvement plan each fall and make recommendations for adjustments if needed. Members of the Council make an on-site visit to the school each fall and spring to examine the extent to which the plan is implemented and how effective the strategies and action steps are. The team provides feedback and recommendations for better implementation. Parents are also involved in the school improvement process. Parents attend the specific meetings addressing the School Improvement Plan have a participate in its success, direction and future plans. An annual parent meeting is held in the spring prior to completing the schoolwide plan to assess the implementation and effectiveness of the SIP. This meeting is used for evaluation of current practices and planning for the upcoming year. Data regarding assessments such as the MEAP, Scholastic Reading Inventory (SRI), NWEA MAP Assessments, and Star Math is presented and discussed and the amount of growth is assessed. Dependant upon the results of those assessments, adjustments to the plan are discussed and the next steps are determined.

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

The Assessment Office provides Stout Middle School with reports and graphs indicating whether students made gains on the MEAP, ELPA, and any other assessments. The School Improvement Team reviews student achievement results in addition to local assessments to determine whether the plan was successful in reaching the desired academic goals and how to sustain progress. The team also looks at data from mischooldata.org, identifies specific students who are not meeting the standards, and plans interventions for them.

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

The School Improvement Team reviews student achievement results in addition to local assessments to determine whether the plan was
SY 2014-2015

successful in reaching the desired academic goals and how to sustain progress. The Team brainstorms strategies and action steps that will improve the delivery of interventions and researches alternative scientific-based approaches to address the needs of students who did not meet state standards and benchmarks. The students achieving in the bottom 30% are identified for classroom teachers at the beginning of the school year. Teachers monitor students' progress three times a year using STAR Math and Scholastic Reading Inventory (SRI). Students are also placed in intervention classes at the beginning of the year. Students in intervention classes set achievable weekly goals that are reviewed at the end of the week.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

After looking at the achievement data, growth data, and individual student results, the School Improvement Team researches strategies and action steps that will improve the delivery of interventions and also researches alternative scientific-based approaches to address the needs of students who did not meet state standards and benchmarks. The Title I plan and budget are subsequently modified to reflect these findings and a new/revised plan is finalized for the following year. Additionally, the district has a School Improvement Council whose members review the school improvement plan each fall and make recommendations for adjustments if needed. Members of the Council make an on-site visit to the school each fall and spring to examine the extent to which the plan is implemented and how effective the strategies and action steps are. The team provides feedback and recommendations for better implementation.

School Improvement Plan 2014-2015

Overview

Plan Name

School Improvement Plan 2014-2015

Plan Description

Stout Middle School - School Improvement Plan 2014-2015

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	Writing: All students at Stout Middle School will demonstrate growth in becoming proficient writers	Objectives: 5 Strategies: 3 Activities: 12	Academic	\$32364
2	Reading: All students at Stout Middle School will demonstrate growth in becoming proficient readers	Objectives: 5 Strategies: 3 Activities: 18	Academic	\$223831
3	Math: All students will demonstrate improved computational and problem solving skills in mathematics.	Objectives: 5 Strategies: 3 Activities: 14	Academic	\$73882

Goal 1: Writing: All students at Stout Middle School will demonstrate growth in becoming proficient writers

Measurable Objective 1:

A 6% increase of All Students will demonstrate a proficiency in writing competency in English Language Arts by 06/10/2016 as measured by proficiency on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area

Culham, Ruth. 6+1 Writing Traits

Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom

Frey, D., W.C. Frederick and H.J. Klausmeier. A Schema for Testing the Level of Cognitive Mastery.

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Gallagher, Kelly. Teaching Adolescent Writers

Marzano, Robert. Building Background knowledge and Building Academic Vocabulary

Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works

Payne, Ruby. A Framework for Understanding Poverty.

Rice, Lynda. 6 Trait Writing. Tomlinson, Carol. Differentiation of Instruction

Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Wormeli, Rick. Summarization in Any Subject.

Tier:

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructional coach will provide classroom teachers with professional development and ongoing coaching on best practices in writing instruction.	Professional Learning		Implement	09/02/2014	06/10/2016	\$0	Title I Part A	Instructional Coach

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Activity - Professional Development - Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language arts teachers and the Instructional Coach will provide staff development on the informational text structures and the writing process at staff meetings and late start meetings. Staff development will also be provided on argumentative writing, including how to teach students to use evidence when supporting their responses.	Professional Learning	Tier 1	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	Language arts teachers, Instructional Coach, and District Language Arts Coordinator
Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A tour of Detroit Parade Co (Writing a proposal for design of a float); Monroe Michigan tour (Written and oral communication regarding French Settlers; St Vincent De Paul community service (problem solving and writing a paper as it relates to the social studies unit on world hunger); Tour of Detroit (history lesson persuasive essay written based on writing stem: The builder Cadillac was a positive/negative influence on the environment); U of M- Dearborn for the "Gulo Gulo" event—a conference designed for middle school students (Students will attend reading, writing, hands on workshops throughout the day); Arab-American Museum (Writing connected to social studies classes).	Field Trip			09/04/2013	07/08/2016	\$0	Title I Part A	Classroom teachers are responsible for planning extend learning opportunities.
Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use small group instruction to reteach elements of the writing process to students.	Direct Instruction		Implement	09/02/2014	06/10/2016	\$0	No Funding Required	Classroom Teachers
Activity - Direct Instruction - Revising & Editing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will teach students how to revise and edit their writing. The language arts teachers and instructional coach will train the staff during staff meetings.	Direct Instruction	Tier 1	Implement	08/25/2014	06/10/2016	\$0	No Funding Required	Language arts teachers and the instructional coach.
Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Classroom teachers will implement strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training and coordinate the book study.
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Strategy 2:

Restorative Practices - The most profound learning occurs when there is a healthy relationship between teacher and student.

Restorative Practices assists teachers, students and parents to build, maintain and restore relationships.

Restorative Practices will help build capacity to enable students to self regulate behaviour and contributes to the improvement of learning outcomes.

11 Essential Elements, including affective statements, restorative questions, fair process, small impromptu conferences, proactive circles, responsive circles and restorative conferences. Staff teams, working in small professional learning groups, focus on understanding and using these elements.

Research Cited: Adams, C. (2008 November/December). The talk-it-out solution. Scholastic Administrator, 36–39.

Boulton, J., & Mirsky, L. (2006, February). Restorative practices as a tool for organizational change: The Bessels Leigh School. Restorative Practices eForum. Retrieved April 9, 2009, from <http://www.realjustice.org/library/besselsleigh.html>

Restorative Practices in Schools: Research Reveals Power of Restorative Approach, Part II

Abbey Porter

Tier:

Activity - Professional Development - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on Restorative Practices will be provided for the entire staff prior to the start of the school year.	Behavioral Support Program	Tier 1	Implement	09/13/2013	08/12/2016	\$0	No Funding Required	The restorative practices committee and building principal will be responsible for scheduling this training.

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Activity - Restorative Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will use restorative conferences and peacemaking circles to support positive learning environments and to support students in making appropriate behavior choices.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	Restorative practices committee, social worker, counselor, community liaison, social responsibility technician, and building administrators.

Activity - Social Responsibility Technician	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A social responsibility technician will provide lessons on appropriate behavior to students in a variety of settings including in a responsibility room and in regular classrooms. The social responsibility technician will work directly with students having difficulty making appropriate behavior choices.	Behavioral Support Program	Tier 3	Implement	08/25/2014	06/10/2016	\$0	Title I Part A	The restorative practices committee and building administrators will support the social responsibility technician.

Measurable Objective 2:

A 13% increase of Students with Disabilities students will demonstrate a proficiency in writing competency in English Language Arts by 06/10/2016 as measured by proficiency on on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

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Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area

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Frayer, D., W.C. Frederick and H.J. Klausmeier. A Schema for Testing the Level of Cognitive Mastery.

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Rice, Lynda. 6 Trait Writing. Tomlinson, Carol. Differentiation of Instruction

Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Wormeli, Rick. Summarization in Any Subject.

Tier:

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructional coach will provide classroom teachers with professional development and ongoing coaching on best practices in writing instruction.	Professional Learning		Implement	09/02/2014	06/10/2016	\$0	Title I Part A	Instructional Coach

Activity - Professional Development - Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language arts teachers and the Instructional Coach will provide staff development on the informational text structures and the writing process at staff meetings and late start meetings. Staff development will also be provided on argumentative writing, including how to teach students to use evidence when supporting their responses.	Professional Learning	Tier 1	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	Language arts teachers, Instruction Coach, and District Language Arts Coordinator

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout Middle School

A tour of Detroit Parade Co (Writing a proposal for design of a float); Monroe Michigan tour (Written and oral communication regarding French Settlers; St Vincent De Paul community service (problem solving and writing a paper as it relates to the social studies unit on world hunger); Tour of Detroit (history lesson persuasive essay written based on writing stem: The builder Cadillac was a positive/negative influence on the environment); U of M- Dearborn for the "Gulo Gulo" event—a conference designed for middle school students (Students will attend reading, writing, hands on workshops throughout the day); Arab-American Museum (Writing connected to social studies classes).	Field Trip			09/04/2013	07/08/2016	\$0	Title I Part A	Classroom teachers are responsible for planning extend learning opportunities.
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Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use small group instruction to reteach elements of the writing process to students.	Direct Instruction		Implement	09/02/2014	06/10/2016	\$0	No Funding Required	Classroom Teachers

Activity - Direct Instruction - Revising & Editing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will teach students how to revise and edit their writing. The language arts teachers and instructional coach will train the staff during staff meetings.	Direct Instruction	Tier 1	Implement	08/25/2014	06/10/2016	\$0	No Funding Required	Language arts teachers and the instructional coach.

Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training and coordinate the book study.

(shared) Strategy 2:

Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

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Stout Middle School

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Payne, Ruby. A Framework for Understanding Poverty.

Tier:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities and English language learners will be placed in co-taught language arts classes utilizing technology such as promethean boards, ipads and various applications.	Direct Instruction	Tier 3	Implement	09/04/2013	06/10/2016	\$32364	Title I Part A	Special education teachers, ESL teachers, and counselor.

Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Academic Support Program			10/14/2013	06/10/2016	\$0	Title I Part A	Extended day program teachers and language arts teachers.

Activity - Intervention Classes during the school day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities and English Language Learners will be placed in intervention classes as needed utilizing program such as Successmaker.	Academic Support Program			09/04/2013	06/10/2016	\$0	Title I Part A	Special education teachers, ESL teachers, and counselor.

Measurable Objective 3:

A 13% increase of Economically Disadvantaged students will demonstrate a proficiency in writing competency in English Language Arts by 06/10/2016 as measured by by proficiency on on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and

School Improvement Plan

Stout Middle School

Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area

Culham, Ruth. 6+1 Writing Traits

Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom

Frayer, D., W.C. Frederick and H.J. Klausmeier. A Schema for Testing the Level of Cognitive Mastery.

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Gallagher, Kelly. Teaching Adolescent Writers

Marzano, Robert. Building Background knowledge and Building Academic Vocabulary

Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works

Payne, Ruby. A Framework for Understanding Poverty.

Rice, Lynda. 6 Trait Writing. Tomlinson, Carol. Differentiation of Instruction

Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Wormeli, Rick. Summarization in Any Subject.

Tier:

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructional coach will provide classroom teachers with professional development and ongoing coaching on best practices in writing instruction.	Professional Learning		Implement	09/02/2014	06/10/2016	\$0	Title I Part A	Instructional Coach

Activity - Professional Development - Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language arts teachers and the Instructional Coach will provide staff development on the informational text structures and the writing process at staff meetings and late start meetings. Staff development will also be provided on argumentative writing, including how to teach students to use evidence when supporting their responses.	Professional Learning	Tier 1	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	Language arts teachers, Instruction Coach, and District Language Arts Coordinator

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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A tour of Detroit Parade Co (Writing a proposal for design of a float); Monroe Michigan tour (Written and oral communication regarding French Settlers; St Vincent De Paul community service (problem solving and writing a paper as it relates to the social studies unit on world hunger); Tour of Detroit (history lesson persuasive essay written based on writing stem: The builder Cadillac was a positive/negative influence on the environment); U of M- Dearborn for the "Gulo Gulo" event—a conference designed for middle school students (Students will attend reading, writing, hands on workshops throughout the day); Arab-American Museum (Writing connected to social studies classes).	Field Trip			09/04/2013	07/08/2016	\$0	Title I Part A	Classroom teachers are responsible for planning extend learning opportunities.
Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use small group instruction to reteach elements of the writing process to students.	Direct Instruction		Implement	09/02/2014	06/10/2016	\$0	No Funding Required	Classroom Teachers
Activity - Direct Instruction - Revising & Editing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will teach students how to revise and edit their writing. The language arts teachers and instructional coach will train the staff during staff meetings.	Direct Instruction	Tier 1	Implement	08/25/2014	06/10/2016	\$0	No Funding Required	Language arts teachers and the instructional coach.
Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training and coordinate the book study.

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(shared) Strategy 2:

Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Payne, Ruby. A Framework for Understanding Poverty.

Tier:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities and English language learners will be placed in co-taught language arts classes utilizing technology such as promethean boards, ipads and various applications.	Direct Instruction	Tier 3	Implement	09/04/2013	06/10/2016	\$32364	Title I Part A	Special education teachers, ESL teachers, and counselor.

Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Academic Support Program			10/14/2013	06/10/2016	\$0	Title I Part A	Extended day program teachers and language arts teachers.

Activity - Intervention Classes during the school day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities and English Language Learners will be placed in intervention classes as needed utilizing program such as Successmaker.	Academic Support Program			09/04/2013	06/10/2016	\$0	Title I Part A	Special education teachers, ESL teachers, and counselor.

Measurable Objective 4:

A 13% increase of Black or African-American students will demonstrate a proficiency in writing competency in English Language Arts by 06/10/2016 as measured by proficiency on on state and local assessments.

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Stout Middle School

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area

Culham, Ruth. 6+1 Writing Traits

Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom

Frey, D., W.C. Frederick and H.J. Klausmeier. A Schema for Testing the Level of Cognitive Mastery.

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Gallagher, Kelly. Teaching Adolescent Writers

Marzano, Robert. Building Background knowledge and Building Academic Vocabulary

Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works

Payne, Ruby. A Framework for Understanding Poverty.

Rice, Lynda. 6 Trait Writing. Tomlinson, Carol. Differentiation of Instruction

Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Wormeli, Rick. Summarization in Any Subject.

Tier:

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructional coach will provide classroom teachers with professional development and ongoing coaching on best practices in writing instruction.	Professional Learning		Implement	09/02/2014	06/10/2016	\$0	Title I Part A	Instructional Coach
Activity - Professional Development - Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Language arts teachers and the Instructional Coach will provide staff development on the informational text structures and the writing process at staff meetings and late start meetings. Staff development will also be provided on argumentative writing, including how to teach students to use evidence when supporting their responses.	Professional Learning	Tier 1	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	Language arts teachers, Instruction Coach, and District Language Arts Coordinator
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A tour of Detroit Parade Co (Writing a proposal for design of a float); Monroe Michigan tour (Written and oral communication regarding French Settlers; St Vincent De Paul community service (problem solving and writing a paper as it relates to the social studies unit on world hunger); Tour of Detroit (history lesson persuasive essay written based on writing stem: The builder Cadillac was a positive/negative influence on the environment); U of M- Dearborn for the "Gulo Gulo" event—a conference designed for middle school students (Students will attend reading, writing, hands on workshops throughout the day); Arab-American Museum (Writing connected to social studies classes).	Field Trip			09/04/2013	07/08/2016	\$0	Title I Part A	Classroom teachers are responsible for planning extend learning opportunities.

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use small group instruction to reteach elements of the writing process to students.	Direct Instruction		Implement	09/02/2014	06/10/2016	\$0	No Funding Required	Classroom Teachers

Activity - Direct Instruction - Revising & Editing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will teach students how to revise and edit their writing. The language arts teachers and instructional coach will train the staff during staff meetings.	Direct Instruction	Tier 1	Implement	08/25/2014	06/10/2016	\$0	No Funding Required	Language arts teachers and the instructional coach.

Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Classroom teachers will implement strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training and coordinate the book study.
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(shared) Strategy 2:

Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Payne, Ruby. A Framework for Understanding Poverty.

Tier:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities and English language learners will be placed in co-taught language arts classes utilizing technology such as promethean boards, ipads and various applications.	Direct Instruction	Tier 3	Implement	09/04/2013	06/10/2016	\$32364	Title I Part A	Special education teachers, ESL teachers, and counselor.

Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Academic Support Program			10/14/2013	06/10/2016	\$0	Title I Part A	Extended day program teachers and language arts teachers.

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Activity - Intervention Classes during the school day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities and English Language Learners will be placed in intervention classes as needed utilizing program such as Successmaker.	Academic Support Program			09/04/2013	06/10/2016	\$0	Title I Part A	Special education teachers, ESL teachers, and counselor.

Measurable Objective 5:

A 13% increase of English Learners students will demonstrate a proficiency in writing competency in English Language Arts by 06/10/2016 as measured by proficiency on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area

Culham, Ruth. 6+1 Writing Traits

Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom

Frey, D., W.C. Frederick and H.J. Klausmeier. A Schema for Testing the Level of Cognitive Mastery.

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Gallagher, Kelly. Teaching Adolescent Writers

Marzano, Robert. Building Background knowledge and Building Academic Vocabulary

Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works

Payne, Ruby. A Framework for Understanding Poverty.

Rice, Lynda. 6 Trait Writing. Tomlinson, Carol. Differentiation of Instruction

Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Wormeli, Rick. Summarization in Any Subject.

Tier:

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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An instructional coach will provide classroom teachers with professional development and ongoing coaching on best practices in writing instruction.	Professional Learning		Implement	09/02/2014	06/10/2016	\$0	Title I Part A	Instructional Coach
Activity - Professional Development - Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language arts teachers and the Instructional Coach will provide staff development on the informational text structures and the writing process at staff meetings and late start meetings. Staff development will also be provided on argumentative writing, including how to teach students to use evidence when supporting their responses.	Professional Learning	Tier 1	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	Language arts teachers, Instruction Coach, and District Language Arts Coordinator
Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A tour of Detroit Parade Co (Writing a proposal for design of a float); Monroe Michigan tour (Written and oral communication regarding French Settlers; St Vincent De Paul community service (problem solving and writing a paper as it relates to the social studies unit on world hunger); Tour of Detroit (history lesson persuasive essay written based on writing stem: The builder Cadillac was a positive/negative influence on the environment); U of M- Dearborn for the "Gulo Gulo" event—a conference designed for middle school students (Students will attend reading, writing, hands on workshops throughout the day); Arab-American Museum (Writing connected to social studies classes).	Field Trip			09/04/2013	07/08/2016	\$0	Title I Part A	Classroom teachers are responsible for planning extend learning opportunities.
Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use small group instruction to reteach elements of the writing process to students.	Direct Instruction		Implement	09/02/2014	06/10/2016	\$0	No Funding Required	Classroom Teachers
Activity - Direct Instruction - Revising & Editing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will teach students how to revise and edit their writing. The language arts teachers and instructional coach will train the staff during staff meetings.	Direct Instruction	Tier 1	Implement	08/25/2014	06/10/2016	\$0	No Funding Required	Language arts teachers and the instructional coach.

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Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training and coordinate the book study.

(shared) Strategy 2:

Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Payne, Ruby. A Framework for Understanding Poverty.

Tier:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities and English language learners will be placed in co-taught language arts classes utilizing technology such as promethean boards, ipads and various applications.	Direct Instruction	Tier 3	Implement	09/04/2013	06/10/2016	\$32364	Title I Part A	Special education teachers, ESL teachers, and counselor.

Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Academic Support Program			10/14/2013	06/10/2016	\$0	Title I Part A	Extended day program teachers and language arts teachers.

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Activity - Intervention Classes during the school day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities and English Language Learners will be placed in intervention classes as needed utilizing program such as Successmaker.	Academic Support Program			09/04/2013	06/10/2016	\$0	Title I Part A	Special education teachers, ESL teachers, and counselor.

Goal 2: Reading: All students at Stout Middle School will demonstrate growth in becoming proficient readers

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/10/2016 as measured by proficiency on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

Research Cited: Arter, Judith and McTighe, Jay. Scoring Rubrics in the Classroom

Beers, Kylee. When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12

Beaver, Joetta. Directed Reading Assessment 2

Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area

Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Garner, Betty. Getting to Got It

Marzano, Robert. Building Background knowledge and Building Academic Vocabulary

Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works

National Reading Panel, "Teaching Children to Read"

Payne, Ruby. A Framework for Understanding Poverty.

Tomlinson, Carol. Differentiation of Instruction

Tovani, Chris and Ellin Oliver Keene. I Read It but I Don't Get It and Do I Really have To Teach Reading

School Improvement Plan

Stout Middle School

Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Tier:

Activity - Informational Text Structures and Features	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use informational text structures and features as part of reading instruction.	Direct Instruction	Tier 1	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	The language arts department instructional coach, and district language arts coordinator will provide any necessary training to staff. The building administrators and instructional coach will monitor implementation.

Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Parent education classes will be held to educate and inform the parents about how they can support their children's learning. Resources will be provided to parents that support the instruction provided in the classes. The building community liaison will support parents and families throughout the school year.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$57383	Title I Part A, Title I Part A, Title I Part A	The community liaison, school counselor, district parent coordinator, and building administrators will be responsible to scheduling the classes.
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Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments using Building Academic Vocabulary by Marzano	Direct Instruction	Tier 1	Monitor	09/09/2013	06/12/2015	\$0	No Funding Required	The reading committee, language arts department, instructional coach, language arts coordinator, and principal will be responsible for any additional training that is needed. The building administrators and instructional coach will monitor implementation.

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Activity - Language & Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.

Activity - Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science, Social Studies, and Language Arts teachers will implement Reading Apprenticeship strategies. Additional seventh and eighth grade teachers that have yet to be trained in Reading Apprenticeship will go through a series of workshops provided by the district language arts coordinators.	Implementation	Tier 2	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	The district language arts coordinators are responsible for training staff with support from the instructional coach and principal. The building administrators and instructional coach will monitor implementation.

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout Middle School

All teachers will assign reading assignments bi-weekly, using close and critical reading strategies, using all 4 areas of Question Answer Response (QAR) questions that ask 'right there', 'think and search', 'author and you' and 'on my own' information.	Direct Instruction	Tier 1	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	The reading committee, language arts department, instructional coach, and district language arts coordinator will provide any necessary training. The building administrators and instructional coach will monitor implementation.
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A tour of Detroit Parade Co (Writing a proposal for design of a float); Monroe Michigan tour (Written and oral communication regarding French Settlers; St Vincent De Paul community service (problem solving and writing a paper as it relates to the social studies unit on world hunger); Tour of Detroit (history lesson persuasive essay written based on writing stem: The builder Cadillac was a positive/negative influence on the environment); U of M- Dearborn for the "Gulo Gulo" event—a conference designed for middle school students (Students will attend reading, writing, hands on workshops throughout the day); Arab American Museum (Writing connected to social studies classes).	Field Trip	Tier 1	Monitor	09/13/2013	06/10/2016	\$296	Title I Part A	Classroom teachers will support from building administration and office staff will coordinate these extend learning opportunities.

Activity - Daily 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Sixth grade language arts teachers will use the Daily 5 to structure their lessons.	Monitor	Tier 2	Monitor	09/03/2013	06/12/2015	\$0	No Funding Required	The district language arts coordinator, instructional coach, and building principal will provide any necessary training and will monitor implementation.
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Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training, coordinate the book study, and along with the assistant principal, monitor implementation.

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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One teacher will have half of their time assigned to instructional coaching. The instructional coach will support the implementation of the strategies and activities in the school improvement plan. The coach will provide training for teachers and model strategies in their classrooms.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$65343	Title I Part A	The building principal is responsible for selecting and supervising an instructional coach.
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Activity - Reading Intervention Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned to reading intervention classes depending upon their level and area of need in reading. The intervention classes will be smaller than regular language arts classes and will use research-based programs including, but not limited to, Corrective Reading, Read 180, and Success Maker.	Direct Instruction	Tier 3	Implement	09/02/2014	06/10/2016	\$5000	Title I Part A	The building principal, instructional coach, and language arts teachers will identify students needing intervention. The building principal, instructional coach, and teacher providing the intervention will monitor the effectiveness of the interventions.

Strategy 2:

Restorative Practices - The most profound learning occurs when there is a healthy relationship between teacher and student. Restorative Practices assists teachers, students and parents to build, maintain and restore relationships. Restorative Practices will help build capacity to enable students to self regulate behavior and contributes to the improvement of learning outcomes. Staff will study the essential elements of Restorative Practices, including affective statements, restorative questions, fair process, small impromptu conferences, proactive circles, responsive circles and restorative conferences. Staff members will use Restorative Practices in

School Improvement Plan

Stout Middle School

the their classrooms and in their interactions with students.

Research Cited: Wachtel, T., O'Connell, T., & Wachtel, B. (2010). Restorative Justice Conferencing.

Adams, C. (2008 November/December). The talk-it-out solution. Scholastic Administrator, 36–39.

Boulton, J., & Mirsky, L. (2006, February). Restorative practices as a tool for organizational change: The Bessels Leigh School. Restorative Practices eForum.

Retrieved April 9, 2009, from <http://www.realjustice.org/library/besselsleigh.html> Restorative Practices in Schools: Research Reveals Power of Restorative Approach, Part II Abbey Porter

Tier: Tier 1

Activity - Professional Development - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on Restorative Practices will be provided for the entire staff prior to the start of the school year.	Behavioral Support Program	Tier 1	Implement	08/25/2014	06/10/2016	\$1100	Title I Part A	The restorative practices committee and building principal will be responsible for scheduling this training.

Activity - Restorative Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout Middle School

Building staff will use restorative conferences and peacemaking circles to support positive learning environments and to support students in making appropriate behavior choices.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	The restorative practices committee, social worker, counselor, community liaison, social responsibility technician, and building administrators are responsible for the implementation and monitoring of this activity.
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Activity - Social Responsibility Technician	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A social responsibility technician will provide lessons on appropriate behavior to students in a variety of settings including in a responsibility room and in regular classrooms. The social responsibility technician will work directly with students having difficulty making appropriate behavior choices.	Behavioral Support Program	Tier 3	Implement	08/25/2014	06/10/2016	\$54431	Title I Part A	The restorative practices committee and building administrators will support the social responsibility technician. Building administrators will monitor this activity.

Measurable Objective 2:

A 11% increase of Students with Disabilities students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/10/2016 as measured by proficiency on state and local assessments.

School Improvement Plan

Stout Middle School

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

Research Cited: Arter, Judith and McTighe, Jay. Scoring Rubrics in the Classroom

Beers, Kylene. When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12

Beaver, Joetta. Directed Reading Assessment 2

Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area

Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Garner, Betty. Getting to Got It

Marzano, Robert. Building Background knowledge and Building Academic Vocabulary

Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works

National Reading Panel, "Teaching Children to Read"

Payne, Ruby. A Framework for Understanding Poverty.

Tomlinson, Carol. Differentiation of Instruction

Tovani, Chris and Ellin Oliver Keene. I Read It but I Don't Get It and Do I Really have To Teach Reading

Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Tier:

Activity - Informational Text Structures and Features	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Stout Middle School

All teachers will use informational text structures and features as part of reading instruction.	Direct Instruction	Tier 1	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	The language arts department, instructional coach, and district language arts coordinator will provide any necessary training to staff. The building administrators and instructional coach will monitor implementation.
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Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent education classes will be held to educate and inform the parents about how they can support their children's learning. Resources will be provided to parents that support the instruction provided in the classes. The building community liaison will support parents and families throughout the school year.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$57383	Title I Part A, Title I Part A, Title I Part A	The community liaison, school counselor, district parent coordinator, and building administrators will be responsible to scheduling the classes.

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

Stout Middle School

Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments using Building Academic Vocabulary by Marzano	Direct Instruction	Tier 1	Monitor	09/09/2013	06/12/2015	\$0	No Funding Required	The reading committee, language arts department, instructional coach, language arts coordinator, and principal will be responsible for any additional training that is needed. The building administrators and instructional coach will monitor implementation.
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Activity - Language & Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.

School Improvement Plan

Stout Middle School

Activity - Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Science, Social Studies, and Language Arts teachers will implement Reading Apprenticeship strategies. Additional seventh and eighth grade teachers that have yet to be trained in Reading Apprenticeship will go through a series of workshops provided by the district language arts coordinators.</p>	Implementation	Tier 2	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	<p>The district language arts coordinators are responsible for training staff with support from the instructional coach and principal. The building administrators and instructional coach will monitor implementation.</p>
Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Stout Middle School

<p>All teachers will assign reading assignments bi-weekly, using close and critical reading strategies, using all 4 areas of Question Answer Response (QAR) questions that ask 'right there', 'think and search', 'author and you' and 'on my own' information.</p>	Direct Instruction	Tier 1	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	<p>The reading committee, language arts department, instructional coach, and district language arts coordinator will provide any necessary training. The building administrators and instructional coach will monitor implementation.</p>
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A tour of Detroit Parade Co (Writing a proposal for design of a float); Monroe Michigan tour (Written and oral communication regarding French Settlers; St Vincent De Paul community service (problem solving and writing a paper as it relates to the social studies unit on world hunger); Tour of Detroit (history lesson persuasive essay written based on writing stem: The builder Cadillac was a positive/negative influence on the environment); U of M- Dearborn for the "Gulo Gulo" event—a conference designed for middle school students (Students will attend reading, writing, hands on workshops throughout the day); Arab American Museum (Writing connected to social studies classes).</p>	Field Trip	Tier 1	Monitor	09/13/2013	06/10/2016	\$296	Title I Part A	<p>Classroom teachers will support from building administration and office staff will coordinate these extend learning opportunities.</p>

Activity - Daily 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Stout Middle School

Sixth grade language arts teachers will use the Daily 5 to structure their lessons.	Monitor	Tier 2	Monitor	09/03/2013	06/12/2015	\$0	No Funding Required	The district language arts coordinator, instructional coach, and building principal will provide any necessary training and will monitor implementation.
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Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training, coordinate the book study, and along with the assistant principal, monitor implementation.

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

Stout Middle School

One teacher will have half of their time assigned to instructional coaching. The instructional coach will support the implementation of the strategies and activities in the school improvement plan. The coach will provide training for teachers and model strategies in their classrooms.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$65343	Title I Part A	The building principal is responsible for selecting and supervising an instructional coach.
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Activity - Reading Intervention Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned to reading intervention classes depending upon their level and area of need in reading. The intervention classes will be smaller than regular language arts classes and will use research-based programs including, but not limited to, Corrective Reading, Read 180, and Success Maker.	Direct Instruction	Tier 3	Implement	09/02/2014	06/10/2016	\$5000	Title I Part A	The building principal, instructional coach, and language arts teachers will identify students needing intervention. The building principal, instructional coach, and teacher providing the intervention will monitor the effectiveness of the interventions.

(shared) Strategy 2:

Extended Time and Intervention - Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

School Improvement Plan

Stout Middle School

Payne, Ruby. A Framework for Understanding Poverty.

Tier:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.	Direct Instruction	Tier 2	Monitor	09/09/2013	06/10/2016	\$0	No Funding Required	Co-teachers, counselors, and administration are responsible for implementing this activity.
Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of students who are reading below grade level will attend educational meetings to learn strategies and sign contracts indicating what the school and home will do to help their child improve.	Parent Involvement	Tier 3		09/09/2013	06/10/2016	\$0	No Funding Required	Community Liaison, Counselor, Administration, and Office Staff are responsible for coordinating this activity.
Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Stout Middle School

Students reading below grade level will receive small group instruction in their language arts class a minimum of 2 times per week for at least 10 minutes.	Direct Instruction	Tier 2	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	Special education teachers, ESL teachers, and language arts teachers are responsible for implementing this activity. The building administrators are responsible for monitoring this activity.
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Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Direct Instruction	Tier 2	Monitor	10/14/2013	06/10/2016	\$40278	Title I Part A	Teachers in the extended day program are responsible for this activity. Building administrators will monitor this activity.

Measurable Objective 3:

A 11% increase of Economically Disadvantaged students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/10/2016 as measured by proficiency on on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social

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School Improvement Plan

Stout Middle School

support.

Research Cited: Arter, Judith and McTighe, Jay. Scoring Rubrics in the Classroom
Beers, Kylene. When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12
Beaver, Joetta. Directed Reading Assessment 2
Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area
Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom
Friend, Marilyn. The Power of Two DVD series Co-Teaching!
Garner, Betty. Getting to Got It
Marzano, Robert. Building Background knowledge and Building Academic Vocabulary
Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works
National Reading Panel, "Teaching Children to Read"
Payne, Ruby. A Framework for Understanding Poverty.
Tomlinson, Carol. Differentiation of Instruction
Tovani, Chris and Ellin Oliver Keene. I Read It but I Don't Get It and Do I Really have To Teach Reading
Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Tier:

Activity - Informational Text Structures and Features	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Stout Middle School

All teachers will use informational text structures and features as part of reading instruction.	Direct Instruction	Tier 1	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	The language arts department, instructional coach, and district language arts coordinator will provide any necessary training to staff. The building administrators and instructional coach will monitor implementation.
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Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent education classes will be held to educate and inform the parents about how they can support their children's learning. Resources will be provided to parents that support the instruction provided in the classes. The building community liaison will support parents and families throughout the school year.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$57383	Title I Part A, Title I Part A, Title I Part A	The community liaison, school counselor, district parent coordinator, and building administrators will be responsible to scheduling the classes.

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

Stout Middle School

Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments using Building Academic Vocabulary by Marzano	Direct Instruction	Tier 1	Monitor	09/09/2013	06/12/2015	\$0	No Funding Required	The reading committee, language arts department, instructional coach, language arts coordinator, and principal will be responsible for any additional training that is needed. The building administrators and instructional coach will monitor implementation.
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Activity - Language & Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.

School Improvement Plan

Stout Middle School

Activity - Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Science, Social Studies, and Language Arts teachers will implement Reading Apprenticeship strategies. Additional seventh and eighth grade teachers that have yet to be trained in Reading Apprenticeship will go through a series of workshops provided by the district language arts coordinators.</p>	Implementation	Tier 2	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	<p>The district language arts coordinators are responsible for training staff with support from the instructional coach and principal. The building administrators and instructional coach will monitor implementation.</p>
Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Stout Middle School

All teachers will assign reading assignments bi-weekly, using close and critical reading strategies, using all 4 areas of Question Answer Response (QAR) questions that ask 'right there', 'think and search', 'author and you' and 'on my own' information.	Direct Instruction	Tier 1	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	The reading committee, language arts department, instructional coach, and district language arts coordinator will provide any necessary training. The building administrators and instructional coach will monitor implementation.
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A tour of Detroit Parade Co (Writing a proposal for design of a float); Monroe Michigan tour (Written and oral communication regarding French Settlers; St Vincent De Paul community service (problem solving and writing a paper as it relates to the social studies unit on world hunger); Tour of Detroit (history lesson persuasive essay written based on writing stem: The builder Cadillac was a positive/negative influence on the environment); U of M- Dearborn for the "Gulo Gulo" event—a conference designed for middle school students (Students will attend reading, writing, hands on workshops throughout the day); Arab American Museum (Writing connected to social studies classes).	Field Trip	Tier 1	Monitor	09/13/2013	06/10/2016	\$296	Title I Part A	Classroom teachers will support from building administration and office staff will coordinate these extend learning opportunities.

Activity - Daily 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Stout Middle School

Sixth grade language arts teachers will use the Daily 5 to structure their lessons.	Monitor	Tier 2	Monitor	09/03/2013	06/12/2015	\$0	No Funding Required	The district language arts coordinator, instructional coach, and building principal will provide any necessary training and will monitor implementation.
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Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training, coordinate the book study, and along with the assistant principal, monitor implementation.

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

Stout Middle School

One teacher will have half of their time assigned to instructional coaching. The instructional coach will support the implementation of the strategies and activities in the school improvement plan. The coach will provide training for teachers and model strategies in their classrooms.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$65343	Title I Part A	The building principal is responsible for selecting and supervising an instructional coach.
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Activity - Reading Intervention Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned to reading intervention classes depending upon their level and area of need in reading. The intervention classes will be smaller than regular language arts classes and will use research-based programs including, but not limited to, Corrective Reading, Read 180, and Success Maker.	Direct Instruction	Tier 3	Implement	09/02/2014	06/10/2016	\$5000	Title I Part A	The building principal, instructional coach, and language arts teachers will identify students needing intervention. The building principal, instructional coach, and teacher providing the intervention will monitor the effectiveness of the interventions.

(shared) Strategy 2:

Extended Time and Intervention - Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

School Improvement Plan

Stout Middle School

Payne, Ruby. A Framework for Understanding Poverty.

Tier:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.	Direct Instruction	Tier 2	Monitor	09/09/2013	06/10/2016	\$0	No Funding Required	Co-teachers, counselors, and administration are responsible for implementing this activity.
Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of students who are reading below grade level will attend educational meetings to learn strategies and sign contracts indicating what the school and home will do to help their child improve.	Parent Involvement	Tier 3		09/09/2013	06/10/2016	\$0	No Funding Required	Community Liaison, Counselor, Administration, and Office Staff are responsible for coordinating this activity.
Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Stout Middle School

Students reading below grade level will receive small group instruction in their language arts class a minimum of 2 times per week for at least 10 minutes.	Direct Instruction	Tier 2	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	Special education teachers, ESL teachers, and language arts teachers are responsible for implementing this activity. The building administrators are responsible for monitoring this activity.
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Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Direct Instruction	Tier 2	Monitor	10/14/2013	06/10/2016	\$40278	Title I Part A	Teachers in the extended day program are responsible for this activity. Building administrators will monitor this activity.

Measurable Objective 4:

A 11% increase of Black or African-American students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/10/2016 as measured by proficiency on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social

School Improvement Plan

Stout Middle School

support.

Research Cited: Arter, Judith and McTighe, Jay. Scoring Rubrics in the Classroom

Beers, Kylene. When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12

Beaver, Joetta. Directed Reading Assessment 2

Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area

Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom

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Garner, Betty. Getting to Got It

Marzano, Robert. Building Background knowledge and Building Academic Vocabulary

Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works

National Reading Panel, "Teaching Children to Read"

Payne, Ruby. A Framework for Understanding Poverty.

Tomlinson, Carol. Differentiation of Instruction

Tovani, Chris and Ellin Oliver Keene. I Read It but I Don't Get It and Do I Really have To Teach Reading

Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Tier:

Activity - Informational Text Structures and Features	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Stout Middle School

All teachers will use informational text structures and features as part of reading instruction.	Direct Instruction	Tier 1	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	The language arts department, instructional coach, and district language arts coordinator will provide any necessary training to staff. The building administrators and instructional coach will monitor implementation.
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Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent education classes will be held to educate and inform the parents about how they can support their children's learning. Resources will be provided to parents that support the instruction provided in the classes. The building community liaison will support parents and families throughout the school year.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$57383	Title I Part A, Title I Part A, Title I Part A	The community liaison, school counselor, district parent coordinator, and building administrators will be responsible to scheduling the classes.

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

Stout Middle School

Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments using Building Academic Vocabulary by Marzano	Direct Instruction	Tier 1	Monitor	09/09/2013	06/12/2015	\$0	No Funding Required	The reading committee, language arts department, instructional coach, language arts coordinator, and principal will be responsible for any additional training that is needed. The building administrators and instructional coach will monitor implementation.
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Activity - Language & Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.

School Improvement Plan

Stout Middle School

Activity - Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Science, Social Studies, and Language Arts teachers will implement Reading Apprenticeship strategies. Additional seventh and eighth grade teachers that have yet to be trained in Reading Apprenticeship will go through a series of workshops provided by the district language arts coordinators.</p>	Implementation	Tier 2	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	<p>The district language arts coordinators are responsible for training staff with support from the instructional coach and principal. The building administrators and instructional coach will monitor implementation.</p>
Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Stout Middle School

All teachers will assign reading assignments bi-weekly, using close and critical reading strategies, using all 4 areas of Question Answer Response (QAR) questions that ask 'right there', 'think and search', 'author and you' and 'on my own' information.	Direct Instruction	Tier 1	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	The reading committee, language arts department, instructional coach, and district language arts coordinator will provide any necessary training. The building administrators and instructional coach will monitor implementation.
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A tour of Detroit Parade Co (Writing a proposal for design of a float); Monroe Michigan tour (Written and oral communication regarding French Settlers; St Vincent De Paul community service (problem solving and writing a paper as it relates to the social studies unit on world hunger); Tour of Detroit (history lesson persuasive essay written based on writing stem: The builder Cadillac was a positive/negative influence on the environment); U of M- Dearborn for the "Gulo Gulo" event—a conference designed for middle school students (Students will attend reading, writing, hands on workshops throughout the day); Arab American Museum (Writing connected to social studies classes).	Field Trip	Tier 1	Monitor	09/13/2013	06/10/2016	\$296	Title I Part A	Classroom teachers will support from building administration and office staff will coordinate these extend learning opportunities.

Activity - Daily 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Stout Middle School

Sixth grade language arts teachers will use the Daily 5 to structure their lessons.	Monitor	Tier 2	Monitor	09/03/2013	06/12/2015	\$0	No Funding Required	The district language arts coordinator, instructional coach, and building principal will provide any necessary training and will monitor implementation.
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Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training, coordinate the book study, and along with the assistant principal, monitor implementation.

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

Stout Middle School

One teacher will have half of their time assigned to instructional coaching. The instructional coach will support the implementation of the strategies and activities in the school improvement plan. The coach will provide training for teachers and model strategies in their classrooms.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$65343	Title I Part A	The building principal is responsible for selecting and supervising an instructional coach.
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Activity - Reading Intervention Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned to reading intervention classes depending upon their level and area of need in reading. The intervention classes will be smaller than regular language arts classes and will use research-based programs including, but not limited to, Corrective Reading, Read 180, and Success Maker.	Direct Instruction	Tier 3	Implement	09/02/2014	06/10/2016	\$5000	Title I Part A	The building principal, instructional coach, and language arts teachers will identify students needing intervention. The building principal, instructional coach, and teacher providing the intervention will monitor the effectiveness of the interventions.

(shared) Strategy 2:

Extended Time and Intervention - Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

School Improvement Plan

Stout Middle School

Payne, Ruby. A Framework for Understanding Poverty.

Tier:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.	Direct Instruction	Tier 2	Monitor	09/09/2013	06/10/2016	\$0	No Funding Required	Co-teachers, counselors, and administration are responsible for implementing this activity.
Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of students who are reading below grade level will attend educational meetings to learn strategies and sign contracts indicating what the school and home will do to help their child improve.	Parent Involvement	Tier 3		09/09/2013	06/10/2016	\$0	No Funding Required	Community Liaison, Counselor, Administration, and Office Staff are responsible for coordinating this activity.
Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Stout Middle School

Students reading below grade level will receive small group instruction in their language arts class a minimum of 2 times per week for at least 10 minutes.	Direct Instruction	Tier 2	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	Special education teachers, ESL teachers, and language arts teachers are responsible for implementing this activity. The building administrators are responsible for monitoring this activity.
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Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Direct Instruction	Tier 2	Monitor	10/14/2013	06/10/2016	\$40278	Title I Part A	Teachers in the extended day program are responsible for this activity. Building administrators will monitor this activity.

Measurable Objective 5:

A 11% increase of English Learners students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/10/2016 as measured by proficiency on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social

School Improvement Plan

Stout Middle School

support.

Research Cited: Arter, Judith and McTighe, Jay. Scoring Rubrics in the Classroom

Beers, Kylene. When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12

Beaver, Joetta. Directed Reading Assessment 2

Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area

Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Garner, Betty. Getting to Got It

Marzano, Robert. Building Background knowledge and Building Academic Vocabulary

Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works

National Reading Panel, "Teaching Children to Read"

Payne, Ruby. A Framework for Understanding Poverty.

Tomlinson, Carol. Differentiation of Instruction

Tovani, Chris and Ellin Oliver Keene. I Read It but I Don't Get It and Do I Really have To Teach Reading

Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Tier:

Activity - Informational Text Structures and Features	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Stout Middle School

All teachers will use informational text structures and features as part of reading instruction.	Direct Instruction	Tier 1	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	The language arts department instructional coach, and district language arts coordinator will provide any necessary training to staff. The building administrators and instructional coach will monitor implementation.
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Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent education classes will be held to educate and inform the parents about how they can support their children's learning. Resources will be provided to parents that support the instruction provided in the classes. The building community liaison will support parents and families throughout the school year.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$57383	Title I Part A, Title I Part A, Title I Part A	The community liaison, school counselor, district parent coordinator, and building administrators will be responsible to scheduling the classes.

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

Stout Middle School

Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments using Building Academic Vocabulary by Marzano	Direct Instruction	Tier 1	Monitor	09/09/2013	06/12/2015	\$0	No Funding Required	The reading committee, language arts department, instructional coach, language arts coordinator, and principal will be responsible for any additional training that is needed. The building administrators and instructional coach will monitor implementation.
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Activity - Language & Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.

School Improvement Plan

Stout Middle School

Activity - Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Science, Social Studies, and Language Arts teachers will implement Reading Apprenticeship strategies. Additional seventh and eighth grade teachers that have yet to be trained in Reading Apprenticeship will go through a series of workshops provided by the district language arts coordinators.</p>	Implementation	Tier 2	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	<p>The district language arts coordinators are responsible for training staff with support from the instructional coach and principal. The building administrators and instructional coach will monitor implementation.</p>
Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Stout Middle School

All teachers will assign reading assignments bi-weekly, using close and critical reading strategies, using all 4 areas of Question Answer Response (QAR) questions that ask 'right there', 'think and search', 'author and you' and 'on my own' information.	Direct Instruction	Tier 1	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	The reading committee, language arts department, instructional coach, and district language arts coordinator will provide any necessary training. The building administrators and instructional coach will monitor implementation.
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A tour of Detroit Parade Co (Writing a proposal for design of a float); Monroe Michigan tour (Written and oral communication regarding French Settlers; St Vincent De Paul community service (problem solving and writing a paper as it relates to the social studies unit on world hunger); Tour of Detroit (history lesson persuasive essay written based on writing stem: The builder Cadillac was a positive/negative influence on the environment); U of M- Dearborn for the "Gulo Gulo" event—a conference designed for middle school students (Students will attend reading, writing, hands on workshops throughout the day); Arab American Museum (Writing connected to social studies classes).	Field Trip	Tier 1	Monitor	09/13/2013	06/10/2016	\$296	Title I Part A	Classroom teachers will support from building administration and office staff will coordinate these extend learning opportunities.

Activity - Daily 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Stout Middle School

Sixth grade language arts teachers will use the Daily 5 to structure their lessons.	Monitor	Tier 2	Monitor	09/03/2013	06/12/2015	\$0	No Funding Required	The district language arts coordinator, instructional coach, and building principal will provide any necessary training and will monitor implementation.
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Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training, coordinate the book study, and along with the assistant principal, monitor implementation.

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

Stout Middle School

One teacher will have half of their time assigned to instructional coaching. The instructional coach will support the implementation of the strategies and activities in the school improvement plan. The coach will provide training for teachers and model strategies in their classrooms.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$65343	Title I Part A	The building principal is responsible for selecting and supervising an instructional coach.
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Activity - Reading Intervention Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned to reading intervention classes depending upon their level and area of need in reading. The intervention classes will be smaller than regular language arts classes and will use research-based programs including, but not limited to, Corrective Reading, Read 180, and Success Maker.	Direct Instruction	Tier 3	Implement	09/02/2014	06/10/2016	\$5000	Title I Part A	The building principal, instructional coach, and language arts teachers will identify students needing intervention. The building principal, instructional coach, and teacher providing the intervention will monitor the effectiveness of the interventions.

(shared) Strategy 2:

Extended Time and Intervention - Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

School Improvement Plan

Stout Middle School

Payne, Ruby. A Framework for Understanding Poverty.

Tier:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.	Direct Instruction	Tier 2	Monitor	09/09/2013	06/10/2016	\$0	No Funding Required	Co-teachers, counselors, and administration are responsible for implementing this activity.
Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of students who are reading below grade level will attend educational meetings to learn strategies and sign contracts indicating what the school and home will do to help their child improve.	Parent Involvement	Tier 3		09/09/2013	06/10/2016	\$0	No Funding Required	Community Liaison, Counselor, Administration, and Office Staff are responsible for coordinating this activity.
Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Stout Middle School

Students reading below grade level will receive small group instruction in their language arts class a minimum of 2 times per week for at least 10 minutes.	Direct Instruction	Tier 2	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	Special education teachers, ESL teachers, and language arts teachers are responsible for implementing this activity. The building administrators are responsible for monitoring this activity.
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Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Direct Instruction	Tier 2	Monitor	10/14/2013	06/10/2016	\$40278	Title I Part A	Teachers in the extended day program are responsible for this activity. Building administrators will monitor this activity.

Goal 3: Math: All students will demonstrate improved computational and problem solving skills in mathematics.

Measurable Objective 1:

School Improvement Plan

Stout Middle School

A 12% increase of All Students will demonstrate a proficiency computation and problem solving in Mathematics by 06/10/2016 as measured by proficiency on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

Research Cited: Arter, Judith and McTighe, Jay. Scoring Rubrics in the Classroom Beers, Kylene. When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12 Beaver, Joetta. Directed Reading Assessment 2 Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom Friend, Marilyn. The Power of Two DVD series Co-Teaching! Garner, Betty. Getting to Got It Marzano, Robert. Building Background knowledge and Building Academic Vocabulary Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works National Reading Panel, "Teaching Children to Read" Payne, Ruby. A Framework for Understanding Poverty. Tomlinson, Carol. Differentiation of Instruction Tovani, Chris and Ellin Oliver Keene. I Read It but I Don't Get It and Do I Really have To Teach Reading Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Tier:

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments.	Direct Instruction			09/09/2013	06/10/2016	\$0	No Funding Required	Math teachers will be responsible for developing the vocabulary lists for mathematics with support from the district math coordinator. Building administrators will monitor this activity.

School Improvement Plan

Stout Middle School

Activity - Language & Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.

Activity - Data, Graphs and Charts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data, graphs, and charts across the curriculum. Students will have classroom activities in all content areas that deal with data, graphs and charts at least once per marking period. Students will interpret, create and solve problems using visual representation with supplemental manipulatives. Students will use an interactive notebook for many of these activities.	Implementation	Tier 1	Implement	09/09/2013	06/10/2016	\$4000	Title I Part A	Classroom teachers.

Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Stout Middle School

Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Implementa tion	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training, coordinate the book study, and along with the assistant principal monitor implementation.
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Activity - Hands on Science Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will implement at least one hands-on science lab per unit of study. Students will use the scientific process, graph and interpret data using supplemental science materials.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The science department is responsible for this activity. Building administrators will monitor the implementation of this activity.

Activity - Sustained Learning Over Time (SLOTS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Stout Middle School

Math teachers will use daily bell work to practice computation and/or review recently learned concepts and skills. Teachers will use bell work as formative assessments and adjust instruction accordingly.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The math department is responsible for this activity with support from the district math coordinator. Building administrators will monitor the implementation of this activity.
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Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will use student assessment data to differentiate instruction by providing extra materials, providing small group tutoring, providing students with access to technology, re-teaching, using small group and one-on-one instruction for struggling students, and scheduling extended instructional sessions.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$10000	Title I Part A	Math teachers are responsible for this activity. Building administrators and the instructional coach will provide support.

Strategy 2:

Restorative Practices - The most profound learning occurs when there is a healthy relationship between teacher and student. Restorative Practices assists teachers, students and parents to build, maintain and restore relationships. Restorative Practices will help build capacity to enable students to self regulate behaviour and contributes to the improvement of learning outcomes. 11 Essential Elements, including affective statements, restorative questions, fair process, small impromptu conferences, proactive circles, responsive circles and restorative conferences. Staff teams, working in small professional learning groups, focus on understanding and using these elements.

Research Cited: Adams, C. (2008 November/December). The talk-it-out solution. Scholastic Administrator, 36–39. Boulton, J., & Mirsky, L. (2006, February).

Restorative practices as a tool for organizational change: The Bessels Leigh School. Restorative Practices eForum. Retrieved April 9, 2009, from

<http://www.realjustice.org/library/besselsleigh.html> Restorative Practices in Schools: Research Reveals Power of Restorative Approach, Part II Abbey Porter

Tier:

School Improvement Plan

Stout Middle School

Activity - Professional Development - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on Restorative Practices will be provided for the entire staff prior to the start of the school year.	Behavioral Support Program	Tier 1	Implement	08/25/2014	06/10/2016	\$0	Title I Part A	The restorative practices committee and building principal will be responsible for scheduling this training.

Activity - Restorative Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will use restorative conferences and peacemaking circles to support positive learning environments and to support students in making appropriate behavior choices.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	The restorative practices committee, social worker, counselor, community liaison, social responsibility technician, and building administrators are responsible for the implementation and monitoring of this activity.

Activity - Social Responsibility Technician	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Stout Middle School

<p>A social responsibility technician will provide lessons on appropriate behavior to students in a variety of settings including in a responsibility room and in regular classrooms. The social responsibility technician will work directly with students having difficulty making appropriate behavior choices.</p>	<p>Behavioral Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>08/25/2014</p>	<p>06/10/2016</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>The restorative practices committee and building administrators will support the social responsibility technician. Building administrators will monitor this activity.</p>
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Measurable Objective 2:

A 17% increase of Students with Disabilities students will demonstrate a proficiency in problem solving in Mathematics by 06/10/2016 as measured by proficiency in problem solving on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

Research Cited: Arter, Judith and McTighe, Jay. Scoring Rubrics in the Classroom Beers, Kylee. When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12 Beaver, Joetta. Directed Reading Assessment 2 Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom Friend, Marilyn. The Power of Two DVD series Co-Teaching! Garner, Betty. Getting to Got It Marzano, Robert. Building Background knowledge and Building Academic Vocabulary Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works National Reading Panel, "Teaching Children to Read" Payne, Ruby. A Framework for Understanding Poverty. Tomlinson, Carol. Differentiation of Instruction Tovani, Chris and Ellin Oliver Keene. I Read It but I Don't Get It and Do I Really have To Teach Reading Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Tier:

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

Stout Middle School

Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments.	Direct Instruction			09/09/2013	06/10/2016	\$0	No Funding Required	Math teachers will be responsible for developing the vocabulary lists for mathematics with support from the district math coordinator. Building administrators will monitor this activity.
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Activity - Language & Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.

Activity - Data, Graphs and Charts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Stout Middle School

Teachers will use data, graphs, and charts across the curriculum. Students will have classroom activities in all content areas that deal with data, graphs and charts at least once per card marking period. Students will interpret, create and solve problems using visual representation with supplemental manipulatives. Students will use an interactive notebook for many of these activities.	Implementa tion	Tier 1	Implement	09/09/2013	06/10/2016	\$4000	Title I Part A	Classroom teachers.
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Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Implementa tion	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The building principal and instructiona l coach will provide any necessary training, coordinate the book study, and along with the assistant principal monitor implementa tion.

Activity - Hands on Science Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Science teachers will implement at least one hands-on science lab per unit of study. Students will use the scientific process, graph and interpret data using supplemental science materials.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The science department is responsible for this activity. Building administrat ors will monitor the implementa tion of this activity.

School Improvement Plan

Stout Middle School

Activity - Sustained Learning Over Time (SLOTS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will use daily bell work to practice computation and/or review recently learned concepts and skills. Teachers will use bell work as formative assessments and adjust instruction accordingly.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The math department is responsible for this activity with support from the district math coordinator. Building administrators will monitor the implementation of this activity.

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will use student assessment data to differentiate instruction by providing extra materials, providing small group tutoring, providing students with access to technology, re-teaching, using small group and one-on-one instruction for struggling students, and scheduling extended instructional sessions.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$10000	Title I Part A	Math teachers are responsible for this activity. Building administrators and the instructional coach will provide support.

(shared) Strategy 2:

Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Payne, Ruby. A Framework for Understanding Poverty.

Tier:

School Improvement Plan

Stout Middle School

Activity - Intervention Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities and English Language Learners will be placed in intervention classes as needed utilizing programs such as Successmaker and IXL Math. Additional students struggling in math as identified by assessment data may also be placed in intervention classes.	Direct Instruction	Tier 3	Implement	09/09/2013	06/10/2016	\$59632	Title I Part A	Special education teachers, ESL teachers, math teachers, and counselor.
Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.	Direct Instruction			09/04/2013	06/10/2016	\$0	No Funding Required	Special Education teachers, ESL teachers, and counselor.
Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of students who are reading below grade level will attend educational meetings to learn strategies and sign contracts indicating what the school and home will do to help their child improve.	Parent Involvement	Tier 3	Implement	09/09/2013	06/10/2016	\$250	Title I Part A	Community Liaison, Counselor, and office staff.
Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Academic Support Program			09/09/2013	06/10/2016	\$0	No Funding Required	Fatima Tekko, Community Liaison, Elaine Fleezanis, Instructional Coach, Mike Tindall, Counselor

School Improvement Plan

Stout Middle School

Measurable Objective 3:

A 17% increase of Black or African-American students will demonstrate a proficiency in problem solving in Mathematics by 06/10/2016 as measured by proficiency on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

Research Cited: Arter, Judith and McTighe, Jay. Scoring Rubrics in the Classroom Beers, Kylene. When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12 Beaver, Joetta. Directed Reading Assessment 2 Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom Friend, Marilyn. The Power of Two DVD series Co-Teaching! Garner, Betty. Getting to Got It Marzano, Robert. Building Background knowledge and Building Academic Vocabulary Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works National Reading Panel, "Teaching Children to Read" Payne, Ruby. A Framework for Understanding Poverty. Tomlinson, Carol. Differentiation of Instruction Tovani, Chris and Ellin Oliver Keene. I Read It but I Don't Get It and Do I Really have To Teach Reading Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Tier:

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments.	Direct Instruction			09/09/2013	06/10/2016	\$0	No Funding Required	Math teachers will be responsible for developing the vocabulary lists for mathematics with support from the district math coordinator. Building administrators will monitor this activity.

School Improvement Plan

Stout Middle School

Activity - Language & Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.

Activity - Data, Graphs and Charts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data, graphs, and charts across the curriculum. Students will have classroom activities in all content areas that deal with data, graphs and charts at least once per marking period. Students will interpret, create and solve problems using visual representation with supplemental manipulatives. Students will use an interactive notebook for many of these activities.	Implementation	Tier 1	Implement	09/09/2013	06/10/2016	\$4000	Title I Part A	Classroom teachers.

Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Stout Middle School

Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Implementa tion	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training, coordinate the book study, and along with the assistant principal monitor implementation.
Activity - Hands on Science Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will implement at least one hands-on science lab per unit of study. Students will use the scientific process, graph and interpret data using supplemental science materials.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The science department is responsible for this activity. Building administrators will monitor the implementation of this activity.
Activity - Sustained Learning Over Time (SLOTS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Stout Middle School

Math teachers will use daily bell work to practice computation and/or review recently learned concepts and skills. Teachers will use bell work as formative assessments and adjust instruction accordingly.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The math department is responsible for this activity with support from the district math coordinator. Building administrators will monitor the implementation of this activity.
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Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will use student assessment data to differentiate instruction by providing extra materials, providing small group tutoring, providing students with access to technology, re-teaching, using small group and one-on-one instruction for struggling students, and scheduling extended instructional sessions.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$10000	Title I Part A	Math teachers are responsible for this activity. Building administrators and the instructional coach will provide support.

(shared) Strategy 2:

Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Payne, Ruby. A Framework for Understanding Poverty.

Tier:

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

Stout Middle School

Students with disabilities and English Language Learners will be placed in intervention classes as needed utilizing programs such as Successmaker and IXL Math. Additional students struggling in math as identified by assessment data may also be placed in intervention classes.	Direct Instruction	Tier 3	Implement	09/09/2013	06/10/2016	\$59632	Title I Part A	Special education teachers, ESL teachers, math teachers, and counselor.
Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.	Direct Instruction			09/04/2013	06/10/2016	\$0	No Funding Required	Special Education teachers, ESL teachers, and counselor.
Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of students who are reading below grade level will attend educational meetings to learn strategies and sign contracts indicating what the school and home will do to help their child improve.	Parent Involvement	Tier 3	Implement	09/09/2013	06/10/2016	\$250	Title I Part A	Community Liaison, Counselor, and office staff.
Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Academic Support Program			09/09/2013	06/10/2016	\$0	No Funding Required	Fatima Tekko, Community Liaison, Elaine Fleezanis, Instructional Coach, Mike Tindall, Counselor

Measurable Objective 4:

A 17% increase of Economically Disadvantaged students will demonstrate a proficiency in math problem solving in Mathematics by 06/10/2016 as measured by proficiency on state and local assessments.

School Improvement Plan

Stout Middle School

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

Research Cited: Arter, Judith and McTighe, Jay. Scoring Rubrics in the Classroom Beers, Kylee. When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12 Beaver, Joetta. Directed Reading Assessment 2 Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom Friend, Marilyn. The Power of Two DVD series Co-Teaching! Garner, Betty. Getting to Got It Marzano, Robert. Building Background knowledge and Building Academic Vocabulary Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works National Reading Panel, "Teaching Children to Read" Payne, Ruby. A Framework for Understanding Poverty. Tomlinson, Carol. Differentiation of Instruction Tovani, Chris and Ellin Oliver Keene. I Read It but I Don't Get It and Do I Really have To Teach Reading Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Tier:

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments.	Direct Instruction			09/09/2013	06/10/2016	\$0	No Funding Required	Math teachers will be responsible for developing the vocabulary lists for mathematics with support from the district math coordinator. Building administrators will monitor this activity.

Activity - Language & Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Stout Middle School

The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.
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Activity - Data, Graphs and Charts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data, graphs, and charts across the curriculum. Students will have classroom activities in all content areas that deal with data, graphs and charts at least once per card marking period. Students will interpret, create and solve problems using visual representation with supplemental manipulatives. Students will use an interactive notebook for many of these activities.	Implementation	Tier 1	Implement	09/09/2013	06/10/2016	\$4000	Title I Part A	Classroom teachers.

Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Implementation	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training, coordinate the book study, and along with the assistant principal monitor implementation.

School Improvement Plan

Stout Middle School

Activity - Hands on Science Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will implement at least one hands-on science lab per unit of study. Students will use the scientific process, graph and interpret data using supplemental science materials.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The science department is responsible for this activity. Building administrators will monitor the implementation of this activity.
Activity - Sustained Learning Over Time (SLOTS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will use daily bell work to practice computation and/or review recently learned concepts and skills. Teachers will use bell work as formative assessments and adjust instruction accordingly.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The math department is responsible for this activity with support from the district math coordinator. Building administrators will monitor the implementation of this activity.
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Stout Middle School

Math teachers will use student assessment data to differentiate instruction by providing extra materials, providing small group tutoring, providing students with access to technology, re-teaching, using small group and one-on-one instruction for struggling students, and scheduling extended instructional sessions.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$10000	Title I Part A	Math teachers are responsible for this activity. Building administrators and the instructional coach will provide support.
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(shared) Strategy 2:

Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Payne, Ruby. A Framework for Understanding Poverty.

Tier:

Activity - Intervention Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities and English Language Learners will be placed in intervention classes as needed utilizing programs such as Successmaker and IXL Math. Additional students struggling in math as identified by assessment data may also be placed in intervention classes.	Direct Instruction	Tier 3	Implement	09/09/2013	06/10/2016	\$59632	Title I Part A	Special education teachers, ESL teachers, math teachers, and counselor.

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.	Direct Instruction			09/04/2013	06/10/2016	\$0	No Funding Required	Special Education teachers, ESL teachers, and counselor.

School Improvement Plan

Stout Middle School

Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of students who are reading below grade level will attend educational meetings to learn strategies and sign contracts indicating what the school and home will do to help their child improve.	Parent Involvement	Tier 3	Implement	09/09/2013	06/10/2016	\$250	Title I Part A	Community Liaison, Counselor, and office staff.
Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Academic Support Program			09/09/2013	06/10/2016	\$0	No Funding Required	Fatima Tekko, Community Liaison, Elaine Fleezanis, Instructional Coach, Mike Tindall, Counselor

Measurable Objective 5:

A 17% increase of English Learners students will demonstrate a proficiency in math problem solving in Mathematics by 06/10/2016 as measured by proficiency on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

Research Cited: Arter, Judith and McTighe, Jay. Scoring Rubrics in the Classroom Beers, Kylene. When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12 Beaver, Joetta. Directed Reading Assessment 2 Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom Friend, Marilyn. The Power of Two DVD series Co-Teaching! Garner, Betty. Getting to Got It Marzano, Robert. Building Background knowledge and Building Academic Vocabulary Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works National Reading Panel, "Teaching Children to Read" Payne, Ruby. A Framework for Understanding Poverty. Tomlinson, Carol. Differentiation of Instruction Tovani, Chris and Ellin Oliver Keene. I Read It but I Don't Get It and Do I Really have To Teach Reading Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Tier:

School Improvement Plan

Stout Middle School

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments.	Direct Instruction			09/09/2013	06/10/2016	\$0	No Funding Required	Math teachers will be responsible for developing the vocabulary lists for mathematics with support from the district math coordinator. Building administrators will monitor this activity.

Activity - Language & Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.

Activity - Data, Graphs and Charts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Stout Middle School

Teachers will use data, graphs, and charts across the curriculum. Students will have classroom activities in all content areas that deal with data, graphs and charts at least once per card marking period. Students will interpret, create and solve problems using visual representation with supplemental manipulatives. Students will use an interactive notebook for many of these activities.	Implementa tion	Tier 1	Implement	09/09/2013	06/10/2016	\$4000	Title I Part A	Classroom teachers.
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Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Implementa tion	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The building principal and instructiona l coach will provide any necessary training, coordinate the book study, and along with the assistant principal monitor implementa tion.

Activity - Hands on Science Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Science teachers will implement at least one hands-on science lab per unit of study. Students will use the scientific process, graph and interpret data using supplemental science materials.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The science department is responsible for this activity. Building administrat ors will monitor the implementa tion of this activity.

School Improvement Plan

Stout Middle School

Activity - Sustained Learning Over Time (SLOTS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will use daily bell work to practice computation and/or review recently learned concepts and skills. Teachers will use bell work as formative assessments and adjust instruction accordingly.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The math department is responsible for this activity with support from the district math coordinator. Building administrators will monitor the implementation of this activity.

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will use student assessment data to differentiate instruction by providing extra materials, providing small group tutoring, providing students with access to technology, re-teaching, using small group and one-on-one instruction for struggling students, and scheduling extended instructional sessions.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$10000	Title I Part A	Math teachers are responsible for this activity. Building administrators and the instructional coach will provide support.

(shared) Strategy 2:

Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Payne, Ruby. A Framework for Understanding Poverty.

Tier:

School Improvement Plan

Stout Middle School

Activity - Intervention Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities and English Language Learners will be placed in intervention classes as needed utilizing programs such as Successmaker and IXL Math. Additional students struggling in math as identified by assessment data may also be placed in intervention classes.	Direct Instruction	Tier 3	Implement	09/09/2013	06/10/2016	\$59632	Title I Part A	Special education teachers, ESL teachers, math teachers, and counselor.
Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.	Direct Instruction			09/04/2013	06/10/2016	\$0	No Funding Required	Special Education teachers, ESL teachers, and counselor.
Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of students who are reading below grade level will attend educational meetings to learn strategies and sign contracts indicating what the school and home will do to help their child improve.	Parent Involvement	Tier 3	Implement	09/09/2013	06/10/2016	\$250	Title I Part A	Community Liaison, Counselor, and office staff.
Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Academic Support Program			09/09/2013	06/10/2016	\$0	No Funding Required	Fatima Tekko, Community Liaison, Elaine Fleezanis, Instructional Coach, Mike Tindall, Counselor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Sustained Learning Over Time (SLOTS)	Math teachers will use daily bell work to practice computation and/or review recently learned concepts and skills. Teachers will use bell work as formative assessments and adjust instruction accordingly.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	The math department is responsible for this activity with support from the district math coordinator. Building administrators will monitor the implementation of this activity.
Small Group Instruction	Teachers will use small group instruction to reteach elements of the writing process to students.	Direct Instruction		Implement	09/02/2014	06/10/2016	\$0	Classroom Teachers
Parent Education	Parents of students who are reading below grade level will attend educational meetings to learn strategies and sign contracts indicating what the school and home will do to help their child improve.	Parent Involvement	Tier 3		09/09/2013	06/10/2016	\$0	Community Liaison, Counselor, Administration, and Office Staff are responsible for coordinating this activity.

School Improvement Plan

Stout Middle School

Classroom Instruction That Works	Classroom teachers will implement strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$0	The building principal and instructional coach will provide any necessary training and coordinate the book study.
Co-Teaching	Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.	Direct Instruction	Tier 2	Monitor	09/09/2013	06/10/2016	\$0	Co-teachers, counselors, and administration are responsible for implementing this activity.
Restorative Conferences	Building staff will use restorative conferences and peacemaking circles to support positive learning environments and to support students in making appropriate behavior choices.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/10/2016	\$0	The restorative practices committee, social worker, counselor, community liaison, social responsibility technician, and building administrators are responsible for the implementation and monitoring of this activity.

School Improvement Plan

Stout Middle School

Co-Teaching	Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.	Direct Instruction			09/04/2013	06/10/2016	\$0	Special Education teachers, ESL teachers, and counselor.
Extended Time and Intervention	Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Academic Support Program			09/09/2013	06/10/2016	\$0	Fatima Tekko, Community Liaison, Elaine Fleezanis, Instructional Coach, Mike Tindall, Counselor
Daily 5	Sixth grade language arts teachers will use the Daily 5 to structure their lessons.	Monitor	Tier 2	Monitor	09/03/2013	06/12/2015	\$0	The district language arts coordinator, instructional coach, and building principal will provide any necessary training and will monitor implementation.

School Improvement Plan

Stout Middle School

Vocabulary Instruction	Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments.	Direct Instruction			09/09/2013	06/10/2016	\$0	Math teachers will be responsible for developing the vocabulary lists for mathematics with support from the district math coordinator. Building administrators will monitor this activity.
Professional Development - Writing	Language arts teachers and the Instructional Coach will provide staff development on the informational text structures and the writing process at staff meetings and late start meetings. Staff development will also be provided on argumentative writing, including how to teach students to use evidence when supporting their responses.	Professional Learning	Tier 1	Implement	09/02/2014	06/10/2016	\$0	Language arts teachers, Instructional Coach, and District Language Arts Coordinator.

School Improvement Plan

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Reading Apprenticeship	Science, Social Studies, and Language Arts teachers will implement Reading Apprenticeship strategies. Additional seventh and eighth grade teachers that have yet to be trained in Reading Apprenticeship will go through a series of workshops provided by the district language arts coordinators.	Implementation	Tier 2	Implement	09/09/2013	06/12/2015	\$0	The district language arts coordinators are responsible for training staff with support from the instructional coach and principal. The building administrators and instructional coach will monitor implementation.
Professional Development - Restorative Practices	Professional development on Restorative Practices will be provided for the entire staff prior to the start of the school year.	Behavioral Support Program	Tier 1	Implement	09/13/2013	08/12/2016	\$0	The restorative practices committee and building principal will be responsible for scheduling this training.

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Restorative Conferences	Building staff will use restorative conferences and peacemaking circles to support positive learning environments and to support students in making appropriate behavior choices.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/10/2016	\$0	The restorative practices committee, social worker, counselor, community liaison, social responsibility technician, and building administrators are responsible for the implementation and monitoring of this activity.
Informational Text Structures and Features	All teachers will use informational text structures and features as part of reading instruction.	Direct Instruction	Tier 1	Implement	09/09/2013	06/12/2015	\$0	The language arts department, instructional coach, and district language arts coordinator will provide any necessary training to staff. The building administrators and instructional coach will monitor implementation.

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<p>Classroom Instruction That Works</p>	<p>Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.</p>	<p>Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/09/2013</p>	<p>06/10/2016</p>	<p>\$0</p>	<p>The building principal and instructional coach will provide any necessary training, coordinate the book study, and along with the assistant principal monitor implementation.</p>
<p>Close and Critical Reading</p>	<p>All teachers will assign reading assignments bi-weekly, using close and critical reading strategies, using all 4 areas of Question Answer Response (QAR) questions that ask 'right there', 'think and search', 'author and you' and 'on my own' information.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/09/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>The reading committee, language arts department, instructional coach, and district language arts coordinator will provide any necessary training. The building administrators and instructional coach will monitor implementation.</p>

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Vocabulary Instruction	Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments using Building Academic Vocabulary by Marzano	Direct Instruction	Tier 1	Monitor	09/09/2013	06/12/2015	\$0	The reading committee, language arts department, instructional coach, language arts coordinator, and principal will be responsible for any additional training that is needed. The building administrators and instructional coach will monitor implementation.
Hands on Science Labs	Science teachers will implement at least one hands-on science lab per unit of study. Students will use the scientific process, graph and interpret data using supplemental science materials.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	The science department is responsible for this activity. Building administrators will monitor the implementation of this activity.

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Classroom Instruction That Works	Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	The building principal and instructional coach will provide any necessary training, coordinate the book study, and along with the assistant principal, monitor implementation.
Language & Literacy Strategies	The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.
Restorative Conferences	Building staff will use restorative conferences and peacemaking circles to support positive learning environments and to support students in making appropriate behavior choices.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/10/2016	\$0	Restorative practices committee, social worker, counselor, community liaison, social responsibility technician, and building administrators.

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Direct Instruction - Revising & Editing	Classroom teachers will teach students how to revise and edit their writing. The language arts teachers and instructional coach will train the staff during staff meetings.	Direct Instruction	Tier 1	Implement	08/25/2014	06/10/2016	\$0	Language arts teachers and the instructional coach.
Language & Literacy Strategies	The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/09/2013	06/10/2016	\$0	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.
Small Group Instruction	Students reading below grade level will receive small group instruction in their language arts class a minimum of 2 times per week for at least 10 minutes.	Direct Instruction	Tier 2	Implement	09/09/2013	06/10/2016	\$0	Special education teachers, ESL teachers, and language arts teachers are responsible for implementing this activity. The building administrators are responsible for monitoring this activity.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Instructional Coach	One teacher will have half of their time assigned to instructional coaching. The instructional coach will support the implementation of the strategies and activities in the school improvement plan. The coach will provide training for teachers and model strategies in their classrooms.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$65343	The building principal is responsible for selecting and supervising an instructional coach.
Extended Learning Opportunities	A tour of Detroit Parade Co (Writing a proposal for design of a float); Monroe Michigan tour (Written and oral communication regarding French Settlers; St Vincent De Paul community service (problem solving and writing a paper as it relates to the social studies unit on world hunger); Tour of Detroit (history lesson persuasive essay written based on writing stem: The builder Cadillac was a positive/negative influence on the environment); U of M- Dearborn for the "Gulo Gulo" event—a conference designed for middle school students (Students will attend reading, writing, hands on workshops throughout the day); Arab American Museum (Writing connected to social studies classes).	Field Trip	Tier 1	Monitor	09/13/2013	06/10/2016	\$296	Classroom teachers will support from building administration and office staff will coordinate these extend learning opportunities.
Professional Development - Restorative Practices	Professional development on Restorative Practices will be provided for the entire staff prior to the start of the school year.	Behavioral Support Program	Tier 1	Implement	08/25/2014	06/10/2016	\$1100	The restorative practices committee and building principal will be responsible for scheduling this training.

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Differentiated Instruction	Math teachers will use student assessment data to differentiate instruction by providing extra materials, providing small group tutoring, providing students with access to technology, re-teaching, using small group and one-on-one instruction for struggling students, and scheduling extended instructional sessions.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$10000	Math teachers are responsible for this activity. Building administrators and the instructional coach will provide support.
Data, Graphs and Charts	Teachers will use data, graphs, and charts across the curriculum. Students will have classroom activities in all content areas that deal with data, graphs and charts at least once per marking period. Students will interpret, create and solve problems using visual representation with supplemental manipulatives. Students will use an interactive notebook for many of these activities.	Implementation	Tier 1	Implement	09/09/2013	06/10/2016	\$4000	Classroom teachers.
Extended Time and Intervention	Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Academic Support Program			10/14/2013	06/10/2016	\$0	Extended day program teachers and language arts teachers.
Instructional Coaching	An instructional coach will provide classroom teachers with professional development and ongoing coaching on best practices in writing instruction.	Professional Learning		Implement	09/02/2014	06/10/2016	\$0	Instructional Coach
Parent Education	Parent education classes will be held to educate and inform the parents about how they can support their children's learning. Resources will be provided to parents that support the instruction provided in the classes. The building community liaison will support parents and families throughout the school year.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$200	The community liaison, school counselor, district parent coordinator, and building administrators will be responsible to scheduling the classes.

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Parent Education	Parent education classes will be held to educate and inform the parents about how they can support their children's learning. Resources will be provided to parents that support the instruction provided in the classes. The building community liaison will support parents and families throughout the school year.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$56933	The community liaison, school counselor, district parent coordinator, and building administrators will be responsible to scheduling the classes.
Extended Time and Intervention	Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Direct Instruction	Tier 2	Monitor	10/14/2013	06/10/2016	\$40278	Teachers in the extended day program are responsible for this activity. Building administrators will monitor this activity.
Professional Development - Restorative Practices	Professional development on Restorative Practices will be provided for the entire staff prior to the start of the school year.	Behavioral Support Program	Tier 1	Implement	08/25/2014	06/10/2016	\$0	The restorative practices committee and building principal will be responsible for scheduling this training.

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Extended Learning Opportunities	A tour of Detroit Parade Co (Writing a proposal for design of a float); Monroe Michigan tour (Written and oral communication regarding French Settlers; St Vincent De Paul community service (problem solving and writing a paper as it relates to the social studies unit on world hunger); Tour of Detroit (history lesson persuasive essay written based on writing stem: The builder Cadillac was a positive/negative influence on the environment); U of M- Dearborn for the "Gulo Gulo" event—a conference designed for middle school students (Students will attend reading, writing, hands on workshops throughout the day); Arab-American Museum (Writing connected to social studies classes).	Field Trip			09/04/2013	07/08/2016	\$0	Classroom teachers are responsible for planning extend learning opportunities.
Intervention Classes during the school day	Students with disabilities and English Language Learners will be placed in intervention classes as needed utilizing program such as Successmaker.	Academic Support Program			09/04/2013	06/10/2016	\$0	Special education teachers, ESL teachers, and counselor.
Social Responsibility Technician	A social responsibility technician will provide lessons on appropriate behavior to students in a variety of settings including in a responsibility room and in regular classrooms. The social responsibility technician will work directly with students having difficulty making appropriate behavior choices.	Behavioral Support Program	Tier 3	Implement	08/25/2014	06/10/2016	\$0	The restorative practices committee and building administrators will support the social responsibility technician.
Parent Education	Parent education classes will be held to educate and inform the parents about how they can support their children's learning. Resources will be provided to parents that support the instruction provided in the classes. The building community liaison will support parents and families throughout the school year.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$250	The community liaison, school counselor, district parent coordinator, and building administrators will be responsible to scheduling the classes.

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Social Responsibility Technician	A social responsibility technician will provide lessons on appropriate behavior to students in a variety of settings including in a responsibility room and in regular classrooms. The social responsibility technician will work directly with students having difficulty making appropriate behavior choices.	Behavioral Support Program	Tier 3	Implement	08/25/2014	06/10/2016	\$0	The restorative practices committee and building administrators will support the social responsibility technician. Building administrators will monitor this activity.
Co-Teaching	Students with disabilities and English language learners will be placed in co-taught language arts classes utilizing technology such as promethean boards, ipads and various applications.	Direct Instruction	Tier 3	Implement	09/04/2013	06/10/2016	\$32364	Special education teachers, ESL teachers, and counselor.
Social Responsibility Technician	A social responsibility technician will provide lessons on appropriate behavior to students in a variety of settings including in a responsibility room and in regular classrooms. The social responsibility technician will work directly with students having difficulty making appropriate behavior choices.	Behavioral Support Program	Tier 3	Implement	08/25/2014	06/10/2016	\$54431	The restorative practices committee and building administrators will support the social responsibility technician. Building administrators will monitor this activity.
Parent Education	Parents of students who are reading below grade level will attend educational meetings to learn strategies and sign contracts indicating what the school and home will do to help their child improve.	Parent Involvement	Tier 3	Implement	09/09/2013	06/10/2016	\$250	Community Liaison, Counselor, and office staff.

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Intervention Classes	Students with disabilities and English Language Learners will be placed in intervention classes as needed utilizing programs such as Successmaker and IXL Math. Additional students struggling in math as identified by assessment data may also be placed in intervention classes.	Direct Instruction	Tier 3	Implement	09/09/2013	06/10/2016	\$59632	Special education teachers, ESL teachers, math teachers, and counselor.
Reading Intervention Classes	Students will be assigned to reading intervention classes depending upon their level and area of need in reading. The intervention classes will be smaller than regular language arts classes and will use research-based programs including, but not limited to, Corrective Reading, Read 180, and Success Maker.	Direct Instruction	Tier 3	Implement	09/02/2014	06/10/2016	\$5000	The building principal, instructional coach, and language arts teachers will identify students needing intervention. The building principal, instructional coach, and teacher providing the intervention will monitor the effectiveness of the intervention.