



# **School Improvement Plan**

Romulus Middle School

Romulus Community Schools

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## **Introduction**

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

# **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?**

Romulus Middle School is located in Romulus, MI and serves 671 students in grades 6-8. The school is located in a rural area within the Romulus Community Schools district. The district is approximately 35 square miles and is divided by Metro Detroit Airport. Romulus Community Schools is smaller district with four elementary buildings, one middle school, and high school. Romulus Middle School (RMS) is located within a neighborhood, but receives students from across the district as well as students from the neighboring city of Inkster. All students are bused to and from school each day and the bus rides range from 5 minutes to 30 minutes each way.

The socio-economic status (SES) of families at RMS ranges from middle-income or working class to low-income. Students may live in middle-income housing, apartments, trailers in mobile home parks, and rental housing. Some students at RMS may be homeless, living in shelters, cars or with family or friends for temporary housing. RMS takes responsibility for providing homeless students who are displaced with bus transportation and/or taxi services to areas outside Romulus in order to continue educating the students.

RMS has a 76% free/reduced lunch population. In many of the cases, these families fall into the category of working poor. RMS parents' work schedules and transportation needs vary. Some families have dual incomes, some are single income household, and others are unemployed. Some parents work the day shift at their jobs, while others work the afternoon or midnight shift. RMS parents' schedules do not always include weekend days off. Some of the school's parents work multiple jobs.

Romulus Middle School's history shows that staff turnover is high due to district reconfigurations. In recent years, RMS has replaced between 10-12 staff members. The principal was replaced in 2010 when the school began its transformation process after receiving the School Improvement Grant from the State of Michigan. Student enrollment remains steady, although transiency within the school population is high. The economically disadvantaged population is increasing.

Our free and reduced lunch rate is over 75% which qualifies us as a Title 1 School-wide School. 14% of the total population at Romulus Middle School receives special education services. The student population includes 75.56% African American, 15.2% Caucasian, 4.92% multi-racial, 3.87% Hispanic, 0.3% Asian, and 0.15% American Indian or Alaskan Native. Over 80% of our students are residents of Romulus and due to the closing and consolidation of Inkster Public Schools, we have gained approximately 11% of students from that area. This is about 70-80 additional students.

Romulus Middle School's student population has average daily attendance and acceptable behavior. All staff at the middle school is trained in Positive Behavior Intervention Support Model and RMS uses behavior plans, check in/check out (CICO) sheets and phone calls home to prevent behavior from escalating and to support academics.

All of the staff at Romulus Middle School is highly qualified to teach the subject they are assigned and none of our teaching staff was rated as ineffective during the 2012-2013 or 2013-2014 school years. RMS employs four Title I teachers, one Title I parent coordinator, 36 classroom teachers, three special education paraprofessionals, and ancillary staff including a social workers, speech pathologist, occupational therapist, English Language Learner teacher, behavior specialist, School Resource Officer, and school psychologist.



## **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 Statement: Romulus Middle school staff, students, parents and members of the community constitute a community of learners dedicated to preparing each individual student for success, academically and socially, in order to meet the challenges of the twenty-first century.

Vision Statement: The members of the Romulus Middle School community will become exceptional models of respect, responsibility, and resourcefulness, creating a culture of academic excellence in a global society.

Beliefs Statement: Given the opportunity and resources, all children can learn. All children can reach their own personal level of success in life. The focus and direction of education at Romulus Middle School is to provide the resources and guidance necessary to meet the needs of each individual student, so that they can achieve success.

## **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.**

Romulus Middle School has made Adequate Yearly Progress (AYP) for all students and subgroups, except the bottom thirty percent, in the past three years. In the 2010-2011 school year Romulus Middle School received the School Improvement Grant (SIG) from the State of Michigan. We implemented a \$5.8 million School Improvement Grant from 2010/2011-2012/2013. This money went directly to providing student services, improving technology accessibility for all students, extensive professional development for all staff in order to provide the necessary skills to reach and teach all students. Romulus Middle School developed a system of support for students; high achieving and struggling students, to meet their individual needs. As we move forward we will examine our best practices of teaching and our Response to Intervention support systems to continue making a positive impact on Student Achievement.

Romulus Middle School has a leadership program that focuses on giving back to the community and building active and involved students. This group also competes against other leadership groups across the state and qualifies for national competitions.

Eastern Michigan University hosts a program entitled "Bright Futures" that is an afterschool program that offers activities where students are engaged academically, socially, and emotionally. Some examples of clubs within the Bright Futures Program include cooking and nutrition, drama, poetry, sewing, Young Entrepreneurs, and iPad art.

Romulus Middle School participates in a Parent Teacher Home Visitation Project (PTHVP) and has received National Recognition and is now a model school for implementation of this program.

Romulus Middle School offers eight afterschool athletic programs for our students to participate in. They work on team building skills and healthy competition with neighboring cities and often host weekend competitions on our campus.

The Healthy Living Committee meets monthly and strives to introduce our students to new and healthier options of food choices and being active. Some examples include smoothie bar, 5K Run, and apple tasting.

All staff has been highly trained in Reading Apprenticeship, Thinking Maps, Class A, and content specific curriculum. 21st century technology is also utilized in all classrooms within the school. This includes SMART boards, clicker response systems, document cameras, iPads, and computer labs.

Romulus Middle School offers a wide range of courses including advanced math courses, intervention reading and math course, and a variety of elective courses for the students to choose from.

The students at Romulus Middle School take the Northwest Evaluation Association Measures of Academic Progress (NWEA) test three times a year to show student achievement. One notable achievement is that in every content area and grade level our non-proficient students decreased and our proficient and advanced students increased their assessment score. Despite that on the Michigan Educational Assessment Program (MEAP) the bottom thirty percent did not make AYP, they did however show growth on the NWEA.

Despite these achievements, Romulus Middle School recognizes areas in which improvement is needed. Our main area of focus for the 2015-2016 school year is to focus on the bottom thirty percent of 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.**

Romulus Middle School educates the whole child. We are interested in the academic and social growth of every child. We provide a well rounded educational experience which includes state of the art technology, highly trained staff, an athletic program for 7th and 8th grade students, after school programming for enrichment and support, multiple partnerships with local colleges, an up-to-date media center, etc. I encourage all members of the community to stop in and see what we have to offer your child.

# **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.**

At the beginning of each school year, all school staff are invited to join the School Improvement Team. Agendas are sent out before each meeting and faculty and parents are invited through email notifications. Throughout the school year, selected staff are invited to attend the meeting when the topic supports those staff members. School parent volunteers are invited to be on the school improvement team as well. Agendas are emailed to all members for the monthly meetings. Minutes are emailed to all stakeholders and building staff members. Agendas and minutes are also available to school parent volunteers. Meetings are scheduled on the monthly and if a parent or staff member is unable to attend and would like the information provided at the meeting, he or she can contact the school improvement team leaders and set up an alternative meeting time.

Teachers and parent representatives on the School Improvement Team have the responsibility to relay information to their appropriate department or group after each meeting.

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

The stakeholders are building teachers, administrators, instructional coaches, ancillary staff, and parents. All stakeholders perform the duties necessary to fulfill the requirements of our school improvement goals. All members look at and disaggregate data received from NWEA testing, MEAP testing, and survey data.

All members contribute to initiatives that the school improvement team puts in place. Members help facilitate initiatives through their department and/or group and also follow through with school-wide initiatives such as student of the month, positive 5-week posting, and self assessments.

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

Prior to the start of the school year, the School Improvement Team holds a full day meeting so that all members, new and old, are able to review the school improvement plan and all the strategies associated with the plan. The improvement plan is online along with hard copies throughout the building for viewing all year. The improvement plan is also emailed to all staff members along with an abbreviated matrix of the plan. All classroom teachers and ancillary staff also post the abbreviated version on bulletin boards in their classrooms or office.

# School Data Analysis

## **Introduction**

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

## **Demographic Data**

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

### **Student Demographic Data**

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

The enrollment for Romulus Middle School over the past three years has greatly fluctuated year to year. At the end of the 2013 school year, enrollment was 637 students. Enrollment for 2014 school year was 719, while the 2015 enrollment is at 676. The most recent challenge to the school's enrollment is the inclusion of about 70 students from a neighboring dissolved district. In 2013-2014, the Inkster Public School District was forced by the state to close and relocate its students to four neighboring school districts. While the inclusion of the Inkster students helped to raise enrollment, there was the challenge of acclimating students to the Romulus culture and making them feel welcomed to the new district.

The persistent challenge to the enrollment of Romulus Middle School is competing with area charter schools and district's with open enrollment for students. One component of this challenge is that some parents of 5th grade students will enroll their children in another middle school besides Romulus Middle School. This seems to happen more often with families who live on the border of another district. In addition, parents are choosing to send their children to the local charter schools instead of Romulus Middle School. Some of the explanations for the relocation is the services the other schools offer, the educational programs in place, and the culture of the other school districts.

### **Student Demographic Data**

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

The three year trend for attendance shows that Romulus Middle School has met its 92% average daily attendance goal the the year; however, there are issues with severe to moderate chronic absenteeism. In the school year 2012-2013, 19% of students were chronically absent. School year 2013-2014 the chronic absent rate was 29%. For the 2015 school year (4-16-2015), the chronic absent rate is 20%.

The school year 2013-2014 saw the inclusion of students from a dissolved neighboring school district. Romulus Middle School acquired about 70 students from the Inkster school district. An issue the school recognized immediately that was a contributing factor to the increase in absenteeism was the challenge for Inkster students to arrive to Romulus on time. While Inkster students did have Romulus busing service, Inkster students who missed the bus tended not to get a ride to school.

Data shows that students who live outside of the district have greater absenteeism rates over students who live in the Romulus district.

### **Student Demographic Data**

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

For the school year 2012-2013, 19% of the students received 4 or more referrals and 27% of students received a suspension. In the school SY 2015-2016

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year 2014, 25% of students received 4 or more referrals and 35% of students was given a suspension as a consequence. At this point for 2015, 16% of the student population has received 4 or more referrals and 25% of students received a suspension. With the change in enrollment numbers because of the inclusion of Inkster school district students, it's difficult to establish a trend in behavior referrals and suspensions. The uptick of referrals and suspension for school year 2014 is a result of more students in the building. At this point in the school year, Romulus Middle School is in line to have behavior numbers similar to the 2012-2013 school year.

A challenge that can be identified concerning behavior is the behavior referral and suspension gap between African American students and Caucasian students. African American students have higher percentages rates for suspensions and referrals over Caucasian students. For the school year 2013-2014, there is a 20% difference for suspensions and referrals between African American and Caucasian students. The current school year is showing a 6% difference in referrals between African American and Caucasian students with African Americans having a higher rate. Furthermore, there is a 16% suspension gap between the two sub groups of students, again with African American students having the higher rate.

### Student Demographic Data

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

In terms of enrollment, the Romulus School District holds a community event during the summer to showcase each school in the district. This allows families to collect information about the school, see the highlights of the programs the schools offer, and to visit with some of the personnel of each building. Romulus Middle School implements a middle school introductory program for 6th graders at the beginning of each school year. The program is called Where Everyone Belongs (WEB) and is designed to help new 6th graders become familiar with the middle school. At the end of each school year, 5th graders and their parents are given a tour of the middle school to allow them to see the everyday happenings of the school. Finally, the district advertises its open enrollment period by mailing a brochure to residents of the surrounding area.

In the past, the Title I coordinator has monitored the attendance of chronically absent students to follow up with students who have high absenteeism. When those students have been identified, they were placed in an intervention and tracked for a period of time to encourage better attendance. For the school year 2015, Romulus Middle School implemented a truancy program which uses the schools social worker and school resource officer to work with families of truant students. The school will continue to use the attendance interventions and truancy program to improve overall school attendance.

Romulus Middle School implements the Positive Behavior and Intervention System (PBIS) to encourage appropriate school behavior. The system has been in place at the school for the past four years. All teachers are trained for using the system reinforce positive student behavior and systematically manage inappropriate behavior. Romulus Middle School also has a PBIS coach who provide professional develop to teachers to support appropriate behavior as well as work with students to make better behavior choices. The School Improvement Team has also discussed the gap between African American and Caucasian referrals and suspensions. Through discussion, strategies for building relationships with students have been shared with staff members. However, there is still a sense that more needs to be done to help teachers better serve the African American population of the school.

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

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

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The administrators and instructional leaders at the middle school all but one have 10+ years of experience in the Romulus School District. This puts the middle school at an advantage of a highly experienced and devoted building leadership team. The leadership team consists of two principals, two guidance counselors, two social workers, two school improvement facilitators, a Title I coordinator, a Special Education teacher consultant, a data coach, a Positive Behavior Intervention Support coach, and six department chairpersons, one for each subject along with the Special Education Department.

Administrators and instructional leaders are active in various committees serving the middle school. The middle school has a core leadership team which discusses school policies and operations. This team reviews issues happening around the school concerning behavior, culture/climate, attendance, academic achievement, and functions to set direction and outcomes. This information is then shared with the other various committees. The school improvement team primarily focuses on student achievement and monitors progress of the school improvement plan. Updates to the plan are provided to the staff at monthly staff meetings and email minutes. The Positive Behavior Intervention and Support committee analyzes students behavior referral data and develops tiered plans to reduce referrals and improve behavior. The department heads and administrators meet as an instructional leadership team to discuss the implementation of professional learning teams and curriculum updates as well as building and teacher concerns. The information from this committee is shared with teachers at their monthly department meetings.

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

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

The majority of teachers in the middle school building have taught in the district for over 10 years. 64% of teachers have over 10 years experience in the Romulus district. 10% of teachers have between 6-10 experience. 5% of teachers have been in the district for 3-5 years. 21% of teachers have 0-2 years of experience in the district.

With the majority of teachers having over 10 years of teaching and leading experience, the middle school has a well trained staff to implement the district's and school's initiatives. The majority of teachers at the middle school have professional certifications which brings along years of experience in the classroom. This bank of experience aids in understanding the culture and dynamics of the Romulus community as well as how to service the students of Romulus.

Where the middle school faces challenges in the area of teacher experience is the 30% of teachers who have less than 6 years of teaching experience in the Romulus district. The middle school recognizes that this could be a challenge to student learning and teacher retention. To work with this issue, teachers new to the middle school are provided professional development on the initiatives the school has implemented. The professional development is scheduled throughout the school to help new teachers become familiar with the processes and procedures of the middle school. In addition to the professional development, new teachers are provided district trained mentors to help them become acclimated with the district's procedures and initiatives. Finally, all teachers new to the middle school attend monthly meetings with the administrator to debrief and provide feedback about curriculum, procedures, and planning for a successful transition to the middle school.

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

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or**

### **due to illness, what impact might this have on student achievement?**

Anytime a teacher is out of the classroom it will impact student achievement as no one is more qualified than that teacher. With that being said, we plan many professional development opportunities outside of the school day; including our instructional leadership team meetings. During the day professional development is kept to a minimum, but is directly related to in-classroom coaching and/or pd aligned with school improvement. Additionally it is expected that the lesson plans left for a substitute will continue with instruction to provide continuity.

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

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

Anytime a teacher is out of the classroom it will impact student achievement as no one is more qualified than that teacher. With that being said, we plan many professional development opportunities outside of the school day; especially when it will involve more than 2 teachers as it may begin to also impact climate of the building. The majority of during day professional development is completed within the building which provides an opportunity for those staff to "check in" on their classrooms throughout the day and/or provide consultation/support for the lesson being taught in the classroom. Additionally it is expected that the lesson plans left for a substitute will continue with instruction to provide continuity.

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

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

As a school we need to continue planning our professional development outside of the normal school day to ensure staff are present in their classrooms. This will provide continuity with instruction.

Ongoing review of teacher lesson plans and continued monitoring of the substitutes being placed in the classroom will also provide another observational data point to ensure there is a minimum impact on instruction.

Survey staff after professional development, classroom coaching, etc. to determine its effectiveness. What is the cost-benefit analysis as it relates to impacting classroom instruction.

## **Process Data**

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

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

3.5-Teachers participate in collaborative learning communities to improve instruction and student learning.

4.4-Students and school personnel use a range of media and information resources to support the school's educational programs.

Overall standard with the highest average (3.14)-Standard 4: Resources and Support Systems. The all of the questions scored a 4 or a 3 in this section.

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

2.5-Leadership engages stakeholders effectively in support of the school's purpose and direction.

3.4-School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

3.6-Teachers implement the school's instructional process in support of student learning.

3.9-The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

3.10-Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

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

The majority of lower scores on the self assessment came from standard 3, Teaching and Assessing for Learning. Several of the previous listed challenges can pose a challenge to student learning. The middle school and district are currently in a curriculum transitional period. The English Language Arts and Social Studies departments are in the process of developing new curriculum based on new standards. The Science Department will begin developing new curriculum to support Next Generation Science Standards when those standards are adopted by the State of Michigan. The Math department is not in the process of monitoring its curriculum for student achievement and modifications. Along with changes to the State's standards and curriculum, the middle school has experienced high teacher turnover resulting in the need for instructional professional development. The school has a process for providing the professional development and all teachers are engaged in on-going development.

The middle school has an advisory period where all students meet with an adult advocate throughout the week. The advisory period is part of the master schedule; however, it has not implemented with an instructional plan. Throughout the year there are advisory activities scheduled but it is not consistent.

The middle school has an academic policy to ensure assignments and grading are as equitable as possible with the current grade book tool.

Staff members have been involved in several conversations about the grading policy to make it fair and accurately report student learning.

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

The School Improvement Team does suggest advisory activities throughout the year to help teachers and students build stronger relationships. To make this process more consistent and accessible, the School Improvement Team can develop a calendar to schedule activities and keep everyone informed of events.

The School Improvement Plan focuses on five content areas, reading , math, science, social studies, and writing. The team collects data and artifacts from all departments to monitor the progress of the the improvement plan goals. Periodically throughout the school year, teachers are provided an update of the status of the improvement plan and what modifications may need to be addressed.

Currently, the School Improvement Plan is being updated to focus on four school initiatives, collaborative teaching, professional learning teams, Reading Apprenticeship, and Thinking Maps. The goals for all content areas will be to use these strategies to drive instruction and provide data and artifacts to document progress. The intent of this concentrated focus is to help students develop strong thinking skills and provide teachers with the professional develop they need to create vigorous learning paths.

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

The majority of students with disabilities are placed in collaborative teaching classes based on their need. SPED students receive their accommodations along with the same instruction that the general education students receive. All collaborative teaching classrooms have a highly qualified general education teacher along with a special education teacher who teach side by side. This ensures that SPED students are serviced by a special education teacher in all of their content courses.

In addition to collaborative teaching environments, Romulus Middle School also offers courses for SPED students who struggle with general education course content and delivery. SPED students who need intensive support are placed in fundamental courses which are designed to be smaller class sizes with a differentiated approach to learning. Fundamental courses are taught by special education teachers who are highly qualified for the content area.

The middle school also runs a self-contained classroom for special education students who are not capable of functioning in a traditional classroom setting or middle school schedule. Self-contained students are taught by one special education, self-contained certified teacher. The teacher is responsible for teaching all four content areas in a manner that is suitable for self-contained students. Students in the self-contained course also have an elective class and run the school store as a life skills class.

Romulus Middle School has intervention courses as extended learning opportunities that service all students who qualify for the additional instruction. Special education students may be placed in an intervention course if they meet the eligibility requirements of a specific intervention. In addition, SPED students can also leave the intervention course if they meet the exit criteria. When this happens, the student is placed in an elective course.

The Title I coordinator organizes all of the after school extended learning opportunities for the middle school. Special education students are

eligible for extended learning opportunities if they meet the requirements for the program.

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

Romulus Middle School offers an array of extended learning opportunities for all grade levels based on eligibility criteria. The school's during-the-day opportunities are intervention courses students are placed in based on assessment data. Students who are in an intervention course receive an additional period of math or reading instruction.

The reading intervention course is Scholastic's READ 180. This reading class supports students in English Language Arts, Science, and Social Studies by providing a blended instructional model that engages students in multiple modes of text. READ 180 focuses on building reading fluency and comprehension of text in ELA, Science, and Social Studies classes.

Romulus Middle School implements Scholastic's Do the Math, Do the Math Now, and MATH 180 programs as math intervention courses. Each math program scaffolds math learning based on grade level and skills content. In addition, each program has specific eligibility requirements based on the school's local assessment data. Do the Math and Do the Math Now address the needs of the lowest performing students on the state and/or local assessments; it is designed to rebuild numerical foundations and prepare struggling students in all grade levels for algebra. MATH 180 is designed for students who are in the third tier of low performance based on the state and/or local assessments. The MATH 180 program rebuilds the key progressions that students need for success with algebra and higher-level math as defined by the Common Core State Standards.

The after school tutoring program is designed for students who need additional assistance but not as much assistance that would require an additional class each day. The tutoring program runs four sessions throughout the year. Each session runs for 3 days a week for 4 weeks. The students stay after school for an hour and a half each tutoring day. The middle school offers different programs based on the needs of the students. The programs that are implemented are: Compass Odyssey for after school math intervention, Read Naturally for students who have difficulty with reading, Study Island to support the science and social studies curriculum, ThinkCERCA for argumentative writing, and Thinking Maps to also support science topics. The Read Naturally program has students reading various science and social studies topics. The ThinkCERCA program supports science and social studies through informational reading in both subject areas.

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

In order for students to be selected for an extended learning opportunity, they must meet specific eligibility criteria. The Response to Intervention team is one committee that reviews student data to determine which students are eligible for during-the-day interventions. The team analyzes academic grades, behavior, attendance, and assessment results to guide its decision about which students qualify for an intervention. This committee also determines which students are eligible to exit the intervention based on established criteria.

Students who are not in a during-the-day intervention can be considered for an after school enrichment program. The after school programs use more flexibility when determining who can participate in the program. However, the general rule for eligibility is a student who is under performing and someone who is not participating in one of the intervention courses.

When a student is eligible for an intervention course, the parent is contacted by the guidance office to be informed of the benefits of being placed in the intervention. A guidance counselor explains how the student qualifies for the intervention, the purpose of the intervention

course, and how the student can exit the course. The Title I coordinator is responsible for organizing the after school enrichment programs. When this person is provided with a list of eligible students, calls are made home to get parental permission for the student to stay after school. Again, the parent is informed of why the child qualifies for the enrichment program, how the program will meet the child's need, and arrange after school busing.

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

Romulus Middle School and the Romulus District are in the beginning stages of implementing Atlas Rubicon as its curriculum platform. Rubican will help all teachers build grade level, subject specific curriculum that is aligned to the Michigan State Standards. The platform will also inform teachers and instructional leaders of what standards have been taught and assessed which will lead to discussions in the department's professional learning communities and department meetings. Along with Atlas Rubicon, the school and district utilizes the county's data and assessment online program to test students and house local, state, and national data. Wayne County RESA's DnA (Data and Assessment) program provides timely feedback on assessment results to help teachers make modification to lessons and to monitor progress towards standard mastery.

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

Romulus Middle School partners with the Family Career and Community Leaders of America (FCCLA) organization to sponsor the Romulus Youth Leadership Movement committee. It is this committee which administers the MiPHY to Romulus Middle School students. The Romulus leadership group uses the data from the survey to develop initiatives and campaigns to address health issues and educate students on better choices. An advisor from the youth group also presents the MiPHY data at a science/social studies sponsored parent night to inform parents and community members of the health issues Romulus students are confronted by on a daily basis.

## **Achievement/Outcome Data**

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

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

#### READ 180 (2014)

52 of 98 (53%) of READ 180 students demonstrated a least one years' reading growth on the Scholastic Reading Inventory (SRI) assessment.

21 of the 98 (40%) READ 180 students demonstrated at least two years' reading growth on the SRI.

#### NWEA MAP Reading (2014-2015)

##### 6th Grade Reading

Fall All- 53%, African American-48%, Socioeconomically Disadvantaged-48%, Special Education-11%

Winter All- 59%, African American-57%, Socioeconomically Disadvantaged-57%, Special Education-17%

Spring All-\_\_\_%, African American-\_\_\_%, Socioeconomically Disadvantaged-\_\_\_%, Special Education-\_\_\_%

##### 7th Grade Reading

Fall All- 40%, African American-39%, Socioeconomically Disadvantaged-35%, Special Education-16%

Winter All- 47%, African American-47%, Socioeconomically Disadvantaged-44%, Special Education-13%

Spring All-\_\_\_%, African American-\_\_\_%, Socioeconomically Disadvantaged-\_\_\_%, Special Education-\_\_\_%

##### 8th Grade Reading

Fall All-39%, African American-34%, Socioeconomically Disadvantaged-36%, Special Education-4%

Winter All- 44%, African American-39%, Socioeconomically Disadvantaged-41%, Special Education-9%

Spring All-\_\_\_%, African American-\_\_\_%, Socioeconomically Disadvantaged-\_\_\_%, Special Education-\_\_\_%

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

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MEAP Reading 2013

Bottom 30% Accountability-Goal=50%, Actual=30%

The middle school continues to struggle meeting the accountability proficiency goal for the Bottom 30% on the Reading MEAP.

### 19c. Reading- Trends

MEAP 6th Grade Reading Proficiency

2011-2012-48%

2012-2013-56%

2013-2014-49%

MEAP 7th Grade Reading Proficiency

2011-2012-36%

2012-2013-37%

2013-2014-36%

MEAP 8th Grade Reading Proficiency

2011-2012-46%

2012-2013-54%

2013-2014-52%

### 19d. Reading- Summary

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

The school improvement plan addresses the READING challenges using several strategies. The improvement plan includes using Reading Apprenticeship strategies to help students build their metacognition skills for better understanding and comprehension of text. The middle school has on-site Reading Apprenticeship coaches to help teachers build lessons using Reading Apprenticeship strategies and to provide on-going professional development for new and veteran teachers. The School Improvement Team also monitors the implementation of Reading Apprenticeship by surveying the teachers on the strategies they use and gathering data about how students use the strategies for

reading.

The school improvement plan also uses Thinking Maps as a strategy to help students visualize their thought process and develop a plan for improving reading comprehension. All teachers have been provided on-going professional development for utilizing Thinking Maps as a visual thinking tool. The School Improvement Team monitors the implementation of Thinking Maps through monthly map sharings at staff meetings.

Professional Learning Communities is another approach the improvement plan leverages to help teachers identify areas of weakness or need and develop lessons based on best-practices. All subject departments use a specific protocol to analyze data, research best-practice strategies, develop lessons and activities, and reflect on the results from the teaching and learning. All departments are to include some type of reading strategy from the school improvement plan as part of their instructional approach. Some departments choose improving academic vocabulary, while others use Marzano's summarization.

The improvement plan provides for a collaborative teaching approach which is designed to support special education students in a general education setting. Each core content subject has a collaborative setup which consists of a general education teacher and a special education teacher. The majority of SPED students are scheduled with a collaborative teaching course based on the SPED need.

Finally, the middle school conducts after school enrichment activities to support literacy for all subject areas. The Title I coordinator organizes the program for eligible students and places students in an appropriate activity based on needs. Students can receive support for informational reading by using Scholastic ReadAbout. This program engages students in high interests text for science and social studies. Students can also receive support for building reading fluency by using the Read Naturally program.

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

On the 2013-2014 State Accountability Scorecard, Romulus Middle School achieved its target growth percentage. In addition, all but one subgroup of students met the target proficiency score on the writing MEAP test. The writing MEAP trends shows that the number of students in the Not Proficient category has been declining over the past three years. It appears that as fewer students are not proficient, the number of student who are partially proficient is increasing.

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

The trend of writing MEAP proficiency scores shows that there is minimal growth in achievement. Scores have not moved past 33% proficient in the past three years. Unfortunately, the proficiency score for 2013-2014 decreased from the previous years.

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

### Writing MEAP

2011-2012: Proficient-32.9%, Partially Proficient-56.3%, Not Proficient-10.7%

2012-2013: Proficient-33.3%, Partially Proficient-51.4%, Not Proficient-15.3%

2013-2014: Proficient-28.3%, Partially Proficient-64.2%, Not Proficient-7.4%

### 20d. Writing- Summary

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

The school improvement plan addresses the WRITING challenges using several strategies. The improvement plan includes using Reading Apprenticeship strategies to help students build their metacognition skills for better understanding and comprehension of text. The middle school has on-site Reading Apprenticeship coaches to help teachers build lessons using Reading Apprenticeship strategies and to provide on-going professional development for new and veteran teachers. The School Improvement Team also monitors the implementation of Reading Apprenticeship by surveying the teachers on the strategies they use and gathering data about how students use the strategies for reading.

The school improvement plan also uses Thinking Maps as a strategy to help students visualize their thought process and develop a plan for writing samples that are thought out, well organized, and coherent. All teachers have been provided on-going professional development for utilizing Thinking Maps as a visual thinking tool. The School Improvement Team monitors the implementation of Thinking Maps through monthly map sharings at staff meetings.

Professional Learning Communities is another approach the improvement plan leverages to help teachers identify areas of weakness or need and develop lessons based on best-practices. All departments uses a specific protocol to analyze data, research best-practice strategies, develop lessons and activities, and reflect on the results from the teaching and learning. All departments are to include some type of reading strategy from the school improvement plan as part of their instructional approach. Some departments choose improving academic vocabulary, while others use Marzano's summarization.

The improvement plan provides for a collaborative teaching approach which is designed to support special education students in a general education setting. Each core content subject has a collaborative setup which consists of a general education teacher and a special education teacher. The majority of SPED students are scheduled with a collaborative teaching course based on the SPED need.

Finally, the middle school conducts after school enrichment activities to support writing for all subject areas. Students can receive support for writing through the use of ThinkCERCA (Claims, Evidence, Reasoning, Counter-Arguments, and Audience). This program engages students in high interests text for science and social studies to develop an argumentative writing piece.

### 21a. Math- Strengths

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### NWEA MAP Projected Proficient Results 2014-2015

#### 6th Grade Math

Fall All-15%, African American-10%, Socioeconomically Disadvantaged-11%, Special Education-4%

Winter All-19%, African American-15%, Socioeconomically Disadvantaged-16%, Special Education-13%

Spring All-\_\_\_%, African American-\_\_\_%, Socioeconomically Disadvantaged-\_\_\_%, Special Education-\_\_\_%

#### 7th Grade Math

Fall All-12%, African American-11%, Socioeconomically Disadvantaged-9%, Special Education-3%

Winter All- 15%, African American-14%, Socioeconomically Disadvantaged-12%, Special Education-3%

Spring All-\_\_\_%, African American-\_\_\_%, Socioeconomically Disadvantaged-\_\_\_%, Special Education-\_\_\_%

#### 8th Grade Math

Fall All-15%, African American-11%, Socioeconomically Disadvantaged-10%, Special Education-4%

Winter All- 20%, African American-15%, Socioeconomically Disadvantaged-16%, Special Education-5%

Spring All-\_\_\_%, African American-\_\_\_%, Socioeconomically Disadvantaged-\_\_\_%, Special Education-\_\_\_%

### 21b. Math- Challenges

#### MEAP Math 2013

Bottom 30% Accountability-Goal=26%, Actual=12%

The middle school continues to struggle meeting the accountability proficiency goal for the Bottom 30% on the Math MEAP.

### 21c. Math- Trends

#### Math MEAP Proficiency Trends

##### 6th Grade

2011-2012- 10%

2012-2013- 23%

2013-2014- 15%

##### 7th Grade

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2011-2012- 8%

2012-2013- 13%

2013-2014- 19%

8th Grade

2011-2012- 12%

2012-2013- 12%

2013-2014- 10%

### 21d. Math- Summary

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

The school improvement plan addresses the MATH challenges using several strategies. The improvement plan includes using Reading Apprenticeship strategies to help students build their metacognition skills for better understanding and comprehension of text. The middle school has on-site Reading Apprenticeship coaches to help teachers build lessons using Reading Apprenticeship strategies and to provide on-going professional development for new and veteran teachers. The School Improvement Team also monitors the implementation of Reading Apprenticeship by surveying the teachers on the strategies they use and gathering data about how students use the strategies for reading.

The school improvement plan also uses Thinking Maps as a strategy to help students visualize their thought process and develop a plan for solving MATH inquiry based problems. All teachers have been provided on-going professional development for utilizing Thinking Maps as a visual thinking tool. The School Improvement Team monitors the implementation of Thinking Maps through monthly map sharings at staff meetings.

Professional Learning Communities is another approach the improvement plan leverages to help teachers identify areas of weakness or need and develop lessons based on best-practices. The SCIENCE department uses a specific protocol to analyze data, research best-practice strategies, develop lessons and activities, and reflect on the results from the teaching and learning.

Finally, the improvement plan provides for a collaborative teaching approach which is designed to support special education students in a general education setting. Each core content subject has a collaborative setup which consists of a general education teacher and a special education teacher. The majority of SPED students are scheduled with a collaborative teaching course based on the SPED need.

### 22a. Science- Strengths

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The science MEAP trends shows that the number of students in the Not Proficient category has been declining over the past three years. It appears that as fewer students are not proficient, the number of student who are partially proficient is increasing. In addition, there is a slight upwards trend with students being proficient, but it is not enough to call it a strength. The percent proficient academic marks (letter grades A-C) for semester 1, school year 2014/2015 are: 6th Grade-76%, 7th Grade-61%, 8th Grade-86%.

### 22b. Science- Challenges

Students continue to struggle in the area of science. Although there is a slight upward trend with proficiency, science MEAP proficiency did take a dip for the school year 2013-2014. On the state Accountability Scorecard, few subgroups met the target proficiency goal. The subgroups that did not meet the target goal are: All Students, Bottom 30%, African Americans, and Economically Disadvantaged.

The science department has been in a process of updating and modifying its curriculum for each grade level. The teachers of this department analyze the data from the science MEAP test to determine what content and standards need prioritizing. In addition, the science teachers have considered how to develop their curriculum with the Next Generation Science Standards in mind should those standards be adopted by the state.

### 22c. Science- Trends

Science MEAP

2011-2012: Proficient-4.2%, Partially Proficient-13.2%, Not Proficient-82.6%

2012-2013: Proficient-6.8%, Partially Proficient-14.1%, Not Proficient-79.2%

2013-2014: Proficient-4.8%, Partially Proficient-17.8%, Not Proficient-77.4%

### 22d. Science- Summary

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

The school improvement plan addresses the SCIENCE challenges using several strategies. The improvement plan includes using Reading Apprenticeship strategies to help students build their metacognition skills for better understanding and comprehension of text. The middle school has on-site Reading Apprenticeship coaches to help teachers build lessons using Reading Apprenticeship strategies and to provide on-going professional development for new and veteran teachers. The School Improvement Team also monitors the implementation of Reading Apprenticeship by surveying the teachers on the strategies they use and gathering data about how students use the strategies for reading.

The school improvement plan also uses Thinking Maps as a strategy to help students visualize their thought process and develop a plan for solving SCIENCE inquiry based problems. All teachers have been provided on-going professional development for utilizing Thinking Maps

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as a visual thinking tool. The School Improvement Team monitors the implementation of Thinking Maps through monthly map sharings at staff meetings.

Professional Learning Communities is another approach the improvement plan leverages to help teachers identify areas of weakness or need and develop lessons based on best-practices. The SCIENCE department uses a specific protocol to analyze data, research best-practice strategies, develop lessons and activities, and reflect on the results from the teaching and learning. All departments are to include some type of reading strategy from the school improvement plan as part of their instructional approach. Some departments choose improving academic vocabulary, while others use Marzano's summarization.

The improvement plan provides for a collaborative teaching approach which is designed to support special education students in a general education setting. Each core content subject has a collaborative setup which consists of a general education teacher and a special education teacher. The majority of SPED students are scheduled with a collaborative teaching course based on the SPED need.

Finally, the middle school conducts after school enrichment activities to support reading and writing for science. Students receive support for reading and writing through several programs. ThinkCERCA (Claims, Evidence, Reasoning, Counter-Arguments, and Audience) engages students in high interests text for science and social studies to develop an argumentative writing piece.

### 23a. Social Studies- Strengths

On the state's Accountability Scorecard for 9th grade Social Studies, all but one subgroup met the proficiency target score. There is improvement in the performance bands moving the Romulus Middle School social studies program closer to overall proficiency. The percent proficient academic marks (letter grades A-C) for semester 1, school year 2014/2015: 6th Grade-83%, 7th Grade-76%, 8th Grade-75%.

### 23b. Social Studies- Challenges

The trend for the MEAP social studies test shows that there is a decline in proficiency over a three year period. In addition, the percent of not proficient scores is increasing each year. On the state's Accountability Scorecard, the Bottom 30% did not meet its proficiency target score.

### 23c. Social Studies- Trends

Social Studies MEAP

2011-2012: Proficient-11%, Partially Proficient-47.5%, Not Proficient-41.6%

2012-2013: Proficient-10.2%, Partially Proficient-43.9%, Not Proficient-45.9%

2013-2014: Proficient-6.9%, Partially Proficient-44.7%, Not Proficient-48.4%

### 23d. Social Studies- Summary

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

### **tiered instruction if appropriate.**

The school improvement plan addresses the SOCIAL STUDIES challenges using several strategies. The improvement plan includes using Reading Apprenticeship strategies to help students build their metacognition skills for better understanding and comprehension of text. The middle school has on-site Reading Apprenticeship coaches to help teachers build lessons using Reading Apprenticeship strategies and to provide on-going professional development for new and veteran teachers. The School Improvement Team also monitors the implementation of Reading Apprenticeship by surveying the teachers on the strategies they use and gathering data about how students use the strategies for reading.

The school improvement plan also uses Thinking Maps as a strategy to help students visualize their thought process and develop a plan for better comprehension and inquiry based thinking. All teachers have been provided on-going professional development for utilizing Thinking Maps as a visual thinking tool. The School Improvement Team monitors the implementation of Thinking Maps through monthly map sharings at staff meetings.

Professional Learning Communities is another approach the improvement plan leverages to help teachers identify areas of weakness or need and develop lessons based on best-practices. The SOCIAL STUDIES department uses a specific protocol to analyze data, research best-practice strategies, develop lessons and activities, and reflect on the results from the teaching and learning. All departments are to include some type of reading strategy from the school improvement plan as part of their instructional approach. Some departments choose improving academic vocabulary, while others use Marzano's summarization.

The improvement plan provides for a collaborative teaching approach which is designed to support special education students in a general education setting. Each core content subject has a collaborative setup which consists of a general education teacher and a special education teacher. The majority of SPED students are scheduled with a collaborative teaching course based on the SPED need.

Finally, the middle school conducts after school enrichment activities to support reading and writing for science. Students receive support for reading and writing through several programs. ThinkCERCA (Claims, Evidence, Reasoning, Counter-Arguments, and Audience) engages students in high interests text for science and social studies to develop an argumentative writing piece. Students also receive support for informational reading by using Scholastic ReadAbout. This program engages students in high interests text for science and social studies as well.

## Perception Data

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

### 24a. Student Perception Data

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

Students at Romulus Middle School take the WE Survey-We Learn administered by Successful Practices Network. Below are the highest satisfaction questions from the student and teacher comparison of the WE Survey.

RIGOR: 77.3% Total agree that, "In class we discuss and solve problems that have more than one answer."

RELEVANCE: 73.6% Total agree that, "Teachers use computers in the classroom."

RELATIONSHIPS: 54.8% Total agree that, "I can share my academic problems and concerns with my teachers."

LEADERSHIP: 49.3% Total agree that, "My teachers are always trying new things."

### 24b. Student Perception Data

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

Students at Romulus Middle School take the WE Survey-We Learn administered by Successful Practices Network. Below are the lowest satisfaction questions from the student and teacher comparison of the WE Survey.

RIGOR: 43.6% Total agree that, "My teachers are teaching me things I already know."

RELEVANCE: 51.6% Total agree that, "My teachers make me aware of different career choices."

RELATIONSHIPS: 26.4% Total agree that, "My teachers know my interests outside of school."

LEADERSHIP: 25.4% Total agree that, "Students make new teachers feel welcome."

### 24c. Student Perception Data

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

Based on the lowest level of satisfaction from the WE Survey-We Learn, several procedures are being considered or in place to raise the level of satisfaction.

To increase RIGOR, teachers are developing state standard aligned curriculum that is progress monitored through formative assessments. Students are placed in courses that meet their educational needs based on assessment results and teacher input. Each grade level course is a build-on from the previous grade. Students are also provided with differentiated instruction based on the Northwest Educational Association: Measures of Academic Progress test score. Teachers use this score to develop learning paths based on a student's content

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readiness.

In the area of RELEVANCE, 8th grade students complete a career pathway project that supports their high school course selections. The School Improvement Team will need to help develop procedures to make students more aware of career choices based on course subjects.

To improve the perception of RELATIONSHIPS, the school's schedule has an advisory period for the majority of the week where students check in with a teacher. The advisory period is a time to build positive relationships with students, check in on academic progress, and learn about the middle school process. Each teacher administers an interest inventory at the beginning of the school year or at a new semester course. Teachers review the inventories with students throughout the year to glean new information or insight to a student's interests.

Making new teachers feel welcome was a low area for LEADERSHIP. The School Improvement Team will consider how to get students involved in making guest teachers feel welcomed and prepared for their day of teaching.

### 25a. Parent/Guardian Perception Data

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

Parents and community members in the Romulus District take the WE Survey-We Support administered by Successful Practices Network. Below are the highest satisfaction questions from this survey.

RIGOR: 88% Total agree that, "Students who struggle academically should get extra support."

RELEVANCE: 86% Total agree that, "It is important for students to participate in projects that combine subject areas."

RELATIONSHIPS: 80% Total agree that, "This school engages all ethnic groups in the community."

### 25b. Parent/Guardian Perception Data

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

Parents and community members in the Romulus District take the WE Survey-We Support administered by Successful Practices Network. Below are the lowest satisfaction questions from this survey.

RIGOR: 63% Total agree that, "This school is teaching students skills to be leaders in the community." 31% Total agree that, "The number-one priority of this school should be for students to pass the state test."

RELEVANCE: 49% Total agree that, "Students are given opportunities to apply what they are learning to solve real-world problems."

RELATIONSHIPS: 61% Total agree that, "I know the goals the school is working on." 29% Total agree that, "The school board acts in the best interest of the taxpayers."

### 25c. Parent/Guardian Perception Data

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

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Romulus Middle School has several programs that give students the opportunities to develop leadership qualities. Selected 8th graders are invited to be WEB (Where Everyone Belongs) Leaders to perform several leadership functions around the school. WEB Leaders main function is to assist 6th graders with becoming acclimated with the middle school. WEB Leaders also follow up with their 6th grade groups throughout the school year to keep them motivated to do their best. Finally, WEB Leaders give new student tours around the building to help new students become familiar with Romulus Middle School. The middle school also has a youth leadership group through the Family, Career, and Community Leaders of America affiliation. The FCCLA group organizes charity and youth-related awareness events throughout the school to help build a stronger sense of community at Romulus Middle School.

Romulus Middle School is in the process of updating its curriculum for all departments to the current state standards. The Romulus district is implementing a curriculum platform from Rubicon Atlas to help keep teachers, administrators, and schools informed of what is being taught. This should help other subject areas to collaborate on units that have cross-curricular connections.

Parents are kept inform of the school's goals through various mediums. The school's goals, mission, and improvement plan can be found on the school website. Administrators review the goals with parents at parent involvement events such as open house and parent teacher conferences. The School Improvement Team will work with the Parent Committee to develop a plan to make sure more parents are informed of the goals the school is working on.

### 26a. Teacher/Staff Perception Data

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

Teachers at Romulus Middle School take the WE Survey-We Teach administered by Successful Practices Network. Below are the highest satisfaction questions from the student and teacher comparison of the WE Survey.

RIGOR: 100% Total agree that, "I expect students to become independent learners."

RELEVANCE: 100% Total agree that, "Staff are expected to provide opportunities for students to discuss and solve open-ended questions and problems."

RELATIONSHIPS: 94.4% Total agree that, "Students talk about academic problems and concerns with me."

LEADERSHIP: 16.7% Total agree that, "New teachers receive the most difficult work assignments."

### 26b. Teacher/Staff Perception Data

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

Teachers at Romulus Middle School take the WE Survey-We Teach administered by Successful Practices Network. Below are the lowest satisfaction questions from the student and teacher comparison of the WE Survey.

RIGOR: 22.2% Total agree that, "If students are given more challenging work, they do it."

RELEVANCE: 50% Total agree that, "Staff are expected to do interdisciplinary planning and projects."

RELATIONSHIPS: 61% Total agree that, "Teachers are enthusiastic about what they teach."\*

LEADERSHIP: 27.8% Total agree that, "School administration takes action on staff concerns and suggestions."

\*Not from the student and teacher comparison report.

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

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

The Romulus Community Schools District is in the process of updating all subject curriculum. The district is moving to a new curriculum platform that will allow better collaboration between departments and groups of teachers for curriculum development. This gives teachers the opportunity to design curriculum units that are challenging and meet the vigor of the Michigan state standards. In addition, teachers will be better equipped to collect and analyze achievement data based on their units to make modification decisions.

Romulus Middle School will continue to schedule professional learning team days to give teachers the opportunity for on-going professional development and student learning reflection. The PLT progress provides structure and guidance in researching best practices and implementing instructional approaching. The PLT time also gives teachers the chance to analyze student data and develop standard aligned lessons to increase achievement.

Administrators attend all school committee meetings to receive updates about school initiatives and climate concerns. In addition to the climate meetings, the principals also run instructional leadership meetings and core leadership meetings to discuss curriculum and department issues. Periodically throughout the year, the principal also emails surveys to the staff to collect feedback on policy changes and implementation.

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

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

Parents and community members in the Romulus District take the WE Survey-We Support administered by Successful Practices Network. Below are the highest satisfaction questions from this survey.

RIGOR: 88% Total agree that, "Students who struggle academically should get extra support."

RELEVANCE: 86% Total agree that, "It is important for students to participate in projects that combine subject areas."

RELATIONSHIPS: 80% Total agree that, "This school engages all ethnic groups in the community."

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

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

Parents and community members in the Romulus District take the WE Survey-We Support administered by Successful Practices Network. Below are the lowest satisfaction questions from this survey.

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RIGOR: 63% Total agree that, "This school is teaching students skills to be leaders in the community." 31% Total agree that, "The number-one priority of this school should be for students to pass the state test."

RELEVANCE: 49% Total agree that, "Students are given opportunities to apply what they are learning to solve real-world problems."

RELATIONSHIPS: 61% Total agree that, "I know the goals the school is working on." 29% Total agree that, "The school board acts in the best interest of the taxpayers."

### 27c. Stakeholder/Community Perception Data

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

Romulus Middle School has several programs that give students the opportunities to develop leadership qualities. Selected 8th graders are invited to be WEB (Where Everyone Belongs) Leaders to perform several leadership functions around the school. WEB Leaders main function is to assist 6th graders with becoming acclimated with the middle school. WEB Leaders also follow up with their 6th grade groups throughout the school year to keep them motivated to do their best. Finally, WEB Leaders give new student tours around the building to help new students become familiar with Romulus Middle School. The middle school also has a youth leadership group through the Family, Career, and Community Leaders of America affiliation. The FCCLA group organizes charity and youth-related awareness events throughout the school to help build a stronger sense of community at Romulus Middle School.

Romulus Middle School is in the process of updating its curriculum for all departments to the current state standards. The Romulus district is implementing a curriculum platform from Rubicon Atlas to help keep teachers, administrators, and schools informed of what is being taught. This should help other subject areas to collaborate on units that have cross-curricular connections.

Parents are kept inform of the school's goals through various mediums. The school's goals, mission, and improvement plan can be found on the school website. Administrators review the goals with parents at parent involvement events such as open house and parent teacher conferences. The School Improvement Team will work with the Parent Committee to develop a plan to make sure more parents are informed of the goals the school is working on.

## Summary

### 28a. Summary

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

The strengths and challenges of Romulus Middle School make teaching and learning at the school an environment full of rewards. Where there are weaknesses in the data there are strengths to build support. In addition, the strengths and challenges are not surprises to anyone who works in the building.

Student achievement on the state assessment is showing a persistent improvement in reaching the accountability goal. Proficiency is increasing in all subjects but social studies. In some subjects such as reading and math, the increase far surpasses the target percentage for the academic year. However, all subject areas struggle with raising the Bottom 30th percentile subgroup to the target proficiency percentage. Students are also making strong gains on the Northwest Evaluation Association (NWEA) MAP tests for each testing term in math and reading. NWEA project proficiency shows that students are consistently improving throughout the school year.

The demographics at Romulus Middle School has seen a major change over the past two years. The Romulus District absorbed a portion of students from a neighboring district that was forced to close. The inclusion of these students added a much needed boost to enrollment numbers, but it also created a new dynamic of welcoming, acclimating, and supporting the district's new students. While there were high numbers of absences the two years that the new students became part of Romulus Community Schools, absenteeism has leveled off at the middle school and is being managed with a new tracking system. Similar to the high absenteeism trend, referrals and suspensions were higher than average the first couple of years with the new students. The current school year is seeing fewer referrals and suspensions from the previous school years. However, the behavior referral gap and suspensions between African American and Caucasian students is still noticeable.

The process data from the Advanc-Ed self assessment has not changes from much from year to year. The teaching and learning standard still has a low average compared to the other standards. However, it did increase this year from 2.67 to 2.75. Teachers gave a high satisfaction rating to the teacher collaboration and use of media for instruction. Teachers at Romulus Middle School are provided scheduled and structured collaboration time twice a month. In addition, co-teachers are provide a full collaboration day twice a year for planning and analyzing student data. Teachers rated the leadership engages stakeholders effectively with a low score. In addition, the statement, "Teachers implement the school's instructional process..." received a low rating as well.

To gather perception data, Romulus Middle School administers surveys to students, teachers, instructional leaders, and parents/community members. The data from students show that students want to do challenging work and try new things. They also believe they will be supported academically by their teachers. However, students believe teachers do not care about their interests outside of school. Meanwhile, teachers think favorably about students do more vigorous and challenging tasks. However, teacher do not believe that students are willing to complete challenging tasks. From the parent survey, parents believe student who struggle at the middle school receive the support they need. In addition, parents believe Romulus Middle School is an equitable facility for learning. Still, parents were less favorable in their belief that teachers provide enough real-world problem solving skills.

### 28b. Summary

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

Romulus Middle School has a process for improving behavior and attendance. The school uses the Positive Behavior Intervention System to help teachers use positive interactions with students to manage behavior. The school also uses a tiered intervention system to help students with inappropriate behavior learn how to make better decisions. The Romulus School District has a board approved attendance policy that the middle school follows. The middle school works with the school resource officer in helping students and parents improve absenteeism for chronic absent issues.

Romulus Middle School is in the process of updating and developing its curriculum for all subject areas. Through this process, teachers are provided time to unpack state standards, analyze student data, and modify instruction to support learning. This is an on-going process with support from continuous professional development.

The middle school supports student achievement with several initiatives that aim to improve literacy in all subject areas for all students. The school provided on-going professional development for using Reading Apprenticeship strategies. In addition, teachers are receiving professional development for implementing Thinking Maps. All departments have structured professional learning team time to analyze student data and develop instructional approaches to improve areas of low achievement. At-risk students and special education students are also provided various services to support their learning. The middle school has several intervention courses to place students into if they are struggling with math or reading. Special education students receive the benefit of being placed in a co-teaching class setting which includes a general education and special education teacher. Special education students also have fundamental courses which work to build foundational skills to move students into the general education population.

### 28c. Summary

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

The school improvement plan address the academic needs in all subject areas. All subjects, excluding math, are provided a reading goal, an objective, strategies, and activities to support learning and meet the proficiency target. The plan specifically states that each subject area will be provided professional develop for Reading Apprenticeship strategies, Thinking Maps implementation, Professional Learning Teams implementation, and collaborative teaching support for the core subject. The math department includes support for implementing inquiry-based thinking math curriculum along with implementation of Thinking Maps and Professional Learning Teams.

The school improvement team meets once a month to monitor the progress of all the improvement plan strategies and discusses ideas to support the improvement plan objectives. The team has check points through out the school year to collect achievement, process, and perception data. The team uses this information to make informed decisions about school improvement plan's revisions and additional support teachers may need through out the school year to meet the plan's objectives.

# **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		

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		

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	Gary Banas, Human Resource Director 36540 Grant Romulus, MI 48174 734-532-1600	

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	Rebecca Pek, Human Resource Director 36540 Grant Romulus, MI 48174 734-532-1600	

# School Improvement Plan

Romulus Middle School

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		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		School Parent Compact

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

# **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 process conducted?**

The Comprehensive Needs Assessment was conducted by the School Improvement Team. Romulus Middle School used the National High School Center's Early Warning System tool, student information system, MISTAR, and assessment data base, CLASS A to collect and analyze student achievement, attendance, behavior, demographic, and standardized test data. The team evaluated student achievement data on the Michigan Educational Assessment Program (MEAP), NWEA Measures of Academic Progress (MAP), and in the four core academic content areas to determine which students are most at risk of failing to meet the state's rigorous academic achievement standards. Students falling below the 50th percentile in Reading or Math on the NWEA MAP were flagged as most in need of an intervention. A prioritized list of students in need of Tier II and Tier III interventions was created. Perception data from surveys given to school faculty, students, parents, and community members was evaluated to assess areas of strength and areas for improvement. General observations from school faculty and parents are also utilized to inform progress and next-steps for decision making.

The School Improvement Team, comprised of teachers, administrators, Title I staff, instructional coaches, and parents, meets monthly to monitor school improvement goals and assess the school's effectiveness in meeting its objectives in the four core academic areas. During the meetings, the team reviews several pieces of achievement data, including Northwest Evaluation Association Measures of Academic Progress (MAP), Michigan Educational Assessment Program (MEAP), Scholastic Inventory Tests for reading and math, and local assessments in the four core academic areas to monitor progress.

The Intervention Team meets quarterly, as a part of the school improvement process, to analyze student achievement, attendance, and behavior data. The team consists of teachers, counselors, administrators, social worker, Title I staff, and instructional coaches. This team examines performance in the four core academic areas, MAP assessment scores, behavior data, and attendance data to determine if students meet an Early Warning System indicator. These indicators, based on specific criteria, inform which students are most in need of supplemental support or intervention. Students who perform at below grade level proficiency (Levels 3 or 4) on the MAP assessment are considered for an intervention in either reading or math. Likewise, students who perform at a level 3 or 4 on the MEAP assessment are also considered for an academic intervention in reading or math. The reading intervention delivers instruction to support comprehension and understanding in reading and writing, science, and social studies, while the math intervention supports problem-solving and inquiry-based thinking.

Members of the Intervention Team are represented on the School Improvement Team to provide feedback and analysis of student achievement data. This information is used to inform the School Improvement Team of progress in the four core academic subjects and instructional changes needed for the school improvement plan. The School Improvement Team uses the data to complete its comprehensive needs assessment and determine additional supports for instruction and learning.

The Parent Committee meets monthly to discuss school activities, volunteer opportunities, and family involvement. The monthly meetings are devoted to expressing concerns and suggestions to be shared with Title I staff and administrators as well as being part of the decision making process for parent involvement. A liaison from the Parent Committee is a member of the School Improvement Team who attends the monthly meetings and reports pertinent information back to the committee.

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

#### STUDENT ACHIEVEMENT

To prepare for this diagnostic report several sources of data from at least three years back were collected and analyzed to help understand the achievement gaps for Romulus Middle School. The School Improvement Team used MEAP, Measures of Academic Progress (MAP) and Scholastic Math and Reading Inventory tests to discuss achievement trends and areas for progress. For the past three years, Romulus Middle School has made adequate yearly progress towards the State's established accountability goals. In some content areas, the school has exceeded the accountability goals and continues to work on the achievement goal. Reading shows to have the most improvement over the past three years with 77% of students meeting the accountability goal on the 2013 MEAP. Math is also showing improvements towards the accountability goal with 47% meeting the target on the 2013 MEAP. Science, Social Studies, and Writing are weak areas for Romulus Middle School. There was only a one percentage increase in goal proficiency on the 2013 Science test resulting in a red objective indicator. Social Studies decreased in accountability proficiency, but the subject was still over the State's target. MEAP Writing 2013 did not have any significant change but students did meet the State's target score for 2013.

Romulus Middle School was in the 17th percentile ranking based on the 2013 MEAP. The school is not a priority or focus school. According to the State, the areas for accountability improvement based on the 2013 MEAP are All Students-Red, Subgroups-Red, and Subgroups-Yellow. The red objective areas in Math and Reading are the Bottom 30% students. Science has red objectives for All Students, Bottom 30%, Black/African American and Economically Disadvantage. Science also has a Yellow for Students with Disabilities. Social Studies and Writing has a Red for the Bottom 30%.

On the 2013 MEAP, 15% of all students were proficient on the Math MEAP. There is a 22% gap between African American and Caucasian students. There is also a significant gap between economically disadvantaged students and student not in this subgroup at a 19% difference. The gap between special education students and non-SPED is 12%.

On the 2013 Reading MEAP, 46% of all students were proficient. There is a 20% achievement gap between African American and Caucasian students. The gap between females and males is 15% with female students showing a higher achievement. The gap between economically disadvantage and the comparative group is 21%. Finally, there is a 33% achievement gap between SPED students and general education students.

In the subject of Social Studies, the overall 2013 proficiency for 9th graders is 7% and for 6th graders is 4%. The achievement gaps for the 9th graders are 13% for African American/Caucasian, 6% for economically disadvantaged, and 8% for SPED students. Semester academic marking data provides an achievement analysis for each grade level. The semester one marks for 2014 are: 6th Grade-83%, 7th Grade-76%, 8th Grade-75%.

The proficiency for 7th graders on the 2013 Writing MEAP was 28%. There is a 19% difference between African American and Caucasian students. The gap between female and male students is 14%. There is a 20% gap between the economically disadvantaged students and non-SOED students. The gap between the SPED students and general education students is 19%.

The 2013 Science MEAP had such a low percentage for proficiency that there were few significant gaps to report. The overall proficiency was 5%. The gap between economically disadvantaged students and non-SOED students was 13%. The other subgroups had less than 10 percentage gaps. Semester academic marking data provides an achievement analysis for each grade level. The semester one marks for

## School Improvement Plan

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2014 are: 6th Grade-76%, 7th Grade-61%, 8th Grade-86%.

### District Mobility-MEAP 2013 Percent Proficient

#### Math

Middle School student who entered the district at kindergarten-17%

Middle School student who entered the district after kindergarten-13%

#### Reading

Middle School student who entered the district at kindergarten-48%

Middle School student who entered the district after kindergarten-44%

#### Science

Middle School student who entered the district at kindergarten-7%

Middle School student who entered the district after kindergarten-3%

#### Social Studies

Middle School student who entered the district at kindergarten-6%

Middle School student who entered the district after kindergarten-3%

#### Writing

Middle School student who entered the district at kindergarten-33%

Middle School student who entered the district after kindergarten-25%

Romulus Middle School uses the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test for progress monitoring throughout the school year. Students in all middle school grades, with the exception of self-contained special education students, take the math and reading MAP three times a year beginning in the fall and ending in the spring. The data is used to make a projection of how likely students will be proficient on the math and reading MEAP tests using NWEA's state standard linking study. The results provides the school with how many students made adequate yearly growth based on a student's target score. After each testing term, the data is collected and analyzed by the School Improvement Team to monitor the school improvement plan goals and to make modifications to the education plan. The data from the MAP is also used to place and remove students from intervention classes based eligibility and exit criteria.

All content subjects are held accountable for NWEA growth targets and must make plans to help students reach their targets scores. The math department is responsible for MAP Math test results, while the other subject areas are responsible for MAP Reading scores. All school subject departments meet twice a month for either a professional learning team or a department meeting in which data from a state, district or local assessment is discussed. At these meetings NWEA data is used to help develop a professional learning team project or used in a professional evaluation plan.

### NWEA MAP Projected Proficient Results 2014-2015

#### 6th Grade Math

Fall All-15%, African American-10%, Socioeconomically Disadvantaged-11%, Special Education-4%

Winter All-19%, African American-15%, Socioeconomically Disadvantaged-16%, Special Education-13%

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Spring All-\_\_\_%, African American-\_\_\_%, Socioeconomically Disadvantaged-\_\_\_%, Special Education-\_\_\_%

### 6th Grade Reading

Fall All- 53%, African American-48%, Socioeconomically Disadvantaged-48%, Special Education-11%

Winter All- 59%, African American-57%, Socioeconomically Disadvantaged-57%, Special Education-17%

Spring All-\_\_\_%, African American-\_\_\_%, Socioeconomically Disadvantaged-\_\_\_%, Special Education-\_\_\_%

### 7th Grade Math

Fall All-12%, African American-11%, Socioeconomically Disadvantaged-9%, Special Education-3%

Winter All- 15%, African American-14%, Socioeconomically Disadvantaged-12%, Special Education-3%

Spring All-\_\_\_%, African American-\_\_\_%, Socioeconomically Disadvantaged-\_\_\_%, Special Education-\_\_\_%

### 7th Grade Reading

Fall All- 40%, African American-39%, Socioeconomically Disadvantaged-35%, Special Education-16%

Winter All- 47%, African American-47%, Socioeconomically Disadvantaged-44%, Special Education-13%

Spring All-\_\_\_%, African American-\_\_\_%, Socioeconomically Disadvantaged-\_\_\_%, Special Education-\_\_\_%

### 8th Grade Math

Fall All-15%, African American-11%, Socioeconomically Disadvantaged-10%, Special Education-4%

Winter All- 20%, African American-15%, Socioeconomically Disadvantaged-16%, Special Education-5%

Spring All-\_\_\_%, African American-\_\_\_%, Socioeconomically Disadvantaged-\_\_\_%, Special Education-\_\_\_%

### 8th Grade Reading

Fall All-39%, African American-34%, Socioeconomically Disadvantaged-36%, Special Education-4%

Winter All- 44%, African American-39%, Socioeconomically Disadvantaged-41%, Special Education-9%

Spring All-\_\_\_%, African American-\_\_\_%, Socioeconomically Disadvantaged-\_\_\_%, Special Education-\_\_\_%

Students in a math or reading intervention take the Scholastic Math or Reading Inventory test as another measurement of how well students are performing towards grade level proficiency. Students who are performing below grade level based on a variety of assessments are selected for an intervention. The inventory tests are given at least three times a year to provide the intervention teacher and the School Improvement Team with progress monitoring data. The information from these assessments informs responsible teachers/teams of which students are able to exit the intervention as well as how well the program is meeting the school improvement objectives.

### Scholastic Math Inventory Results Spring 2014

40% of students made expected growth based on Scholastic's normative data research.

Proficient Fall-2%, Spring-5%

Basic Fall-18%, Spring-26%

Below Basic Fall-81%, Spring-69%

### Scholastic Reading Inventory Results Spring 2014

52% of students made expected growth based on Scholastic's normative data research.

Proficient Fall-3%, Spring-18%

Basic Fall-51%, Spring-51%

Below Basic Fall-46%, Spring-32%

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The electives and English Language Arts department both concentrated on writing strategies through their professional learning team projects. The electives department implemented the Marzano's strategy for summarization to teach students how to write a coherent and concise summary. The English Language Arts department work on building vocabulary by implementing a meaningful sentence approach with academic tier II terms. Below is the data collected from each department's professional learning teams report.

Electives Summarization Writing Data 2015:

Rubric Scoring: 3 = Proficient, 2 = Needs Improvement, 1 = Not Proficient

6th Grade:

3-38%

2-40%

1-22%

7th and 8th Grades (Elective courses are combined grades)

3-42%

2-33%

1-25%

English Language Arts Tier II Academic Vocabulary 2015:

70% of students could demonstrate proficient understanding of academic terms by constructing meaningful sentences that had proper sentence structure and context clues.

### PROCESS DATA

The interim self-assessment for 2015 was divided by sections and distributed to all school staff members to have school-wide input. The results were collected and averaged for the school improvement team to finalize the document. Once the self-assessment was completed, final results were shared with staff during a staff meeting for discussion and reflection. The overall averages for each standard are below:

Standard 1: Purpose and Direction-3

Standard 2: Governance and Leadership-2.83

Standard 3: Teaching and Assessing for Learning-2.75

Standard 4: Resources and Support Systems-3.14

Standard 5: Using Results for Continuous Improvement-3

Further analysis of the Interim self-assessment shows:

Standard 2.5-Level 2: Leadership engages stakeholders effectively in support of the school's purpose and direction.

Standard 3.4-Level 2: School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

Standard 3.5-Level 4: Teachers participate in collaborative learning communities to improve instruction and student learning.

Standard 3.6-Level 2: Teachers implement the school's instructional process in support of student learning.

Standard 3.9-Level 2: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Standard 3.10-Level 2: Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and

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skills and are consistent across grade levels and courses.

Standard 4.4-Level 4: Students and school personnel use a range of media and information resources to support the school's educational program.

### PERCEPTION DATA

Romulus Middle School uses the We Survey program from Successful Practices Network to administer perception surveys to parent and community members, students, teachers, and school leaders. The surveys are given to recipients towards the end of the school year by either email link or paper copy. Parents can receive their surveys by several modes of delivery. The school tries to reach most parents during a school event such as parent conferences or student presentations. Surveys are also sent home to parents after sufficient attempts have been made to collect results. Faculty members are provided with an internet link to complete the survey, and students receive a paper survey. Once all of the results are submitted to Successful Practices Network, a consultant from the company schedules a meeting with the administration and school improvement leaders to analyze the results. The school leadership then decides on a particular focus to share the results with the staff members, the parent committee, and central office.

The We Surveys for teachers and students categorize statements into four categories. The categories are Rigor, Relevance, Relationships, and Leadership. Among those categories, questions from the teacher and student survey can be used to make comparisons between like statements. Below are several statements the school leadership team believed to be important statements about the perceptions from teachers and students. The survey results are from the 2013 school year.

#### Rigor (Total Agreement)

Teacher 100%-I expect students to become independent learners

Student 63%-I am encouraged to think for myself

Teacher 56%-Struggling and disengaged learners received the support necessary to be successful.

Student 61%-When I struggle in class, I receive help.

#### Relevance (Total Agreement)

Teacher 89%-Students can apply what I am teaching to their everyday lives.

Student 65%-I can apply what I learn in my classes to my everyday life.

Teacher 67%-I encourage students to explore career pathways.

Student 52%-My teachers make me aware of different career choices.

Teacher 94%-I encourage students to explore things they find interesting.

Student 66%-I'm encouraged to explore things I find interesting.

#### Relationships (Total Agreement)

Teacher 78%-Staff respect students.

Student 53%-My teacher cares about me.

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Teacher 78%-My colleagues are a source of encouragement for me.

Student 31%-My classmates encourage me to do my best.

Teacher 83%-I know my students' academic interests and goals.

Student 50%-My teachers know my academic interests and goals.

### Leadership (Total Agreement)

Teacher 56%-The school administration clearly communicates the goals of the school to staff.

Student 51%-I know the goals my school is working on this year.

Teacher 28%-School administration takes action on staff concerns and suggestions.

Student 46%-My teachers take action on student concerns and suggestions.

The We Survey for all STAFF MEMBERS of the school contains five sections. This survey is shared with all employees who work in the school. Below are statements the school improvement team have identified as commendable and improvement statements.

### Coherent Vision (Total Agreement)

Commendable 78%-I have clearly defined objectives that meet the needs of students.

Improvement 5%-Staff morale at this school is high.

### Empowerment (Total Agreement)

Commendable 84%-I see myself as a leader.

Improvement 49%-School administration promotes a climate of trust.

### School Management (Total Agreement)

Commendable 11%-New staff members received the most difficult work assignments.

Improvement 24%-Poor staff performance is not tolerated at this school.

### Community Partnerships (Total Agreement)

Commendable 65%-I connect the learning in my classroom to the community.

Improvement 30%-School administrators encourage input from community groups.

### Culture of Learning (Total Agreement)

Commendable 3%-Staff are resistant to sharing effective instructional practices.

Improvement-41%-This school has an effective evaluation process that helps me grow professionally.

The We Survey for parents and COMMUNITY MEMBERS help the school to understand the expectations and desires Romulus parents are willing to support in the schools. The statements are categorized into Rigor, Relevance, and Relationships and range from what the community expects from its school board to what parents would like to see in the school. The School Improvement Team has noted which statements parents approve and which statements parents disapprove. This information helps the school to decide which initiative and policies to support and what needs to be improved. Below are states of approval and disapproval the School Improvement Team has noted.

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### Rigor (Total Agreement)

Approval 88%-Students who struggle academically should get extra support.

Disapproval 67%-Students of all abilities receive equal encouragement in this school/district

### Relevance (Total Agreement)

Approval 92%-It is important for teachers to use technology to promote learning.

Disapproval 43%-This school prepares students to compete in a global economy.

### Relationships (Total Agreement)

Approval 80%-I feel welcome when I visit the school or attend school events.

Disapproval 49%-I know the goals the school/district is working on.

## DEMOGRAPHIC DATA

### NCLB Subgroups 2014/2015

All Students-687 Students

Students with Disabilities-14%

English Learners-2%

Economically Disadvantaged-75%

African American-76%

Caucasian-15%

Hispanic-3%

Multi Ethnic-4%

### District Mobility 2014/2015

Middle School student who entered the district at kindergarten-42%

Middle School student who entered the district after kindergarten-58%

## Attendance Data

Romulus Middle School uses the School Attendance Tracking Tools from AttendanceWorks.org to collect absenteeism data for each quarter. The building administration and Core Leadership team monitors the data quarterly for chronic absenteeism and determines a type of intervention based on specific student need. Students who exhibit early chronic absenteeism signs may receive a school-level intervention. Students who are chronically absent are assigned a district policy intervention or referred to the county legal system to intervene. Attendance data is shared with the staff quarterly at a staff meeting.

### Attendance 2013/2014

Average Daily Attendance-92%

Severe Chronic Absence (20% or more of total school days)-8%

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Moderate Chronic Absence (10-19% of total school days)-22%

At-Risk Attendance (5-9% of total school days)-27%

Satisfactory Attendance (Less than 5% of total school days)-44%

### Behavior Data

Romulus Middle School has a Positive Behavior Intervention and Support (PBIS) team who monitors student referrals and suspensions. The team, which consists of administrators, PBIS coach, and teachers, meets monthly to review behavior data and the implementation of the PBIS policy. Students are assigned tiered behavior plans when they receive a determined number of referrals or suspensions. The PBIS team shares behavior data and plans with the school staff during the monthly staff meetings.

### Behavior Data 2013/2014

#### Percent of Students with Referrals

All-56%

African American-64%

Caucasian-32%

Female-48%

Male-64%

#### Percent of Students with an Out of School Suspension

All-36%

African American-41%

Caucasian-20%

Female-28%

Male-42%

### CONCLUSION

The School Improvement Team meets every month to discuss student achievement as it relates to the school improvement plan. The improvement plan contains goals for all core content areas along with a writing goal. After reviewing the data, the team has concluded the following:

1. All core academic subjects are meeting accountability proficiency according to the Michigan Department of Education's school score card.
2. Areas for improvement include the Bottom 30% in all subjects, African American and Special Education for Science, Special Education for Social Studies.
3. There are still significant achievement gaps in all core subjects for Ethnicity, Gender, and Socioeconomic Status.

The We Surveys provide valuable perception data from all school stakeholders. The results give the school information about how the community views the relationship the school has with the local area. The community survey also informs the school of what parents and residents believe to be important educational standards. Teacher and student input is also a critical feature of the surveys as they present a comparison of categories such as curriculum rigor and relevance and relationships. Below are survey results the School Improvement Team felt needed more consideration:

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1. Teacher 95%-I expect students to become independent learners

Student 72%-I am encouraged to think for myself

2. Teacher 68%-Staff respect students.

Student 53%-My teacher cares about me.

3. 0%-Staff morale at this school is high.

4. 46%-School programs are aligned with community expectations.

5. 52%-I know the goals the school/district is working on.

The demographic make-up of Romulus Middle School has not had a significant change over the past three years. The majority of the school's student population is either African American or economically disadvantaged. The School Improvement Team recognizes that these two demographics consistently perform below average on the state assessment. The school administration has provided professional development for teaching in high poverty/ethnically diverse schools. The School Improvement Team and Positive Behavior Intervention Support teams also have initiatives to build the relationships between teachers to student and student to student. These initiatives are monitored and discussed at the monthly meetings.

At the beginning of the school year 2013, Romulus Middle School absorbed 77 students from a dissolved neighboring district. The inclusion of the students from Inkster Public Schools increased the number of transient students, while increasing the number of referrals and absences. Romulus Middle School has always had a high percentage of transient students; however, the gap between achievements on the state assessment does not appear to be significantly high. School administration and School Improvement will continue to monitor achievement, but at this time, the greater need for improvement is a school-wide focus in all content areas. The school has a designated person to monitor attendance and follow up with the parents of chronically absent students. In addition, the Romulus District is in the process of developing an alternative to suspension plan to be in line with federal regulations.

Professional development for math and reading is an on-going approach to student achievement. All teachers for English, Science, Social Studies, and Electives receive Reading Apprenticeship professional development and coaching throughout the school year. Math teachers receive training for the math curriculum. In addition, Social Studies teachers receive professional developing for the social studies curriculum. On top of the district provided professional development, all staff members are required to complete additional hours of subject related professional development outside of the school day.

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

The School Improvement Team (SIT) meets every month to monitor and discuss student achievement using several sources of data. The SIT consists of school administrators, instructional leaders, classroom teachers, and parents. The team disaggregates the state assessment to analyze the progress and gaps of the educational program. It is during this process that the members determine if the goals for each subject have been achieved or if more work is needed for improvement. Other sources of achievement data are used in the triangulation process to make informed decisions about academic deficiencies and needs. After every Measures of Academic Progress (MAP) testing term,

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the SIT analyzes the term progress report for math and reading which projects the proficiency likelihood on the state assessment. This gives the SIT information on how each grade level and subgroup are progressing throughout the year and how many students are performing at grade level. Interventions classes use the Scholastic Inventory tests to monitor achievement throughout the school year. The SIT also uses this information when considering how those programs are supporting learning.

The SIT also analyzes several types of survey data to make informed decisions about the school system and programs. Perception surveys are distributed to all school employees, students, and parents at various times throughout the school year. The Advanc-Ed self-assessment is divided into sections and distributed to staff through Google Form to collect responses for all questions. The SIT then makes a final decision about each question from the self-assessment to document results. The SIT reviews the information at its meetings and shares the analysis with other school committees and the staff. This helps all stakeholders gain a better understanding of how the school system functions, areas to celebrate, and issues to make improvements.

All subjects have either a math, reading, or writing related goal for school improvement. Furthermore, all subjects use these goals to drive their professional learning team studies and projects. To further support the school improvement plan, all teachers must use a goal as part of the professional evaluations and provide evidence of how the goal helps student achievement. Administrators are responsible for collecting data from the professional learning teams and professional evaluations to share growth and improvement.

The math goal is "All students will improve their proficiency in math." The 2014 target proficiency for math was 25.63%, which the math results returned 46.98% proficient. The actual achievement proficiency for the 2013 MEAP Math assessment was 15%. All subgroups but the Bottom 30% made their accountability target. However, there are significant achievement gaps among African American students, socioeconomically disadvantaged students, and students with IEPs. To support the math goal, math teachers use the Connected Math series as the curriculum with the support of the Math Institute strategies to help students develop their inquiry-based thinking skills. The math department also collaborates in professional learning teams to analyze achievement deficiencies and plan researched based lessons to improve instruction and learning.

The reading goal for English Language Arts (ELA) is "All students will improve their proficiency in reading." The 2014 target proficiency for reading was 49.82%, which the reading results returned 75.43% proficient. The actual achievement proficiency for the 2013 MEAP Reading assessment was 46%. All subgroups but the Bottom 30% made their accountability target. However, there are significant achievement gaps among African American students, socioeconomically disadvantaged students, and students with IEPs. To support the reading goal in ELA, English teachers use Reading Apprenticeship as a comprehension strategy for all kinds of text by developing metacognition skills to construct meaning out of the text. The ELA department also collaborates in professional learning teams to analyze achievement deficiencies and plan researched based lessons to improve instruction and learning.

The goal for Science is "All students will improve their proficiency in science." The 2014 target proficiency for science was 20.75%, which the science test results returned 17.49% proficient. The actual achievement proficiency for the 2013 MEAP Science assessment was 5%. The All Student, Disadvantage, and English Learners groups made the proficiency target. The Bottom 30% subgroup and Student with IEPs did not make the proficiency target. Because the actual proficiency from the science test was so low, there were no achievement gaps to report. To support the science goal, Reading Apprenticeship is used as a comprehension strategy for all kinds of text by developing metacognition skills to construct meaning out of the text. The Science department also collaborates in professional learning teams to analyze achievement deficiencies and plan researched based lessons to improve instruction and learning.

The goal for Social Studies is "All students will improve their proficiency in social studies." The 2014 target proficiency for social studies was 25.06%, which the social studies test results returned 31.9% proficient. The actual achievement proficiency for the 2013 MEAP 9th Grade Social Studies assessment was 7%. The All Student, African American, Disadvantage, and English Learners groups made the proficiency

target. The Bottom 30% subgroup and Student with IEPs did not make the proficiency target. There are significant achievement gaps among African American students, socioeconomically disadvantaged students. To support the social studies goal, Reading Apprenticeship is used as a comprehension strategy for all kinds of text by developing metacognition skills to construct meaning out of the text. The Social Studies department also collaborates in professional learning teams to analyze achievement deficiencies and plan researched based lessons to improve instruction and learning.

The goal for Writing is "All students will improve their proficiency in writing. The 2014 target proficiency for writing is 47%, which 59.9% of students met the accountability proficiency target. The actual achievement proficiency for the 2013 MEAP 7th Grade Writing assessment was 28.4%. The All Student, African American, Disadvantage, and English Learners groups made the proficiency target. The Bottom 30% subgroup did not make the proficiency target. There are significant achievement gaps among African American students, socioeconomically disadvantaged students. To support the writing goal, all subjects areas will address writing skills through their professional learning team process; however, the electives department will take on the responsibility of implementing Marzano's summarization strategy to improve writing for all grade levels.

#### **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?**

Romulus Middle School has several checking points to make sure the school improvement goals are being implemented and that data is collected to document student achievement towards the improvement goals. There are several committees that meet at various times throughout the month and school year to analyze student achievement data. These committees report back to the building administration and share the information with staff members at staff meetings, electronic shared documents, and email.

#### **WHOLE SCHOOL**

The School Improvement team meets once a month to review specific pieces of data to monitor student progress towards each subject goal. The team uses the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) to analyze how students performed on the assessment and where gaps are closing after each administration. The MAP assessment report is disaggregated into demographic subgroups to allow the team to discuss how each group is performing and reflect on how the school improvement strategies may be helping student achievement. In between MAP testing the School Improvement team also uses subject common assessment data to inform how students are performing all subject areas. Data from common assessments is pulled from the district's assessment tool every five weeks and shared with the team to monitor student progress. The School Improvement team has implemented the use of a program evaluation monitoring tool which helps keep the team informed of progress made on identified assessments and indicators of progress. This tool helps the team to determine if the strategies and goals of the school improvement plan were met and where changes may need to happen to increase proficiency.

Each department at the Romulus Middle School meets in professional learning communities (PLC) twice a month to develop teaching approaches using school improvement strategies to benefit the entire student body. The teachers on the team follow a protocol developed by Pearson Learning to guide them through identifying a student learning need through data discovery, researching a strategy to address the need, developing and delivering an instructional approach to implement the strategy, and then reflecting on the teaching practice and student achievement. During the student work reflection time, teachers analyze student work based on a stated goal and objective and look for strengths and weaknesses. Teachers determine if the strategy and instructional approach accomplished the objective and met the goal for achievement by analyzing student work. Teachers may decide that the instructional approach needs to be modified to attain higher achievement or better instructional delivery. During this process, teachers also discuss how the strategy had an impact on various learners

and what supports struggling and accelerating learners may need. The protocol is then cycled through again to teach with the strategy and analyze the new finds from student work. This process works as model for school wide improvement.

### Special Recognition to Disadvantaged

Romulus Middle School also has a Response to Intervention Team (Rtl) that meets quarterly to analyze at-risk characteristics using an early warning system tool (EWS). The EWS collects English and math failure, absenteeism, and behavior data to report out to the Rtl team. The Rtl team uses the data to identify specific students for interventions and follows up with the students throughout the marking period. There is an additional follow up meeting to discuss the progress students have made and whether the students can be removed from the interventions. All of this information is shared with building administration and staff to keep everyone informed of how the needs of identified students are being addressed and supported. Academically we offer in school intervention courses for Math and Reading, after school intervention courses, and online credit recovery. We also have programs in place for students who need social interventions and have difficulty attending school regularly. This process gives special recognition to those student who need the most 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 data shows that most students need help with reading comprehension and academic vocabulary. All content areas focus on reading strategies. Several instructional strategies aid students in understanding such as Reading Apprenticeship, Thinking Maps, Professional Learning Teams, and Collaborative Teaching. There are many components to the Reading Apprenticeship program and teachers reported frequently using K-W-L as a before reading strategy, Talking to the Text as a during reading strategy, and Twenty-five Word Abstracts as an after reading strategy. The school improvement plan focuses on helping all students reach the State's standards in the four core curriculum areas.

#### READING

##### Reading Apprenticeship

Reading Apprenticeship is a strategy incorporated in English Language Arts class to differentiate instruction for students. Teachers use before, during, and after reading strategies to engage all students in comprehension and understanding of text across the content areas. All core content areas use stations and small groups for re-teaching and additional in-classroom support. Some of the before reading strategies that Romulus Middle School utilizes includes KWL charts and think-alouds. During reading strategies include think-alouds, talking to the text, and Question, Answer, Relationship (QAR). After reading strategies include think-alouds, 25 word abstract, and journal/reflection entries.

##### Thinking Maps

Thinking maps are a school wide initiative to help all students organize their thinking and identify key components in various readings that is taught and supported by the English Language Arts (ELA) department. This strategy is a visual-verbal learning tool in which each map is based on a fundamental thinking process and used together as a set of tools for showing relationships. In the ELA classes, teachers model and introduce each of the eight maps individually through grade-level appropriate content. After students understand when to use an appropriate map, they are able to choose from the eight when working independently.

##### Professional Learning Team (PLT)

The ELA department also participates in PLT meetings. These meetings are designed to identify the greatest needs of all students and create lessons to support the gaps in learning. All departments analyze data gathered from common assessments and NWEA (MAP) to decide what the focus of the PLT lesson should be. The PLT lesson includes a seven-step process in which, an objective, lesson, reflection, and ongoing steps are worked through. The lessons are created and taught and pre- and post- data are gathered.

##### Collaborative Teaching

Co-Teaching is offered at each grade level. Collaborative teaching extends learning services to students beyond the typical instructional delivery methods. The collaborative teaching model uses differentiated instruction to create the least restrictive learning environment for students by using center-based learning, one-on-one teaching, and differentiated grouping. This model of teaching includes general education and special education teachers working together collaboratively in the same learning environment. Students with special needs

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are primary candidates along with students who exhibit the need for more intensive teacher-to-student interaction. These classes are year-long with the majority of students being selected for enrollment based on teacher recommendations.

### WRITING

#### Reading Apprenticeship

Reading Apprenticeship is a strategy incorporated in English Language Arts class to differentiate instruction for all students. Teachers use before, during, and after reading strategies to engage all students in comprehension and understanding of text across the content areas. All core content areas use stations and small groups for re-teaching and additional in-classroom support. Some of the before reading strategies that Romulus Middle School utilizes includes KWL charts and think alouds. During reading strategies include think-alouds, talking to the text, and QAR. After reading strategies include think alouds, 25 word abstract, and journal/reflection entries.

#### Thinking Maps

Thinking maps are a school wide initiative to help all students organize their thinking and identify key components in various readings that is taught and supported by the ELA department. This strategy is a visual-verbal learning tool in which each map is based on a fundamental thinking process and used together as a set of tools for showing relationships. In the ELA classes, teachers model and introduce each of the eight maps individually through grade-level appropriate content. After students understand when to use an appropriate map, they are able to choose from the eight when working independently.

#### Professional Learning Team (PLT)

The ELA department also participates in PLT meetings. These meetings are designed to identify the greatest needs of the students and create lessons to support the gaps in learning. All departments analyze data gathered from common assessments and NWEA (MAP) to decide what the focus of the PLT lesson should be. The PLT lesson includes a seven-step process in which, an objective, lesson, reflection, and ongoing steps are worked through. The lessons are created and taught and pre- and post- data are gathered.

#### Collaborative Teaching

Co-Teaching is offered at each grade level. Collaborative teaching extends learning services to students beyond the typical instructional delivery methods. The collaborative teaching model uses differentiated instruction to create the least restrictive learning environment for students by using center-based learning, one-on-one teaching, and differentiated grouping. This model of teaching includes general education and special education teachers working together collaboratively in the same learning environment. Students with special needs are primary candidates along with students who exhibit the need for more intensive teacher-to-student interaction. These classes are year-long with the majority of students being selected for enrollment based on teacher recommendations.

#### Marzano's Essential Nine

Teachers use notetaking and summarizing strategies from Marzano's Essential Nine so students can demonstrate increasing sophistication in all aspects of language use.

### MATHEMATICS

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### Connected Math

The Connected Math Curriculum provides all students with an investigative approach to learning mathematics. Students utilize engaging interactive problems and motivating everyday situations to learn math concepts.

### Reading Apprenticeship

The math department uses Reading Apprenticeship strategies in each classroom throughout lessons being taught. Strategies such as think alouds, talk to the text, and claim and evidence are taught and used in the classroom to support the Connected Mathematics curriculum. The RA strategies are supported by the Connected Math curriculum, which lends itself to inquiry based learning. The teachers provide opportunities for all students to solve and question problems that are presented in the class.

### Thinking Maps

Thinking maps are a school wide initiative to help all students organize their thinking and identify key components in various areas of mathematics that are taught and supported by the Math department. This strategy is a visual-verbal learning tool in which each map is based on a fundamental thinking process and used together as a set of tools for showing relationships. In the Math classes, teachers model and introduce each of the eight maps individually through grade-level appropriate content. After students understand when to use an appropriate map, they are able to choose from the eight when working independently.

### Professional Learning Teams

The Math department also participates in PLT meetings. These meetings are designed to identify the greatest needs of the students and create lessons to support the gaps in learning. All departments analyze data gathered from common assessments and NWEA (MAP) to decide what the focus of the PLT lesson should be. The PLT lesson includes a seven-step process in which, an objective, lesson, reflection, and ongoing steps are worked through. The lessons are created and taught and pre- and post- data are gathered.

### Collaborative Teaching

Co-Teaching is offered at each grade level. Collaborative teaching extends learning services to students beyond the typical instructional delivery methods. The collaborative teaching model uses differentiated instruction to create the least restrictive learning environment for students by using center-based learning, one-on-one teaching, and differentiated grouping. This model of teaching includes general education and special education teachers working together collaboratively in the same learning environment. Students with special needs are primary candidates along with students who exhibit the need for more intensive teacher-to-student interaction. These classes are year-long with the majority of students being selected for enrollment based on teacher recommendations.

## SCIENCE

### Reading Apprenticeship

Reading Apprenticeship is a strategy incorporated in Science class to differentiate instruction for all students. Teachers use before, during, and after reading strategies to engage eligible students in comprehension and understanding of text across the content areas. Reading Apprenticeship is a strategy incorporated in Science class to differentiate instruction for students. Science classes use stations and small groups instruction for re-teaching and additional in-classroom support. Some of the before reading strategies that Romulus Middle School utilizes includes KWL charts and think alouds. During reading strategies include think-a-louds, talking to the text, and QAR. After reading

strategies include think alouds, 25 word abstract, and journal/reflection entries.

### Thinking Maps

Thinking maps are a school wide initiative to help all students organize their thinking and identify key components in various areas of mathematics that are taught and supported by the Science department. This strategy is a visual-verbal learning tool in which each map is based on a fundamental thinking process and used together as a set of tools for showing relationships. In the Science classes, teachers model and introduce each of the eight maps individually through grade-level appropriate content. After students understand when to use an appropriate map, they are able to choose from the eight when working independently.

### Professional Learning Teams

The Science department also participates in PLT meetings. These meetings are designed to identify the greatest needs of the students and create lessons to support the gaps in learning. All departments analyze data gathered from common assessments and NWEA (MAP) to decide what the focus of the PLT lesson should be. The PLT lesson includes a seven-step process in which, an objective, lesson, reflection, and ongoing steps are worked through. The lessons are created and taught and pre- and post- data are gathered. The science department uses Study Island to supplement current curriculum and content being taught in the classroom. The department also uses it for assessment of content that has already been taught.

### Collaborative Teaching

Collaborative teaching (co-teaching) extends learning services to students beyond the typical instructional delivery methods. The collaborative teaching model uses differentiated instruction to create the least restrictive learning environment for students by using center-based learning, one-on-one teaching, and differentiated grouping. Students with special needs are primary candidates along with students who exhibit the need for more intensive teacher-to-student interaction. These classes are year-long with the majority of students being selected for enrollment based on teacher recommendations.

## SOCIAL STUDIES

### Reading Apprenticeship

Reading Apprenticeship is a strategy incorporated in Social Studies class to differentiate instruction for all students. Teachers use before, during, and after reading strategies to engage eligible students in comprehension and understanding of text across the content areas. Reading Apprenticeship is a strategy incorporated in Social Studies class to differentiate instruction for students. Social Studies classes use stations and small groups instruction for re-teaching and additional in-classroom support. Some of the before reading strategies that Romulus Middle School utilizes includes KWL charts and think alouds. During reading strategies include think-alouds, talking to the text, and QAR. After reading strategies include think alouds, 25 word abstract, and journal/reflection entries.

### Thinking Maps

Thinking maps are a school wide initiative to help all students organize their thinking and identify key components in various areas of mathematics that are taught and supported by the Social Studies department. This strategy is a visual-verbal learning tool in which each map is based on a fundamental thinking process and used together as a set of tools for showing relationships. In the Social Studies classes, teachers model and introduce each of the eight maps individually through grade-level appropriate content. After students understand when

to use an appropriate map, they are able to choose from the eight when working independently.

### Professional Learning Teams

The Social Studies department also participates in PLT meetings. These meetings are designed to identify the greatest needs of the students and create lessons to support the gaps in learning. All departments analyze data gathered from common assessments and NWEA (MAP) to decide what the focus of the PLT lesson should be. The PLT lesson includes a seven-step process in which, an objective, lesson, reflection, and ongoing steps are worked through. The lessons are created and taught and pre- and post- data are gathered. The Social Studies department uses Study Island to supplement current curriculum and content being taught in the classroom. The department also uses it for assessment of content that has already been taught.

### Collaborative Teaching

Collaborative teaching (co-teaching) extends learning services to students beyond the typical instructional delivery methods. The collaborative teaching model uses differentiated instruction to create the least restrictive learning environment for eligible students by using center-based learning, one-on-one teaching, and differentiated grouping. Students with special needs are primary candidates along with eligible students who exhibit the need for more intensive teacher-to-student interaction. These classes are year-long with the majority of students being selected for enrollment based on teacher recommendations.

## **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).**

At Romulus Middle School, Reading Apprenticeship, Thinking Maps, Professional Learning Teams, and Collaborative Teaching are researched based methods, interventions, and strategies used to increase instruction for students at risk. We will provide both quality instruction and an increase in the quantity of instruction for our students.

### QUALITY

Romulus Middle School will improve the quality of instruction through the use of professional development, smaller class sizes, individualized instruction, and using research based instruction. English Language Arts, Mathematics, Science, and Social Studies have course sections for collaborative teaching (co-teaching) which extend learning services to students beyond the typical instructional delivery methods. This best practice model uses differentiated instruction to create the least restrictive learning environment for students by using center-based learning, one-on-one teaching, and differentiated grouping. Students with special needs are primary candidates along with students who exhibit the need for more intensive teacher-to-student interaction.

Reading Apprenticeship: The focus is to deploy Reading Apprenticeship as a Tier 1 intervention, an instructional approach designed to help middle school students become successful readers and learners, particularly in content area classrooms. Its mission is to develop literacy skills of adolescents by expanding the academic, creative, career, and civic opportunities of young people through higher-level literacy development. Research Cited: West/ED-[http://www.wested.org/cs/sli/print/docs/sli/ra\\_framework.htm](http://www.wested.org/cs/sli/print/docs/sli/ra_framework.htm).

Reading Apprenticeship is a strategy incorporated in all four core content area classes to differentiate instruction for students. Teachers use before, during, and after reading strategies to engage eligible students in comprehension and understanding of text across the content areas. All core content areas use stations and small groups for re-teaching and additional in-classroom

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support. One of the before reading strategies that Romulus Middle School uses are KWL charts. During reading strategies include think-alouds, talking to the text, and Question, Answer, Relationships (QAR). After reading strategies include think-alouds, 25 word abstract, and journal/reflection entries.

Thinking Maps: Thinking maps provide a scaffold that gives students an opportunity to engage with the text independently before sharing their process. Using this strategy encourages students to critically think about graphical information and write out their thoughts to have ideas for writing. Research Cited: Hyerle, D. "Student Successes with Thinking Maps," (2011) Hyerle maintains that test results, classroom observations and concrete research have proven that Thinking Maps improve student performance.

Thinking maps are a school wide initiative to help students organize their thinking and identify key components in various readings that is taught and supported by all four core content area classes. This strategy is a visual-verbal learning tool in which each map is based on a fundamental thinking process and used together as a set of tools for showing relationships. In all four core content area classes, teachers model and introduce each of the eight maps individually through grade-level appropriate content. After students understand when to use an appropriate map, they are able to choose from the eight when working independently.

Professional Learning Team (PLT): Professional Learning Teams incorporate and support a well-defined and fully articulated school improvement model with an explicit framework and support system that guides teacher collaboration and builds leadership capacity of administrators and teacher leaders. This process will help strengthen relationships among colleagues and provide a safe place to share ideas and teaching strategies. Research Cited: Pearson Learning Teams-<http://pearsonlt.com/Learning Teams Manual>. (2010). Pearson Education, Inc.

The four core content area departments also participate in PLT meetings. These meetings are designed to identify the greatest needs of the students and create lessons to support the gaps in learning. All departments analyze data gathered from common assessments and NWEA (MAP) to decide what the focus of the PLT lesson should be. The PLT lesson includes a seven-step process in which, an objective, lesson, reflection, and ongoing steps are worked through. The lessons are created and taught and pre- and post- data are gathered.

Collaborative Teaching: The collaborative teaming approach supports access and the least restrictive environment for students with disabilities, extends additional services to struggling non-identified students, and provides framework for differentiation for all students. Research Cited: Marilyn Friend, Ph.D., "Collaborating for Student Success" International Center for Leadership in Education

Co-Teaching is offered at each grade level. Collaborative teaching extends learning services to students beyond the typical instructional delivery methods. The collaborative teaching model uses differentiated instruction to create the least restrictive learning environment for eligible students by using center-based learning, one-on-one teaching, and differentiated grouping. This model of teaching includes general education and special education teachers working together collaboratively in the same learning environment. Students with special needs are primary candidates along with eligible students who exhibit the need for more intensive teacher-to-student interaction. These classes are year-long with the majority of students being selected for enrollment based on teacher recommendations.

## QUANTITY

Romulus Middle School offers reading and math intervention classes and after school tutoring.

Qualifying students receive reading and/or math interventions and support in addition to their regular academic course schedule. Identified students receive 54 additional minutes of instruction in their area of deficiency through intervention courses, outside of their four core academic classes. The intervention courses are in place of a possible elective course students would have in their course schedules. This

provides eligible students with another period of math or reading support every day. Highly qualified staff members who have had training to run the programs as they are intended.

Romulus Middle School offers extended day programming. After school tutoring is offered to students who need additional help in core curriculum areas. The after school program focuses on all subject areas. Students stay after school until 4:15 for an additional 1.5 hours of instruction. After School Tutoring allows students to work on Compass Odyssey for individualized math instruction. Students are placed on an individual path based on their NWEA map scores. Tutoring sessions are smaller and taught at the level of each child. Read Naturally is an individualized reading instruction program. Each student is given a quick placement test and assigned a learning path. The students in tutoring also practice thinking and organizing their thoughts by creating thinking maps. The thinking maps supplement the science and social studies curriculum. ThinkCERCA is a writing program designed to provide students with a step-by-step model to become proficient writers.

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

Romulus Middle School has a high level of socioeconomically disadvantaged students, which has a direct impact on the achievement gap at the school. In order to lessen the achievement gap, teachers undergo robust professional development and implement research based methods and interventions including Reading Apprenticeship, Thinking Maps, Professional Learning Teams, and Collaborative Teaching. The data from the comprehensive needs assessment shows the areas our school is performing low in and the strategies we have in place help the students meet the state standards. Over the past three years reading scores have shown the most improvement overall. We will continue to offer the READ 180 intervention courses to increase reading fluency and comprehension in multiple modes of text. We will also continue to use and expand the use of Reading Apprenticeship. Reading Apprenticeship is a comprehension strategy for all kinds of text by developing metacognition skills to construct meaning out of the text. The ELA department also collaborates in professional learning teams to analyze achievement deficiencies and plan research based lessons to improve instruction and learning.

Math is also showing improvement toward the accountability goal. The math department will continue intensive training on inquiry-based instruction. This instruction is supported by the Connected Math Curriculum which lends itself to inquiry based learning and differentiated instruction. The teachers provide opportunities for students to solve and question problems that are presented in the class. Romulus Middle School also provides math support through tiered intervention courses. These courses are Scholastic Do the Math, Do the Math Now, and MATH 180. Do the Math and Do the Math Now address the needs of the lowest performing students on the state and/or local assessments. It is designed to rebuild numerical foundations and prepare struggling students in all grade levels for algebra. The math department also collaborates in professional learning teams to analyze achievement deficiencies and plan researched based lessons to improve instruction and learning.

Science, Social Studies, and Writing are weak areas for Romulus Middle School. Science and Social Studies teachers receive ongoing training and coaching for Reading Apprenticeship. Reading Apprenticeship is a comprehension strategy for all kinds of text by developing metacognitions skills to construct meaning out of the text. Thinking Maps are a strategy that is used school wide to help students organize their thinking and identify key components in various readings. This strategy will help with comprehension and academic vocabulary in all classes. The Science and Social Studies departments collaborate in professional learning teams to analyze achievement deficiencies and plan researched based lessons to improve instruction and learning.

Co-Teaching is offered at each grade level. Collaborative teaching extends learning services to students beyond the typical instructional delivery methods. The collaborative teaching model uses differentiated instruction to create the least restrictive learning environment for eligible students by using center-based learning, one-on-one teaching, and differentiated grouping. This model of teaching includes general

education and special education teachers working together collaboratively in the same learning environment. Students with special needs are primary candidates along with students who exhibit the need for more intensive teacher-to-student interaction. These classes are year-long with the majority of students being selected for enrollment based on teacher recommendations.

#### **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.**

Romulus Middle School uses Early Warning System Data, NWEA Map Data, and Common Assessments to disaggregate and analyze achievement gaps in subgroups and to monitor progress of the subgroups. Tier 1 are our school wide strategies that all teachers use in all of the classes for all students. Tier 2 are our collaborative teaching classes that use all of the Tier 1 strategies but have the additional support of two highly qualified teachers in the same learning environment. This opportunity offers some students who need it additional support. Tier 3 are our students who are at most risk of failure. These interventions offer students who are much below grade level the opportunity to fill in knowledge gaps.

#### MATH STRATEGIES

##### Tier 1

Professional Learning Teams-Professional Learning Teams incorporate and support a well-defined and fully articulated school improvement model with explicit framework and support system that guides teacher collaboration and builds leadership capacity of administrators and teacher leaders. This process will help strengthen relationships among colleagues and provide a safe place to share ideas and teaching strategies. During this process we work to analyze NWEA and local assessments to determine a need so that differentiation of instruction can take place.

Connected Math Program- The connected math program provides students with an investigative approach to learning mathematics. This complete mathematics curriculum for middle school students utilizes engaging interactive problems and motivating everyday situations to learn new math concepts.

Compass Odyssey- Romulus Middle School uses Compass Odyssey, a computer based individual learning path for students to work at their ability level set by NWEA assessment results.

##### Tier 2

Collaborative Teaching is offered at each grade level. Collaborative teaching extends learning services to students beyond the typical instructional delivery methods. The collaborative teaching model uses differentiated instruction to create the least restrictive learning environment for students by using center-based learning, one-on-one teaching, and differentiated grouping. This model of teaching includes general education and special education teachers working together collaboratively in the same learning environment. Students with special needs are primary candidates along with students who exhibit the need for more intensive teacher-to-student interaction. These classes are year-long with the majority of students being selected for enrollment based on teacher recommendations.

Math Intervention- Identified students are placed in a math intervention program. The program gives students who have fallen behind the chance to catch up and keep up. Focusing on numbers and operations, the program teaches students the basics of math computation, number sense, and problem solving. Math intervention classes also offer comprehensive teacher support and help students develop the skills

they need to compute with accuracy and efficiency, the number sense they need to reason, and the ability to apply their skills and reasoning to solve problems.

### Tier 3

Math Intervention Classes-Romulus Middle School offers math intervention classes. Students receive interventions and support in addition to their regular academic course schedule. Identified students receive 54 additional instructional minutes in their area of deficiency through intervention courses, outside of their four core academic classes. The intervention courses are in place of a possible elective course students would have in their course schedules. This provides eligible students with another period of math support every day. Highly qualified staff members who have had training to run the programs as they are intended. Romulus Middle School provides math support through tiered intervention courses. These courses are Scholastic Do the Math, Do the Math Now, and MATH 180. Do the Math and Do the Math Now address the needs of the lowest performing students on the state and/or local assessments. It is designed to rebuild numerical foundations and prepare struggling students in all grade levels for algebra. Do the Math is a 6th grade course. Do the Math Now and Math 180 are combined 7th/8th grade courses. These supplemental classes meet every day for an additional 54 minutes outside of the regular math course. MATH 180 is designed for students who are in the higher tier of low performance based on the state and/or local assessments. MATH 180 rebuilds the key progressions that students need for success with algebra and higher-level math as defined by the Common Core State Standards. MATH 180 is a supplemental class for 7th and 8th grade students that meets every day for an additional 54 minutes outside of the regular math course.

Math Fundamentals/Self-Contained Classes-Special Education students who qualify for a lower level/smaller class are placed in this setting when their NWEA score and Multidisciplinary Evaluation Team (MET) score prove that they are qualified for a placement. All students are learning disabled or cognitively impaired. To exit this setting, the students must increase their NWEA and MET scores and earn teacher recommendation and then be placed in a co-teaching classroom.

After School Tutoring-Romulus Middle School offers extended day programming. After school tutoring is offered to students who need additional help in core curriculum areas. The after school program focuses on all subject areas. Students stay after school until 4:15 for an additional 1.5 hours of instruction. After School Tutoring allows students to work on Compass Odyssey for individualized math instruction. Students are placed on an individual path based on their NWEA map scores. Tutoring sessions are smaller and taught at the level of each child.

## READING STRATEGIES

### Tier 1

Professional Learning Teams-Professional Learning Teams incorporate and support a well-defined and fully articulated school improvement model with explicit framework and support system that guides teacher collaboration and builds leadership capacity of administrators and teacher leaders. This process will help strengthen relationships among colleagues and provide a safe place to share ideas and teaching strategies.

Reading Apprenticeship- This instructional approach is designed to help middle school students become successful readers and learners, particularly in content area classrooms. Its mission is to develop literacy skills of adolescents by expanding the academic, creative, career, and civic opportunities of young people through higher-level literacy development.

Compass Odyssey- Romulus Middle School uses Compass Odyssey, a computer based individual learning path for students to work at their

ability level set by NWEA assessment results.

### Tier 2

Collaborative Teaching is offered at each grade level. Collaborative teaching extends learning services to students beyond the typical instructional delivery methods. The collaborative teaching model uses differentiated instruction to create the least restrictive learning environment for students by using center-based learning, one-on-one teaching, and differentiated grouping. This model of teaching includes general education and special education teachers working together collaboratively in the same learning environment. Students with special needs are primary candidates along with students who exhibit the need for more intensive teacher-to-student interaction. These classes are year-long with the majority of students being selected for enrollment based on teacher recommendations.

### Tier 3

READ 180 - READ 180 is a Scholastic program that strengthens reading skills for low performers by using high interest reading and close diagnostics. Students develop reading skills through independent computer software work that focuses on individualized reading skills, small-group instruction to target specific reading weaknesses, and independent reading to reinforce learning and appreciation. Romulus Middle School offers intervention classes. Students receive interventions and support in addition to their regular academic course schedule. Identified students receive MORE instruction in their area of deficiency through intervention courses, outside of their four core academic classes. The intervention courses are in place of a possible elective course students would have in their course schedules. This provides eligible students with another period of math support every day. Highly qualified staff members who have had training to run the programs as they are intended. Romulus Middle School provides reading support through tiered intervention courses. Scholastic READ 180 is an intervention course for all grade levels. This reading class supports students in ELA, Science, and Social Studies by providing a blended instructional model that engages students in multiple modes of text. READ 180 focuses on building reading fluency and comprehension of text in ELA, Science, and Social Studies classes. There is a separate 6th grade and a combined 7th/8th grade supplemental class that meet every day for an additional 54 minutes outside of the regular ELA, Science, and Social Studies courses. Students with low reading performance on the state and/or local assessments are eligible for READ 180.

ELA Fundamentals/Self-Contained Classes-Special Education students who qualify for a lower level/smaller class are placed in this setting when their NWEA score and Multidisciplinary Evaluation Team (MET) score prove that they are qualified for a placement. All students are learning disabled or cognitively impaired. To exit this setting, the students must increase their NWEA and MET scores and earn teacher recommendation and then be placed in a co-teaching classroom.

After School Tutoring-Romulus Middle School offers extended day programming. After school tutoring is offered to students who need additional help in core curriculum areas. The after school program focuses on all subject areas. Students stay after school until 4:15 for an additional 1.5 hours of instruction. Tutoring sessions are smaller and taught at the level of each child. Read Naturally is an individualized reading instruction program. Each student is given a quick placement test and assigned a learning path.

## SOCIAL STUDIES and SCIENCE

### Tier 1

Professional Learning Teams-Professional Learning Teams incorporate and support a well-defined and fully articulated school improvement model with explicit framework and support system that guides teacher collaboration and builds leadership capacity of administrators and teacher leaders. This process will help strengthen relationships among colleagues and provide a safe place to share ideas and teaching

strategies.

Reading Apprenticeship- This instructional approach is designed to help middle school students become successful readers and learners, particularly in content area classrooms. Its mission is to develop literacy skills of adolescents by expanding the academic, creative, career, and civic opportunities of young people through higher-level literacy development.

Study Island-The Social Studies/Science departments uses Study Island to supplement current curriculum and content being taught in the classroom. The departments also use it for assessment of content that has already been taught.

### Tier 2

Collaborative Teaching is offered at each grade level. Collaborative teaching extends learning services to students beyond the typical instructional delivery methods. The collaborative teaching model uses differentiated instruction to create the least restrictive learning environment for students by using center-based learning, one-on-one teaching, and differentiated grouping. This model of teaching includes general education and special education teachers working together collaboratively in the same learning environment. Students with special needs are primary candidates along with students who exhibit the need for more intensive teacher-to-student interaction. These classes are year-long with the majority of students being selected for enrollment based on teacher recommendations.

### Tier 3

Scholastic READ 180-Scholastic READ 180 is an intervention course for all grade levels. This reading class supports students in ELA, Science, and Social Studies by providing a blended instructional model that engages students in multiple modes of text. READ 180 focuses on building reading fluency and comprehension of text in ELA, Science, and Social Studies classes. There is a separate 6th grade and a combined 7th/8th grade supplemental class that meet every day for an additional 54 minutes outside of the regular ELA, Science, and Social Studies courses. Students with low reading performance on the state and/or local assessments are eligible for READ 180.

After School Tutoring-Romulus Middle School offers extended day programming. After school tutoring is offered to students who need additional help in core curriculum areas. The after school program focuses on all subject areas. Students stay after school until 4:15 for an additional 1.5 hours of instruction. Tutoring sessions are smaller and taught at the level of each child. Each student is given a quick placement test and assigned a learning path. The students in tutoring also practice thinking and organizing their thoughts by creating thinking maps. The thinking maps supplement the science and social studies curriculum.

## WRITING STRATEGIES

### Tier 1

Marzano's - Teachers will use note taking and summarizing strategies from Marzano's Essential Nine so students can demonstrate increasing sophistication in all aspects of language use.

Professional Learning Teams-Professional Learning Teams incorporate and support a well-defined and fully articulated school improvement model with explicit framework and support system that guides teacher collaboration and builds leadership capacity of administrators and teacher leaders. This process will help strengthen relationships among colleagues and provide a safe place to share ideas and teaching strategies.

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Thinking Maps- Thinking Maps provide a scaffold that gives students an opportunity to engage with the text independently before sharing their process. Using this strategy encourages students to critically think about graphical information and write out their thoughts to have ideas for writing.

Modeling and Anchor Text - Teachers will model the writing process for producing a claim, evidence, and reasoning response. By using this strategy, students will be instructed on the proper components of claim, evidence, and reasoning and be able to demonstrate the same components in their own writing. Students will also use anchor texts to critique and model for their own responses.

### Tier 2

Collaborative Teaching is offered at each grade level. Collaborative teaching extends learning services to students beyond the typical instructional delivery methods. The collaborative teaching model uses differentiated instruction to create the least restrictive learning environment for students by using center-based learning, one-on-one teaching, and differentiated grouping. This model of teaching includes general education and special education teachers working together collaboratively in the same learning environment. Students with special needs are primary candidates along with students who exhibit the need for more intensive teacher-to-student interaction. These classes are year-long with the majority of students being selected for enrollment based on teacher recommendations.

### Tier 3

After School Tutoring-Romulus Middle School offers extended day programming. After school tutoring is offered to students who need additional help in core curriculum areas. The after school program focuses on all subject areas. Students stay after school until 4:15 for an additional 1.5 hours of instruction. ThinkCERCA is a writing program designed to provide students with a step-by-step model to become proficient writers.

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

Romulus Middle School uses the NWEA Map Test, SMI (Scholastic Math Inventory), and the SRI (Scholastic Reading Inventory), common assessments, and report card grades to monitor the progress of students. Following each progress and report card marking, the core leadership team as well as the RTI and Professional Learning Teams meet to look over classroom grades and grade distribution for each of the courses. A progress report or report card marking period is every 5 weeks. This meeting directs decisions about school wide policies and interventions.

### RTI (Response to Intervention)

Several data components are used to establish a consistent analysis and identification process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. The Intervention Team meets quarterly to identify students with risk indicators established by the following criteria:

-Exam Failure

-Failure in English Language Arts or Mathematics

-10% absenteeism

-4 behavior referrals

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The Intervention Team examines data from Northwest Evaluation Association Measures of Academic Progress (MAP), Michigan Educational

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Assessment Program (MEAP), Scholastic Inventory tests, and core academic grades to make informed decisions about achievement. The team determines an academic intervention or support for the student based on specific eligibility and exit criteria.

### Math Intervention Class

#### (Entrance Criteria)

In order for a student to be eligible for a math intervention, the student must meet the following below grade level criteria:

- Level 3 or 4 on the Michigan Educational Assessment Program
- Score 1st-40th percentile on the Measures of Academic Progress (MAP) and
- Score at a basic or below basic level on the Scholastic Math Inventory test (SMI)

#### (Exit Criteria)

- MAP score is in the 50th percentile or above range
- Proficient grade level score on the SMI
- Passing core math grade for the quarter/semester

### Reading Intervention Class

#### (Entrance Criteria)

- Level 4 on the Michigan Educational Assessment Program
- Score 30-40th percentile on the Measures of Academic Progress (MAP) and
- Lexile level of 200 or above

#### (Exit Criteria)

- Proficient grade level score on the Scholastic Reading Inventory tests
- Lexile score that is typical for the grade level
- Completed two testing cycles

### Core Leadership Meeting

### 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 paraprofessionals in Romulus Middle School meet the No Child Left Behind requirements for highly qualified staff.	

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 teachers in Romulus Middle School meet the requirement for highly qualified certification according to No Child Left Behind.	

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

For the school year 2014-2015, the teacher-turnover rate was 25%. This percent is high due to district reorganization and district financial constraints. Many staff members have moved into administrative positions or have been transferred within the district to other schools. The majority of the teaching staff at Romulus Middle School has ten or more years of experience.

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

The majority of the teaching staff at Romulus Middle School has ten or more years of teaching experience in this school district. The years of service is as follows:

0-2 years	5 staff members
3-5 years	3 staff members
6-10 years	5 staff members
Over 10 years	24 members

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

At Romulus Middle School, teachers are valued for their expertise and knowledge. Staff is often recognized at staff meetings for their successes and achievements. Teachers are given the opportunity to present at staff meetings, host teacher-led professional development, take on leadership roles within specific departments and the school, and given time to collaborate. New teachers are assigned experienced mentor teachers and attend monthly meetings to help guide them and address concerns they have regarding classroom practices and curriculum. There are also opportunities for staff to build relationships outside of school which leads to a positive climate and a nice place to work. Romulus is a true 21st century school with SMARTBoards, sound systems, and document cameras in each class and WIFI throughout the building.

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

Romulus Community Schools provides time and compensation for professional development opportunities. Teachers are given the opportunity to earn extra money for extra duties, including after school tutoring, working a parent night, hosting an after school club, coaching a sport, completing a home visit, or leading a school committee. The district also provides their employees with release time to attend conferences or professional training. The district provides all staff with yearly professional development training and time is scheduled out of SY 2015-2016

our work day for collaboration with other staff. Employees who are interested in furthering their education may also receive compensation for their schooling. Aside from regular salary and benefits, Romulus Community Schools often promotes staff from the district into leadership and administration roles.

**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?**

Many of our teachers leave for retirements, layoffs, and other financial constraints, but the ones who stay benefit from what the school has to offer. The school has implemented new teacher meetings to assist all new staff with curriculum and classroom practices. The new staff member meetings provide a platform for staff to address questions and concerns with administration. The school also provides additional compensation for after school activities, leading a committee, or leading a department. In addition, ideas from staff are always considered and supported for implementation.

## **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 process and the goals of the school improvement plan.**

All teachers receive ongoing professional development in the areas of Reading Apprenticeship, Positive Behavior Intervention and Support (PBIS), and Professional Learning Teams. Reading Apprenticeship is a school-wide strategy to support literacy in all core academic content areas. We have two Reading Apprenticeship teachers that train and work with the staff to offer ideas and strategies to develop literacy skills across the content areas. This approach is designed to help students become not only successful readers, but also successful learners. Romulus Middle school follows the PBIS model. We have a PBIS coach who meets with teachers to provide ongoing professional development. The coach meets with staff to discuss behavior interventions for effective classroom management. The PBIS coach also runs a monthly PBIS committee to plan events and look at school wide data. The Professional Learning Teams are designated times, twice a month, where teachers have the opportunity to meet with their departments to discuss learning strategies and collaborate on the teaching of various topics covered in their specific content area. The goal of the team is to create, implement, and evaluate the lesson. All teachers are trained in the process and department heads are responsible for the documentation. At the meeting, the team first determines a need that is department wide and then the team starts brainstorming. The brainstorming leads to a lesson plan. The lesson plan is discussed and amended until the team is satisfied that it will be effective. Once the teachers have all taught the lesson, a discussion happens about what was successful and what could be done better next time.

All teachers participated in Thinking Maps training as part of the district professional development day. A professional consultant from Thinking Maps Incorporated trained the staff for a full day on the implementation of the maps. The professional development introduced teachers to the different types of thinking maps and explained the specific use for each map. There will be follow up trainings to ensure the staff is ready to fully implement the strategy of using thinking maps.

Mathematics teachers participate in a series of workshops about implementing inquiry-based math using the Connected Mathematics Program. Teachers learn how to increase student achievement through problem-solving and differentiated instruction based on classroom formative assessments. Teachers receive the training through the local ISD and attend monthly in-services. The training also includes coaching. Teachers meet with a coach to discuss practices and ideas related specifically to our students.

A data/technology coach provides data analysis trainings to all teachers using the Northwest Evaluation Association (NWEA)-Measures of Academic Progress (MAP) for interpreting assessments reports and developing curriculum based on NWEA results. The coach continues to schedule data meetings throughout the year with academic departments to analyze NWEA data for differentiated instructional needs and small group learning structures. The data/technology coach also presents instructional technology workshops to all teachers to develop engaging lessons through the use of classroom technology.

Selected general and special education teachers meet to monitor and increase the effectiveness of the Collaborative Teaming Model. This provides time for co-teachers to research and discuss best practices in co-teaching. The professional development time also provides time to create center-based learning stations to support various modes of learning.

Intervention teachers which includes staff that teaches Do the Math, Do the Math Now, READ 180, and MATH 180 receive training and support from Scholastic to instruct the academic intervention courses. Teachers are taught how to use inventory data to group students and use instructional resources to deliver content. Scholastic representatives are scheduled throughout the school year for onsite workdays with

intervention teachers to analyze data and instructional practices. Intervention teachers also use Scholastic University for continuous professional development to improve their instructional approaches.

The Title I Dean of Student Intervention receives on-going professional development to expand the knowledge and skills for implementing Title I services and programs with fidelity. Professional development focuses on program components, parental involvement, School-wide initiatives, job requirements, and program evaluation.

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

The academic calendar for Romulus Middle School has biweekly professional development days built in throughout the school year. Every other week, school is dismissed an hour early to allow teachers to meet in professional learning teams (PLT). Each department devotes an hour to the PLT using the Pearson Learning "Learning Teams" model to select a student need, research best-practice instructional approaches to address the need, and develop lesson plans to teach the instruction approach. The teachers also use the PLT time to analyze student data and refine their teaching practice to reach their established objective and goal.

All teachers receive ongoing professional development in the areas of Reading Apprenticeship, Positive Behavior Intervention and Support (PBIS), and Professional Learning Teams.

Reading Apprenticeship- We have two in-house Reading Apprenticeship teachers that meet with teachers throughout the year to collaborate. Trainers are released from class along with the teachers they are training. We have built in the time during the school day so teachers can devote time to creating and implementing the program to the fullest.

PBIS- We have a PBIS coach who meets with teachers to provide ongoing professional development. The PBIS coach runs a monthly PBIS committee to plan events and look at school wide data.

Professional Learning Teams- These meetings are built into our school calendar. Twice a month, the students are released an hour early and the teachers attend a PLT meeting during this time. This time is an opportunity for ongoing professional development.

Mathematics workshops- Teachers receive the training through the local ISD and attend monthly in-services. The teachers are released for a full day to receive the training. The teachers also receive coaching where the coach meets with individual teachers on a monthly basis. All math teachers have gone through the training or are currently in the program this year.

Data/Technology coaching- The data coach meets with individual teachers after each testing cycle of the NWEA. We test three times a year; in the fall, winter, and spring. The coach also meets with each department to provide ongoing technology training and differentiated lesson development. The coach meets with the Core Leadership Team weekly to look at data or discuss any concerns.

Collaborative Teaching- Co-teachers have the opportunity to meet bi-monthly to look over their classes and curriculum. This is scheduled during the day so teachers are released from class and have time to dig deep and evaluate their classes and practices.

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Scholastic Training- Intervention teachers use Scholastic University for continuous professional development to improve their instructional approaches. Scholastic representatives are scheduled throughout the school year for onsite workdays with intervention teachers to analyze data and instructional practices.

Title I Training- The Title I Coordinator and School Improvement Leaders receive on-going professional development through workshops offered through the state and ISDs. The School Improvement Leaders and the Title I Coordinator receive coaching that is offered 6 times a year. The School Improvement Leaders and the Title I Coordinator provide ongoing training to all staff in Title One throughout the year at staff and/or PLT/department meetings.

Writing Training- The district has offered professional development for Thinking Maps, Marzano's Essential Elements (Summarizing and Notetaking), and 6+1 Writing during district in-service days. New staff is trained as needed and through PLT meetings.

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	3. The school's Professional Learning Plan is complete.	Yes		PD Calendar

## **Component 6: Strategies to Increase Parental Involvement**

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

Parents have many opportunities to be involved in the design of the school wide plan. Every September, Romulus Middle School holds an annual school Title I meeting that all parents are invited to attend during Open House. The purpose of the meeting is to share the school wide plan, explain the RMS Parent Involvement Policy, the School-Parent Compact, curriculum guides, the Title I programs, services, and supports, and discuss how parents can be involved in their child's education. There is also an opportunity for questions, suggestions, and feedback through a survey given at the end of the meeting. The Romulus Middle School parent committee meets monthly to discuss school activities, volunteer opportunities, and family involvement. A portion of the monthly meeting is devoted to members expressing concerns and suggestions to be shared with Title I staff and administrators. A representative from the parent committee is a member of the School Improvement Team, who attends the monthly meetings and reports pertinent information back to the committee. The School Improvement Team, constituted of various staff members and parents from the district, discusses and reviews school improvement goals and data. The team monitors and evaluates the school wide plan throughout the year and makes revisions when needed. Minutes from the school improvement meetings are drafted and emailed to all school faculty and the parent committee members.

Romulus Middle School uses a professional surveying company to collect perception data from parents and community members twice a year, which is part of our Needs Assessment data. Parent/community members are provided a paper copy or internet link to the survey to gather data. The survey requests feedback about school relationships and curriculum rigor and relevance. The data collected from the survey is analyzed by the School Improvement Team and shared with the school committees, including the Parent Committee, and faculty to inform for the decision-making process for improvement.

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

Parents are directly involved in the implementation of the school wide plan. Every September, Romulus Middle School holds an annual school Title I meeting that all parents of students are invited to attend during Open House. The purpose of the meeting is to share the Schoolwide plan, provide the RMS Parent Involvement Policy, the School-Parent Compact, curriculum guides, explain the Title I program services and supports, and discuss how parents can be involved in their child's education. There is also an opportunity for questions, suggestions, and feedback through a survey given at the end of the meeting. The parent committee meets monthly to discuss school activities, volunteer opportunities, and family involvement. A portion of the monthly meeting is devoted to members expressing concerns and suggestions to be shared with Title I staff and administrators. A representative from the parent committee is a member of the School Improvement Team, who attends the monthly meetings and reports pertinent information back to the committee. Parents are encouraged to give feedback specifically about the Title I Schoolwide plan. The School Improvement Team, constituted of various staff members and parents from the district, including a parent representative from the Parent Committee, discusses and reviews school improvement goals and data. The team monitors and evaluates the school wide plan monthly and makes revisions when needed. Parents are aware of school reform strategies. Minutes from the school improvement meetings are drafted and emailed to all school faculty and the parent committee members.

Parents are able to be active in the implementation of the Title I Schoolwide plan through the following activities:

- Title I Annual Meeting (held during fall Open House)
- Parent Conferences (Fall, Winter, additional conferences upon requests)
- Parent Committee Meetings (monthly)

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- Progress Reports, Report Cards, Measures of Academic Progress (MAP) Student Progress Reports
- Romulus Community Schools district website: [www.romulus.net](http://www.romulus.net)
- Phone calls/robo calls/email correspondence
- Parent Workshops
- 5th grade student visitation

Through each of the listed areas, parents are able to give feedback about the implementation of various elements of the school wide plan. Parents can be involved in direct conversation with Title I staff and administration or they give feedback through online and/or paper surveys at various meetings, workshops, or school events or through email or the school website. Romulus Middle School uses a professional surveying company to collect perception data from parents and community members twice a year, which is part of our Needs Assessment data. Parent/community members are provided a paper copy or internet link to the survey to gather data. The survey requests feedback about school relationships and curriculum rigor and relevance. The data collected from the survey is shared with the school committees and faculty to inform for the decision-making process for improvement.

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

The parent committee meets monthly to discuss school activities, volunteer opportunities, and family involvement. A portion of the monthly meeting is devoted to members expressing concerns and suggestions to be shared with Title I staff and administrators. A liaison from the parent committee is a member of the School Improvement Team who attends the monthly meetings and reports pertinent information back to the committee. Romulus Middle School uses a professional surveying company to collect perception data from parents and community members twice a year. Parent/community members are provided a paper copy or internet link to the survey to gather data. The survey requests feedback about school relationships and curriculum rigor and relevance. The data collected from the survey is shared with the school committees and faculty to inform for the decision-making process for improvement. Parent surveys are conducted at all Title I sponsored activities, as well as online through email and our school's website. The feedback is shared with the School Improvement Team, parent committee, and Title I staff. The information is used to assist the school in improving and increasing parent involvement in the school wide plan.

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	A parent committee meets monthly; members express concerns/suggestions to share with Title I staff and administrators. A liaison from the parent committee is a member of the School Improvement Team, which monitors and evaluates the school wide plan throughout the year. Formal perception data is collected from parents/community members twice a year. The surveys request feedback about school relationships and curriculum rigor and relevance; data collected from the survey is shared with school committees, the faculty, and parents to inform the decision-making process for improvement.	Parental Involvement Policy

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

The Romulus Middle School Parental Involvement Policy outlines how parent involvement activities are implemented.

1118 (e) (1) Assist parents in understanding the State's content standards and assessments and how to monitor their child's progress.

To ensure that parents are informed about academic standards and assessments, Romulus Middle School will provide the following:

- Course/Curriculum guides, which detail the course content and expectations, are distributed to parents and discussed at Fall Open House
- Report cards, which explain student's individual progress in each assigned course, are distributed and discussed between parents and teachers at Fall and Winter Parent-Teacher Conferences
- Measures of Academic Progress Student Progress Report, which explains each student's level of achievement in mathematics and reading and how each student's score compares at the national level; parents receive the report at Fall Parent-Teacher Conferences and are able to meet with student's ELA and math teachers to discuss student achievement
- MEAP Reports, which explains each student's level of achievement based on the state standards are mailed home; an RMS staff member attends one of the spring parent organization meetings and discusses how to interpret the MEAP report
- Email/Phone calls affords parents the opportunity to ask questions to teachers and staff on a daily basis

1118 (e) (2) Provide materials and training to help parents work with their children.

Romulus Middle School offers training and materials to parents through the following events and activities:

- Fall Orientation has parent stations and tables set up with materials for parents/guardians
- Fall Open House has parent stations and tables set up with materials for parents/guardians
- Title I workshops provide training on supporting students' academic, social, and emotional needs at home; materials are distributed to parents/guardians in attendance
- District Website informs parents of upcoming events and activities and provides links to various parenting websites
- Literacy/Math Nights provide opportunities for parents and children to learn together and take resources home for further enrichment.
- Fall and Winter Parent-Teacher Conferences has parent stations and tables set up with materials for parents/guardians

1118 (e) (3) Train staff to build effective parent involvement and implementation of parent programs:

Several staff members, including the Title I staff, were trained in the National Network for Partnership Schools (NNPS) Partnership model for family and community involvement. These staff members:

- Provide professional development and trainings on the importance of parental involvement at monthly staff meetings
- Distribute Emails/Fact Sheets/Handouts about parent involvement to staff

Numerous staff members also completed training through the National Parent-Teacher Home Visitation Project and conduct home visitations with a growing number of RMS families each year.

1118 (e) (4) Collaborate with other programs to coordinate parent involvement.

- Work with Eastern Michigan University's Bright Futures 21st Century after school program, held at Romulus Middle School, to coordinate parent involvement activities
- Work with Wayne County Community College District's Western Campus to coordinate parent involvement activities during summer programming and throughout the school year
- The RMS Parent Resource Room houses resources for parents, including access to books, internet, etc.
- The RMS Parent Organization meets monthly to discuss ways to support and participate in their students' education

1118 (e) (5) Provide information in a format and language that parents can understand.

- Romulus Middle School will provide timely, educational-jargon free, language-considerate invitations and communication at parent activities,

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on informational flyers, academic reports, and other school/classroom correspondence

- Wayne RESA will provide translators, as needed, for parents of ESL students
- RMS staff is aware of the phrasing, vocabulary, and document length.

1118 (e) (14) Provide other reasonable support for parent involvement as parents may request.

Romulus Middle School will provide support to parent requests, as needed, through:

- Parent Portal
- Email
- Parent logs
- Teacher prep time
- Google docs
- RMS Parent organization

1118 (f) Provide full opportunities for the participation of parents with limited English proficiency or with disabilities and parents of migratory children.

Romulus Middle School will provide:

- Flexible meeting times
- Handicapped accessible facilities
- Home visits
- Invitations, communication, flyers, reports, and other school/classroom correspondence in a language parents can understand, free of educational jargon
- Translators through Wayne RESA, as needed, for parents with limited English proficiency
- Opportunities for parents to meet and support each other
- Community resources for various types of disabilities through the counseling and social work departments
- Opportunities for grades and test results to be explained verbally for parents with impairments
- A checklist for migratory families to keep current on contact information, monitor times enrolled in school, and monitor academic progress

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

The parent committee meets monthly to discuss school activities, volunteer opportunities, and family involvement. A portion of the monthly meeting is devoted to members expressing concerns and suggestions to be shared with Title I staff and administrators. A liaison from the parent committee is a member of the School Improvement Team who attends the monthly meetings and reports pertinent information back to the committee. Romulus Middle School uses a professional surveying company to collect perception data from parents and community members twice a year. Parent/community members are provided a paper copy or internet link to the survey to gather data. The survey requests feedback about school relationships and curriculum rigor and relevance. The data collected from the survey is shared with the school committees and faculty to inform for the decision-making process for improvement. Parent surveys are conducted at all Title I sponsored activities, as well as online through email and our school's website. The feedback is shared with the School Improvement Team, parent committee, and Title I staff. The information is used to assist the school in improving and increasing parent involvement in the schoolwide plan.

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

The data collected from the surveys is shared with the school committees and faculty to inform for the decision-making process for improvement. Parent surveys are conducted at all Title I sponsored activities, as well as online through email and our school's website. The feedback is shared with the School Improvement Team, parent committee, and Title I staff. The information is used to assist the school in improving and increasing parent involvement in the schoolwide plan.

## 8. Describe how the school-parent compact is developed.

A committee of community stakeholders assembled for several meetings to create the School-Parent Achievement Compact. Stakeholders included parents, teachers, business owners, clergy, and district administrators. The compact documents the school's, parent's, and student's responsibility in the education of each student. The committee composed the School, Parent, and Student sections of the compact. The compact is reviewed annually by School Improvement Team and the parent committee based upon received suggestions. It is revised as needed by Title I staff and the School Improvement Team. The compact is located in the main office of the school and on the school's website so parents can refer to it when needed. The compact is given out at the beginning of the year through advisor class and returned to the advisor teacher. Parents read and discuss the statements with their children, then both the parent and student sign and return the compact to the school. Additional copies are available upon request at anytime.

## 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 compact is located in the main office of the school and on the school's website. The compact is given out at the beginning of the year through advisor class and returned to the advisor teacher. Parents read and discuss the statements with their children, then both the parent and student sign and return the compact to the school. Additional copies are available upon request at the main office.

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

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

Romulus Middle School will provide timely and language-considerate communication for academic reports. Romulus Middle School staff is aware of the phrasing, vocabulary, and document length of all correspondence. The school has an English as a Second Language (ESL) facilitator who is available to interpret or direct parents to the Regional Education Service Agency (RESA) for English Language Learner  
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services.

Parents are provided academic progress reports every five weeks to monitor student achievement. In addition, parents receive an assessment report for the Northwest Evaluation Association Measures of Academic Progress (MAP) three times a year after testing that has an explanation of the results and how to make progress. Parents receive the state assessment report once a year that informs the parent of the proficiency level the student scored on each test. Results of these reports are explained by school instructional and Title I staff, in educational jargon-free language at Parent/Teacher Conferences, which are held twice a year. Parents may also request a meeting with instructional staff, Title I staff, guidance counselors, or school administrators to receive an understandable explanation of academic assessment results.

## **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?**

Romulus Middle School finds value in connecting with students before they enter the middle school and takes the time to prepare students for a smooth transition as they exit the middle school. At the middle school for the past 3 years we have participated in home visits. The staff has been trained and schedules appointments to visit the homes of incoming 6th graders to make the transition seamless. Part of the home visit is to make connections with the students and parents to build relationships, answer questions that the parents and students might have, and to be a contact person for the parent and the student during those first few weeks of middle school. At the home visit we always invite the parents to an event that the school will be hosting. In the past we have invited parents to open house, a parent night, or conferences.

Romulus Middle School offers another program to aid in the transition to the incoming 6th graders. The program is our web leader program (where everybody belongs). 8th grade students are paired up with 6th graders to mentor them and assist in the transition to middle school. Web leaders show the 6th graders where their classes are, how to open a locker, and give advice about the middle school. The web leaders visit classes throughout the year to speak to 6th grade classes about various topics, run team building activities, and motivate the 6th graders to try their best in school. The web leaders are also utilized when we have a new student enroll in the middle school once the school year has already started.

The middle school counselors also go to the elementary schools to meet the students, introduce themselves, and discuss what the middle school has to offer them in terms of classes, clubs, and sports. The 5th graders also make a class visit to the middle school to tour the building and get a feel of a day in the life of a middle school student.

Just as we want the transition to be smooth for our incoming 6th graders we also want the transition to be smooth for our exiting 8th graders. The high school counselors visit the middle school to meet the students, introduce themselves, and discuss what the high school has to offer them in terms of classes, clubs, and sports. The 8th graders also make a class visit to the high school to tour the building and get a feel of a day in the life of a high school student.

### **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?**

Romulus Middle School finds value in connecting with students and parents before the students enter 6th grade. At the middle school for the past 3 years we have participated in home visits. The staff has been trained and schedules appointments to visit the homes of incoming 6th graders to make the transition seamless. One part of the conversation at the home visit is letting the parents know one expectation of the school. Parents are also given the opportunity to have an open dialogue with a staff member to answer questions or discuss concerns. At the home visit we always invite the parents to an event that the school will be hosting. In the past we have invited parents to an open house, a parent night, or conferences.



## **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?**

Staff meets during staff, department, and PLT meetings to have discussions and make decisions about building level assessments. Staff analyzes and evaluates assessments in order to determine which assessments and which instructional strategies are most effective. This is sustained and ongoing through the year.

Staff members have been trained on Class A to create, administer, and evaluate students with common assessments. The common assessments are created in each department. After the assessments are given the data is discussed with in the department meeting. Teachers in our building are also part of the district school improvement team that discusses assessment data and makes decisions about assessments for not only our school, but our district as a whole.

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

Academic student achievement data is discussed at staff, department, PLT, and data team meetings. MEAP and NWEA data is reviewed after each testing cycle in staff meeting. The data coach compiles the results and breakdowns the information into various sub-groups. The information is shared and examined. This information is what drives the decisions for our school improvement goals and school wide initiatives.

During PLT meetings teachers review the data and determine a need that needs to be focused on within the department. Once the need is identified, teachers come up with a plan to address the need, and come up with a plan to asses the need. Each department looks at the data and follows the process.

In department meeting teachers collaborate and create common assessments to assess the material in their specific subject. The assessment data is then reviewed in the department meetings after each teacher has given the exams.

Romulus Middle School has a data coach that meets with each department to analysis data and provide training on to all teachers using the Northwest Evaluation Association (NWEA)-Measures of Academic Progress (MAP) for interpreting assessments reports and developing curriculum based on NWEA results. The coach continues to schedule data meetings throughout the year with academic departments to analyze NWEA data for differentiated instructional needs and small group learning structures.

## **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.**

Before the school year starts when schedules are being created, students who experience difficulty mastering the standards on the State's assessment at an advanced or proficient level are identified and scheduled into intervention class.

The Intervention Team at Romulus Middle school meets quarterly to determine if students are in the correct placement and identify additional students who may need as intervention. The Intervention Team examines data from Northwest Evaluation Association Measures of Academic Progress (MAP), Michigan Educational Assessment Program (MEAP), Scholastic Inventory tests, and core academic grades to make informed decisions about achievement. The team determines an academic intervention or support for the student based on specific eligibility and exit criteria.

#### Math Intervention during school day

In order for a student to be eligible for a math intervention, the student must meet the following below grade level criteria:

- Level 3 or 4 on the Michigan Educational Assessment Program
- Score 1st-40th percentile on the Measures of Academic Progress (MAP) and
- Score at a basic or below basic level on the Scholastic Math Inventory test (SMI)

We offer three different Math Intervention Courses:

- Do the Math is open to 6th graders who score below the 30th percentile on the Measures of Academic Progress exam
- Do the Math Now is open to 7th and 8th graders who fall in the 11th-29th percentile on the Measures of Academic Progress exam
- Math 180 is open to 7th and 8th graders who fall in the 30th-40th percentile on the Measures of Academic Progress exam

A student exits the math intervention when the student meets the following criteria:

- MAP score is in the 50th percentile or above range
- Proficient grade level score on the SMI
- Passing core math grade for the quarter/semester

#### Reading Intervention during the school day

In order for a student to be eligible for a reading intervention, the student must meet the following below grade level criteria:

- Level 4 on the Michigan Educational Assessment Program
- Score 30-40th percentile on the Measures of Academic Progress (MAP) and
- Lexile level of 200 or above

A student exits the reading intervention when the student meets the following criteria:

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- Proficient grade level score on the Scholastic Reading Inventory tests
- Lexile score that is typical for the grade level
- Completed two testing cycles

### Tutoring After School

In order for a student to be eligible for after school tutoring, the student must meet the following criteria:

- Not participate in a during school intervention
- Fall below the 50th percentile in Math and/or Reading on the NWEA MAP exam
- Recommended by the RTI team

### Programs:

Compass Odyssey for after school math intervention. Lessons are aligned to the students' NWEA Map score. Each student is on an individualized learning path.

Read Naturally for students who have difficulty with reading. The Read Naturally program has students reading various science and social studies topics to improve phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Study Island is a computer based program to support the science and social studies curriculum.

ThinkCERCA is to improve argumentative writing skills. CERCA stands for the process of making a Claim, providing Evidence, give Reason for the evidence, present a Counterargument, and write to an appropriate Audience.

Thinking Maps we also utilized to support science topics.

### Additional Class Activities

Science and Social Studies have an emphasis on literacy comprehension and academic vocabulary. Science and Social Studies teachers use Reading Apprenticeship strategies to scaffold instruction in their classrooms. Teachers use K-W-L's, Talking to the Text, and Twenty-Five Word Abstracts on a weekly basis to increase comprehension and academic vocabulary. Teachers have also been trained in Differentiated Instruction and the use Station Teaching and/or small groups bi-weekly to support identified students.

Again, the Intervention team continues to meet quarterly as the year progresses and monitor students based on the Early Warning System which identifies academic progress, behavior, and attendance.

## **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?**

Scholastic READ 180 is an intervention course offered during the school day in addition to an ELA class. The course offers identified students an additional 54 minutes of reading instruction. The class is available to all grade levels and is instructed by a highly qualified ELA teacher who receives ongoing professional development for reading instruction. This reading class supports students in ELA, Science, and Social Studies by providing a blended instructional model that engages students in multiple modes of text. READ 180 focuses on building

reading fluency and comprehension of text in ELA, Science, and Social Studies classes. If students do not meet the exit criteria, they may continue the course for the entire year.

Romulus Middle School provides math support through tiered intervention courses. These courses are Scholastic Do the Math, Do the Math Now, and MATH 180. The courses offer an additional 54 minutes of math instruction to students who have been identified as needing assistance. All math intervention courses are instructed by highly qualified math teachers who receive ongoing professional development for math instruction. Do the Math and Do the Math Now address the needs of the lowest performing students on the state and/or local assessments; it is designed to rebuild numerical foundations and prepare struggling students in all grade levels for algebra. There is an opportunity for students to meet exit criteria at the mid-year assessment and again at the end of the year. Exit criteria is measured by using the Scholastic Math Inventory and/or the NWEA Measures of Academic Progress assessments. If eligible students do not meet the exit criteria, they may continue the course. MATH 180 is designed for students who are in the third tier of low performance based on the state and/or local assessments. The MATH 180 program rebuilds the key progressions that students need for success with algebra and higher-level math as defined by the Common Core State Standards. There is an opportunity for eligible students to meet exit criteria at the mid-year assessment and again at the end of the year. Exit criteria is measured by using the Scholastic Math Inventory and/or the NWEA Measures of Academic Progress assessments. If eligible students do not meet the exit criteria, they may continue the course.

The after school tutoring program is designed for students who need additional assistance but not as much assistance that would require an additional class each day. The tutoring program runs four sessions throughout the year. Each session runs for 3 days a week for 4 weeks. The students stay after school for an hour and a half each tutoring day. We offer different programs based on the needs of the students. We offer Compass Odyssey for after school math intervention, Read Naturally for students who have difficulty with reading, Study Island to support the science and social studies curriculum, ThinkCERCA for argumentative writing, and Thinking Maps to also support writing, reading, social studies, and science topics. The Read Naturally program has students reading various science and social studies topics. The ThinkCERCA program supports science and social studies through informational reading in both subject areas.

The Title One Dean works with students in small groups and in a one-on-one setting to provide additional support with their academic needs. The students who receive additional support are identified through our Early Warnings System. Students who were retained the previous year and students who have a low Northwest Evaluation Association Measures of Academic Progress (MAP) score with no additional intervention class receive weekly assistance by being pulled out of an elective class. During the weekly meetings, the Title One Dean monitors student grades, works on missing assignments with students, and reteaches content when needed.

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

Content is given to students in a variety of ways taking advantage of whole group and small group instruction. Some instructional strategies that all teachers use are thinking maps, manipulatives, smartboard activities, leveled reading, computer programs that differentiate and cooperative learning. All core subject areas participate in collaborative teaching. Co-teachers meet on common preps and are released from classes quarterly to strategize ways to meet the needs of struggling students.

Science and Social Studies teachers use Reading Apprenticeship strategies to scaffold instruction in their classrooms. They are trained in Differentiated Instruction and use station teaching and/or small groups bi-weekly to support identified students.

Math teachers use and have been trained to use the Connected Math Curriculum. The training has included how to differentiate within the program to meet the needs of all students. Teachers use Station Teaching and Compass Odyssey to differentiate and meet the needs of all students in the classroom.

ELA teachers use Compass Odyssey to support students based on NWEA MAP scores. The teachers have been trained and use Reading Apprenticeship strategies to differentiate instruction.

Elective teachers use their PLT time to focus on teaching writing as it pertains to the class that they are teach. Our elective classes include: Physical Educations for both boys and girls, computer based classes, foreign language courses, art, and music. The elective teachers have created writing lessons, taught the lessons to the classes, and then discussed the results with the department.

## **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.**

The following programs are coordinated through a Core Leadership Team (which meets weekly) and an Instructional Leadership Team (which meets bi-monthly).

### Federal Programs

#### Federal Nutrition Program (Free/Reduced Breakfast/Lunch)

Eligible low income families or families receiving nutrition assistance can apply for free or reduced lunch cost at any time during the school year. Students receive a free/reduced breakfast and lunch every full school day. All students receive free breakfast on a daily basis.

#### Title I: Collaborative Teaching Training/Professional Development

English Language Arts, Mathematics, Science, and Social Studies have course sections for collaborative teaching (co-teaching) which extend learning services to struggling students beyond the typical instructional delivery methods. The collaborative teaching model uses differentiated instruction to create the least restrictive learning environment for students by using center-based learning, one-on-one teaching, and differentiated grouping. Students with special needs are primary candidates along with at-risk students who exhibit the need for more intensive teacher-to-student interaction. These classes are year-long with the majority of students being selected for enrollment based on teacher recommendations.

#### Title I: Positive Behavior and Intervention Support Coach

The Positive Behavior and Intervention Support (PBIS) Support Coach meets with eligible students, in small groups, two to three times per week. Eligible students receive instruction in HOPS (Homework, Organization, and Planning Success). The PBIS Coach also mentors eligible students and meeting with them daily, for students who participate in Check-In/Check-Out (CICO), or two times per week (individual mentoring). Parents are recruited to participate in the process.

#### Title I: Title I Dean of Student Intervention

Provide and coordinate Tier III interventions and support for eligible students in ELA, Math, Science and Social Studies. The Dean meets with small groups of students two to three times per week, during non-core academic times such as before school, while at lunch, or during an elective course. The Title I Dean pushes in to identify classrooms in ELA, Math, Science, and/or Social Studies weekly to provide extra in-classroom support for eligible students. The Title I Dean analyzes intervention data bi-weekly to monitor academic, behavior, and attendance progress for students receiving Tier III interventions. The Dean works closely with staff, meeting with teachers in four core academic areas, to monitor progress and move these students in and out of behavior and/or academic interventions as needed. It will be this person's responsibility to develop, design, implement and coordinate all aspects of extended learning programs.

#### Title I: Parent Involvement

Parents are involved in the design, implementation, and evaluation of the Title I Targeted Assistance Program through attendance at the Title I Annual Meeting, Open House, Parent-Teacher Conferences, parent/family engagement events and/or training,

#### Title I: Study Island

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Study Island is an instructional technology tool that supplements students' learning in Reading, Mathematics, Science, and Social Studies. Students are able to work on areas of deficiency to enhance their knowledge and understanding in the four core academic areas.

### Title I: Technology

Computer cart for Math Intervention class (es) allow students to access instructional technology tools: COMPASS Odyssey, FASTT Math, MATH 180, and Study Island.

### Title I: Tutoring

Before and/or after school tutoring in the four core academic areas for the lowest achieving students is coordinated by the Title I Dean of Student Intervention.

### Title II: On-site Instructional Technology/Data Analysis Coach

The technology/data coach provides direct support for teachers (general education and intervention), Title I Dean, and administrators for using instructional technology and data analysis. Romulus Middle School uses a student data system to collect assessment and academic results and generate reports for data meetings. The data coach provides staff professional development for how to disaggregate and analyze data for instructional decision making and student placement. The data coach monitors assessment and academic data and presents weekly reports to the administration for all four core academic subjects. Student achievement data is also presented and discussed monthly at various team meetings, including the core leadership team, instructional leadership team, and all subject department meetings. The data coach meets with the Title I Dean regularly to monitor eligible student progress and presents data to the Response to Intervention team to determine if a student meets the eligibility or exit criteria for available interventions.

### Title II: Title I Consultant

A Title I Consultant meets monthly with the Data Coach, School Improvement Facilitator, and Title I Dean of Student Intervention to provide technical assistance, support, and training in Title I Targeted Assistance program implementation and evaluation.

### Title II: Thinking Maps Professional Development

All staff will be trained in the use of Thinking Maps across the four core academic areas and supported through the implementation process.

### Title II: Reading Apprenticeship Professional Development

Reading Apprenticeship is a strategy incorporated in English Language Arts, Science, and Social Studies to differentiate instruction for eligible students. Teachers use before, during, and after reading strategies to engage learners in comprehension and understanding of text across the content areas. All core content areas assess students through common assessments every five to six weeks to progress monitor the effectiveness of the strategies. All core content areas use stations and small groups for re-teaching and additional in-classroom support.

### Title III: Language Instruction for Limited English Proficient and Immigrant Students.

General Fund: Provides funding for staff, building, and assessments.

IDEA: Services for students with disabilities.

### State Programs

#### 31A: Math Interventionist

Romulus Middle School provides math support through tiered intervention courses. These courses are Scholastic Do the Math Now and

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MATH 180. All math intervention courses are instructed by highly qualified math teachers who receive ongoing professional development for instruction. Do the Math Now is designed to rebuild numerical foundations and prepare struggling students in all grade levels for algebra. There is a separate 6th grade and a combined 7th/8th grade supplemental class that meet every day for an additional 54 minutes outside of the regular math course. MATH 180 rebuilds the key progressions that struggling students need for success with algebra and higher-level math as defined by the Common Core State Standards. MATH 180 is a supplemental class for 7th and 8th grade students that meet every day for an additional 54 minutes outside of the regular math course.

Eastern Michigan University 21st Century Small Community Learning Grant: Bright Futures

The focus of Bright Futures is to improve academic achievement, develop self-efficacy, and prepare eligible students to transition to the next level of schooling. Bright Futures connects directly with the Michigan State Board of Education's goal to "attain substantial and meaningful improvement in academic achievement for all students/children, with primary emphasis on high-priority schools and students." The program provides academic enrichment, youth development, and regular family involvement for eligible students. The Bright Futures program meets after school for three hours Monday through Thursday, 32 weeks during the school year and 6 weeks in the summer. Students participate daily in homework help, targeted academic assistance, mentoring, and service-learning and select from a rotating menu of clubs and activities. Clubs integrate writing skills, personal development, and specific skills to support a successful transition from middle to high school.

Southeast Michigan Community Alliance (SEMCA) Grant: The Boomerang Project-WEB (Where Everybody Belongs)

WEB, which stands for "Where Everybody Belongs" is a middle school orientation and transition program that welcomes eligible 6th graders and makes them feel comfortable throughout the first year of their middle school experience. Built on the belief that students can help students succeed, the program trains mentors from the 8th grade class to be WEB Leaders. As positive role models, WEB Leaders are mentors and student leaders who guide the eligible 6th graders to discover what it takes to be successful during the transition to middle school and help facilitate 6th grade success.

Southeast Michigan Community Alliance (SEMCA) Grant: Positive Peer Influence

A peer mediation program which trains students to demonstrate good character, work cooperatively, and mediate student to student conflict.

Southeast Michigan Community Alliance (SEMCA) Grant: Romulus Leadership

Eligible students take responsibility for planning, implementing, and evaluating chapter projects and activities. They develop the skills needed to take the lead in families, careers, and communities today and tomorrow. Projects and activities include anti-bullying awareness and violence prevention, alcohol, tobacco, and drug prevention, and healthy living choices.

Community Oriented Policing Services-School Resource Officer provides support for school safety district policies, including truancy.

Michigan Cyber Safety Initiative provides services for an internet safety program.

Michigan Hearing and Vision Screening program provides free screening to all children.

Smile Program-Mobile Dentists provides free dental screenings to social economically disadvantage.

Reading Interventionist

Scholastic READ 180 is an intervention course for all grade levels instructed by a highly qualified ELA teacher who receives ongoing professional development for instruction. READ 180 supports struggling readers by providing a blended instructional model that engages students in multiple modes of text. READ 180 focuses on building reading fluency and comprehension of text in ELA, science, and social studies classes. There is a separate 6th grade and a combined 7th/8th grade supplemental class that meet every day for an additional 54

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minutes outside of the regular ELA course. There is an opportunity for students to meet exit criteria at the mid-year assessment and again at the end of the year. If students do not meet the exit criteria, they may continue the course.

### Local Programs

#### University of Michigan Health System: Project Healthy Schools (PHS)

Project Healthy Schools is a collaborative program between Romulus Middle School and the University of Michigan Health System. PHS provides a school-based program to reduce childhood obesity and its long-term health risks. PHS aims to stem the tide of this epidemic for eligible students by teaching students healthy habits, developing healthy school environments, and creating program supports for sustainability and replication. Eligible students are able to join the school's Wellness Team and participate in the Healthy Living Awareness activities.

#### National Education Association: Parent Teacher Home Visitation Project (PTHVP)

The Parent Teacher Home Visitation Project (PTHVP) is an inexpensive and easily replicated model of family engagement that has been proven to end the cycle of blame between families and school staff by building trust and respect, instilling cultural competency and increasing personal and professional capacity for all involved. The increased communication, trust and support between families and teachers via home visits result in: increased student attendance rates, increased student test scores, decreased suspension and expulsion rates, and decreased vandalism at school site. Home visits also provide a positive opportunity to meet federal and state mandates that families be meaningfully informed of their child's academic standing.

#### Public Service Credit Union

The Public Service Credit Union has an on-site branch that provides financial services to eligible students. Students are able to deposit funds and make withdrawals weekly.

Wayne RESA: Provides professional development and technical assistance.

## **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.**

### COMPONENT 1-COMPREHENSIVE NEEDS ASSESSMENTS:

Title I funds are used to administered perception surveys and collect data. Title I funds are also used to provide release time for two teachers to meet with the Title I consultant to complete the Title I Schoolwide diagnostics. General funds are used for teacher release time to meet as a Response to Intervention team as to pay stipends for school improvement members.

### COMPONENT 2- SCHOOLWIDE REFORM STRATEGIES:

Title I funds are used to support the implementation of school improvement strategies and academic interventions. Funds are used for materials and supplies, and on-going coaching. Title I funds are also used to provide release time for on-site coaching and teacher training.

### COMPONENT 3- HIGHLY QUALIFIED STAFF:

Title I funds, Special Education funds, and general funds are used to employ highly qualified faculty.

Title I funds are used to employ a Title I coordinator, intervention teachers, and a parent coordinator. Special education funds are used to employ special education teachers and paraprofessionals. General funds are used to employ administrators, general education teachers, and ancillary building staff.

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### COMPONENT 4-ATTRACT AND RETAIN HIGHLY QUALIFIED STAFF:

Title 1 funds are used to provide on-going, high quality professional development which is a strategy we utilize to attract and retain highly qualified staff. Job preparedness and satisfaction are key.

### COMPONENT 5- PROFESSIONAL DEVELOPMENT:

Title I funds are used for on-going professional development. Funds have been used to provide teachers with a Thinking Maps workshop and follow up training days. Title IA funds are used to provide professional development for using assessments and data in instructional planning. Special Education funds are used to provide release time to general education and special education co-teachers for collaboration days and planning.

### COMPONENT 6-PARENTAL INVOLVEMENT:

Title I funds are used to provide a parent coordinator to help structure parent involvement. Quarterly parent invents are scheduled and funded using Title I funds.

### COMPONENT 8-TEACHER PARTICIPATION IN ASSESSMENT DECISIONS:

General funds are used for the Northwest Evaluation Association assessments. Title I funds are used to renew the Scholastic Inventory tests licences. Title IA funds are used to provide a district data coach for data report, training, and coaching. General funds are used to pay stipends for school improvement facilitators and members to meet monthly after school.

### COMPONENT 9-TIMELY & ADDITIONAL ASSISTANCE:

Title I funds provide for a Title I coordinator who monitors student achievement, facilitates the Response to Intervention team, and organizes enrichment programs to support achievement. Title I funds are also used to provide for an intervention teacher to provide additional math support through structured course work. General funds are used to provide additional math intervention teachers and a reading intervention teacher for addition math or reading support.

### COMPONENT 10-COORDINATION & INTEGRATION OF FED, STATE, AND LOCAL RESOURCES

#### FEDERAL PROGRAMS AND RESOURCES

Community Oriented Policing Services-School Resource Officer provides support for school safety district policies

National School Lunch Program provides breakfast and lunch to eligible students

Special education supports students identified with special learning and physical needs

Title I consultant is funded through Title I to support the transition from Targeted Assistance to School wide Title I

Dean of Interventions is funded through Title I

#### STATE PROGRAMS AND RESOURCES

Michigan Hearing and Vision Screening program provides free screening to all children

Smile Program-Mobile Dentists provides free dental screenings to social economically disadvantage

Michigan Cyber Safety Initiative provides services for an internet safety program

#### LOCAL PROGRAMS AND RESOURCES

Project healthy Schools is funded by the University of Michigan is a school programs to reduce childhood obesity and form healthy nutrition habits

Bright Futures is funded by Eastern Michigan University to provide support to improve academic achievement, develop self-efficacy, and prepare elementary, middle, and high school students to transition to the next level of schooling

Parent Home Visitation Project is funded by the National Education Association to increase parent engagement

### **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.**

#### Violence prevention programs

Our school currently does not receive funding for violence prevention programs, but we do have a variety of bullying and/or cyber bullying programs.

Federal Special Education Funds are used to provide professional development and materials to staff to support Positive Behavior Interventions supports, a behavior program.

#### Nutrition programs

Funding is secured through the federal government and various grants to ensure all students are afforded a free, quality breakfast. We continue to provide free and reduced lunch for a large number of our students.

Local funding is secured through the Building Healthy Communities Grant provides health and nutrition programming for our 6th grade students including taste testing, activities and community activities.

#### Housing programs, Head Start, Adult education, Vocational and technical education, Job training

Our school does not support these efforts because none of our students are of pre-school or adult age.

### Evaluation:

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

Romulus Middle School evaluates its school wide programs annually. The Michigan Department of Education Program Evaluation Tool is used by the School Improvement Team to evaluate implementation of the schoolwide programs and how the school improvement strategies are impacting the academic achievement of the students. During the program evaluation process, the team reviews several pieces of achievement data, including Northwest Evaluation Association Measures of Academic Progress (MAP), Michigan Educational Assessment Program (MEAP), Scholastic Inventory Tests for reading and math, and common assessments in the four core academic areas to evaluate progress. The team also evaluates perception data from surveys given to school faculty, students, and parents/community members. The School Improvement Team is comprised of school staff and parents.

Romulus Middle School Title I Dean, School Improvement facilitators, Data Coach, and Principal also take part in a district annual review meeting that evaluates all of the programs we have implemented within our building through our school improvement plan and the effect they have had on our student achievement. All schools in the district attend the annual review so that each building, including ours, can receive feedback on the programs and implementations that are in place and become informed about what is occurring at a district level as well as linearly within our district to improve student achievement.

The Intervention Team performs an end of the year program assessment to evaluate intervention effectiveness and make recommendations to the School Improvement Team for revisions. Eligibility and exit criteria are reviewed for program consistency and modified when needed. The Program Evaluation tool supports the decision-making process for improvement. The program evaluations are conducted during monthly School Improvement Team meetings. Each staff member is part of a Professional Learning Team (PLT) that meets twice a month. The PLT groups are created by department. During PLT meetings instructional staff look at data to identify some of the greatest needs that the students have, research and create a lesson to address the need, implement the lesson, and evaluate it effectiveness.

Romulus Middle School also evaluates its school wide programs with classroom walkthroughs and by monitoring data. Classroom observations are conducted by administration and coaches to ensure that programs are being used as intended. Data is collected and disaggregated throughout the year with various assessments to monitor student progress and growth.

The Title I Dean, School Improvement Facilitator, and Data Coach prepare an annual review (presentation) that shares local, state, and national assessment data, as well as other academic data, to support decisions that are made about the continued implementation of programs, strategies, and supports. The data may also support the decision to revise or discontinue programs, strategies, and supports. All decisions are embedded in several pieces of data to ensure that the evaluation is accurate.

#### 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 School Improvement Team, constituted of various staff members and parents from the district, continually discusses and reviews schoolwide achievement data, survey results, and an evaluation tool to support the decision-making process for improvement. The team monitors and evaluates the schoolwide programs throughout the year and makes revisions according to needs. Decisions are shared with all

school faculty and parent committee members through email. The Michigan Department of Education Program Evaluation Tool is used by the School Improvement Team to evaluate implementation of the schoolwide programs and how the school improvement strategies are impacting the academic achievement of the students. During the program evaluation process, the team reviews several pieces of achievement data, including Northwest Evaluation Association- Measures of Academic Progress (MAP), Michigan Educational Assessment Program (MEAP), Scholastic Inventory Tests for reading and math, and common assessments in the four core academic areas to evaluate progress. The team also evaluates perception data from surveys given to school faculty, students, and parents/community members. The Intervention Team performs an end of the year program assessment to evaluate intervention effectiveness and make recommendations to the School Improvement Team for revisions. Eligibility and exit criteria are reviewed for program consistency and modified when needed. The Program Evaluation tool supports the decision-making process for improvement.

The Title I Dean, School Improvement Facilitator, and Data Coach prepare an annual review (presentation) that shares local, state, and national assessment data, as well as other academic data, to support decisions that are made about the continued implementation of programs, strategies, and supports. The data may also support the decision to revise or discontinue programs, strategies, and supports. All decisions are embedded in several pieces of data to ensure that the evaluation is accurate.

### **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 uses an evaluative tool to monitor implementation of strategies and overall achievement. This provides the team the opportunity to document feedback from teachers and collect artifacts to demonstrate effectiveness. The team also uses perception data from the WE Surveys to make informative decisions about the rigor of intervention programs and school climate. Northwest Evaluation Association test data is collected in a progress monitoring tool that reports the progress students are making towards a year's worth of growth and the likelihood of being proficient on the state assessment.

The Intervention Team uses an Early Warning System tool to collect and track academic, attendance, and behavior data. This information provides the team with data on how well students are performing in their core content classes. When students exhibit risk indicators, the team uses intervention criteria to assign additional intervention support and continues monitoring the student's progress. Several data components are used to establish a consistent analysis and identification process for students at risk. The Intervention (Rtl) team meets quarterly to identify students with risk indicators established by the following criteria:

- Failure in math or English
- 10% absenteeism
- 4 behavior referrals

The Intervention Team gathers data from Northwest Evaluation Association-Measures of Academic Progress (MAP), Michigan Educational Assessment Program (MEAP), Scholastic Inventory tests, and core academic grades to make informative decisions about achievement. The Rtl team determines an academic intervention for the student based on specific eligibility and exit criteria.

A student exits the math intervention when the student meets the following criteria:

- MAP score is in the 50th percentile or above range
- Proficient grade level score on the SMI and
- Passing core math grade for the quarter/semester

A student exits the reading intervention when the student meets the following criteria:

- Lexile score that is typical for the grade level

## School Improvement Plan

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-Completed two Scholastic Reading Inventory tests in a school year

Data is compiled of all students that receive a supplemental intervention or support during the school year. The academic performance and assessment data of students is evaluated to pull out positive and negative trends. Each intervention class is evaluated based on NWEA, Scholastic Inventory, and local assessment data. Positive trends and growth confirm that the interventions are effective. Digging deeper is often necessary to see if the trend is the same for the students who are the lowest performing. The data is disaggregated to see the progress of the lowest performing eligible students within those data points, and then evaluated for effectiveness.

#### **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?**

The School Improvement Team meets monthly to monitor school improvement goals, monitor and evaluate the schoolwide program and make revisions according to needs, and assess the school's effectiveness in meeting its objectives in the four core academic areas. During the meetings, the team reviews several pieces of achievement data, including Northwest Evaluation Association-Measures of Academic Progress (MAP), Michigan Educational Assessment Program (MEAP), Scholastic Inventory Tests for reading and math, and achievement data (common assessments) in the four core academic areas to monitor progress. The team also evaluates perception data from surveys given to school faculty, students, and parents/community members. General observations from school faculty and parents are also utilized to inform progress and next-steps for decision making. The team monitors and evaluates the schoolwide programs throughout the year and makes revisions according to needs. Decisions are shared with all school faculty and parent committee members through email.

The Intervention Team meets to discuss data that is collected in the Early Warning System (EWS) to monitor the Targeted Assistance Program. The team evaluates which students are eligible for an intervention and which students have met the exit criteria based on performance in the four core academic areas, NWEA MAP assessment, behavior data, and attendance data, which is collected in the Early Warning System (EWS). Academic (local, state, and national assessment data), attendance, and behavior data are collected into the EWS tool to flag students based on risk indicators. The Intervention Team surveys the EWS for multiple indicators to discuss possible interventions and additional supports for students. Students who are currently in an intervention class or receiving additional support are also monitored through the EWS for progress. The Intervention Team performs an end of the year program assessment to evaluate intervention effectiveness and make recommendations for improvements. Eligibility and exit criteria are reviewed for program consistency and modified when needed.

The parent committee meets monthly to discuss school activities, volunteer opportunities, and family involvement. A portion of the monthly meeting is devoted to members expressing concerns and suggestions to be shared with Title I staff and administrators. A liaison from the parent committee is a member of the School Improvement Team who attends the monthly meetings and reports pertinent information back to the committee. Recommendations for revisions to the school program from the Intervention Team and/or the parent committee are directed to the School Improvement Team for discussion and action

# **RMS School Improvement Plan**

## Overview

### Plan Name

RMS School Improvement Plan

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve their math proficiency	Objectives: 1 Strategies: 5 Activities: 15	Academic	\$10
2	All students will improve reading proficiency	Objectives: 1 Strategies: 5 Activities: 13	Academic	\$7
3	All students will improve proficiency in social studies	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$6
4	All students will improve their proficiency in science	Objectives: 1 Strategies: 4 Activities: 13	Academic	\$8
5	All students will improve their proficiency in writing	Objectives: 1 Strategies: 5 Activities: 10	Academic	\$5
6	All students will improve attendance and positive behavior.	Objectives: 2 Strategies: 2 Activities: 6	Organizational	\$4

## Goal 1: All students will improve their math proficiency

### Measurable Objective 1:

33% of All Students will demonstrate a proficiency in grade level math objectives in Mathematics by 06/30/2016 as measured by the Michigan state assessment.

### Strategy 1:

Professional Learning Teams - Professional Learning Teams incorporate and support a well-defined and fully articulated school improvement model with an explicit framework and support system that guides teacher collaboration and builds leadership capacity of administrators and teacher leaders. This process will help strengthen relationships among colleagues and provide a safe place to share ideas and teaching strategies.

Research Cited: Pearson Learning Teams-<http://pearsonlt.com/>

Learning Teams Manual. (2010). Pearson Education, Inc. This manual documents the findings and strategies of the Learning Teams model, which have been successfully guiding districts in creating communities of learners and increasing student achievement nationwide.

Tier: Tier 1

Activity - Bi-Monthly Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet as a department to identify student needs and develop an objective to increase student achievement around the identified need. Staff will then research a strategy to teach a lesson in order to measure the effectiveness of the strategy based on the stated objective.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$0	No Funding Required	Department Head and Administration

Activity - Bi-Monthly Instructional Leadership Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and content area department leaders meet bi-monthly to plan the facilitation and implementation of school programs.	Implementation	Tier 1	Monitor	09/01/2015	06/01/2016	\$0	No Funding Required	Building Administration and Content Area Department Leaders

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

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Content areas create a lesson using the Pearson Seven-Step Process to address a student need.	Implementa tion	Tier 1	Implement	09/01/2015	06/01/2016	\$0	No Funding Required	Content Area Teachers/L eaders and Building Administrati on
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Activity - Math Institute Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Mathematics teachers will attend the Math Institute for training using the Connected Mathematics Program. Teachers will also collaborate with colleagues and other teachers from different districts.	Implementa tion, Monitor, Curriculum Developme nt, Academic Support Program, Teacher Collaborati on	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	Math Instructors and Administrati on

Activity - Classroom Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Mathematics teachers will receive ongoing math coaching from a Wayne County RESA coach. Coach will meet with teachers in and out of the classroom.	Evaluation, Direct Instruction, Implementa tion, Curriculum Developme nt, Teacher Collaborati on	Tier 1	Getting Ready	09/01/2015	06/01/2016	\$1	Title I Part A	Mathematic s Teachers, Mathematic s Coach and Administrati on

Activity - Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers will receive technology training from the district data coach for Google apps, study island, student response system, Early Warning System, and E2020.	Technology	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	Data Coach, Teachers, and Administrati on

## School Improvement Plan

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Activity - Parent Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent and student activities are planned several times throughout the year covering areas Social Studies, Reading, Technology, Math, Writing, and Science. During parent nights, teachers organize sessions or workshops teaching parents and family members topics that are pertinent our school. These workshop nights are called "Parent University"	Parent Involvement, Community Engagement	Tier 2	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	Title 1 Academic Dean, Classroom Teachers, and Administration

### Strategy 2:

Collaborative Teaching - The collaborative teaching approach supports all students with disabilities in the least restrictive environment possible. This strategy extends additional services to struggling non-identified students and provides a framework for differentiation for all students. This strategy includes the general education teacher and the special education teacher during all classroom instruction.

Research Cited: Marilyn Friend, Ph.D., "Collaborating for Student Success" International Center for Leadership in Education

Tier: Tier 2

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-teaching will take place in all four content area classrooms with co-teaching strategies being used by the general education teacher and special education teacher during instruction.	Implementation	Tier 2	Monitor	09/01/2015	06/01/2016	\$0	No Funding Required	Building Principal

Activity - Coaching Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education teachers meet with special education teachers to collaborate on classroom lessons, assessments and how to best meet the needs of their students in the collaborative teaching classroom.	Implementation, Monitor, Teacher Collaboration	Tier 2	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	General Education teachers, Special Education Teachers, and Administration

### Strategy 3:

Thinking Maps - Thinking maps are a school wide initiative to help students organize their thinking and identify key components in various readings that is taught and supported by all four core content area classes. This strategy is a visual-verbal learning tool in which each map is based on a fundamental thinking process and used together as a set of tools for showing relationships.

## School Improvement Plan

Romulus Middle School

Research Cited: Hyerle, D. "Student Successes with Thinking Maps," (2011) Hyerle maintains that test results, classroom observations and concrete research have proven that Thinking Maps improve student performance.

Tier: Tier 1

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing professional development and support for implementing thinking maps in their classrooms. Teachers will meet with a trainer several times throughout the school year to learn implementation techniques and discuss the use of thinking maps in lesson planning.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	Department Heads and Building Administrator

### Strategy 4:

Reading Apprenticeship - Reading Apprenticeship an instructional approach designed to help middle school students become successful readers and learners, particularly in content area classrooms. Its mission is to develop literacy skills of adolescents by expanding the academic, creative, career, and civic opportunities of young people through higher-level literacy development.

Research Cited: West/ED-[http://www.wested.org/cs/sli/print/docs/sli/ra\\_framework.htm](http://www.wested.org/cs/sli/print/docs/sli/ra_framework.htm).

Tier: Tier 1

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers in all content areas are provided ongoing professional development from in-house trainers throughout the school year. Training includes focus on strategies, goal setting, and classroom observations.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	Reading Apprenticeship Coaches and Building Administrators

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All content area teachers are provided coaching days throughout the year from in-house trainers. Teachers meet with coaches to discuss implementation of Reading Apprenticeship strategies to implement during instruction.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	Classroom Instructors, Reading Apprenticeship Coaches, and Building Administration

## School Improvement Plan

Romulus Middle School

Activity - Instructional Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all content areas utilize the Reading Apprenticeship strategies in everyday curriculum development and instruction.	Implementation	Tier 1	Implement	09/01/2015	06/01/2016	\$0	No Funding Required	Instructional Staff, Reading Apprenticeship Coaches and Building Administration

### Strategy 5:

Math Support/Intervention - Math intervention is a tier 2 strategy that focuses on students who have not reached proficiency in mathematics. Students are chosen to receive an intervention based on NWEA, State Assessment, and teacher recommendation.

Research Cited: [http://teacher.scholastic.com/products/dothemath/pdfs/research\\_3.pdf](http://teacher.scholastic.com/products/dothemath/pdfs/research_3.pdf)

Tier: Tier 2

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are chosen for after school tutoring based on their local assessments and state assessments. Tutoring includes the use of Compass Odyssey where each student is given an individual learning path to bring them up to grade level.	Implementation	Tier 2	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	Title 1 Academic Dean, Classroom Teachers, and Administration

Activity - Math Intervention Courses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are chosen for a math support class intervention based on their NWEA, State Assessment and math teacher recommendation. These students have two math classes each day and this course helps bring them to grade level supporting gaps they have in mathematics knowledge.	Implementation, Monitor, Academic Support Program	Tier 2	Monitor	09/01/2015	09/01/2016	\$1	Title I Part A	Classroom Teacher and Administration

## Goal 2: All students will improve reading proficiency

## School Improvement Plan

Romulus Middle School

### Measurable Objective 1:

54% of All Students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/01/2016 as measured by the Michigan state assessment.

### Strategy 1:

Collaborative Teaching - The collaborative teaching approach supports all students with disabilities in the least restrictive environment possible. This strategy extends additional services to struggling non-identified students and provides a framework for differentiation for all students. This strategy includes the general education teacher and the special education teacher during all classroom instruction.

Research Cited: Marilyn Friend, Ph.D., "Collaborating for Student Success" International Center for Leadership in Education

Tier: Tier 2

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-teaching will take place in all four content area classrooms with co-teaching strategies being used by the general education teacher and special education teacher during instruction.	Implementation	Tier 2	Monitor	09/01/2015	06/01/2016	\$0	No Funding Required	Building Principal
Activity - Coaching Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education teachers meet with special education teachers to collaborate on classroom lessons, assessments and how to best meet the needs of their students in the collaborative teaching classroom.	Implementation, Monitor	Tier 2	Implement	09/01/2015	06/01/2016	\$0	Title I Part A	General Education Teachers, Special Education Teachers, and Administration

### Strategy 2:

Professional Learning Teams - Professional Learning Teams incorporate and support a well-defined and fully articulated school improvement model with an explicit framework and support system that guides teacher collaboration and builds leadership capacity of administrators and teacher leaders. This process will help strengthen relationships among colleagues and provide a safe place to share ideas and teaching strategies.

Research Cited: Pearson Learning Teams-<http://pearsonlt.com/>

Learning Teams Manual. (2010). Pearson Education, Inc. This manual documents the findings and strategies of the Learning Teams model, which have been successfully guiding districts in creating communities of learners and increasing student achievement nationwide.

Tier: Tier 1

## School Improvement Plan

Romulus Middle School

Activity - Bi-Monthly Instructional Leadership Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and content area department leaders meet bi-monthly to plan the facilitation and implementation of school programs.	Implementation	Tier 1	Monitor	09/01/2015	06/01/2016	\$0	No Funding Required	Building Administration and Content Area Department Leaders
Activity - Bi-Monthly Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet as a department to identify student needs and develop an objective to increase student achievement around the identified need. Staff will then research a strategy to teach a lesson in order to measure the effectiveness of the strategy based on the stated objective	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$0	No Funding Required	Department Head and Administration
Activity - Implementation of Lesson	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content areas create a lesson using the Pearson Seven-Step Process to address a student need.	Implementation	Tier 1	Implement	09/01/2015	06/01/2016	\$0	No Funding Required	Content Area Teachers/Leaders and Building Administration
Activity - Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive technology training from the district data coach for Google apps, study island, student response system, Early Warning System, and E2020.	Technology	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	Data Coach, Teachers, and Administration
Activity - Parent Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

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Parent and student activities are planned several times throughout the year covering areas Social Studies, Reading, Technology, Math, Writing, and Science. During parent nights, teachers organize sessions or workshops teaching parents and family members topics that are pertinent our school. These workshop nights are called "Parent University"	Parent Involvement, Community Engagement	Tier 2	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	Title 1 Academic Dean, Classroom Teachers, and Administration
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### Strategy 3:

Reading Apprenticeship - Reading Apprenticeship an instructional approach designed to help middle school students become successful readers and learners, particularly in content area classrooms. Its mission is to develop literacy skills of adolescents by expanding the academic, creative, career, and civic opportunities of young people through higher-level literacy development.

Research Cited: West/ED-[http://www.wested.org/cs/sli/print/docs/sli/ra\\_framework.htm](http://www.wested.org/cs/sli/print/docs/sli/ra_framework.htm).

Tier: Tier 1

Activity - Instuctional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers in all content areas are provided ongoing professional development from in-house trainers throughout the school year. Training includes focus on strategies, goal setting, and classroom observations.	Professional Learning, Implementation	Tier 1	Implement	09/01/2014	06/01/2015	\$1	Title I Part A	Reading Apprenticeship Coaches and Building Administrators
Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All content area teachers are provided coaching days throughout the year from in-house trainers. Teachers meet with coaches to discuss implementation of Reading Apprenticeship strategies to implement during instruction.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	Classroom Instructors, Reading Apprenticeship Coaches, and Building Administration
Activity - Instructional Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Romulus Middle School

Teachers in all content areas utilize the Reading Apprenticeship strategies in everyday curriculum development and instruction.	Implementa tion	Tier 1	Implement	09/01/2015	06/01/2016	\$0	No Funding Required	Instructiona l Staff, Reading Apprentices hip Coaches and Building Administrati on
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### Strategy 4:

Thinking Maps - Thinking maps are a school wide initiative to help students organize their thinking and identify key components in various readings that is taught and supported by all four core content area classes. This strategy is a visual-verbal learning tool in which each map is based on a fundamental thinking process and used together as a set of tools for showing relationships.

Research Cited: Hyerle, D. "Student Successes with Thinking Maps," (2011) Hyerle maintains that test results, classroom observations and concrete research have proven that Thinking Maps improve student performance.

Tier: Tier 1

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers will receive ongoing professional development and support for implementing thinking maps in their classrooms. Teachers will meet with a trainer several times throughout the school year to learn implementation techniques and discuss the use of thinking maps in lesson planning.	Professiona l Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	Department Head and Building Administrat or

### Strategy 5:

Reading Support/Intervention - Students are chosen for after school tutoring based on their local assessments and state assessments. Tutoring includes the use of Compass Odyssey where each student is given an individual learning path to bring them up to grade level.

Research Cited: <http://research.scholastic.com/>

Tier: Tier 2

Activity - Reading Intervention Courses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Read 180 is a reading intervention course that is an system for raising overall reading achievement.	Implementa tion, Monitor, Academic Support Program	Tier 2		09/01/2015	06/01/2016	\$1	General Fund	Course Instructor and Administrati on

## School Improvement Plan

Romulus Middle School

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are chosen for after school tutoring based on their local assessments and state assessments. Tutoring includes the use of Read Naturally program where teachers model and implement repeated reading to increase fluency.	Implementation, Academic Support Program	Tier 2	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	Title 1 Academic Dean, Instructional Tutors, and Administration

### Goal 3: All students will improve proficiency in social studies

#### Measurable Objective 1:

32% of All Students will demonstrate a proficiency in reading comprehension in Social Studies by 06/01/2016 as measured by the Michigan state assessment..

#### Strategy 1:

Reading Apprenticeship - Reading Apprenticeship an instructional approach designed to help middle school students become successful readers and learners, particularly in content area classrooms. Its mission is to develop literacy skills of adolescents by expanding the academic, creative, career, and civic opportunities of young people through higher-level literacy development.

Research Cited: West/ED-[http://www.wested.org/cs/sli/print/docs/sli/ra\\_framework.htm](http://www.wested.org/cs/sli/print/docs/sli/ra_framework.htm).

Tier: Tier 1

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers in all content areas are provided ongoing professional development from in-house trainers throughout the school year. Training includes focus on strategies, goal setting, and classroom observations.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	Reading Apprenticeship Coaches and Building Administrators

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

Romulus Middle School

All content area teachers are provided coaching days throughout the year from in-house trainers. Teachers meet with coaches to discuss implementation of Reading Apprenticeship strategies to implement during instruction.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	Classroom Instructors, Reading Apprenticeship Coaches, and Building Administration
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Activity - Instructional Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all content areas utilize the Reading Apprenticeship strategies in everyday curriculum development and instruction.	Implementation	Tier 1	Implement	09/01/2015	06/01/2016	\$0	No Funding Required	Instructional Staff, Reading Apprenticeship Coaches and Building Administration

### Strategy 2:

Professional Learning Teams - Professional Learning Teams incorporate and support a well-defined and fully articulated school improvement model with an explicit framework and support system that guides teacher collaboration and builds leadership capacity of administrators and teacher leaders. This process will help strengthen relationships among colleagues and provide a safe place to share ideas and teaching strategies.

Research Cited: Pearson Learning Teams-<http://pearsonlt.com/>

Learning Teams Manual. (2010). Pearson Education, Inc. This manual documents the findings and strategies of the Learning Teams model, which have been successfully guiding districts in creating communities of learners and increasing student achievement nationwide.

Tier: Tier 1

Activity - Bi-Monthly Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet as a department to identify student needs and develop an objective to increase student achievement around the identified need. Staff will then research a strategy to teach a lesson in order to measure the effectiveness of the strategy based on the stated objective.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$0	No Funding Required	Department Head and Administration

Activity - Bi-Monthly Instructional Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Romulus Middle School

Administration and content area department leaders meet bi-monthly to plan the facilitation and implementation of school programs.	Implementation	Tier 1	Monitor	09/01/2015	06/01/2016	\$0	No Funding Required	Building Administration and Content Area Department Leaders
<b>Activity - Implementation of Lesson</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Content areas create a lesson using the Pearson Seven-Step Process to address a student need.	Implementation	Tier 1	Implement	09/01/2015	06/01/2016	\$0	No Funding Required	Content Area Teachers/Leaders and Building Administration
<b>Activity - Study Island</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Social Studies classrooms will use Study Island to support and emphasize reading and the use of informational text in each grade level.	Implementation, Academic Support Program, Getting Ready	Tier 1	Getting Ready	09/01/2015	06/01/2016	\$1	Title I Part A	Classroom Teachers, title 1 Academic Dean, and Administration
<b>Activity - Technology Training</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will receive technology training from the district data coach for Google apps, study island, student response system, Early Warning System, and E2020.	Technology	Tier 1		09/01/2015	06/01/2016	\$1	Title I Part A	Data Coach, Teachers, and Administration
<b>Activity - Parent Activities</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Romulus Middle School

Parent and student activities are planned several times throughout the year covering areas Social Studies, Reading, Technology, Math, Writing, and Science. During parent nights, teachers organize sessions or workshops teaching parents and family members topics that are pertinent our school. These workshop nights are called "Parent University"	Parent Involvement, Community Engagement	Tier 2	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	Title 1 Academic Dean, Classroom Teachers, and Administration
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### Strategy 3:

Collaborative Teaching - The collaborative teaching approach supports all students with disabilities in the least restrictive environment possible. This strategy extends additional services to struggling non-identified students and provides a framework for differentiation for all students. This strategy includes the general education teacher and the special education teacher during all classroom instruction.

Research Cited: Marilyn Friend, Ph.D., "Collaborating for Student Success" International Center for Leadership in Education

Tier: Tier 2

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-teaching will take place in all four content area classrooms with co-teaching strategies being used by the general education teacher and special education teacher during instruction.	Implementation	Tier 2	Monitor	09/01/2015	06/01/2016	\$0	No Funding Required	Building Principal

Activity - Coaching Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education teachers meet with special education teachers to collaborate on classroom lessons, assessments and how to best meet the needs of their students in the collaborative teaching classroom.	Implementation, Monitor, Teacher Collaboration	Tier 2		09/01/2015	06/01/2016	\$1	Title I Part A	General Education teachers, Special Education Teachers, and Administration

### Strategy 4:

Thinking Maps - Thinking maps are a school wide initiative to help students organize their thinking and identify key components in various readings that is taught and supported by all four core content area classes. This strategy is a visual-verbal learning tool in which each map is based on a fundamental thinking process and used together as a set of tools for showing relationships.

Research Cited: Hyerle, D. "Student Successes with Thinking Maps," (2011) Hyerle maintains that test results, classroom observations and concrete research have proven that Thinking Maps improve student performance.

Tier: Tier 1

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## School Improvement Plan

Romulus Middle School

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be involved in ongoing professional development for using and implementing thinking maps in the classroom.	Professional Learning	Tier 1	Monitor	09/01/2015	06/01/2016	\$0	No Funding Required	Department Head and Building Administrator

## Goal 4: All students will improve their proficiency in science

### Measurable Objective 1:

28% of All Students will demonstrate a proficiency in reading comprehension in Science by 06/01/2016 as measured by the Michigan state assessment..

### Strategy 1:

Reading Apprenticeship - Reading Apprenticeship an instructional approach designed to help middle school students become successful readers and learners, particularly in content area classrooms. Its mission is to develop literacy skills of adolescents by expanding the academic, creative, career, and civic opportunities of young people through higher-level literacy development.

Research Cited: West/ED-[http://www.wested.org/cs/sli/print/docs/sli/ra\\_framework.htm](http://www.wested.org/cs/sli/print/docs/sli/ra_framework.htm).

Tier: Tier 1

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers in all content areas are provided ongoing professional development from in-house trainers throughout the school year. Training includes focus on strategies, goal setting, and classroom observations.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	Reading Apprenticeship Coaches and Building Administrators

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

Romulus Middle School

All content area teachers are provided coaching days throughout the year from in-house trainers. Teachers meet with coaches to discuss implementation of Reading Apprenticeship strategies to implement during instruction.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	Classroom Instructors, Reading Apprenticeship Coaches, and Building Administration
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Activity - Instructional Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all content areas utilize the Reading Apprenticeship strategies in everyday curriculum development and instruction.	Implementation	Tier 1	Implement	09/01/2015	06/01/2016	\$0	No Funding Required	Instructional Staff, Reading Apprenticeship Coaches and Building Administration

### Strategy 2:

Professional Learning Teams - Professional Learning Teams incorporates and supports a well-defined and fully articulated school improvement model with an explicit framework and support system that guides teacher collaboration and builds leadership capacity of administrators and teacher leaders. This process will help strengthen relationships among colleagues and provide a safe place to share ideas and teaching strategies.

Research Cited: Pearson Learning Teams-<http://pearsonlt.com/>

Learning Teams Manual. (2010). Pearson Education, Inc. This manual documents the findings and strategies of the Learning Teams model, which have been successfully guiding districts in creating communities of learners and increasing student achievement nationwide.

Tier: Tier 1

Activity - Bi-monthly Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet as a department to identify student needs and develop an objective to increase student achievement around the identified need. Staff will then research a strategy to teach a lesson in order to measure the effectiveness of the strategy based on the stated objective.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$0	No Funding Required	Department Head and Administration

Activity - Bi-Monthly Instructional Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Romulus Middle School

Administration and content area department leaders meet bi-monthly to plan the facilitation and implementation of school programs.	Implementa tion	Tier 1	Monitor	09/01/2015	06/01/2016	\$0	No Funding Required	Building Administrati on and Content Area Department Leaders
<b>Activity - Implementation of Lesson</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsibl e</b>
Content areas create a lesson using the Pearson Seven-Step Process to address a student need.	Implementa tion	Tier 1	Implement	09/01/2015	06/01/2016	\$0	No Funding Required	Content Area Teachers/L eaders and Building Administrati on
<b>Activity - Study Island</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsibl e</b>
Science classrooms will use Study Island to support and emphasize reading and the use of informational text in each grade level.	Implementa tion, Monitor, Academic Support Program	Tier 1	Getting Ready	09/01/2015	06/01/2016	\$1	Title I Part A	Classroom Teachers, Title 1 Academic Dean, and Administrati on
<b>Activity - Technology Training</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsibl e</b>
Teachers will receive technology training from the district data coach for Google apps, study island, student response system, Early Warning System, and E2020.	Technology	Tier 1		09/01/2015	06/01/2016	\$1	Title I Part A	Data Coach, Teachers, and Administrati on
<b>Activity - Parent Activities</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsibl e</b>

## School Improvement Plan

Romulus Middle School

Parent and student activities are planned several times throughout the year covering areas Social Studies, Reading, Technology, Math, Writing, and Science. During parent nights, teachers organize sessions or workshops teaching parents and family members topics that are pertinent our school. These workshop nights are called "Parent University"	Parent Involvement, Community Engagement	Tier 2	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	Title 1 Academic Dean, Classroom Teachers, and Administration
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### Strategy 3:

Collaborative Teaching - The collaborative teaching approach supports all students with disabilities in the least restrictive environment possible. This strategy extends additional services to struggling non-identified students and provides a framework for differentiation for all students. This strategy includes the general education teacher and the special education teacher during all classroom instruction.

Research Cited: Marilyn Friend, Ph.D., "Collaborating for Student Success" International Center for Leadership in Education

Tier: Tier 2

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-teaching will take place in all four content area classrooms with co-teaching strategies being used by the general education teacher and special education teacher during instruction.	Implementation	Tier 2	Monitor	09/01/2015	06/01/2016	\$0	No Funding Required	Building Principal

Activity - Coaching Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education teachers meet with special education teachers to collaborate on classroom lessons, assessments and how to best meet the needs of their students in the collaborative teaching classroom.	Implementation, Monitor, Teacher Collaboration	Tier 2		09/01/2015	06/01/2016	\$1	Title I Part A	General Education teachers, Special Education Teachers, and Administration

### Strategy 4:

Thinking Maps - Thinking maps are a school wide initiative to help students organize their thinking and identify key components in various readings that is taught and supported by all four core content area classes. This strategy is a visual-verbal learning tool in which each map is based on a fundamental thinking process and used together as a set of tools for showing relationships.

Research Cited: Hyerle, D. "Student Successes with Thinking Maps," (2011) Hyerle maintains that test results, classroom observations and concrete research have proven that Thinking Maps improve student performance.

Tier: Tier 1

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## School Improvement Plan

Romulus Middle School

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing professional development and support for implementing thinking maps in their classrooms. Teachers will meet with a trainer several times throughout the school year to learn implementation techniques and discuss the use of thinking maps in lesson planning.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	Department Heads and Building Administrator
Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students completed Thinking Maps based on science text.	Implementation, Academic Support Program	Tier 2		09/01/2015	06/01/2016	\$1	Special Education	Tutors, Title 1 Academic Dean, and Administration

## Goal 5: All students will improve their proficiency in writing

### Measurable Objective 1:

47% of All Students will demonstrate a proficiency in producing coherent writing samples in English Language Arts by 06/01/2016 as measured by the Michigan state assessment..

### Strategy 1:

Professional Learning Teams - Professional Learning Teams incorporate and support a well-defined and fully articulated school improvement model with an explicit framework and support system that guides teacher collaboration and builds leadership capacity of administrators and teacher leaders. This process will help strengthen relationships among colleagues and provide a safe place to share ideas and teaching strategies.

Research Cited: Pearson Learning Teams-<http://pearsonlt.com/>

Learning Teams Manual. (2010). Pearson Education, Inc. This manual documents the findings and strategies of the Learning Teams model, which have been successfully guiding districts in creating communities of learners and increasing student achievement nationwide.

Tier: Tier 1

Activity - Bi-monthly Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet as a department to identify student needs and develop an objective to increase student achievement around the identified need. Staff will then research a strategy to teach a lesson in order to measure the effectiveness of the strategy based on the stated objective.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$0	No Funding Required	Department Head and Administration

## School Improvement Plan

Romulus Middle School

Activity - Bi-Monthly Instructional Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and content area department leaders meet bi-monthly to plan the facilitation and implementation of school programs.	Implementation	Tier 1	Monitor	09/01/2015	06/01/2016	\$0	No Funding Required	Building Administration and Content Area Department Leaders

Activity - Implementation of Lesson	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content areas create a lesson using the Pearson Seven-Step Process to address a student need.	Implementation	Tier 1	Implement	09/01/2015	06/01/2016	\$0	No Funding Required	Content Area Teachers/Leaders and Building Administration

### Strategy 2:

Thinking Maps - Thinking maps are a school wide initiative to help students organize their thinking and identify key components in various readings that is taught and supported by all four core content area classes. This strategy is a visual-verbal learning tool in which each map is based on a fundamental thinking process and used together as a set of tools for showing relationships.

Research Cited: Hyerle, D. "Student Successes with Thinking Maps," (2011) Hyerle maintains that test results, classroom observations and concrete research have proven that Thinking Maps improve student performance.

Tier: Tier 1

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing professional development and support for implementing thinking maps in their classrooms. Teachers will meet with a trainer several times throughout the school year to learn implementation techniques and discuss the use of thinking maps in lesson planning.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	Department Heads and Building Administrator

### Strategy 3:

Collaborative Teaching - The collaborative teaching approach supports all students with disabilities in the least restrictive environment possible. This strategy extends additional services to struggling non-identified students and provides a framework for differentiation for all students. This strategy includes the general education teacher and the special education teacher during all classroom instruction.

Research Cited: Marilyn Friend, Ph.D., "Collaborating for Student Success" International Center for Leadership in Education

## School Improvement Plan

Romulus Middle School

Tier: Tier 2

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-teaching will take place in all four content area classrooms with co-teaching strategies being used by the general education teacher and special education teacher during instruction.	Implementation	Tier 2	Monitor	09/01/2015	06/01/2016	\$0	No Funding Required	Building Administrator

Activity - Coaching Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education teachers meet with special education teachers to collaborate on classroom lessons, assessments and how to best meet the needs of their students in the collaborative teaching classroom.	Implementation, Monitor, Teacher Collaboration	Tier 2		09/01/2015	06/01/2016	\$1	Title I Part A	General Education teachers, Special Education Teachers, and Administration

### Strategy 4:

Reading Apprenticeship - Reading Apprenticeship an instructional approach designed to help middle school students become successful readers and learners, particularly in content area classrooms. Its mission is to develop literacy skills of adolescents by expanding the academic, creative, career, and civic opportunities of young people through higher-level literacy development.

Research Cited: West/ED-[http://www.wested.org/cs/sli/print/docs/sli/ra\\_framework.htm](http://www.wested.org/cs/sli/print/docs/sli/ra_framework.htm).

Tier: Tier 1

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers in all content areas are provided ongoing professional development from in-house trainers throughout the school year. Training includes focus on strategies, goal setting, and classroom observations.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	Reading Apprenticeship Coaches and Building Administrators

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

Romulus Middle School

All content area teachers are provided coaching days throughout the year from in-house trainers. Teachers meet with coaches to discuss implementation of Reading Apprenticeship strategies to implement during instruction.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	Classroom Instructors, Reading Apprenticeship Coaches, and Building Administration
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Activity - Instructional Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all content areas utilize the Reading Apprenticeship strategies in everyday curriculum development and instruction.	Implementation	Tier 1	Implement	09/01/2015	06/01/2016	\$0	No Funding Required	Instructional Staff, Reading Apprenticeship Coaches and Building Administration

### Strategy 5:

Writing Intervention - Students receive writing intervention in a small group setting after school during tutoring. Students are chosen to receive an intervention based on NWEA, State Assessment, and teacher recommendation.

Research Cited: <http://www.thinkcerca.com/>

Tier: Tier 2

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ThinkCERCA teaches students how to make claims, evaluate evidence, explain their reasoning, develop counterarguments, and choose words that appeal to their audience.	Implementation, Academic Support Program	Tier 2		09/01/2015	06/01/2016	\$1	Title I Part A	Title 1 Dean, Tutors, and Administration

## Goal 6: All students will improve attendance and positive behavior.

### Measurable Objective 1:

demonstrate a proficiency in attendance by having a 92% daily average. by 06/01/2016 as measured by The school data system..

## School Improvement Plan

Romulus Middle School

### Strategy 1:

Truancy Watch List - The truancy watch list is compiled and analyzed by the school administration, social worker, and school resource officer weekly. Parents automatically receive a phone call for any absence a student earns. When students have five absences, the action plan goes into effect with a letter home for five absences, a follow up letter at ten absences to meet with the social worker and school resource officer, and if absences continue the incident is turned over to the school resource officer.

Research Cited: [attendanceworks.org](http://attendanceworks.org)

Tier: Tier 1

Activity - Action Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Parents automatically receive a phone call for any absence a student earns. 2. When students have five absences, the action plan goes into effect with a letter home for five absences. 3. Follow up letter at ten absences to meet with the social worker and school resource officer. 4. If absences continue the incident is turned over to the school resource officer.	Behavioral Support Program, Monitor	Tier 1	Implement	09/01/2015	06/01/2016	\$0	No Funding Required	Administration, Social Worker, School Resource Officer, District Data Coach

Activity - Advisory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisory class will be a time outside of the students' core content classes where they will meet with an adult in the school building so that they can check in with a teacher, build positive relationships, check on their academic progress and learn about the middle school process.	Implementation, Monitor	Tier 1		09/01/2015	06/01/2016	\$0	No Funding Required	Administration and school staff

### Measurable Objective 2:

demonstrate a proficiency Of 75%of students receiving less than four office discipline referrals by 06/01/2016 as measured by the Office Discipline Referral data collected by the Positive Behavior Support Specialist.

### Strategy 1:

Positive Behavior Intervention Support (PBIS) - The PBIS program will facilitate a climate of positive support in behavior for students throughout Romulus Middle School. The school will use this strategy to help reduce the amount of office disciplined behaviors throughout the school.

Research Cited: [PBIS.org](http://PBIS.org)

Tier: Tier 1

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

Romulus Middle School

Throughout the year, we will have weekly and monthly Bulldog Buck (tickets) drawings for positive behavior in and out of the classroom including substitute teacher tickets. Students also earn a chance to attend a monthly PBIS behavior reward activity for not earning any office discipline referrals.	Behavioral Support Program, Implementation	Tier 1		09/01/2015	06/01/2016	\$1	Title I Part A	PBIS Behavior Specialist, Administration, classroom teachers, ancillary staff
<b>Activity - Monthly Meetings</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will meet as a team to identify student needs and develop activities and/or interventions to increase positive behavior throughout the middle school.	Evaluation, Implementation, Monitor	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	PBIS team, PBIS Behavior Specialist, Administration
<b>Activity - Behavior and Discipline Workshops</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Select staff will be involved in workshops which focus on culturally proficient instruction, classroom management and integrating student supports.	Behavioral Support Program, Teacher Collaboration	Tier 1	Getting Ready	09/01/2015	06/01/2016	\$1	Title I Part A	Administration, Title 1 Academic Dean, and Classroom Teachers
<b>Activity - Parent/Teacher Home Visitation Project</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
School staff will be involved in the Parent/Teacher Home Visitation Project. School staff will visit various incoming 6th graders at home to welcome them to their new middle school.	Recruitment and Retention, Implementation, Parent Involvement, Community Engagement	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Title I Part A	School Staff and Administration

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Intervention Courses	Read 180 is a reading intervention course that is an system for raising overall reading achievement.	Implementation, Monitor, Academic Support Program	Tier 2		09/01/2015	06/01/2016	\$1	Course Instructor and Administration

### Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Tutoring	Students completed Thinking Maps based on science text.	Implementation, Academic Support Program	Tier 2		09/01/2015	06/01/2016	\$1	Tutors, Title 1 Academic Dean, and Administration

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Implementation	Teachers in all content areas utilize the Reading Apprenticeship strategies in everyday curriculum development and instruction.	Implementation	Tier 1	Implement	09/01/2015	06/01/2016	\$0	Instructional Staff, Reading Apprenticeship Coaches and Building Administration

## School Improvement Plan

Romulus Middle School

Instructional Implementation	Teachers in all content areas utilize the Reading Apprenticeship strategies in everyday curriculum development and instruction.	Implementation	Tier 1	Implement	09/01/2015	06/01/2016	\$0	Instructional Staff, Reading Apprenticeship Coaches and Building Administration
Bi-Monthly Instructional Leadership	Administration and content area department leaders meet bi-monthly to plan the facilitation and implementation of school programs.	Implementation	Tier 1	Monitor	09/01/2015	06/01/2016	\$0	Building Administration and Content Area Department Leaders
Bi-Monthly Meetings	Staff will meet as a department to identify student needs and develop an objective to increase student achievement around the identified need. Staff will then research a strategy to teach a lesson in order to measure the effectiveness of the strategy based on the stated objective.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$0	Department Head and Administration
Instructional Implementation	Teachers in all content areas utilize the Reading Apprenticeship strategies in everyday curriculum development and instruction.	Implementation	Tier 1	Implement	09/01/2015	06/01/2016	\$0	Instructional Staff, Reading Apprenticeship Coaches and Building Administration
Implementation	Co-teaching will take place in all four content area classrooms with co-teaching strategies being used by the general education teacher and special education teacher during instruction.	Implementation	Tier 2	Monitor	09/01/2015	06/01/2016	\$0	Building Administrator
Advisory	Advisory class will be a time outside of the students' core content classes where they will meet with an adult in the school building so that they can check in with a teacher, build positive relationships, check on their academic progress and learn about the middle school process.	Implementation, Monitor	Tier 1		09/01/2015	06/01/2016	\$0	Administration and school staff

## School Improvement Plan

Romulus Middle School

Instructional Implementation	Teachers in all content areas utilize the Reading Apprenticeship strategies in everyday curriculum development and instruction.	Implementation	Tier 1	Implement	09/01/2015	06/01/2016	\$0	Instructional Staff, Reading Apprenticeship Coaches and Building Administration
Implementation of Lesson	Content areas create a lesson using the Pearson Seven-Step Process to address a student need.	Implementation	Tier 1	Implement	09/01/2015	06/01/2016	\$0	Content Area Teachers/Leaders and Building Administration
Instructional Coaching	Teachers will be involved in ongoing professional development for using and implementing thinking maps in the classroom.	Professional Learning	Tier 1	Monitor	09/01/2015	06/01/2016	\$0	Department Head and Building Administrator
Implementation	Co-teaching will take place in all four content area classrooms with co-teaching strategies being used by the general education teacher and special education teacher during instruction.	Implementation	Tier 2	Monitor	09/01/2015	06/01/2016	\$0	Building Principal
Action Plan	<ol style="list-style-type: none"> <li>1. Parents automatically receive a phone call for any absence a student earns.</li> <li>2. When students have five absences, the action plan goes into effect with a letter home for five absences.</li> <li>3. Follow up letter at ten absences to meet with the social worker and school resource officer.</li> <li>4. If absences continue the incident is turned over to the school resource officer.</li> </ol>	Behavioral Support Program, Monitor	Tier 1	Implement	09/01/2015	06/01/2016	\$0	Administration, Social Worker, School Resource Officer, District Data Coach
Bi-monthly Meeting	Staff will meet as a department to identify student needs and develop an objective to increase student achievement around the identified need. Staff will then research a strategy to teach a lesson in order to measure the effectiveness of the strategy based on the stated objective.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$0	Department Head and Administration
Implementation	Co-teaching will take place in all four content area classrooms with co-teaching strategies being used by the general education teacher and special education teacher during instruction.	Implementation	Tier 2	Monitor	09/01/2015	06/01/2016	\$0	Building Principal

## School Improvement Plan

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Bi-Monthly Instructional Leadership Team Meetings	Administration and content area department leaders meet bi-monthly to plan the facilitation and implementation of school programs.	Implementation	Tier 1	Monitor	09/01/2015	06/01/2016	\$0	Building Administration and Content Area Department Leaders
Implementation of Lesson	Content areas create a lesson using the Pearson Seven-Step Process to address a student need.	Implementation	Tier 1	Implement	09/01/2015	06/01/2016	\$0	Content Area Teachers/Leaders and Building Administration
Bi-Monthly Meetings	Staff will meet as a department to identify student needs and develop an objective to increase student achievement around the identified need. Staff will then research a strategy to teach a lesson in order to measure the effectiveness of the strategy based on the stated objective	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$0	Department Head and Administration
Implementation	Co-teaching will take place in all four content area classrooms with co-teaching strategies being used by the general education teacher and special education teacher during instruction.	Implementation	Tier 2	Monitor	09/01/2015	06/01/2016	\$0	Building Principal
Bi-Monthly Instructional Leadership	Administration and content area department leaders meet bi-monthly to plan the facilitation and implementation of school programs.	Implementation	Tier 1	Monitor	09/01/2015	06/01/2016	\$0	Building Administration and Content Area Department Leaders
Implementation of Lesson	Content areas create a lesson using the Pearson Seven-Step Process to address a student need.	Implementation	Tier 1	Implement	09/01/2015	06/01/2016	\$0	Content Area Teachers/Leaders and Building Administration
Implementation of Lesson	Content areas create a lesson using the Pearson Seven-Step Process to address a student need.	Implementation	Tier 1	Implement	09/01/2015	06/01/2016	\$0	Content Area Teachers/Leaders and Building Administration

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Implementation of Lesson	Content areas create a lesson using the Pearson Seven-Step Process to address a student need.	Implementation	Tier 1	Implement	09/01/2015	06/01/2016	\$0	Content Area Teachers/Leaders and Building Administration
Bi-Monthly Instructional Leadership Team Meetings	Administration and content area department leaders meet bi-monthly to plan the facilitation and implementation of school programs.	Implementation	Tier 1	Monitor	09/01/2015	06/01/2016	\$0	Building Administration and Content Area Department Leaders
Implementation	Co-teaching will take place in all four content area classrooms with co-teaching strategies being used by the general education teacher and special education teacher during instruction.	Implementation	Tier 2	Monitor	09/01/2015	06/01/2016	\$0	Building Principal
Bi-Monthly Instructional Leadership	Administration and content area department leaders meet bi-monthly to plan the facilitation and implementation of school programs.	Implementation	Tier 1	Monitor	09/01/2015	06/01/2016	\$0	Building Administration and Content Area Department Leaders
Instructional Implementation	Teachers in all content areas utilize the Reading Apprenticeship strategies in everyday curriculum development and instruction.	Implementation	Tier 1	Implement	09/01/2015	06/01/2016	\$0	Instructional Staff, Reading Apprenticeship Coaches and Building Administration
Bi-Monthly Meetings	Staff will meet as a department to identify student needs and develop an objective to increase student achievement around the identified need. Staff will then research a strategy to teach a lesson in order to measure the effectiveness of the strategy based on the stated objective.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$0	Department Head and Administration
Bi-monthly Meetings	Staff will meet as a department to identify student needs and develop an objective to increase student achievement around the identified need. Staff will then research a strategy to teach a lesson in order to measure the effectiveness of the strategy based on the stated objective.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$0	Department Head and Administration

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## Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Coaching Days	General education teachers meet with special education teachers to collaborate on classroom lessons, assessments and how to best meet the needs of their students in the collaborative teaching classroom.	Implementation, Monitor, Teacher Collaboration	Tier 2		09/01/2015	06/01/2016	\$1	General Education teachers, Special Education Teachers, and Administration
Coaching Days	General education teachers meet with special education teachers to collaborate on classroom lessons, assessments and how to best meet the needs of their students in the collaborative teaching classroom.	Implementation, Monitor, Teacher Collaboration	Tier 2		09/01/2015	06/01/2016	\$1	General Education teachers, Special Education Teachers, and Administration
Rewards and Incentives	Throughout the year, we will have weekly and monthly Bulldog Buck (tickets) drawings for positive behavior in and out of the classroom including substitute teacher tickets. Students also earn a chance to attend a monthly PBIS behavior reward activity for not earning any office discipline referrals.	Behavioral Support Program, Implementation	Tier 1		09/01/2015	06/01/2016	\$1	PBIS Behavior Specialist, Administration, classroom teachers, ancillary staff
Instructional Coaching	All teachers in all content areas are provided ongoing professional development from in-house trainers throughout the school year. Training includes focus on strategies, goal setting, and classroom observations.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Reading Apprenticeship Coaches and Building Administrators
After School Tutoring	Students are chosen for after school tutoring based on their local assessments and state assessments. Tutoring includes the use of Compass Odyssey where each student is given an individual learning path to bring them up to grade level.	Implementation	Tier 2	Implement	09/01/2015	06/01/2016	\$1	Title 1 Academic Dean, Classroom Teachers, and Administration

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Coaching Days	General education teachers meet with special education teachers to collaborate on classroom lessons, assessments and how to best meet the needs of their students in the collaborative teaching classroom.	Implementation, Monitor, Teacher Collaboration	Tier 2	Implement	09/01/2015	06/01/2016	\$1	General Education teachers, Special Education Teachers, and Administration
Parent Activities	Parent and student activities are planned several times throughout the year covering areas Social Studies, Reading, Technology, Math, Writing, and Science. During parent nights, teachers organize sessions or workshops teaching parents and family members topics that are pertinent our school. These workshop nights are called "Parent University"	Parent Involvement, Community Engagement	Tier 2	Implement	09/01/2015	06/01/2016	\$1	Title 1 Academic Dean, Classroom Teachers, and Administration
Parent Activities	Parent and student activities are planned several times throughout the year covering areas Social Studies, Reading, Technology, Math, Writing, and Science. During parent nights, teachers organize sessions or workshops teaching parents and family members topics that are pertinent our school. These workshop nights are called "Parent University"	Parent Involvement, Community Engagement	Tier 2	Implement	09/01/2015	06/01/2016	\$1	Title 1 Academic Dean, Classroom Teachers, and Administration
After School Tutoring	Students are chosen for after school tutoring based on their local assessments and state assessments. Tutoring includes the use of Read Naturally program where teachers model and implement repeated reading to increase fluency.	Implementation, Academic Support Program	Tier 2	Implement	09/01/2015	06/01/2016	\$1	Title 1 Academic Dean, Instructional Tutors, and Administration
Parent Activities	Parent and student activities are planned several times throughout the year covering areas Social Studies, Reading, Technology, Math, Writing, and Science. During parent nights, teachers organize sessions or workshops teaching parents and family members topics that are pertinent our school. These workshop nights are called "Parent University"	Parent Involvement, Community Engagement	Tier 2	Implement	09/01/2015	06/01/2016	\$1	Title 1 Academic Dean, Classroom Teachers, and Administration
Technology Training	Teachers will receive technology training from the district data coach for Google apps, study island, student response system, Early Warning System, and E2020.	Technology	Tier 1		09/01/2015	06/01/2016	\$1	Data Coach, Teachers, and Administration

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Instructional Coaching	Teachers will receive ongoing professional development and support for implementing thinking maps in their classrooms. Teachers will meet with a trainer several times throughout the school year to learn implementation techniques and discuss the use of thinking maps in lesson planning.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Department Head and Building Administrator
Coaching Days	General education teachers meet with special education teachers to collaborate on classroom lessons, assessments and how to best meet the needs of their students in the collaborative teaching classroom.	Implementation, Monitor	Tier 2	Implement	09/01/2015	06/01/2016	\$0	General Education Teachers, Special Education Teachers, and Administration
Technology Training	Teachers will receive technology training from the district data coach for Google apps, study island, student response system, Early Warning System, and E2020.	Technology	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Data Coach, Teachers, and Administration
Instructional Coaching	All teachers in all content areas are provided ongoing professional development from in-house trainers throughout the school year. Training includes focus on strategies, goal setting, and classroom observations.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Reading Apprenticeship Coaches and Building Administrators
Coaching Days	General education teachers meet with special education teachers to collaborate on classroom lessons, assessments and how to best meet the needs of their students in the collaborative teaching classroom.	Implementation, Monitor, Teacher Collaboration	Tier 2		09/01/2015	06/01/2016	\$1	General Education teachers, Special Education Teachers, and Administration
Teacher Training	All content area teachers are provided coaching days throughout the year from in-house trainers. Teachers meet with coaches to discuss implementation of Reading Apprenticeship strategies to implement during instruction.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Classroom Instructors, Reading Apprenticeship Coaches, and Building Administration

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Instructional Coaching	All teachers in all content areas are provided ongoing professional development from in-house trainers throughout the school year. Training includes focus on strategies, goal setting, and classroom observations.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Reading Apprenticeship Coaches and Building Administrators
Technology Training	Teachers will receive technology training from the district data coach for Google apps, study island, student response system, Early Warning System, and E2020.	Technology	Tier 1		09/01/2015	06/01/2016	\$1	Data Coach, Teachers, and Administration
Monthly Meetings	Staff will meet as a team to identify student needs and develop activities and/or interventions to increase positive behavior throughout the middle school.	Evaluation, Implementation, Monitor	Tier 1	Implement	09/01/2015	06/01/2016	\$1	PBIS team, PBIS Behavior Specialist, Administration
Math Institute Training	Mathematics teachers will attend the Math Institute for training using the Connected Mathematics Program. Teachers will also collaborate with colleagues and other teachers from different districts.	Implementation, Monitor, Curriculum Development, Academic Support Program, Teacher Collaboration	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Math Instructors and Administration
Teacher Training	All content area teachers are provided coaching days throughout the year from in-house trainers. Teachers meet with coaches to discuss implementation of Reading Apprenticeship strategies to implement during instruction.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Classroom Instructors, Reading Apprenticeship Coaches, and Building Administration
Math Intervention Courses	Students are chosen for a math support class intervention based on their NWEA, State Assessment and math teacher recommendation. These students have two math classes each day and this course helps bring them to grade level supporting gaps they have in mathematics knowledge.	Implementation, Monitor, Academic Support Program	Tier 2	Monitor	09/01/2015	09/01/2016	\$1	Classroom Teacher and Administration

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Instructional Coaching	All teachers in all content areas are provided ongoing professional development from in-house trainers throughout the school year. Training includes focus on strategies, goal setting, and classroom observations.	Professional Learning, Implementation	Tier 1	Implement	09/01/2014	06/01/2015	\$1	Reading Apprenticeship Coaches and Building Administrators
After School Tutoring	ThinkCERCA teaches students how to make claims, evaluate evidence, explain their reasoning, develop counterarguments, and choose words that appeal to their audience.	Implementation, Academic Support Program	Tier 2		09/01/2015	06/01/2016	\$1	Title 1 Dean, Tutors, and Administration
Technology Training	Teachers will receive technology training from the district data coach for Google apps, study island, student response system, Early Warning System, and E2020.	Technology	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Data Coach, Teachers, and Administration
Behavior and Discipline Workshops	Select staff will be involved in workshops which focus on culturally proficient instruction, classroom management and integrating student supports.	Behavioral Support Program, Teacher Collaboration	Tier 1	Getting Ready	09/01/2015	06/01/2016	\$1	Administration, Title 1 Academic Dean, and Classroom Teachers
Parent Activities	Parent and student activities are planned several times throughout the year covering areas Social Studies, Reading, Technology, Math, Writing, and Science. During parent nights, teachers organize sessions or workshops teaching parents and family members topics that are pertinent our school. These workshop nights are called "Parent University"	Parent Involvement, Community Engagement	Tier 2	Implement	09/01/2015	06/01/2016	\$1	Title 1 Academic Dean, Classroom Teachers, and Administration
Parent/Teacher Home Visitation Project	School staff will be involved in the Parent/Teacher Home Visitation Project. School staff will visit various incoming 6th graders at home to welcome them to their new middle school.	Recruitment and Retention, Implementation, Parent Involvement, Community Engagement	Tier 1	Implement	09/01/2015	06/01/2016	\$1	School Staff and Administration
Instructional Coaching	Teachers will receive ongoing professional development and support for implementing thinking maps in their classrooms. Teachers will meet with a trainer several times throughout the school year to learn implementation techniques and discuss the use of thinking maps in lesson planning.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Department Heads and Building Administrator

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Study Island	Science classrooms will use Study Island to support and emphasize reading and the use of informational text in each grade level.	Implementation, Monitor, Academic Support Program	Tier 1	Getting Ready	09/01/2015	06/01/2016	\$1	Classroom Teachers, Title 1 Academic Dean, and Administration
Instructional Coaching	All teachers in all content areas are provided ongoing professional development from in-house trainers throughout the school year. Training includes focus on strategies, goal setting, and classroom observations.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Reading Apprenticeship Coaches and Building Administrators
Teacher Training	All content area teachers are provided coaching days throughout the year from in-house trainers. Teachers meet with coaches to discuss implementation of Reading Apprenticeship strategies to implement during instruction.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Classroom Instructors, Reading Apprenticeship Coaches, and Building Administration
Classroom Coaching	Mathematics teachers will receive ongoing math coaching from a Wayne County RESA coach. Coach will meet with teachers in and out of the classroom.	Evaluation, Direct Instruction, Implementation, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/01/2015	06/01/2016	\$1	Mathematics Teachers, Mathematics Coach and Administration
Teacher Training	All content area teachers are provided coaching days throughout the year from in-house trainers. Teachers meet with coaches to discuss implementation of Reading Apprenticeship strategies to implement during instruction.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Classroom Instructors, Reading Apprenticeship Coaches, and Building Administration

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Study Island	Social Studies classrooms will use Study Island to support and emphasize reading and the use of informational text in each grade level.	Implementation, Academic Support Program, Getting Ready	Tier 1	Getting Ready	09/01/2015	06/01/2016	\$1	Classroom Teachers, title 1 Academic Dean, and Administration
Teacher Training	All content area teachers are provided coaching days throughout the year from in-house trainers. Teachers meet with coaches to discuss implementation of Reading Apprenticeship strategies to implement during instruction.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Classroom Instructors, Reading Apprenticeship Coaches, and Building Administration
Instructional Coaching	Teachers will receive ongoing professional development and support for implementing thinking maps in their classrooms. Teachers will meet with a trainer several times throughout the school year to learn implementation techniques and discuss the use of thinking maps in lesson planning.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Department Heads and Building Administrator
Instructional Coaching	Teachers will receive ongoing professional development and support for implementing thinking maps in their classrooms. Teachers will meet with a trainer several times throughout the school year to learn implementation techniques and discuss the use of thinking maps in lesson planning.	Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1	Department Heads and Building Administrator