



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.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. 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 Eidex. Romulus Middle School used the analytics supplied by Eidex along with Early Warning System tool, student information system, MISTAR Q, and assessment data base, MISTAR DnA to collect and analyze student achievement, attendance, behavior, demographic, and standardized test data. The team evaluated student achievement data on the M-Step (Michigan Student Test of Educational Progress), 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 Student Test of Educational Progress (M-Step), Curriculum-Embedded Reading Assessment, 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 on the MAP assessment are considered for an intervention in either reading or math. Likewise, students who perform at a level 1 or 2 on the M-Step 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 determines additional supports for instruction and learning.

The Parent Committee offers volunteers opportunities and support for student activities. Title I staff and administrators set up opportunities for students and parents to work along side each other with quarterly parent events.

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?

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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 M-STEP, Measures of Academic Progress (MAP) and Math and Reading Inventory tests to discuss achievement trends and areas for progress. For the past three years, Romulus Middle School has met its targets 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. The 2018 M-STEP data showed that 24% of the overall student population is considered proficient in ELA. Based on 2018 M-STEP for Math, 13% of the overall student population is considered proficient. Based on 2018 M-STEP for Social Studies, 4% of overall student population is considered proficient.

On the 2018 M-STEP, 13% of all students were proficient on the Math. Below are the subgroup proficiency percentages.

African American: 12%

Caucasian: 34%

Hispanic: 12%

Economically Disadvantaged: 14%

Not Economically Disadvantaged: 27%

Students with Disabilities: 4%

Students without Disabilities: 18%

Female: 14%

Male: 18%

On the 2018 ELA M-STEP, 24% of all students were proficient. Below are the subgroup proficiency percentages.

African American 22%

Caucasian 38%

Hispanic: 19%

Economically Disadvantaged: 21%

Not Economically Disadvantaged: 41%

Students with Disabilities: 2%

Students without Disabilities: 27%

Female: 32%

Male: 17%

On the 2017 Science M-STEP, 3% of all students were proficient. Below are the subgroup proficiency percentages.

African American: 3%

Caucasian: 0%

Hispanic: 7%

Economically Disadvantaged: 3%

Not Economically Disadvantaged: 6%

Students with Disabilities: 0%

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Students without Disabilities: 4%

Female: 5%

Male: 2%

On the 2018 Social Studies M-STEP, 4% of all students were proficient. Below are the subgroup proficiency percentages.

African American: 2%

Caucasian: 5%

Hispanic: 20%

Economically Disadvantaged: 5%

Not Economically Disadvantaged: 0%

Students with Disabilities: 0%

Students without Disabilities: 4%

Female: 9%

Male: 0%

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, winter, and in the early spring. The data is used to make a projection of how likely students will be proficient on the math and reading M-STEP tests using NWEA's state standard linking study. The results provide 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 monthly 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 ELA Projected Proficient Results 2018-2019

Fall All-21%, African American-18%, Caucasian-27%, Socioeconomically Disadvantaged-18%, Special Education-2%

Spring All-24%, African American-20%, Caucasian-39%, Socioeconomically Disadvantaged-21%, Special Education-5%

NWEA MAP Math Projected Proficient Results 2018-2019

Fall All-11%, African American-8%, Caucasian-23%, Socioeconomically Disadvantaged-9%, Special Education-2%

Winter All-12%, African American-10%, Caucasian-21%, Socioeconomically Disadvantaged-11%, Special Education-3%

Students in a math or reading intervention take the Math and/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

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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.

Reading Inventory Results 2018-2019

Fall Advanced- 5.2%	Spring Advanced
Fall Proficient- 5.2%	Spring Proficient
Fall Basic- 38.5%	Spring Basic
Fall Below Basic- 51%	Spring Below Basic-

Math Inventory Results 2018-2019

Fall Advanced- 0%	Spring Advanced
Fall Proficient-1%	Spring Proficient
Fall Basic- 15.7%	Spring Basic
Fall Below Basic- 82.4%	Spring Below Basic-

PROCESS DATA

The interim self-assessment for 2018-2019 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-3.9

Standard 2: Governance and Leadership-3.77

Standard 3: Teaching and Assessing for Learning-3.84

Standard 4: Resources and Support Systems-3.87

Standard 5: Using Results for Continuous Improvement-4.07

Further analysis of the self-assessment shows:

According to the 2017-2018 staff survey results, the areas in which there were high levels of satisfaction were indicators related to using results for continuous improvement. Our teachers feel that in our school the leaders monitor data related to school continuous improvement goals. Our teachers also felt that in our school, all staff members participate in continuous professional learning based on identified needs of the school.

According to the staff survey results, areas of concern include questions related to family engagement, personalized learning, and training for teachers. The staff rated our school provides opportunities for students to participate in activities that interest them. The staff also rated our school's governing body or school board complies with all policies, procedures, laws , and regulations as a low area as well.

***PERCEPTION DATA

The Advanc-ED survey was given to parents, students, and teachers during the Month of November. We surveyed parents and teachers at conferences to ensure a high rate of return, and surveyed students through their advisory class. The school tries to reach most parents during a school event such as parent conferences or student presentations. The school leadership then decides on a particular focus to share the results with the staff members, the parent committee, and central office.

DEMOGRAPHIC DATA

Subgroups 2018-2019

All Students-529 Students

Male Students- 54%

Female Students-46%

Students with Disabilities-15.5%

English Learners-1.7%

Economically Disadvantaged-82.23%

African American-73.53%

Caucasian-15.69%

Hispanic-3.78%

Multi Ethnic-6.24%

Attendance Data

Romulus Middle School uses a GoogleDoc to monitor attendance of the students. We have a social worker, a school resource officer, and building administration that meets weekly on the issue of attendance. 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 2018-2019

Percent of students with 0 absences- 4%

Percent of students with less than 5 absences- 25%

Percent of students with between 5-9 absences- 29%

Percent of students with 10 or more absences- 46%

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 2018-2019

Percent of Students with Referrals 43%

Percent of African American Students with Referrals 45%

Percent of Caucasian Students with Referrals 25%

Percent of Referrals to Female students 48%

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Percent of Referrals to Male students 52%

Percent of Students with an Out of School Suspension 17%

Percent of African American Students with an Out of School Suspension 17%

Percent of Caucasian Students with an Out of School Suspension 11%

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 PBIS goal. After reviewing the data, the team has concluded the following:

1. School wide focus will continue to focus on all core academic areas.

***2. Additional areas for improvement include closing the gap for African American students in both English Language Arts and Math, closing the gap between socioeconomically disadvantaged in Math and ELA and students with disabilities in both English Language Arts and Math.

***3. There are still significant gaps in behavior for Gender with more boys receiving referrals.

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.

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. All departments engage in district provided professional development in the area of Professional Learning Communities and common assessment development for further curriculum improvement. 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

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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, 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 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 was conducted during parent teacher conferences to ensure a high rate of return. 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.

The math goal is "All students will improve their proficiency in math." The 2015 M-Step was the first year the test was given. The goal is by the year 2023/2024 to have 85% of the student proficient in math. The math results for 2017-2018 showed that 16% of the overall student population is considered proficient. There are significant achievement gaps among African American and Caucasian students along with socioeconomically disadvantaged students and those who are not, as well as students with disabilities when compared to students without disabilities. To support the math goal, math teachers use the Engage New York 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 data 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 ELA." The 2015 M-Step was the first year the test was given. The goal is by the year 2023/2024 to have 85% of the student proficient in ELA. The ELA results for 2017-2018 showed that 24% of the overall student population is considered proficient. There are significant achievement gaps among socioeconomically disadvantaged students and those who are not and also between students with disabilities when compared to those without disabilities. 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 data 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 2017-2018 M-Step was given to 8th grade students. The goal is by the year 2023/2024 to have 85% of the student proficient in social studies. The social studies results for 2017-2018 showed that 4% of the overall student population is considered proficient. There are not significant achievement gaps among African American and Caucasian students along with socioeconomically disadvantaged students and those who are not as well as those students identified with disabilities when compared to students without disabilities. To support the social studies goal, Reading Apprenticeship is used as a comprehension strategy for all kinds of text by developing meta-cognition skills to construct meaning out of the text. The Social Studies department also collaborates in professional data teams to analyze achievement deficiencies and plan researched based lessons to improve instruction and learning.

The goal for PBIS is, "All students will improve attendance and positive behavior through PBIS." The proficiency target is that students demonstrate a 92% average daily attendance and that 75% of the students have less than four office discipline referrals. In 2017-2018 the average daily attendance rate was 92.4% and 86.8% of the students received less than 4 office discipline referrals.

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 a monthly professional learning community to develop teaching approaches using school improvement strategies to benefit the entire student body. Professional learning communities 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, teams analyze and prioritize needs, establish SMART Goals, select strategies, determine result indicators, and monitor and evaluate results. This process works as a 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 team also looks at failures in all classes and NWEA scores. 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 students 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 Communities, and Collaborative Teaching. The school improvement plan focuses on helping all students reach the State's standards in the four core curriculum areas.

READING School-wide

READING APPRENTICESHIP

Reading Apprenticeship is a strategy incorporated in all classrooms 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 are taught and supported by all departments. 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.

Resource Support

Special Education Teachers are assigned a resource hour. Teachers use that hour to push in and to pull out students who need additional support in ELA, Science, and Social Studies. Resource support is offered at each grade level. The extra support extends learning services to students beyond the typical instructional delivery methods. Students with special needs are primary candidates along with students who exhibit the need for more intensive teacher-to-student interaction. These support is year-long in the core content areas of ELA, Science, and Social Studies.

READ 180-Reading Interventions are also offered at Romulus Middle School. The students placed in these classes are identified through our RTI process and NWEA scores from the spring (prior year) and winter (current year) into classes.

MATHEMATICS

ENGAGE NEW YORK

The math instruction is supported by the Engage New York Curriculum which lends itself to mathematical reasoning through intensive problem solving and reflection. The teachers provide opportunities for students to solve and question problems that are presented in the class. A focus on building an understanding of the Standards for Mathematical Practice is embedded also.

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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 New York Engage curriculum. Portions of the New York Engage curriculum 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. Students use these maps to demonstrate learning outcomes as well to take notes and gather new information.

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.

MATH 180-Math Interventions are also offered at Romulus Middle School. The students placed in these classes are identified through our RTI process and NWEA scores from the spring (prior year) and winter (current year) into classes.

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 group instruction for re-teaching and additional in-classroom support. Some of the before reading strategies include 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 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.

Resource Support

Special Education Teachers are assigned a resource hour. Teachers use that hour to push in and to pull out students who need additional

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support in ELA, Science, and Social Studies. Resource support is offered at each grade level. The extra support extends learning services to students beyond the typical instructional delivery methods. Students with special needs are primary candidates along with students who exhibit the need for more intensive teacher-to-student interaction. These support is year-long in the core content areas of ELA, Science, and Social Studies.

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.

Resource Support

Special Education Teachers are assigned a resource hour. Teachers use that hour to push in and to pull out students who need additional support in ELA, Science, and Social Studies. Resource support is offered at each grade level. The extra support extends learning services to students beyond the typical instructional delivery methods. Students with special needs are primary candidates along with students who exhibit the need for more intensive teacher-to-student interaction. These support is year-long in the core content areas of ELA, Science, and Social Studies.

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 Communities, and Collaborative Teaching are researched based methods, interventions, and strategies used to increase instruction for students at risk. These strategies will provide both quality instruction and an increase in the quality of instruction for our students.

QUALITY

Romulus Middle School will improve the quality of instruction through the use of professional development, individualized instruction, and using research based instruction. Mathematics 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.

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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.

Reading Apprenticeship is a strategy incorporated in all classes to differentiate instruction for students. Teachers use before, during, and after reading strategies to engage students in comprehension and understanding of text across the content areas. One of the before reading strategies that Romulus Middle School classes use 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 supported in all 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 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.

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 teach the course and 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 4:00 for an additional hour of instruction. After School Tutoring allows students to work on ExactPath 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. Students also take advantage of our E20/20 credit recovery program. Students who were not successful in the first semester of Math and English may have the opportunity to participate in credit recovery. This is an online course that reviews topics that may not have been learned the first time around in a traditional class.

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 Communities, 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 meta-cognition 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 math content and instruction. This instruction is supported by the Engage New York Curriculum which lends itself to mathematical reasoning through intensive problem solving and reflection. 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 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 metacognitive 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

Engage New York/Eureka Math- The curriculum modules in mathematics are marked by in-depth focus on fewer topics. They integrate the Common Core Learning Standards, rigorous classroom reasoning, extended classroom time devoted to practice and reflection through extensive problem sets, and high expectations for mastery.

ExactPath- Romulus Middle School uses ExactPath, 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 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

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courses. These courses are 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. 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 6th, 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 4:00 for an additional hour of instruction. After School Tutoring allows students to work on ExactPath for individualized math instruction and in small groups for other core content areas. 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

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.

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

Tier 2

Resource Support

Special Education Teachers are assigned a resource hour. Teachers use that hour to push in and to pull out students who need additional support in ELA, Science, and Social Studies. Resource support is offered at each grade level. The extra support extends learning services to students beyond the typical instructional delivery methods. Students with special needs are primary candidates along with students who exhibit the need for more intensive teacher-to-student interaction. These support is year-long in the core content areas of ELA, Science, and Social Studies.

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. 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 reading support every day. Highly qualified staff members who have had training to run the programs as they are intended teach the courses.

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.

SOCIAL STUDIES and SCIENCE

Tier 1

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.

Tier 2

Resource Support

Special Education Teachers are assigned a resource hour. Teachers use that hour to push in and to pull out students who need additional support in ELA, Science, and Social Studies. Resource support is offered at each grade level. The extra support extends learning services to students beyond the typical instructional delivery methods. Students with special needs are primary candidates along with students who exhibit the need for more intensive teacher-to-student interaction. These support is year-long in the core content areas of ELA, Science, and Social Studies.

Tier 3

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.

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

Romulus Middle School uses the NWEA Map Test, MI (Math Inventory), and the RI (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 Data 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.

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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

The Intervention Team examines data from Northwest Evaluation Association Measures of Academic Progress (MAP), Michigan Student Test of Educational Progress (M-Step), 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 Student Test of Educational Progress (M-Step)
- Score 1st-40th percentile on the Measures of Academic Progress (MAP) and
- Score at a basic or below basic level on the Math Inventory test (MI)

(Exit Criteria)

- MAP score is in the 50th percentile or above range
- Proficient grade level score on the Michigan Student Test of Educational Progress (M-Step)
- Passing core math grade for the quarter/semester

Reading Intervention Class

(Entrance Criteria)

- Level 4 on the Michigan Student Test of Educational Progress (M-Step)
- 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 Reading Inventory test
- Lexile score that is typical for the grade level
- Completed two testing cycles

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	All paraprofessionals in Romulus Middle School meet the No Child Left Behind requirements for highly qualified staff.	

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	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 2017-2018, the teacher-turnover rate was 24%.

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	9 staff members
3-5 years	4 staff members
6-10 years	1 staff members
Over 10 years	23 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 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 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 due to 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, staff is encouraged to share innovative ideas with building leadership and the School Improvement Team.

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), Thinking Maps, Standards for Mathematical Practice, etc.

READING APPRENTICESHIP

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.

PBIS

Romulus Middle school follows the PBIS model. We have a PBIS coach who meets with teachers to provide ongoing professional development. The PBIS coach runs a monthly PBIS meeting to plan events and look at school wide data.

THINKING MAPS

All teachers participate in Thinking Maps training. A professional consultant from Thinking Maps works with staff on implementation strategies. The professional development introduced teachers to the different types of thinking maps and explained the specific use for each map. Ongoing training has occurred from a staff member that is a certified trainer.

MATH

Mathematics teachers participate in training about implementing the Engage New York Program. Teachers learn how to increase student achievement through problem-solving and differentiated instruction based on classroom formative assessments. The training also includes in classroom coaching. Teachers meet with a coach to discuss practices and ideas related specifically to our students.

DATA ANALYSIS

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.

COLLABORATIVE TEACHING

General and Special education teams of teachers meet to monitor and increase the effectiveness of the Collaborative Teaming Model. Professional development has been provided to new staff and a refresher to existing staff. The professional development also provides time to create center-based learning stations to support various modes of learning.

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

The academic calendar for Romulus Middle School has quarterly (half days) built in professional development throughout the school year. The district focus, for the 2017-2018 school year has been the development of professional learning teams to develop power standards and common assessments.

Teachers receive ongoing professional development in the areas of Reading Apprenticeship, Positive Behavior Intervention and Support (PBIS), Thinking Maps and Standards of Mathematical Practices.

We follow the Trainer of Trainer model to support teachers with implementation of both Reading Apprenticeship and Thinking Maps.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		19/20 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 are provided 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 and School-Parent Compact, curriculum guides, 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 also known as the MVP (Most Valuable Parent) has meetings scheduled 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. The School Improvement Team provides opportunities for those parents to be sitting members of the committee. The School Improvement Team, constituted of various staff members and parents 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, emailed to all school faculty and stored on the Google Drive.

Romulus Middle School uses survey's provided by AdvancED to collect perception data from parents which is included in our Comprehensive Needs Assessment. Parent/community members are provided a paper copy or internet link to the survey to gather data. The survey requests feedback about school relationships, general operations of the building, curriculum, etc. The data collected from the survey is analyzed by the School Improvement Team and shared with the stakeholders.

Romulus Middle School continues to struggle getting adequate parental involvement on these committees. Each year we strive to improve our communication with parents.

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 school wide 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 or MVP schedules monthly meetings 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. We continually strive to have a representative from the parent committee as a member of the School Improvement Team.

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

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

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- Parent Committee Meetings or MVP (monthly)
- Progress Reports, Report Cards, Measures of Academic Progress (MAP) Student Progress Reports
- Romulus Community Schools district website: www.romulus.net
- Phone calls/robo calls/email correspondence
- Parent Workshops
- 5th grade student visitation
- 5th grade parent tour
- Parent Recognition event
- Romulus Middle School App
- Social media

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 have direct conversations with Title I staff or administrators. and they give feedback through online and/or paper surveys.

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

The parent committee or MVP 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 encouraged to be a member of the School Improvement Team. Parent surveys are conducted at a variety of Title I sponsored activities, as well as online or 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 with 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 or MVP meets monthly; members may express concerns/suggestions to share with Title I staff and administrators. A liaison is encouraged to be 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. The surveys request feedback about school relationships, curriculum, general operations, etc. Data collected from the survey is shared with school committees, the faculty, and parents to inform the decision-making process.	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:

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- 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 are distributed and discussed at Fall and Winter Parent-Teacher Conferences. They are also mailed home at regular intervals throughout the school year.
- Measures of Academic Progress Student Progress Report, which explains each student's level of achievement in mathematics and reading are distributed.
- M-STEP Reports, which explains each student's level of achievement based on the state standards are mailed home.
- Email/Phone calls afford 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.
- 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.
- Title 1 staff conduct meetings/training with parents about E2020 (a credit recovery program).

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

Staff members completed training through the National Parent-Teacher Home Visitation Project on how to implement outreach to the community and conduct home visits.

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

- The school works with Eastern Michigan University's Bright Futures 21st Century After School Program. The program conducts a variety of parent involvement activities.
- Field Trips scheduled through Title 1 allow parents another opportunity to be engaged in the school activities.

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, 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
- Social Media
- School App

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
- 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.

Romulus Middle School gives the survey's from AdvancEd to collect perception data from parents and community members.

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 a variety of activities that are scheduled throughout the year. The data collected from the survey is shared with the school committees and faculty to inform the decision-making process for improvement. Anecdotal data is also collected and reviewed at School Improvement Team meetings.

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. 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.

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. All stakeholders are included and compact lists the responsibilities of students, staff and teachers. There is a specific section for each of those groups. 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 advisory 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 advisory 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		Compact for Achievement

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 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). 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 four 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 about the middle school, and to be a contact person for the parent and the student during those first few weeks of the school year. 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, complete their educational development plan (required by the state), 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.

This year was the first year that we held our open house in May. It was an opportunity for 5th grade students and their parents to visit the building, see the various programs we offer, and meet with the teachers. The parents had an hour and a half to roam around and check out the school. It was well received by all those who participated.

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

N/A

Component 8: Teacher Participation in Making Assessment Decisions

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

Staff meets during staff, department, and data team 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 within their departments. This is sustained and ongoing through the year.

Staff members have been trained on DnA to create, administer, and evaluate students with common assessments. The common assessments are created within each department by the teachers. After the assessments are given, the data is discussed within the department meeting and areas of concern are addressed through reteaching and reassessment of the standard.

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, and data team meetings. MSTEP and NWEA data is reviewed after each testing cycle during staff meetings. 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 data meetings and RTI meetings, teachers review the data and determine the needs that should be addressed with their classroom. In conjunction with our Data Coach, they develop strategies to implement.

In department meetings, teachers collaborate and create common assessments to assess the material in their specific subject area. The assessment data is then reviewed in the department meetings after teachers have given the exams.

Romulus Middle School has a data coach that meets with each department to analyze data and provide training 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 local assessments and NWEA MAP testing level are identified and scheduled into intervention classes in math and reading. Additionally an ExactPath Advisory was utilized to address incoming sixth and seventh grade deficiencies in reading and math. Students were selected based on our "Early Warning System" data that showed 35 students who were at-risk for failing math and language arts during their sixth grade year and an additional 35 seventh grade students were selected as well. . These students were placed into advisory courses taught by teachers at the Middle School.

The Response to Intervention Team at Romulus Middle school meets quarterly to determine if students are in the correct placement and identify additional students who may need an academic intervention. The meetings take place during the school day and after school on a rotating basis. The team is represented by administration, counselors, general education teachers, intervention teachers and support staff. The Intervention Team examines data from Northwest Evaluation Association Measures of Academic Progress (MAP), M-STEP, Math and Reading 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 THE SCHOOL DAY

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

- Level 3 or 4 on the M-STEP
- Score 1st-49th percentile on the Measures of Academic Progress (MAP) and
- Score at a basic or below basic level on the Math Inventory test (MI)
- Teacher recommendations are also considered and recommended.

We offer three different Math Intervention Courses:

- Do the Math is open to students who score between the 15th and 24th percentile on the MAP Test.
- Do the Math Now is open to students who score between the 25th-49th percentile on the MAP Test and have a teacher recommendation.
- Math 180 is open to 7th and 8th graders who fall in the 25th-49th percentile on the MAP Test with a teacher recommendation.

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

- MAP score is in the 50th percentile or above grade level range
- Proficient grade level score on the Math Inventory

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:

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- Level 4 on the M-STEP
- Score 30-40th percentile on the MAP Test.
- Lexile level of 200 or above
- Teacher recommendations are also considered.

A student exits the reading intervention when they meet the following criteria:

- Grade level proficiency on the NWEA
- Proficient grade level score on the Reading Inventory tests
- Lexile score that is typical for the grade level
- teacher recommendation

TUTORING

The focus of our tutoring program changes as needs arise. Traditionally after our RTI meetings, we will determine a focus based on that data. Throughout the school year we run 4 different sessions.

TUTORING PROGRAMS

ExactPath was used for after school math and reading interventions. Lessons are aligned to the students' NWEA MAP score. Each student is on an individualized learning path.

ADDITIONAL CLASSROOM 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 comprehension routines such as K-W-L's, Talking to the Text, Twenty-Five Word Abstracts, etc. 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 to monitor students based on the Early Warning System. The EWS targets 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?

READ 180

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. A second year class is also offered for students that the teacher recommends.

INTERVENTION MATH PROGRAMS

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Romulus Middle School provides math support through tiered intervention courses. These courses are 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 according to the NWEA. 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 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 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 and is taught by qualified staff. 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. Some programs include, ExactPath for after school math and reading intervention, Thinking Maps to also support writing, reading, social studies, and science topics. Additionally, we offer our E2020 program for credit recovery, hands-on science program and math with a focus on Geometry and also Probability.

The Title I Dean works with students in small groups and in a one-on-one setting to provide additional support according to their academic needs. The students who receive additional support are identified through our Early Warning 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 provided to students in a variety of ways Teachers take advantage of whole group activities, as well as small group instruction. Instructional staff utilize strategies such as Thinking Maps, math 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 opportunities outside of their teaching day to strategize ways to meet the needs of struggling students.

All teachers use Reading Apprenticeship routines to scaffold instruction in their classrooms. They are trained in differentiated instruction and use station teaching and/or small groups to support identified students. During department meetings, data is examined to determine trends and make curriculum adjustments as needed.

Math teachers use the Eureka/New York Engage curriculum. The training has included how to differentiate within the program, backward design and implementation of performance tasks to meet the needs of all students. Teachers utilize ExactPath 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 routines to differentiate instruction. Students also choose books to read based on their individual lexile levels. Teachers

utilize ExactPath to differentiate and meet the needs of all students in the classroom.

Elective teachers use their PLC time to focus on teaching writing as it pertains to the class that they are teaching. Our elective classes include: Physical Education for both boys and girls, computer based classes, foreign language courses, art, and music. The elective teachers created writing lessons, based on Marzano's Summarization strategy, to teach in their classrooms.

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 is scheduled weekly) and an Instructional Leadership Team (which meets 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

Mathematics 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: Technology

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

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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.

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 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

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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.

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:

District funds are used to provide compensation to School Improvement Team members who meet on a monthly basis. Part of that meeting is the gathering and entering of Comprehensive Needs Assessment.

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 and academic intervention teachers. 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.

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 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.

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. In addition funds are used for the Parent Teacher Home Visitation Project.

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. 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

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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 additional 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.

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 disadvantaged

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 program 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

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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 all 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 one school wide program 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), M-Step, 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 Community (PLC) that meets on four half days throughout the school year. The PLC groups are created by department. During PLC meetings instructional staff have been identifying power standards, unpacking them and creating common assessments to evaluate student achievement.

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) for all stakeholders 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 discuss and review school wide achievement data, survey results, and an evaluation tool to support the decision-making process for improvement. The team monitors and evaluates the school wide programs throughout the year and makes revisions according to needs. Decisions are shared with all school faculty and parent committee members through email and at staff meetings. The Michigan Department of Education Program Evaluation

Tool is used by the School Improvement Team to evaluate implementation of a school wide program 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), MSTEP, 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 AdvancED 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 information 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 (RTI) team meets quarterly to identify students with risk indicators established by the following criteria:

- Failure in Core Classes
- 10% absenteeism
- 4 or more behavior referrals

The Intervention Team gathers data from Northwest Evaluation Association-Measures of Academic Progress (MAP), MSTEP, Inventory tests, and core academic grades to make informative decisions about achievement. The RTI 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 or the student reaches grade level proficiency
- Proficient grade level score on the Math Inventory

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

- Lexile score that is typical for the grade level
- Teacher feedback/recommendation

-MAP score that indicates grade level proficiency

Data is compiled for 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, Houghton-Mifflin Harcourt 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 school wide program, 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), M-Step, Houghton-Mifflin/Harcourt 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 the 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 school wide programs throughout the year and makes revisions according to needs. Decisions are shared with all school faculty and parent committee members through email and staff meetings.

The Intervention Team meets to discuss data what is collected in the Early Warning System (EWS) to monitor the Title 1 programs. 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 provides volunteer opportunities for student activities. Title I staff and administrators provide opportunity for quarterly parent nights where parents and students can learn alongside one another.

RMS SIP 2019-2020

Overview

Plan Name

RMS SIP 2019-2020

Plan Description

This plan was created in 2018-2019 for the 2019-2020 school year.

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: 13	Academic	\$8
2	All students will improve reading proficiency	Objectives: 1 Strategies: 5 Activities: 12	Academic	\$7
3	All students will improve proficiency in social studies	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$4
4	All students will improve their proficiency in science	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$6
5	All students will improve attendance and positive behavior.	Objectives: 2 Strategies: 2 Activities: 8	Organizational	\$4

Goal 1: All students will improve their math proficiency

Measurable Objective 1:

29% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in grade level math objectives in Mathematics by 06/14/2019 as measured by the Michigan state assessment.

Strategy 1:

Professional Learning Communities - Professional Learning Communities 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 data teams analyze and prioritize needs, establish SMART Goals, select strategies, determine result indicators, and monitor and evaluate results.

Category: Mathematics

Research Cited: Besser, L., Almeida, L. M., Anderson-Davis, D. M., Flach, T., Kamm, C., & White, S. E. (2008). Decision Making for Results: Data Driven Decision Making (2nd ed.). Englewood, CO: Lead + Learn Press.

Tier: Tier 1

Activity - Monthly Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate in planning across grade levels to teach content expectations and power standards in order to increase student achievement. Department content area PLCs will meet monthly to review data and instructional practices.	Professional Learning	Tier 1	Implement	09/03/2019	06/11/2020	\$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	09/03/2019	06/11/2020	\$0	No Funding Required	Building Administration and Content Area Department Leaders
Activity - Classroom Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Mathematics teachers will receive ongoing math coaching from an out of district math coach. Coach will meet with teachers in and out of the classroom.	Evaluation, Curriculum Development, Implementation, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	09/03/2019	06/11/2020	\$1	Title I Part A	Mathematics Teachers, Mathematics Coach and Administration
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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, Data and Assessment, student response system, Early Warning System, and E2020.	Technology	Tier 1	Implement	09/03/2019	06/11/2020	\$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
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"	Community Engagement, Parent Involvement	Tier 2	Implement	09/03/2019	06/11/2020	\$1	Title I Part A	Title 1 Academic Dean, Classroom Teachers, and Administration

Activity - Career Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to career opportunities within the math content area.	Career Preparation /Orientation	Tier 1	Getting Ready	09/03/2019	06/11/2020	\$0	No Funding Required	administration and teaching staff

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.

Category: Mathematics

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

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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 math content area classrooms with co-teaching strategies being used by the general education teacher and special education teacher during instruction.	Implementation	Tier 2	Monitor	09/03/2019	06/11/2020	\$0	No Funding Required	Building Principal

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.

Category: Mathematics

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 - Teacher Training	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 teacher 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	09/04/2018	06/14/2019	\$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.

Category: Mathematics

Research Cited: West/ED-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
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School Improvement Plan

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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 implementation of reading strategies.	Professional Learning	Tier 1	Implement	09/03/2019	06/11/2020	\$1	Title I Part A	Reading Apprenticeship Coaches and Building Administrators
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Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All content area teachers are provided with training opportunities 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	09/03/2019	06/11/2020	\$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
Teachers in all content areas utilize the Reading Apprenticeship strategies in everyday curriculum development and instruction.	Implementation	Tier 1	Implement	09/03/2019	06/11/2020	\$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.

Category: Mathematics

Research Cited: 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
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School Improvement Plan

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Students are chosen for after school tutoring based on their local assessments and state assessments. Tutoring includes the use of online learning paths where each student is given an individual learning path to bring them up to grade level.	Implementa tion	Tier 2	Implement	09/03/2019	06/11/2020	\$1	Title I Part A	Title 1 Academic Dean, Classroom Teachers, and Administrati on
Activity - Math Intervention Courses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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.	Monitor, Implementa tion, Academic Support Program	Tier 2	Monitor	09/03/2019	06/11/2020	\$1	Title I Part A	Classroom Teacher and Administrati on

Goal 2: All students will improve reading proficiency

Measurable Objective 1:

40% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/15/2018 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.

Category: English/Language Arts

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 Responsibl e
Co-teaching will take place in all ELA content area classrooms with co-teaching strategies being used by the general education teacher and special education teacher during instruction.	Implementa tion	Tier 2	Monitor	09/03/2019	06/11/2020	\$0	No Funding Required	Building Principal

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Romulus Middle School

Strategy 2:

Professional Learning Communities - Professional Learning Communities 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 data teams analyze and prioritize needs, establish SMART Goals, select strategies, determine result indicators, and monitor and evaluate results.

Category: English/Language Arts

Research Cited: Besser, L., Almeida, L. M., Anderson-Davis, D. M., Flach, T., Kamm, C., & White, S. E. (2008). Decision Making for Results: Data Driven Decision Making (2nd ed.). Englewood, CO: Lead + Learn Press.

Tier: Tier 1

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	09/03/2019	06/11/2020	\$0	No Funding Required	Building Administration and Content Area Department Leaders
Activity - Monthly Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate in planning across grade levels to teach content expectations and power standards in order to increase student achievement. Department content area PLCs will meet monthly to review data and instructional practices.	Professional Learning	Tier 1	Implement	09/03/2019	06/11/2020	\$0	No Funding Required	Department Head and 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, student response system, Early Warning System, and E2020.	Technology	Tier 1	Implement	09/03/2019	06/11/2020	\$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

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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"	Community Engagement, Parent Involvement	Tier 2	Implement	09/03/2019	06/11/2020	\$1	Title I Part A	Title 1 Academic Dean, Classroom Teachers, and Administration
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Activity - Career Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to career opportunities within the reading content area.	Career Preparation /Orientation	Tier 1	Getting Ready	09/03/2019	06/11/2020	\$0	No Funding Required	administration and teaching staff

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.

Category: English/Language Arts

Research Cited: West/ED-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.	Implementation, Professional Learning	Tier 1	Implement	09/03/2019	06/11/2020	\$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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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	09/03/2019	06/11/2020	\$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	09/03/2019	06/11/2020	\$0	No Funding Required	Instructional Staff, Reading Apprenticeship Coaches and Building 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.

Category: English/Language Arts

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	09/03/2019	06/11/2020	\$1	Title I Part A	Department Head and Building Administrator

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

School Improvement Plan

Romulus Middle School

Compass Odyssey where each student is given an individual learning path to bring them up to grade level.

Category: English/Language Arts

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 Responsible
Read 180 is a reading intervention course that is a system for raising overall reading achievement.	Monitor, Implementation, Academic Support Program	Tier 2	Monitor	09/03/2019	06/11/2020	\$1	General Fund	Course Instructor and Administration

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 online learning path program where teachers facilitate reading instruction to bring students up to grade level.	Implementation, Academic Support Program	Tier 2	Implement	09/03/2019	06/11/2020	\$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:

35% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension in Social Studies by 06/15/2018 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.

Category: Social Studies

Research Cited: West/ED-http://www.wested.org/cs/sli/print/docs/sli/ra_framework.htm.

Tier: Tier 1

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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	09/03/2019	06/11/2020	\$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	09/03/2019	06/11/2020	\$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
Teachers in all content areas utilize the Reading Apprenticeship strategies in everyday curriculum development and instruction.	Implementation	Tier 1	Implement	09/03/2019	06/11/2020	\$0	No Funding Required	Instructional Staff, Reading Apprenticeship Coaches and Building Administration

Strategy 2:

Professional Learning Communities - Professional Learning Communities 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 data teams analyze and prioritize needs, establish SMART Goals, select strategies, determine result indicators, and monitor and evaluate results.

Category: Social Studies

Research Cited: Besser, L., Almeida, L. M., Anderson-Davis, D. M., Flach, T., Kamm, C., & White, S. E. (2008). Decision Making for Results: Data Driven Decision

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Making (2nd ed.). Englewood, CO: Lead + Learn Press.

Tier: Tier 1

Activity - Monthly Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate in planning across grade levels to teach content expectations and power standards in order to increase student achievement. Department content area PLCs will meet monthly to review data and instructional practices.	Professional Learning	Tier 1	Implement	09/03/2019	06/11/2020	\$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
Administration and content area department leaders meet bi-monthly to plan the facilitation and implementation of school programs.	Implementation	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	No Funding Required	Building Administration and Content Area Department Leaders
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, student response system, Early Warning System, and E2020.	Technology	Tier 1	Implement	09/03/2019	06/11/2020	\$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
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"	Community Engagement, Parent Involvement	Tier 2	Implement	09/03/2019	06/11/2020	\$1	Title I Part A	Title 1 Academic Dean, Classroom Teachers, and Administration
Activity - Career Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will be exposed to career opportunities within the social studies content area.	Career Preparation /Orientation	Tier 1	Getting Ready	09/03/2019	06/11/2020	\$0	No Funding Required	Administrators and classroom teachers
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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.

Category: Social Studies

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 be involved in ongoing professional development for using and implementing thinking maps in the classroom.	Professional Learning	Tier 1	Implement	09/03/2019	06/11/2020	\$0	No Funding Required	Department Head and Building Administrator

Goal 4: All students will improve their proficiency in science

Measurable Objective 1:

35% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension in Science by 06/15/2018 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.

Category: Science

Research Cited: West/ED-http://www.wested.org/cs/sli/print/docs/sli/ra_framework.htm.

Tier: Tier 1

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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	09/03/2019	06/11/2020	\$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	09/03/2019	06/11/2020	\$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
Teachers in all content areas utilize the Reading Apprenticeship strategies in everyday curriculum development and instruction.	Implementation	Tier 1	Implement	09/03/2019	06/11/2020	\$0	No Funding Required	Instructional Staff, Reading Apprenticeship Coaches and Building Administration

Strategy 2:

Professional Learning Communities - Professional Learning Communities 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 data teams analyze and prioritize needs, establish SMART Goals, select strategies, determine result indicators, and monitor and evaluate results.

Category: Science

Research Cited: Besser, L., Almeida, L. M., Anderson-Davis, D. M., Flach, T., Kamm, C., & White, S. E. (2008). Decision Making for Results: Data Driven Decision

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Tier: Tier 1

Activity - Monthly Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate in planning across grade levels to teach content expectations and power standards in order to increase student achievement. Department content area PLCs will meet monthly to review data and instructional practices.	Professional Learning	Tier 1	Implement	09/03/2019	06/11/2020	\$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
Administration and content area department leaders meet bi-monthly to plan the facilitation and implementation of school programs.	Implementation	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	No Funding Required	Building Administration and Content Area Department Leaders
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, Data and Assessment, student response system, Early Warning System, and E2020.	Technology	Tier 1	Implement	09/03/2019	06/11/2020	\$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
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"	Community Engagement, Parent Involvement	Tier 2	Implement	09/03/2019	06/11/2020	\$1	Title I Part A	Title 1 Academic Dean, Classroom Teachers, and Administration
Activity - Career Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will be exposed to career opportunities within the science content area.	Career Preparation /Orientation	Tier 1	Getting Ready	09/03/2019	06/11/2020	\$0	No Funding Required	Administration and teaching staff
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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.

Category: Science

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	09/03/2019	06/01/2020	\$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	Implement	09/03/2019	06/11/2020	\$1	Special Education	Tutors, Title 1 Academic Dean, and Administration

Goal 5: All students will improve attendance and positive behavior.

Measurable Objective 1:

demonstrate a proficiency in attendance by having a 92% daily average. by 06/15/2018 as measured by The school data system..

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

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school resource officer.

Category: School Culture

Research Cited: 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.	Monitor, Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$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, work on enrichment or remedial tasks, check on their academic progress and learn about the middle school process.	Monitor, Implementation	Tier 1		09/04/2018	06/14/2019	\$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 06/15/2018 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.

Category: School Culture

Research Cited: 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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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		09/04/2018	06/14/2019	\$1	Title I Part A	PBIS Behavior Specialist, Administration, classroom teachers, ancillary staff
Activity - Monthly Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet as a team to identify student needs and develop activities and/or interventions to increase positive behavior throughout the middle school.	Monitor, Evaluation, Implementation	Tier 1	Implement	09/04/2018	06/14/2019	\$1	Title I Part A	PBIS team, PBIS Behavior Specialist, Administration
Activity - Behavior and Discipline Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/04/2018	06/14/2019	\$1	Title I Part A	Administration, Title 1 Academic Dean, and Classroom Teachers
Activity - Parent/Teacher Home Visitation Project	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Community Engagement, Parent Involvement, Implementation, Recruitment and Retention	Tier 1	Implement	09/04/2018	06/14/2019	\$1	Title I Part A	School Staff and Administration
Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Restorative Practices recognizes the importance of fostering positive, healthy school climates and helping students learn from their mistakes without awarding punitive, zero-tolerance punishments for school conflicts.	Behavioral Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Building Administrators and PBIS staff
Activity - Seeds to Feed Boys Mentoring Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Romulus Middle School has partnered with the Seeds to Feed Boys Mentoring program out of the City of Inkster. Male students will be selected to be mentored by adult role models living in or out of the City of Inkster.	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/11/2020	\$0	No Funding Required	Administration and Staff Chaperone

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

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	Implement	09/03/2019	06/11/2020	\$1	Tutors, Title 1 Academic Dean, and Administration

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Community Engagement, Parent Involvement, Implementation, Recruitment and Retention	Tier 1	Implement	09/04/2018	06/14/2019	\$1	School Staff 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"	Community Engagement, Parent Involvement	Tier 2	Implement	09/03/2019	06/11/2020	\$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 online learning path program where teachers facilitate reading instruction to bring students up to grade level.	Implementation, Academic Support Program	Tier 2	Implement	09/03/2019	06/11/2020	\$1	Title 1 Academic Dean, Instructional Tutors, and Administration

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Technology Training	Teachers will receive technology training from the district data coach for Google apps, student response system, Early Warning System, and E2020.	Technology	Tier 1	Implement	09/03/2019	06/11/2020	\$1	Data Coach, Teachers, and Administration
Teacher Training	All content area teachers are provided with training opportunities 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	09/03/2019	06/11/2020	\$1	Classroom Instructors, Reading Apprenticeship Coaches, and Building 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	09/03/2019	06/11/2020	\$1	Reading Apprenticeship Coaches and Building Administrators
Technology Training	Teachers will receive technology training from the district data coach for Google apps, student response system, Early Warning System, and E2020.	Technology	Tier 1	Implement	09/03/2019	06/11/2020	\$1	Data Coach, Teachers, and Administration
Classroom Coaching	Mathematics teachers will receive ongoing math coaching from an out of district math coach. Coach will meet with teachers in and out of the classroom.	Evaluation, Curriculum Development, Implementation, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	09/03/2019	06/11/2020	\$1	Mathematics Teachers, Mathematics Coach 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"	Community Engagement, Parent Involvement	Tier 2	Implement	09/03/2019	06/11/2020	\$1	Title 1 Academic Dean, Classroom 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	09/03/2019	06/01/2020	\$1	Department Heads and Building Administrator
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.	Monitor, Implementation, Academic Support Program	Tier 2	Monitor	09/03/2019	06/11/2020	\$1	Classroom Teacher 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.	Monitor, Evaluation, Implementation	Tier 1	Implement	09/04/2018	06/14/2019	\$1	PBIS team, PBIS Behavior Specialist, 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		09/04/2018	06/14/2019	\$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	09/03/2019	06/11/2020	\$1	Reading Apprenticeship Coaches and Building Administrators
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.	Implementation, Professional Learning	Tier 1	Implement	09/03/2019	06/11/2020	\$1	Reading Apprenticeship Coaches and Building Administrators

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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	09/03/2019	06/11/2020	\$1	Classroom Instructors, Reading Apprenticeship Coaches, and Building 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	09/03/2019	06/11/2020	\$1	Classroom Instructors, Reading Apprenticeship Coaches, and Building 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 implementation of reading strategies.	Professional Learning	Tier 1	Implement	09/03/2019	06/11/2020	\$1	Reading Apprenticeship Coaches and Building Administrators
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	09/03/2019	06/11/2020	\$1	Department Head and Building Administrator
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	09/03/2019	06/11/2020	\$1	Classroom Instructors, Reading Apprenticeship Coaches, and Building Administration

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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"	Community Engagemen t, Parent Involvemen t	Tier 2	Implement	09/03/2019	06/11/2020	\$1	Title 1 Academic Dean, Classroom Teachers, and Administrati on
Technology Training	Teachers will receive technology training from the district data coach for Google apps, Data and Assessment, student response system, Early Warning System, and E2020.	Technology	Tier 1	Implement	09/03/2019	06/11/2020	\$1	Data Coach, Teachers, and Administrati on
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 Collaborati on	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$1	Administrati on, 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"	Community Engagemen t, Parent Involvemen t	Tier 2	Implement	09/03/2019	06/11/2020	\$1	Title 1 Academic Dean, Classroom Teachers, and Administrati on
Teacher Training	Teachers will receive ongoing professional development and support for implementing thinking maps in their classrooms. Teachers will meet with a teacher 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	09/04/2018	06/14/2019	\$1	Department Heads and Building Administrat or
After School Tutoring	Students are chosen for after school tutoring based on their local assessments and state assessments. Tutoring includes the use of online learning paths where each student is given an individual learning path to bring them up to grade level.	Implementa tion	Tier 2	Implement	09/03/2019	06/11/2020	\$1	Title 1 Academic Dean, Classroom Teachers, and Administrati on
Technology Training	Teachers will receive technology training from the district data coach for Google apps, Data and Assessment, student response system, Early Warning System, and E2020.	Technology	Tier 1	Implement	09/03/2019	06/11/2020	\$1	Data Coach, Teachers, and Administrati on

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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 a system for raising overall reading achievement.	Monitor, Implementation, Academic Support Program	Tier 2	Monitor	09/03/2019	06/11/2020	\$1	Course Instructor and Administration

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monthly Meeting	Staff will collaborate in planning across grade levels to teach content expectations and power standards in order to increase student achievement. Department content area PLCs will meet monthly to review data and instructional practices.	Professional Learning	Tier 1	Implement	09/03/2019	06/11/2020	\$0	Department Head and Administration
Career Preparation	Students will be exposed to career opportunities within the science content area.	Career Preparation /Orientation	Tier 1	Getting Ready	09/03/2019	06/11/2020	\$0	Administration and teaching staff
Monthly Meeting	Staff will collaborate in planning across grade levels to teach content expectations and power standards in order to increase student achievement. Department content area PLCs will meet monthly to review data and instructional practices.	Professional Learning	Tier 1	Implement	09/03/2019	06/11/2020	\$0	Department Head and Administration
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, work on enrichment or remedial tasks, check on their academic progress and learn about the middle school process.	Monitor, Implementation	Tier 1		09/04/2018	06/14/2019	\$0	Administration and school staff

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Instructional Implementation	Teachers in all content areas utilize the Reading Apprenticeship strategies in everyday curriculum development and instruction.	Implementation	Tier 1	Implement	09/03/2019	06/11/2020	\$0	Instructional Staff, Reading Apprenticeship Coaches 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	09/03/2019	06/11/2020	\$0	Building Administration and Content Area Department Leaders
Restorative Practices	Restorative Practices recognizes the importance of fostering positive, healthy school climates and helping students learn from their mistakes without awarding punitive, zero-tolerance punishments for school conflicts.	Behavioral Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$0	Building Administrators and PBIS staff
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	09/03/2019	06/11/2020	\$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	09/03/2019	06/11/2020	\$0	Instructional Staff, Reading Apprenticeship Coaches and Building Administration
Implementation	Co-teaching will take place in all math content area classrooms with co-teaching strategies being used by the general education teacher and special education teacher during instruction.	Implementation	Tier 2	Monitor	09/03/2019	06/11/2020	\$0	Building Principal
Seeds to Feed Boys Mentoring Programs	Romulus Middle School has partnered with the Seeds to Feed Boys Mentoring program out of the City of Inkster. Male students will be selected to be mentored by adult role models living in or out of the City of Inkster.	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/11/2020	\$0	Administration and Staff Chaperone

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Career Preparation	Students will be exposed to career opportunities within the social studies content area.	Career Preparation /Orientation	Tier 1	Getting Ready	09/03/2019	06/11/2020	\$0	Administrati on and classroom teachers
Monthly Meeting	Staff will collaborate in planning across grade levels to teach content expectations and power standards in order to increase student achievement. Department content area PLCs will meet monthly to review data and instructional practices.	Professiona l Learning	Tier 1	Implement	09/03/2019	06/11/2020	\$0	Department Head and Administrati on
Bi-Monthly Instructional Leadership Team Meetings	Administration and content area department leaders meet bi-monthly to plan the facilitation and implementation of school programs.	Implementa tion	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	Building Administrati on and Content Area Department Leaders
Implementation	Co-teaching will take place in all ELA content area classrooms with co-teaching strategies being used by the general education teacher and special education teacher during instruction.	Implementa tion	Tier 2	Monitor	09/03/2019	06/11/2020	\$0	Building Principal
Instructional Implementation	Teachers in all content areas utilize the Reading Apprenticeship strategies in everyday curriculum development and instruction.	Implementa tion	Tier 1	Implement	09/03/2019	06/11/2020	\$0	Instructional Staff, Reading Apprenticeship Coaches and Building Administrati on
Career Preparation	Students will be exposed to career opportunities within the math content area.	Career Preparation /Orientation	Tier 1	Getting Ready	09/03/2019	06/11/2020	\$0	administrati on and teaching staff
Action Plan	<ol style="list-style-type: none"> 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. 	Monitor, Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Administrati on, Social Worker, School Resource Officer, District Data Coach

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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	09/03/2019	06/11/2020	\$0	Building Administration and Content Area Department Leaders
Monthly Meeting	Staff will collaborate in planning across grade levels to teach content expectations and power standards in order to increase student achievement. Department content area PLCs will meet monthly to review data and instructional practices.	Professional Learning	Tier 1	Implement	09/03/2019	06/11/2020	\$0	Department Head and Administration
Instructional Coaching	Teachers will be involved in ongoing professional development for using and implementing thinking maps in the classroom.	Professional Learning	Tier 1	Implement	09/03/2019	06/11/2020	\$0	Department Head and Building Administrator
Career Preparation	Students will be exposed to career opportunities within the reading content area.	Career Preparation /Orientation	Tier 1	Getting Ready	09/03/2019	06/11/2020	\$0	administration and teaching staff
Instructional Implementation	Teachers in all content areas utilize the Reading Apprenticeship strategies in everyday curriculum development and instruction.	Implementation	Tier 1	Implement	09/03/2019	06/11/2020	\$0	Instructional Staff, Reading Apprenticeship Coaches and Building Administration