



# **School Improvement Plan**

White Pine Middle School

Saginaw Township 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 2016-2017 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See goals and plans in Assist	

# **White Pine SIP 2018-2019**

## Overview

### Plan Name

White Pine SIP 2018-2019

### Plan Description



## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will become proficient with numeracy	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$9500
2	All students will become proficient in reading and writing across content areas.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$19000
3	All staff will implement Middle Level best practices.	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$31000

# Goal 1: All students will become proficient with numeracy

## Measurable Objective 1:

A 7% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, 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 local assessments in Mathematics by 06/11/2019 as measured by Local and state assessments.

## Strategy 1:

Professional Learning and Dialogue - Math teachers will participate in professional development to study best practices to improve student achievement. Teachers will incorporate these practices into their math courses. All math enrichment teachers will meet three times a year for professional development and to make decisions based on data.

Category: School Culture

Research Cited: American Institutes for Research. What The United States Can Learn from Singapore's World Class Mathematics System. U.S. Department of Education Policy and Program Studies Services, 2005.

Closing the Achievement Gap: Best Practices in Teaching Mathematics. The Education Alliance. www.educationalliance.org. Charleston, WV: Spring 2006.

Tier: Tier 1

Activity - Math enrichment meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math enrichment teachers will meet 3 times a year for professional development and make decisions based on data, regarding the movement into and out of the enrichment classes. Math enrichment teachers will implement best practices for enrichment classes. Training will be provided to teachers in Math in Focus and other intervention strategies.	Professional Learning	Tier 1	Monitor	09/04/2018	06/11/2019	\$5500	Title II Part A, General Fund	Math enrichment teachers, LNS, administrators

Activity - Math Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The mathematics staff will engage in professional development to research and implement math best practice strategies to meet the needs of all levels of learners. The professional development will also examine the use of problem solving maps, learning targets, and student collaboration in identifying learning needs and use data protocols to monitor progress. This professional development may include the Math in Focus training, the MCTM conference, professional development offered by the BAISD, SISD or other professional organizations.	Professional Learning	Tier 1	Monitor	09/04/2018	06/11/2019	\$2000	Title II Part A	Mathematics teachers, LNS and Administrators

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### Strategy 2:

Instruction for all students - All students will participate in aligned Math in Focus lessons. The lessons will be based on researched best practices. Students will be engaged in inquiry learning and problem solving lessons and activities.

Category: Learning Support Systems

Research Cited: Pyramid RTI by Buffum, Mattos and Weber

Jumpstart RTI: Using RTI in your Elementary School Right Now by Susan L. Hall

American Institutes for Research. What the United States Can Learn from Singapore's World Class Mathematics System. U.S. Department of Education Policy Studies Services, 2005.

Tier: Tier 1

Activity - Inquiry Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will engage in inquiry learning and problem solving lessons and activities. These will be delivered through use of the Math in Focus program and the Middle Years Programme (MYP) units. Students will read, write, explain and solve complex real world mathematical problems.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/11/2019	\$500	General Fund	All mathematics teachers, Administrators
Activity - Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use evidence folders to share assessment data with students to define learning targets to better meet student needs.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/11/2019	\$0	General Fund	Math Teachers, LNS, and administrators

### Strategy 3:

Multi-tiered system of supports - Students will be identified based on data to be placed into math enrichment classes to receive additional support in mathematics.

Category: Learning Support Systems

Research Cited: Pyramid RTI by Buffum, Mattos and Weber

Using RTI in Your Elementary School Right Now by Susan L. Hall

Sherman, Helene J, et al. Teaching Learners Who Struggle with Mathematics: Systematic Intervention & Remediation, 2nd Edition. Boston: Allyn & Bacon, 2009.

Tier: Tier 2

Activity - Math enrichment classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be placed into or removed from math enrichment classes based on data that will be reviewed on an individual basis at semester time. Students will receive lessons based on best practices to increase numeracy understanding. Student growth will be assessed regularly.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/11/2019	\$1000	General Fund	Math enrichment teachers, LNS, administrators
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### Strategy 4:

Family Engagement to Support Learning - Staff will provide data regarding student achievement in math and information on how parents can support their child at home. A Math in Focus Night will assist parents with understanding the new series and how to support their child.

Category: School Culture

Research Cited: Michigan Department of Education Decision Making Yardstick 2001.

A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement, by Anne T. Henderson and Karen L. Mapp (Austin, TX: Southwest Educational Development Laboratory, 2002).

Editorial Projects in Education Research Center. (2004, August 4). Issues A-Z: Parent Involvement. Education Week.

Tier: Tier 1

Activity - Home/school Numeracy connections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will share achievement data with parents. This data may include grades, school and state assessments, NWEA scores and other data. Information on home strategies to support numeracy learning will be provided throughout the year.	Parent Involvement	Tier 1	Monitor	09/04/2018	06/11/2019	\$500	General Fund	All math teachers, LNS, administrators

## Goal 2: All students will become proficient in reading and writing across content areas.

### Measurable Objective 1:

A 4% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, 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 and writing in English Language Arts by 06/13/2018 as measured by state and local assessments.

### Strategy 1:

Professional Learning and Dialogue - Staff will work collaboratively to implement best practices in reading and writing across the curriculum including ELA, math, science, social studies and elective courses. Teachers will incorporate these best practices into their courses. All Reading Enrichment teachers will meet three times a year for professional development and make decisions based on data. All teachers will be involved in professional development related to improving student achievement through best reading and writing practices.

Category: School Culture

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Research Cited: Morgan, Denise et al. "Guiding Readers in Middle Grades." Middle School Journal Jan. 2013: 16-24. Print.

Allington, Richard L. and Rachael E. Gabriel. "Every Child,Every Day." Educational Leadership March 2012: 10-15.

Writing to Read: Evidence of How Writing Can Improve Reading [http://carnegie.org/fileadmin/Media/Publications/WritingToRead\\_01.pdf](http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf)

Tier: Tier 1

Activity - Reading and Writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be provided professional development opportunities to study best practices for reading and writing across the curriculum such as implementing Signposts, student collaboration, and learning targets. In order to support student growth in these areas, professional development regarding Science Literacy Integration, History Text sets, LLI training, Literacy Leaders series, GFEC Writing Conference, vocabulary and MAISA training will be options as well as other related opportunities. The professional development will also examine the use of assessment practices in identifying learning needs and monitoring progress. Teams will work collectively to implement best practices and discuss the progress of these strategies during team meetings. Teams will examine data using data protocols. Teachers will collaborate and implement best practices to support the self-selected reading program at White Pine. Teachers will assist in tracking the books read and will develop conferring skills for meeting individually with students.	Professional Learning	Tier 1	Monitor	09/04/2018	06/11/2019	\$9500	General Fund, Title II Part A	teachers, LNS, administrators

Activity - Reading enrichment meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All reading enrichment teachers will meet 3 times a year for professional development and to make decisions based on data, regarding the movement into and out of the enrichment classes. Reading enrichment teachers will implement best practices for enrichment classes. Student growth will be assessed regularly. Reading enrichment teachers will continue to be trained in Adolescent Accelerated Reading Initiative (AARI) to meet the needs of the most struggling readers.	Professional Learning	Tier 1	Monitor	09/04/2018	06/11/2019	\$8000	Title II Part A, General Fund	Reading enrichment teachers, LNS, administrators

### Strategy 2:

Instruction for All Students - Students will be taught best practices in reading and writing across the curriculum including ELA, math, science, social studies and elective courses.

Category:

Research Cited: Reading in the Wild by Donalyn Miller.

Writing Across the Curriculum. Michigan Department of Education.

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Tier: Tier 1

Activity - Reading Strategies Across the Curriculum.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will apply reading strategies across the curriculum such as Close and Critical reading, use of text sets, annotation, stop-and-jot, and other research based strategies. Strategies to strengthen vocabulary acquisition by students in all subjects will be utilized. These strategies will be employed in science, social studies, English language arts, mathematics and the elective courses. These strategies will increase the students' reading skill level using a multitude of text types and for many different purposes. This broad range of reading experiences will develop strong readers.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/11/2019	\$0	No Funding Required	teachers, LNS, administrators
Activity - Writing strategies Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write using argument, narrative, and informational forms across the curriculum including science, social studies, English language arts, mathematics and the elective courses. Students will use writing to learn, writing to demonstrate knowledge and other research-based strategies. This wide variety of strategies will be used to build the students' writing skills in order to effectively communicate in a multitude of forms and for varied purposes.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/11/2019	\$0	No Funding Required	teachers, LNS, administrators
Activity - Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use evidence folders to share assessment data with students to define learning targets to better meet student needs.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/11/2019	\$0	General Fund	Teachers, LNS, and administrators

### Strategy 3:

Multi-tiered System of Supports - Students will be identified based on data to be placed into reading enrichment classes to receive support in reading.

Category:

Research Cited: Pyramid RTI by Buffum, Mattos and Weber.

National Center for Educational Evaluation and Regional Assistance. Institution of Educational Sciences. August 2008. Improving Adolescent Literacy: Effective Classroom and Intervention Practices.

Writing to Read: Evidence of How Writing Can Improve Reading [http://carnegie.org/fileadmin/Media/Publications/WritingToRead\\_01.pdf](http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf)

Tier: Tier 2

SY 2018-2019

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Activity - Reading enrichment classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed into and removed from reading enrichment classes based on data. Students will participate in lessons to improve reading comprehension skills.. Lessons will follow best practices which include embedding vocabulary instruction of Tier 2 words. Student growth will be assessed regularly.	Academic Support Program	Tier 2	Evaluate	09/04/2018	06/11/2019	\$1000	General Fund	Reading enrichment teachers, LNS, administrators

### Strategy 4:

Family Engagement to Support Learning - Staff will provide data regarding student achievement in reading and writing and information on how parents can support their child at home.

Category:

Research Cited: Michigan Department of Education Decision Making Yardstick 2001.

A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement, by Anne T. Henderson and Karen L. Mapp (Austin, TX: Southwest Educational Development Laboratory, 2002).

Editorial Projects in Education Research Center. (2004, August 4). Issues A-Z: Parent Involvement. Education Week.

Tier: Tier 1

Activity - Home/school Literacy connections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will share achievement data with parents. This data may include grades, school and state assessments, NWEA and other data. Information on home strategies to support reading and writing will be provided throughout the year.	Parent Involvement	Tier 1	Monitor	09/04/2018	06/11/2019	\$500	General Fund	LNS, School Improvement team, administrators, Language & Literature teachers

## Goal 3: All staff will implement Middle Level best practices.

### Measurable Objective 1:

collaborate to increase implementation of the 16 characteristics of a developmentally responsive middle school by 06/11/2019 as measured by surveys, checklists and looking at student work.

### Strategy 1:

Professional Learning & Dialogue - Staff will collaborate to create a developmentally responsive environment for middle level learners. This collaboration will occur

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through meetings and will include the examination of current practices, the study of middle level learners and the continual refinement of practices to meet their social, emotional, academic and physical needs. This process will include student voice through their participation with the leadership team.

Category: School Culture

Research Cited: L'Esperance, Mark et al. "Creating a Middle Grades Environment that Significantly Improves Student Achievement." Middle School Journal May 2013: 32-39.

This We Believe: Keys to Educating Young Adolescents. Westerville, Ohio: Association for Middle Level Education, 2010. Print.

Stiggins, Rick. Revolutionize Assessment: Empower Students Inspire Learning. Thousand Oaks, CA: Corwin, 2014. Print.

Tier: Tier 1

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Set expectations and provide support for a variety of engagement strategies and structures that facilitate participation and meaning making by students. Teachers use strategies that capitalize and build upon learning needs of students- academic background , life experiences, culture and language of students- for the whole group, small groups of students and individual students.	Professional Learning	Tier 1	Monitor	09/04/2018	06/11/2019	\$7000	General Fund, Title II Part A	All staff

Activity - Culture and Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish and maintain consistent classroom routines based on Champs guidelines. Demonstrate appropriate teacher-student and student-student relationships that foster students' well-being and adapt to meet individual circumstances. Routines for discussion and collaborative work have been explicitly taught, are evident, and result in effective discourse related to the lesson purpose.	Other	Tier 1	Monitor	09/04/2018	06/11/2019	\$7000	Title II Part A, General Fund	All staff

Activity - Assessment Literacy and Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional development to build assessment literacy knowledge. This knowledge will be used to implement a balanced assessment system including formative and summative assessment based on standards. The information gathered from the assessment will be used to inform the progress of each individual student. Staff will communicate assessment data with students with the use of evidence folders. Communication systems with parents will be developed as well. Learning Targets are clear and based on standards.	Curriculum Development	Tier 1	Monitor	09/04/2018	06/11/2019	\$2000	General Fund, Title II Part A	All staff



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### Strategy 2:

Instruction for All Students - In continuing to develop strong middle level programs for students, the White Pine staff will work to develop and teach unit plans that address the needs of the middle school students. This will be achieved through Middle Years Program (MYP) units and school wide activities.

Category: Learning Support Systems

Research Cited: Wade, J and Wolanin, N. 2013. Continuation Study of Student Performance and Engagement in the Middle Years Programme. Bethesda, Maryland, USA. International Baccalaureate Organization.

Moss, Connie M. and Susan M. Brookhart. Advancing Formative Assessment in Every Classroom. ASCD December: 2009. Print.

Moss, Connie M. et al. "Knowing Your Learning Target." Educational Leadership. 68.6 (2011): 66-69. Print.

Tier: Tier 1

Activity - Student Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop, teach, assess, and evaluate MYP and interdisciplinary units. Unit effectiveness will be evaluated by the teams regularly and adjusted as needed. Interdisciplinary MYP units will continue to be implemented within Learning Communities and content department teams. Teachers will attend MYP training to stay current in their knowledge. This will be done in accordance with MYP guidelines. Teachers who receive training will share the information with staff. Student understanding of rubrics is essential.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/11/2019	\$10000	General Fund	All staff
Activity - Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide data assessment, learning targets, and success criteria for students. Teachers work with students to set goals to assist them with improvement.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/11/2019	\$0	General Fund	All Staff

### Strategy 3:

Multi-Tiered System of Supports - White Pine will develop a behavior support system to address social and emotional needs of middle level learners.

Category: Learning Support Systems

Research Cited: Payne, Ruby. Keys to Education Middle Level Students in Poverty, 2013. Association for Middle Level Educators, Westerville, OH.

Sprick, Randy. Discipline in the Secondary Classroom: A Positive Approach to Behavior Management.

Tier: Tier 1

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Activity - Behavior Support Systems	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will study current literature and models of behavior support systems both at school and through professional development. The staff will work collaboratively to develop a system of support, by implementing CHAMPS strategies, for student behavior including teaching behavior matrices, established consistent expectations across the school and seeking ways to support students struggling with behavioral issues. This will begin as a tier 1 initiative and grow to include tiers 2 and 3.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/11/2019	\$5000	Title II Part A	All staff

### Strategy 4:

Family Engagement to Support Learning - White Pine staff will work to educate stakeholders regarding the social, emotional, academic and behavioral characteristics and needs of middle level learners through a variety of communication methods. The staff will also strive to increase the amount of positive communication with parents regarding their students.

Category: School Culture

Research Cited: Michigan Dept. Of Ed., What Research Says About Parent Involvement In Children's Education. Decision Making Yardstick, 2001.

Tier: Tier 1

Activity - Educate Stakeholders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
White Pine staff will regularly communicate to families the characteristics and needs of middle level learners. Family engagement will also occur through being regularly informed of learning community and school activities and events. This communication will happen through Monday morning email, Facebook, Skyward, Conferences (twice a year), Hawk Talk, Learning Community communications and at Curriculum Night.	Parent Involvement	Tier 1	Monitor	09/04/2018	06/11/2019	\$0	No Funding Required	All White Pine staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Educate Stakeholders	White Pine staff will regularly communicate to families the characteristics and needs of middle level learners. Family engagement will also occur through being regularly informed of learning community and school activities and events. This communication will happen through Monday morning email, Facebook, Skyward, Conferences (twice a year), Hawk Talk, Learning Community communications and at Curriculum Night.	Parent Involvement	Tier 1	Monitor	09/04/2018	06/11/2019	\$0	All White Pine staff
Reading Strategies Across the Curriculum.	Students will apply reading strategies across the curriculum such as Close and Critical reading, use of text sets, annotation, stop-and-jot, and other research based strategies. Strategies to strengthen vocabulary acquisition by students in all subjects will be utilized. These strategies will be employed in science, social studies, English language arts, mathematics and the elective courses. These strategies will increase the students' reading skill level using a multitude of text types and for many different purposes. This broad range of reading experiences will develop strong readers.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/11/2019	\$0	teachers, LNS, administrators
Writing strategies Across the Curriculum	Students will write using argument, narrative, and informational forms across the curriculum including science, social studies, English language arts, mathematics and the elective courses. Students will use writing to learn, writing to demonstrate knowledge and other research-based strategies. This wide variety of strategies will be used to build the students' writing skills in order to effectively communicate in a multitude of forms and for varied purposes.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/11/2019	\$0	teachers, LNS, administrators

### Title II Part A

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Engagement	Set expectations and provide support for a variety of engagement strategies and structures that facilitate participation and meaning making by students. Teachers use strategies that capitalize and build upon learning needs of students- academic background , life experiences, culture and language of students- for the whole group, small groups of students and individual students.	Professional Learning	Tier 1	Monitor	09/04/2018	06/11/2019	\$3000	All staff
Reading and Writing across the curriculum	All staff will be provided professional development opportunities to study best practices for reading and writing across the curriculum such as implementing Signposts, student collaboration, and learning targets. In order to support student growth in these areas, professional development regarding Science Literacy Integration, History Text sets, LLI training, Literacy Leaders series, GFEC Writing Conference, vocabulary and MAISA training will be options as well as other related opportunities. The professional development will also examine the use of assessment practices in identifying learning needs and monitoring progress. Teams will work collectively to implement best practices and discuss the progress of these strategies during team meetings. Teams will examine data using data protocols. Teachers will collaborate and implement best practices to support the self-selected reading program at White Pine. Teachers will assist in tracking the books read and will develop conferring skills for meeting individually with students.	Professional Learning	Tier 1	Monitor	09/04/2018	06/11/2019	\$4500	teachers, LNS, administrators
Math enrichment meetings	All math enrichment teachers will meet 3 times a year for professional development and make decisions based on data, regarding the movement into and out of the enrichment classes. Math enrichment teachers will implement best practices for enrichment classes. Training will be provided to teachers in Math in Focus and other intervention strategies.	Professional Learning	Tier 1	Monitor	09/04/2018	06/11/2019	\$4000	Math enrichment teachers, LNS, administrators

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Behavior Support Systems	Staff will study current literature and models of behavior support systems both at school and through professional development. The staff will work collaboratively to develop a system of support, by implementing CHAMPS strategies, for student behavior including teaching behavior matrices, established consistent expectations across the school and seeking ways to support students struggling with behavioral issues. This will begin as a tier 1 initiative and grow to include tiers 2 and 3.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/11/2019	\$5000	All staff
Culture and Climate	Establish and maintain consistent classroom routines based on Champs guidelines. Demonstrate appropriate teacher-student and student-student relationships that foster students' well-being and adapt to meet individual circumstances. Routines for discussion and collaborative work have been explicitly taught, are evident, and result in effective discourse related to the lesson purpose.	Other	Tier 1	Monitor	09/04/2018	06/11/2019	\$3000	All staff
Math Best Practices	The mathematics staff will engage in professional development to research and implement math best practice strategies to meet the needs of all levels of learners. The professional development will also examine the use of problem solving maps, learning targets, and student collaboration in identifying learning needs and use data protocols to monitor progress. This professional development may include the Math in Focus training, the MCTM conference, professional development offered by the BAISD, SISD or other professional organizations.	Professional Learning	Tier 1	Monitor	09/04/2018	06/11/2019	\$2000	Mathematics teachers, LNS and Administrators
Reading enrichment meetings	All reading enrichment teachers will meet 3 times a year for professional development and to make decisions based on data, regarding the movement into and out of the enrichment classes. Reading enrichment teachers will implement best practices for enrichment classes. Student growth will be assessed regularly. Reading enrichment teachers will continue to be trained in Adolescent Accelerated Reading Initiative (AARI) to meet the needs of the most struggling readers.	Professional Learning	Tier 1	Monitor	09/04/2018	06/11/2019	\$4000	Reading enrichment teachers, LNS, administrators

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Assessment Literacy and Learning Targets	Staff will participate in professional development to build assessment literacy knowledge. This knowledge will be used to implement a balanced assessment system including formative and summative assessment based on standards. The information gathered from the assessment will be used to inform the progress of each individual student. Staff will communicate assessment data with students with the use of evidence folders. Communication systems with parents will be developed as well. Learning Targets are clear and based on standards.	Curriculum Development	Tier 1	Monitor	09/04/2018	06/11/2019	\$1000	All staff
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### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading enrichment classes	Students will be placed into and removed from reading enrichment classes based on data. Students will participate in lessons to improve reading comprehension skills.. Lessons will follow best practices which include embedding vocabulary instruction of Tier 2 words. Student growth will be assessed regularly.	Academic Support Program	Tier 2	Evaluate	09/04/2018	06/11/2019	\$1000	Reading enrichment teachers, LNS, administrators
Reading enrichment meetings	All reading enrichment teachers will meet 3 times a year for professional development and to make decisions based on data, regarding the movement into and out of the enrichment classes. Reading enrichment teachers will implement best practices for enrichment classes. Student growth will be assessed regularly. Reading enrichment teachers will continue to be trained in Adolescent Accelerated Reading Initiative (AARI) to meet the needs of the most struggling readers.	Professional Learning	Tier 1	Monitor	09/04/2018	06/11/2019	\$4000	Reading enrichment teachers, LNS, administrators
Student Engagement	Set expectations and provide support for a variety of engagement strategies and structures that facilitate participation and meaning making by students. Teachers use strategies that capitalize and build upon learning needs of students- academic background , life experiences, culture and language of students- for the whole group, small groups of students and individual students.	Professional Learning	Tier 1	Monitor	09/04/2018	06/11/2019	\$4000	All staff

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Reading and Writing across the curriculum	All staff will be provided professional development opportunities to study best practices for reading and writing across the curriculum such as implementing Signposts, student collaboration, and learning targets. In order to support student growth in these areas, professional development regarding Science Literacy Integration, History Text sets, LLI training, Literacy Leaders series, GFEC Writing Conference, vocabulary and MAISA training will be options as well as other related opportunities. The professional development will also examine the use of assessment practices in identifying learning needs and monitoring progress. Teams will work collectively to implement best practices and discuss the progress of these strategies during team meetings. Teams will examine data using data protocols. Teachers will collaborate and implement best practices to support the self-selected reading program at White Pine. Teachers will assist in tracking the books read and will develop conferring skills for meeting individually with students.	Professional Learning	Tier 1	Monitor	09/04/2018	06/11/2019	\$5000	teachers, LNS, administrators
Student Collaboration	Staff will develop, teach, assess, and evaluate MYP and interdisciplinary units. Unit effectiveness will be evaluated by the teams regularly and adjusted as needed. Interdisciplinary MYP units will continue to be implemented within Learning Communities and content department teams. Teachers will attend MYP training to stay current in their knowledge. This will be done in accordance with MYP guidelines. Teachers who receive training will share the information with staff. Student understanding of rubrics is essential.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/11/2019	\$10000	All staff
Math enrichment meetings	All math enrichment teachers will meet 3 times a year for professional development and make decisions based on data, regarding the movement into and out of the enrichment classes. Math enrichment teachers will implement best practices for enrichment classes. Training will be provided to teachers in Math in Focus and other intervention strategies.	Professional Learning	Tier 1	Monitor	09/04/2018	06/11/2019	\$1500	Math enrichment teachers, LNS, administrators
Inquiry Learning	All students will engage in inquiry learning and problem solving lessons and activities. These will be delivered through use of the Math in Focus program and the Middle Years Programme (MYP) units. Students will read, write, explain and solve complex real world mathematical problems.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/11/2019	\$500	All mathematics teachers, Administrators

## School Improvement Plan

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Home/school Literacy connections	Staff will share achievement data with parents. This data may include grades, school and state assessments, NWEA and other data. Information on home strategies to support reading and writing will be provided throughout the year.	Parent Involvement	Tier 1	Monitor	09/04/2018	06/11/2019	\$500	LNS, School Improvement team, administrators, Language & Literature teachers
Culture and Climate	Establish and maintain consistent classroom routines based on Champs guidelines. Demonstrate appropriate teacher-student and student-student relationships that foster students' well-being and adapt to meet individual circumstances. Routines for discussion and collaborative work have been explicitly taught, are evident, and result in effective discourse related to the lesson purpose.	Other	Tier 1	Monitor	09/04/2018	06/11/2019	\$4000	All staff
Assessment Literacy and Learning Targets	Staff will participate in professional development to build assessment literacy knowledge. This knowledge will be used to implement a balanced assessment system including formative and summative assessment based on standards. The information gathered from the assessment will be used to inform the progress of each individual student. Staff will communicate assessment data with students with the use of evidence folders. Communication systems with parents will be developed as well. Learning Targets are clear and based on standards.	Curriculum Development	Tier 1	Monitor	09/04/2018	06/11/2019	\$1000	All staff
Goal Setting	Provide data assessment, learning targets, and success criteria for students. Teachers work with students to set goals to assist them with improvement.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/11/2019	\$0	All Staff
Math enrichment classes	Students will be placed into or removed from math enrichment classes based on data that will be reviewed on an individual basis at semester time. Students will receive lessons based on best practices to increase numeracy understanding. Student growth will be assessed regularly.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/11/2019	\$1000	Math enrichment teachers, LNS, administrators
Home/school Numeracy connections	Staff will share achievement data with parents. This data may include grades, school and state assessments, NWEA scores and other data. Information on home strategies to support numeracy learning will be provided throughout the year.	Parent Involvement	Tier 1	Monitor	09/04/2018	06/11/2019	\$500	All math teachers, LNS, administrators



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Assessment	Use evidence folders to share assessment data with students to define learning targets to better meet student needs.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/11/2019	\$0	Math Teachers, LNS, and administrators
Assessment	Use evidence folders to share assessment data with students to define learning targets to better meet student needs.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/11/2019	\$0	Teachers, LNS, and administrators