

2019-20 School Improvement Plan

Sparta Middle School

Sparta Area Schools

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SPARTA, MI 49345-1550

TABLE OF CONTENTS

Overview	1
Goals Summary	2
Goal 1: All students will be proficient in Mathematics	3
Goal 2: All students will be proficient in Science	10
Goal 3: All Students will be proficient in Social Studies	15
Goal 4: All Students at Sparta Middle School will become proficient in ELA and Content Area Reading.....	20
Goal 5: All Students at Sparta Middle School will become proficient in ELA and Content Area Writing	30
Activity Summary by Funding Source	37

Overview

Plan Name

2019-20 School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in Mathematics	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$125250
2	All students will be proficient in Science	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$8750
3	All Students will be proficient in Social Studies	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$12200
4	All Students at Sparta Middle School will become proficient in ELA and Content Area Reading.	Objectives: 1 Strategies: 5 Activities: 15	Academic	\$142875
5	All Students at Sparta Middle School will become proficient in ELA and Content Area Writing	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$204550

Goal 1: All students will be proficient in Mathematics

Measurable Objective 1:

85% 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 overall performance level in Mathematics by 06/03/2022 as measured by annual state assessments.

Strategy 1:

Assessment and Evaluation - Teachers will utilize multiple means of student assessment and performance data to guide decisions for building, grade level and content area improvements in student achievement. Identified staff will continue to learn how to use SBAC, common in-house assessments and M-Step data to create profiles and for curricular, assessment and instructional improvement targets. BSIT Teams will conduct action research using multiple means of data to determine effectiveness of strategies and activities in the SI Plans. Training for BSI Teams will also include updates to the Assist and the AdVanced Ed Website through the KISD SI Consultants. The District and Building administration will receive formal system-wide training from regional consultant regarding effective use and implementation of teacher evaluation as a means for SI.

Category: Mathematics

Research Cited: Robert Marzano: What Works in Schools: Translating Research into Action (2003); Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence? In J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation.

Cambridge, MA: Harvard Education Press.

Tier:

Activity - PLC and ASSIST Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2019-20 School Improvement Plan

Sparta Middle School

<p>Provisions made for Building School Improvement Teams to learn how to apply PLC frameworks and use of data for analysis and development if improved instruction and student performance .Through KISD School Improvement and Data Warehouse Consultants, and Regional Powerschool Administrator, the training will provide understanding for Data Storage, retrieval and analysis through the data warehouse and Powerschool Student Management System. Additional provisions are made for SI Teams to participate in the annual updates in the Advanced Ed ASSIST tool. The ISD and/or state SI consultants provide the training in a district or regional setting.</p>	<p>Professional Learning</p>		<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/09/2017</p>	<p>\$900</p>	<p>Title II Part A</p>	<p>MDE/ISD Assist Trainers, KISD SI Consultants , KISD Data Warehouse Consultants , Regional PowerSchool Trainer, BSI Teams, Building Powerschool Leaders, Building Administrators, PLC Leadership Team members and Assistant Superintendent</p>
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Strategy 2:

ELL & Migrant Supplemental Supports in Mathematics - Student who are identified as ELL will receive additional math support services by trained seasonal and year-round staff

under the direction of certified year-round ELL and Bilingual teachers. The instructional resources for support services include Vocabulary Content Language for math including On-line resources and materials in student's native language are provided and accessed through the recent technology purchases dedicated for ELL and Migrant populations. Tutorial services will be available during the school day in the core content areas and ELL students in grades 6-8 will be provided extended day tutorial services two days a week. The training will focus on the effective use of the instructional resources and effective strategies for skill growth and vocabulary development. Provisions will also be made to increase the connection between the school and the home/community to include home/school liaisons and an attendance officer. PAC meetings will be held for our migrant and ELL families.

Category:

Research Cited: National Mathematics Advisory Panel. (2008). Foundations for success: The final report of the national mathematics advisory panel. Washington, DC: U.S. Department of Education.

U.S. Department of Education. (n.d.). Trends in international mathematics and science study (TIMSS). [Overview]. Retrieved December 5, 2008, from <http://nces.ed.gov/timss/>

Hill, Jane D.& Flynn, Kathleen M., Classroom Instruction that Works With the English Language Learners.ASCD,Alexandria, VA. 2006

2019-20 School Improvement Plan

Sparta Middle School

Hamayn, Else & Freeman, Rebecca. English Language Learners at School: A Guide for Administrators.

Carson, INC. Philadelphia, PA. 2006

Johnson, E. Mellard, D.F., Fuchs, D., & McNight, M.A. (2006). Responsiveness to Intervention (RTI): How to do it. Lawrence, KS: National Research Center on Learning Disabilities.

Tier: Tier 2

Activity - Extended Day Tutorial in Math for ELLs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for salary and benefits of staff, transportation and supplies for extended day tutoring for 3-12 ELL students in math.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$6200	Title III	Lead Teacher, Math tutors, Grants Coordinator, Operations Director, Building Administrator and Assistant Superintendent

Activity - ELL Family and Community Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for part time parent liaisons, mileage, and supplies and material for ELL students and families.	Community Engagement	Tier 2	Implement	09/06/2016	06/09/2017	\$750	Title III	Grants Coordinator, Liaisons, Building Administrators and Assistant Superintendent.

2019-20 School Improvement Plan

Sparta Middle School

Activity - Additional Support Services for Migrant Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We have ESL and certified instructional staff, as well as highly qualified support staff who provide services to our seasonal population. These services are directed towards designated migrant students. The program supports will be provided seasonally and will vary depending on need and number of students over the course of the year. The primary supports are in the core academic areas.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$32000	Title I Part C	ESL Teacher, HQ support staff, grants coordinator, principal and Superintendent

Strategy 3:

Gradual Release of Responsibility in Math - Teachers will implement Guided Instruction within the GRR Instructional Model during daily instruction of all grade levels and to improve mathematics performance across the the district.

Category:

Research Cited: Peterson, L., Young, K., Salzberg, D., West, R., & Hill, M. (2006). Using self-management procedures to improve classroom social skills in multiple general education settings. *Education and Treatment of Children*, 29, 1–21.

Fisher, Doug, Frey, Nancy, 2004. *Improving Adolescent Literacy: Strategies at Work*. Pearson INC, Upper Saddle River NJ

U.S. Department of Education. (n.d.). Trends in international mathematics and science study (TIMSS). [Overview]. Retrieved December 5, 2008, from <http://nces.ed.gov/timss/>

Robert Marzano: *What Works in Schools: Translating Research into Action* (2003); Marzano, Pickering & Pollock: *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* (2004)

National Mathematics Advisory Panel. (2008). *Foundations for success: The final report of the national mathematics advisory panel*. Washington, DC: U.S. Department of Education.

Rose, David H.& Meyer, Anne. *Teaching Every Student in the Digital Age: Universal Design for Learning*

Tier: Tier 1

Activity - CCSS Math Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2019-20 School Improvement Plan

Sparta Middle School

Provisions made for staff participation in CCSS math instructional strategies professional development activities to improve understanding student performance in mathematics. The PD includes orchestrating math conversations Sketchpad usage ,and in-district Big Ideas Pilot Trainings.. Trainings facilitated through Regional Math and Science Center Kent ISD and Textbook Co. Trainers .	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$3200	Title II Part A	Building Administration Designated Math Teachers, Special Education Supervisor, KISD and Regional/National Consultants , Textbook Consultants and Assistant Superintendent.
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Status	Progress Notes	Created On	Created By
In Progress	4 Teachers to Math Educators Network times 5 sub days (at KISD) for 17-18 school year.	July 27, 2017	Bradley Wood

Activity - Instructional Technology PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for staff to attend workshops and trainings for the effective use of instructional/assistive technologies and how to embedding the METS,NETS and CCSS Technology Standards into the instructional strategies of the grade and course level intended learning outcomes in math. Also, we will be applying Accelerated Math programming to at-risk students.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$1100	Title II Part A	KISD Technology Consultants , District Technology Committee, Building Administration, Designated MS Tech staff and Assistant Superintendent

2019-20 School Improvement Plan

Sparta Middle School

Activity - Expansion to 2 AC Math Sections in the 7th Grade	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We are, for the first time, expanding from one section to two sections for AC Math in the 7th grade.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Designated AC Math Teachers.

Activity - Transformation Orientation for 1 Schoology Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All members of our math department, as well as our Encore staff and Special Education teachers will be attending a 2 Day Transformation Orientation which will provide tools and strategies for teachers to implement Schoology effectively as a Learning Management System.	Professional Learning	Tier 1	Getting Ready	07/02/2018	06/28/2019	\$0	Title II Part A	Brad Wood/Joel Stoner

Strategy 4:

At Risk Supplemental Support Services in Math - At-Risk Supplemental Support Services in Mathematics - Designated staff supported by 31-A funding will provide students identified as At-Risk supplemental support services in the core content areas of instruction for the purpose of improvement of performance and student achievement. Funding will also support purchase services, supplies and materials needed for the delivery supplemental program services. Provision made in Title IIa funding will provide service providers Professional Development needed to effectively perform the program services including Accredited Math Training from Regional trainers. Highly qualified and trained staff will supplement math instruction by implementing additional researched based programs and services to identified students to include: content area vocabulary and language usage and expression, mathematical fluency and problem solving. Provisions made through 31-A funding include the use of dedicated electives in Middle School for mathematics. All service providers are Highly Qualified in the content areas of service.

Category:

Research Cited: National Mathematics Advisory Panel. (2008). Foundations for success: The final report of the national mathematics advisory panel. Washington, DC: U.S. Department of Education.

National Center for Education Statistics (2005). "The Condition of Education 2005: Indicator 19 — Status Dropout Rates by Race/Ethnicity." NCES 2005-094. Washington, DC: U.S. Government Printing Office.

Ysseldyke, J., & Tardew, S. (2007). Use of a progress monitoring system to enable teachers to differentiate mathematics instruction. *Journal of Applied School Psychology, 24*(1), 1–28.

Ysseldyke, J., & Bolt, D. M. (2007). Effect of technology-enhanced continuous progress monitoring on math achievement. *School Psychology Review, 36*(3), 453–467.

Nunnery, J. A., & Ross, S. M. (2007). The effects of the School Renaissance program on student achievement in reading and mathematics. *Research in the Schools,*

2019-20 School Improvement Plan

Sparta Middle School

14(1), 40–59.

Woodward, J. (2006). Developing automaticity in multiplication facts: Integrating strategy instruction with timed practice drills. Learning Disability Quarterly, 29(4),269–289.

Tier:

Activity - ACCELERATED Math Licenses and Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions through Title IIa for non-contract and sub- pay for training of the Accelerated Math program for designated MS and HS Supplemental service providers. Provisions also made from at-risk for continued Accelerated Math Licenses.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$1900	Section 31a, Title II Part A	Building Administrators, Designated teachers, Assistant Superintendent and Accelerated Math Consultant

Activity - Secondary Supplemental Supports for MS at-risk Math students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for the salary and benefits for part time Middle School Staff and transportation costs to provide supplement support services for at risk students in mathematics to include school day dedicated electives and extended day tutorials in math at the MS level (6-8).	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$79200	Section 31a	Building Administrators, Lead Teachers, AM Co. , Supplemental support staff, Grants coordinator, operation director, and Assistant Superintendent

Goal 2: All students will be proficient 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 on the overall performance in Science by 06/05/2015 as measured by annual state assessments.

Strategy 1:

ELL and Migrant Supplemental Supports in Science - Student who are identified as migrant and/or ELL will receive additional content area reading support services by trained seasonal and year-round staff under the direction of certified year-round ELL and Bilingual teachers. Support services for English Language development will be provided as part of the provisions for general education, yet additional supplemental support services will be provided through Title Ic, Title IIa and Title III. The supports include the use of researched based, leveled, content area literacy supplemental resources including English Explorers with Vocabulary Content Language, and Cengage Inside and Edge text series for ELL students. On-line resources and materials in the students native language are provided through the resource purchases and accessed through the recent technology purchases dedicated for ELL and Migrant populations. Secondary students receive dedicated electives providing additional time in ELA and Literacy development.

Tutorial services will also be available during the school day in the core content areas and ELL students and extended day tutorial services will be available two days a week. Provisions will be made for professional training for staff. The training will focus on the effective use of the instructional resources and effective strategies for skill growth. Provisions will also be made to increase the connection between the school and the home/community to include home/school liaisons, seasonal bus aides and an attendance officer. PAC meetings will be held for our migrant and ELL families. The Title IC funding will support a seasonal secretary and part time administrator and coordinator of student management.

Category:

Research Cited: Echevarria, Jana, Vogt, MaryEllen & Short, Deborah. Making Content Comprehesible For English

Learners: The SIOP Model. Pearson Ed. INC, Boston, MA. 2008

Hamayn, Else & Freeman, Rebecca. English Language Learners at School: A Guide for Administrators.

Carson, INC. Philladelphia, PA. 2006Hill, Jane D.& Flynn, Kathleen M., Classroom Instruction that Works With the English Language Learners.ASCD,Alexandria, VA.2006

Tier:

2019-20 School Improvement Plan

Sparta Middle School

Activity - Extended day Tutorials in Science for ELL Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for salary and benefits, transportation and supplies for extended day tutoring and academic vocabulary development in science for 6-8 ELL students .	Academic Support Program	Tier 2	Implement	09/15/2014	06/05/2015	\$2200	Title III	Lead Teacher, Bilingual Tutors, Operations Director, Grants Coordinator, Building Administrators and Assistant Superintendent.

Strategy 2:

Guided Instruction and GRR in Science - Teachers will implement Guided Instruction within the GRR Instructional Model during science instruction to improve student engagement, content area reading and writing and student performance in science.

Category:

Research Cited: Daniels, Harvey and Zemilan, 2007. Content Area Reading: Every Teacher's Guide, Portsmouth, NH. Heinemann

The Michigan Online Learning Report, Michigan Virtual University, 2008

Evaluation of Evidence-based Practices in On-Line Learning: A Meta Analysis and Review of Online Learning Studeies. Means, B, Toyoma, Y. Murphy, R. Bakia, M. & Jones, K. 2009 taken From Recommendations for Full-time Online Learners. MVU, January 2010

Rose, David H. & Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, Alexandria, VA. 2002

Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper NJ

Marzano, Robert J., Pickering, Debra J., Classroom Management that Works: Researched Based Strategies for Every Teacher, ASCD, Alexandria VA, 2003

Daniels, Harvey and Zemilan, 2007. Content Area Writing: Every Teacher's Guide, Portsmouth, NH. Heinemann

Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

Tier: Tier 1

Activity - CCSS and NGSS PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2019-20 School Improvement Plan

Sparta Middle School

Provisions made for sub and registration expenses to allow MS content area science teachers to participate in training regarding the learning targets and instructional expectations of the CCSS Literacy Standards and the NGSS. Training facilitated through GV Regional Math and Science Center the Kent Science Team, the VanAndel Institute and the KISD Teaching and Learning Consultants.	Professional Learning			09/15/2014	05/22/2015	\$1300	Title II Part A	KISD Consultants, KST, Building Science Leaders, Regional Math and Science Center, Building Administration and Assistant Superintendent
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Status	Progress Notes	Created On	Created By
In Progress	Greg Busse and possibly Ryan Potter will be attending the Next Generation Science Exemplar Learning System for Science through the KISD. 1-2 Teachers sub pay for two days each.	July 27, 2017	Bradley Wood

Activity - Instructional Technology PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for subs and registration costs and for staff to attend workshops and trainings for the effective use of instructional/assistive technologies and embedding the METS,NETS and CCSS Technology Standards into the instructional strategies of the grade and course level intended learning outcomes in Science. Training provided by resident and ISD instructional and assistive technology trainers.	Professional Learning	Tier 1	Getting Ready	08/19/2013	08/30/2013	\$450	Title II Part A	KISD Technology Consultants, District Technology Staff, KISD and District Assistive Technology Trainers, DE Rep., Building Administration, Special Ed Supervisor and Assistant Superintendent

2019-20 School Improvement Plan

Sparta Middle School

Activity - Learning Labs and Modeled Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for building level staff to participate in Learning Lab activities to grow teachers application of Guided Instruction in the GRR Model during science instruction through peer to peer observation and professional dialogue. Program is facilitated through KISD Literacy and Cognitive Coaches network and Building SI Members.	Professional Learning			09/15/2014	05/29/2015	\$800	Title II Part A	KISD Literacy and Cognitive Coaches Network, Host Teachers, BSI Teams, Building Administrators and Assistant Superintendent.

Strategy 3:

Assessment and Evaluation - Teachers will utilize PLC Frameworks and multiple means of student assessment and performance data to guide decisions for building, grade level and content area improvements in student achievement. Identified staff will continue to learn how to use internal and external data in PLCs for curricular, assessment and instructional improvement targets. BSIT Teams will conduct action research and use the new Assist Evaluation Diagnostic determine effectiveness of strategies and activities in the SI Plans.

Category:

Research Cited: Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence?

J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation. Cambridge, MA: Harvard Education Press.

Robert Marzano: What Works in Schools: Translating Research into Action (2003);

Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

Tier:

Activity - PLC and ASSIST Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2019-20 School Improvement Plan

Sparta Middle School

<p>Provisions made for Building School Improvement Teams to participate in PLC Framework and action research ASSIST evaluation training. PD Facilitated through KISD School Improvement Consultants and state trainers and PLC Institute. Additional provisions are made for SI Teams to participate in the annual updates in the Advanced Ed ASSIST tool. The ISD and or state SI consultants provide the training in a district or regional setting.</p>	<p>Professional Learning</p>			<p>08/18/2014</p>	<p>06/30/2015</p>	<p>\$1200</p>	<p>Title II Part A</p>	<p>MDE/Regional ASSIST trainers, KISD School Improvement Consultants, KISD Data Warehouse Trainers, PLC Leadership Team Members, BSI Teams, Building Administrators and Assistant Superintendent</p>
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Strategy 4:

Piloting MI-Star Units in 6,7,8 grade Science - Our Science chairperson will continue to serve as an instructional coach to our other Science teachers. He will help continue the development, implementation and progress monitoring of MI-Star science units at 6,7 and 8 grades.

Category: Science

Research Cited: MI-Star Curriculum developed and adopted by the State of Michigan

Tier: Tier 1

Activity - MI-Star Unit Development and Piloting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Science teachers will collaborate with the support of their chairperson, who also serves as an instructional coach paid by the district, to develop/implement MI-Star Units and common formative assessments.</p>	<p>Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2019</p>	<p>06/05/2020</p>	<p>\$2800</p>	<p>General Fund</p>	<p>SMS Science Teachers</p>

Goal 3: All Students will be proficient in Social Studies

Measurable Objective 1:

44% 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 on the overall performance in Social Studies by 06/05/2015 as measured by annual state assessments.

Strategy 1:

Guided Instruction and GRR in Social Studies - Teachers will use the Guided Instruction in the GRR Instructional Model daily instruction of all grade levels and content areas to improve literacy and student performance across the content areas. The deployment of Guided Instruction will be enhanced through learning labs, building and grade level action research through PLCs and a focus on the learning environment. Effective use of formative, unit, interim and summative assessments as indicators for evaluation will support the release of responsibility for learning to the students.

Category:

Research Cited: Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence?

J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation.

Rose, David H. & Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, Alexandria, VA. 2002

The Michigan Online Learning Report, Michigan Virtual University, 2008

Evaluation of Evidence-based Practices in On-Line Learning: A Meta Analysis and Review of Online Learning Studies. Means, B, Toyoma, Y. Murphy, R. Bakia, M. & Jones, K. 2009 taken From Recommendations for Full-time Online Learners. MVU, January 2010

Daniels, Harvey and Zemilan, 2007. Content Area Reading: Every Teacher's Guide, Portsmouth, NH. Heinemann

Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper

Marzano, Robert J., Pickering, Debra J., Classroom Management that Works: Researched Based Strategies for Every Teacher, ASCD, Alexandria VA, 2003

Daniels, Harvey and Zemilan, 2007. Content Area Writing: Every Teacher's Guide, Portsmouth, NH. Heineman

Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

Robert Marzano: What Works in Schools: Translating Research into Action (2003);

Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

Tier:

Activity - C3 and CCSS Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2019-20 School Improvement Plan

Sparta Middle School

Provisions made for Social Studies instructional staff to attend training specific to the understanding of, and instructional strategies for MC3, C3 and CCSS Literacy Standards. Training will be facilitated by the KISD Social Studies Consultants and regional/state trainers for the MC3 and C3 National Social Studies project.	Professional Learning		Getting Ready	08/25/2014	06/05/2015	\$1600	Title II Part A	State/Regional C3 and MC3 Trainers, KISD Social Studies Consultants, Building Administration, Building Social Studies Leaders, and Assistant Superintendent.
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Activity - Instructional Technologies in Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for staff to attend workshops and trainings for the effective use of instructional/assistive technologies so to embed the METS,NETS and CCSS Technology Standards and the instructional strategies of the grade and course level intended learning outcomes in Social Studies. Training provided by resident and ISD instructional and assistive technology trainers.	Professional Learning	Tier 1	Getting Ready	08/25/2014	06/05/2015	\$1200	Title II Part A	KISD Technology Consultants, District Technology Staff, KISD and Resident Assistive Technologies Trainers, Special Education Supervisor, Building Administrators, and Assistant Superintendent.

2019-20 School Improvement Plan

Sparta Middle School

Activity - Learning Labs and Modeled Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for building level staff to participate in Learning Lab activities to grow teachers application of Guided Instruction and GRR during Social Studies instruction through peer to peer observation and professional dialogue. Program is facilitated through KISD Literacy and Cognitive Coaches network.	Professional Learning	Tier 1	Getting Ready	08/18/2014	06/05/2015	\$1100	Title II Part A	KISD Literacy and Cognitive Coaches Network, BSI Teams, Host Teachers, District Facilitators, Principal, Designated Staff, Building Administrators and Assistant Superintendent

Strategy 2:

Assessment and Evaluation - Teachers will utilize multiple means of student assessment and performance data to guide decisions for building, grade level and content area improvements in student achievement. Identified staff and administrators will continue their participation in FAME to grow the districts capacity to use formative assessments to guide instructional decisions in the classroom. Identified staff will continue to learn how to use DE and State Testing data to create profiles and for curricular, assessment and instructional improvement targets. BSIT Teams will conduct action research using multiple means of data to determine effectiveness of strategies and activities in the SI Plans. Training for BSI Teams will also include updates to the Assist and the AdVanced Ed Website through the KISD SI Consultants.

Category:

Research Cited: Robert Marzano: What Works in Schools: Translating Research into Action (2003);

Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement

J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation.

Cambridge, MA: Harvard Education Press.

(2004)

Tier:

2019-20 School Improvement Plan

Sparta Middle School

Activity - PLC and Assist Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for Building SI and designated staff to participate in PLC framework and action research training and professional development through PLC Institute trainers, and KISD School Improvement Consultants. Additional provisions are made for SI Teams to participate in the annual updates in the Advanced Ed ASSIST tool and how to utilize the new evaluation diagnostic. The ISD and/or state SI consultants provide the training in a district or regional setting.	Professional Learning			08/11/2014	06/30/2015	\$800	Title I Part A	MDE/ISD ASSIST Trainers, KISD School Improvement Consultants, KISD Data Warehouse Consultants, PLC Institute BSI Teams, Building Administrator, designated staff and Assistant Superintendent

Strategy 3:

At-Risk Supplemental Supports in Social Studies - Designated staff supported by 31-A funding will provide secondary students identified as At-Risk supplemental support services in the core content areas of instruction for the purpose of improvement of performance and student achievement. Funding will support salaries and benefits and purchase services of staff, and supplies and materials needed for the delivery supplemental program services. Provision made in Title IIa funding will provide service providers Professional Development needed to effectively perform the program services. Provisions made through 31-A funding for MS students include the use of dedicated electives for reading in the content areas and extended day services in the core content areas. All service providers are Highly Qualified.

Category:

Research Cited: Johnson, E. Mellard, D.F., Fuchs, D., & McNight, M.A. (2006). Responsiveness to Intervention (RTI): How to do it. Lawrence, KS: National Research Center on Learning Disabilities.

Rose, David H. & Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning

Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper Saddle River NJ

Robert Marzano: What Works in Schools: Translating Research into Action (2003);

Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004) ASCD, Alexandria, VA. 2002

2019-20 School Improvement Plan

Sparta Middle School

Tier:

Activity - Supplemental Supports for At-Risk Students in Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for the salary and benefits of staff, transportation and supplies and materials to provide supplement support services for designated At-Risk MS students in Social Studies. Supplemental Services include school day dedicated electives for content area reading and extended day tutorials in the core content areas. MS level (6-8). Strategies, activities and funding is covered under the goals under Reading and Writing in the Content Areas extended year	Academic Support Program	Tier 2		09/02/2014	06/05/2015	\$5500	Section 31a	Supplemental Service Providers, Operations Director, Grants Coordinator, Supplemental Service Providers, Building Administrator, and Assistant Superintendent.

Strategy 4:

ELL and Migrant Supplemental Support Services in SS - Student who are identified as migrant and/or ELL will receive additional content area reading support services by trained seasonal and year-round staff under the direction of certified year-round ELL and Bilingual teachers. Support services for English Language development will be provided as part of the provisions for general education, yet additional supplemental support services will be provided through Title Ic, Title IIa and Title III. The supports include the use of researched based, leveled, content area literacy supplemental resources including English Explorers with Vocabulary Content Language, and Cengage Inside and Edge text series for ELL students. On-line resources and materials in the students native language are provided through the resource purchases and accessed through the recent technology purchases dedicated for ELL and Migrant populations. Secondary students receive dedicated electives providing additional time in ELA and Literacy development Tutorial services will also be available during the school day in the core content areas and ELL students in grades 6-8 will be provided extended day tutorial services two days a week. Provisions will be made for professional training for staff. The training will focus on the effective use of the instructional resources and effective strategies for skill growth. Provisions will also be made to increase the connection between the school and the home/community to include home/school liaisons, seasonal bus aides and an attendance officer. PAC meetings will be held for our migrant and ELL families. The Title IC funding will support a seasonal secretary and part time administrator and coordinator of student management.

Category:

2019-20 School Improvement Plan

Sparta Middle School

Research Cited: Echevarria, Jana, Vogt, MaryEllen & Short, Deborah. Making Content Comprehensible For English Learners: The SIOP Model. Pearson Ed. INC, Boston, MA. 2008

Hamayn, Else & Freeman, Rebecca. English Language Learners at School: A Guide for Administrators.

Carson, INC. Philadelphia, PA. 2006

Robert Marzano: What Works in Schools: Translating Research into Action (2003);

Marzano, Pickering &

Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement(2004)

Tier:

Activity - ELL Extended Day Tutorials in Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for salary and benefits, transportation and supplies costs to provide extended day tutoring and academic vocabulary development for 6-8 ELL students in Social Studies..	Academic Support Program	Tier 2	Implement	09/15/2014	06/05/2015	\$2000	Title III	Lead Teacher, Bilingual Tutors, Transportation Director, Grants Coordinator, Building Administrators, and Assistant Superintendent.

Goal 4: All Students at Sparta Middle School will become proficient in ELA and Content Area Reading.

Measurable Objective 1:

2019-20 School Improvement Plan

Sparta Middle School

85% 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 ELA and Content Area Reading in English Language Arts by 06/03/2022 as measured by state assessments.

Strategy 1:

Utilization of Gradual Release of Responsibility instructional model - Teachers will utilize Guided Instruction within the GRR Instructional Model during daily reading instruction at all grade levels and content areas to improve reading performance across the content areas.

Category:

Research Cited: Peterson, L., Young, K., Salzberg, D., West, R., & Hill, M. (2006). Using self-management procedures to improve classroom social skills in multiple general education settings. Education and Treatment of Children, Keene, E. O., & Zimmerman, S. (1997). Mosaic of thought: Teaching comprehension in a reader's workshop. Portsmouth, NH: Heinemann.

Lezotte, Lawrence W. Correlates of Effective Schools: The First and Second Generation. Effective Schools Products LTD. Okemos, MI, 1991

Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper Saddle River NJ

Daniels, Harvey and Zemilan, 2007. Content Area Reading: Every Teacher's Guide, Portsmouth, NH.

Heinemann

Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence? In

J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation.

Cambridge, MA: Harvard Education Press.

Rose, David H. & Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, Alexandria, VA. 2002

Marzano, Robert J., Pickering, Debra J., Classroom Management that Works: Researched Based Strategies for Every Teacher, ASCD, Alexandria VA, 2003

Evaluation of Evidence-based Practices in On-Line Learning: A Meta Analysis and Review of Online Learning Studies. Means, B, Toyoma, Y. Murphy, R. Bakia, M. & Jones, K. 2009 taken From Recommendations for Full-time Online Learners. MVU, January 2010

Tier: Tier 1

Activity - Instructional Technology Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2019-20 School Improvement Plan

Sparta Middle School

Provisions for purchasing for staff to attend workshops and in district trainings for the effective use of instructional/assistive technologies and embedding the METS,NETS and CCSS Technology Standards into the instructional strategies of the grade and course level intended learning outcomes.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$1000	General Fund	ISD Technology Consultants, District Trainers of Trainers, Building Administration, ISD Assistive Technology Trainers, DE Reps, and Assistant Superintendent
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Activity - Staff PD for School Culture Processes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for supporting and sustaining a productive educational environment to strengthen the relational capacities of staff, students and families believed necessary to meet the rigors of the CCSS and effective orchestration of the GRR Instructional Model. Provisions made for CKHs, Responsible Thinking Center Training, Mental Health First Aid and CPI/MERT training for designated staff in our building (Sparta Middle School).	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$1200	Title II Part A	Building Administrators, School Nurse, Regional CPI Trainer, Special Education Supervisor, Designated Staff and Assistant Superintendent, Middle School Counselor and Middle School RTC Coordinator and Middle School Principal

2019-20 School Improvement Plan

Sparta Middle School

Status	Progress Notes	Created On	Created By
In Progress	New staff and possibly our RTC coordinator will be attending CKH training at the KISD during the 2016-2017 school year.	June 20, 2016	Bradley Wood

Activity - CCSS and Literacy Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for staff to attend ISD, regional and in-district workshops to provide instructional strategy professional training to meet the expectations of the CCSS ELA and Literacy Standards. Strategy development training include trainers Kelly Gallagher, Jeff Anderson and Regional and KISD CCSS and Literacy trainers and consultants. Provisions used for PS for substitutes and registrations costs	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$840	Title II Part A	Resident, ISD, Regional and National Trainers, Designated ELA and Literacy teachers Building Administration, Assistant Superintendent

Activity - Provide Assistive Technologies PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our designated Special Education staff will attend assistive technology training through the Kent ISD.	Professional Learning	Tier 3	Implement	09/06/2016	06/09/2017	\$500	Title II Part A	Designated Special Education and/or Resource Room staff

2019-20 School Improvement Plan

Sparta Middle School

Activity - Project Based Learning Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of our ELA, Social Studies and Spanish PLC will be attending a three day PBL Academy at Egypt Valley CC, hosted by CBD. This will prepare our teachers for phase one of PBL implementation at SMS during the 2018-2019 school year.	Professional Learning	Tier 1	Getting Ready	07/02/2018	06/30/2019	\$0	Title II Part A	Brad Wood/Joel Stoner

Strategy 2:

ELL and Migrant Supplemental Supports - Student who are identified as migrant and/or ELL will receive supplemental content area reading support services by trained seasonal and year-round staff under the direction of certified highly qualified year-round ELL and Bilingual teachers. Support services for English Language Development will be provided as part of the provisions for general education, yet additional support services will be provided through Title I, Title IIa and Title III using researched Based Programs and Strategies.

Category:

Research Cited: Hill, Jane D. & Flynn, Kathleen M., Classroom Instruction that Works With the English Language Learners.

ASCD, Alexandria, VA. 2006

Echevarria, Jana, Vogt, MaryEllen & Short, Deborah. Making Content Comprehensible For English

Learners: The SIOP Model. Pearson Ed. INC, Boston, MA. 2008

Hamayn, Else & Freeman, Rebecca. English Language Learners at School: A Guide for Administrators.

Carson, INC. Philadelphia, PA. 2006

Johnson, E. Mellard, D.F., Fuchs, D., & McNight, M.A. (2006). Responsiveness to Intervention (RTI): How

to do it. Lawrence, KS: National Research Center on Learning Disabilities.

National Early Literacy Panel. (2008). Developing early literacy: Report of the National Early Literacy

Panel: A scientific synthesis of early literacy development and implications for intervention. Washington,

DC: National Institute for Literacy.

Tier: Tier 1

Activity - Profesional Development for Migrant and ELL supplement Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2019-20 School Improvement Plan

Sparta Middle School

Professional Training for supplemental support staff regarding resources and materials for program delivery and WEIDA Training.	Professional Learning			09/06/2016	06/09/2017	\$735	Title II Part A, General Fund	Building Testing Coordinator and supplemental service providers, as well as building administration and assistant superintendent
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Activity - Extended day Tutoring for ELL Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for salary and benefits, transportation and supplies for extended day tutoring for 6-8 ELL students in content area reading and ELA.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$2500	Title III	Lead Teacher, Grant Coordinator, Assistant Superintendent, Operation Manager, Tutors (ELL/Migrant Bilingual Staff)

Activity - ELL and Migrant Supplemental Service Providers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2019-20 School Improvement Plan

Sparta Middle School

The provisions for seasonal and year round instructional supplemental support service providers in content area reading for Identified Migrant, Immigrant and ELL students.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$27300	Title III, Title I Part C	Title Grants Coordinator, Assistant Superintendent, Building Administration, HQ Teachers and Supplemental Service providers.
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Activity - ELL English Language Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for staffing the English Language instruction for ELL Students by general education bilingual service providers.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$22000	General Fund	Grants Coordinator, Principal, ESL Teacher, Designated Support Staff and Assistant Supt.

Strategy 3:

At Risk Support Services - Designated staff supported by 31-A funding will provide students identified as At-Risk supplemental support services for reading in the core content areas of instruction for the purpose of improvement of performance and student achievement. Funding will also support purchase services, supplies and materials needed for the delivery supplemental program services. Provision made in Title II a funding will provide service providers Professional Development needed to effectively perform the program services. Highly qualified and trained staff will supplement reading the core areas of instruction by implementing additional researched based programs and services to identified students to include: content area reading fluency, decoding and comprehension; and content area vocabulary and language usage and expression. Provisions made through 31-A funding include the use of dedicated electives in Middle School for reading and mathematics.

Category:

Research Cited: Lezotte, Lawrence W. Correlates of Effective Schools: Ther First and Second Generation. Effective Schools Products LTD. Okemos, MI, 1991

2019-20 School Improvement Plan

Sparta Middle School

Marzano, Robert J., Pickering, Debra J., Classroom Management that Works: Researched Based Strategies for Every Teacher, ASCD, Alexandria VA, 2003
 Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper Saddle River NJ
 Evaluation of Evidence-based Practices in On-Line Learning: A Meta Analysis and Review of Online Learning Studies. Means, B, Toyoma, Y. Murphy, R. Bakia, M. & Jones, K. 2009 taken From Recommendations for Full-time Online Learners. MVU, January 2010
 Johnson, E. Mellard, D.F., Fuchs, D., & McNight, M.A. (2006). Responsiveness to Intervention (RTI).: How to do it. Lawrence, KS: National Research Center on Learning Disabilities.

Tier:

Activity - Secondary At-Risk Supplemental Support Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for the salary and benefits for part time Middle School Staff to provide supplement support services for at risk students in reading to include school day dedicated electives for content area reading at the MS level (6-8).	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$60000	Section 31a	Building Level Administrators, Designated Elective Teachers, Coordinator of Grants and the Assistant Superintendent

Activity - Behavior Social Emotional Support Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for salary and benefits for part time Behavior/Social Emotional interventions and support services for at-risk students at the MS.	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$22000	Section 31a	behavior Interventionist, Counselor, Principal, and Assistant Supt.

Strategy 4:

PLC and Evaluation Training - Teachers will utilize multiple means of student assessment and performance data to guide professional discussions and decisions for building, grade level and content area improvements in student achievement. Administration and staff will be trained in the use and application of PLCs and how to engage and use internal and external formative, benchmark, interim and summative assessments to guide instructional and SI decisions. PD includes the how to use State Interim Assessment Pilots and how to develop; content area assessments aligned to the CCSS learning target.

Category:

Research Cited: Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence? In J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation.

Cambridge, MA: Harvard Education Press.

Tier: Tier 1

Activity - PLC Leadership Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for PLC Leadership team to attend participate in pd and training activities in preparation for PLC initial district wide initiative implementation	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$2000	Title II Part A, General Fund	Superintendent, PLC Leadership Team, BSI Team Members, Principal and Assistant Superintendent.

Activity - PLC PD around Effective Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and building administration will engage in ongoing Professional Learning/Development utilizing consultants from MASSP and KISD around utilizing our learned collaborative strategies to begin launching into discussion and decision making around student performance data.	Teacher Collaboration, Professional Learning	Tier 1		09/06/2016	06/09/2017	\$0	Title II Part A	SMS Principal, Assistant Superintendent, PLC Leadership team, BSI Team

2019-20 School Improvement Plan

Sparta Middle School

Status	Progress Notes	Created On	Created By
In Progress	This PD will be building on our 2015-2016 PD with Steve Steward around learning effective collaborative practices. This PD is in direct support of our district vision to establish a PLC that enhances student achievement.	June 20, 2016	Bradley Wood

Activity - Unpacking and Sequencing of Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA Teachers will have 4 funded release days to work on aligning, sequencing and unpacking their new StudySync curriculum.	Teacher Collaboration, Professional Learning, Curriculum Development	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Title II Part A	ELA Department

Status	Progress Notes	Created On	Created By
In Progress	4 Teachers need funds for four subs for four days. (16 total sub days)	July 27, 2017	Bradley Wood

Strategy 5:

Guaranteed Viable Curriculum Development in PLCs - Teachers, in addition to their PLC time during the school day, will receive 4 days of release time for unit construction and alignment--as well as development of common formative assessments.

Category: English/Language Arts

Research Cited: Dr. Richard DuFour-Learning by Doing/PLCs at Work

Tier: Tier 1

Activity - Teacher Release Time for Unit Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using aligned curriculum to develop common formative assessments.	Teacher Collaboration	Tier 1	Implement	08/26/2019	06/05/2020	\$2800	General Fund	ELA Teachers

Goal 5: All Students at Sparta Middle School will become proficient in ELA and Content Area Writing

Measurable Objective 1:

85% 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 content area writing writing in English Language Arts by 06/03/2022 as measured by state assessments.

Strategy 1:

At-Risk Supplemental Supports for Writing Across the Content Areas - Designated staff supported by 31-A funding will provide students identified as At-Risk supplemental support services for writing in the core content areas of instruction for the purpose of improvement of student performance and achievement. Funding will support purchase services, supplies and materials needed for the delivery supplemental program services. Provision made in Title IIa funding will provide service providers Professional Development needed to effectively perform the program services. Provisions made through 31-A funding include the use of dedicated electives in Middle School for reading. All service providers are Highly Qualified in the content areas of service.

Category:

Research Cited: Kemple, J. J., & Snipes, J. C. (2000). Career Academies: Impacts on students' engagement and performance in high school. New York: MDRC (Manpower Demonstration Research Corporation).

Robert Marzano: What Works in Schools: Translating Research into Action (2003); Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

Scull, J. A., & Lo Bianco, J. (2008). Successful engagement in an early literacy intervention. *Journal of Early Childhood Literacy*, 8(2), 123–150.

Effects on Efficacy in using Writers Workshop..." *The Journal of Research in Childhood Education* Article date:October 1, 1998 Author:Clippard, Dana Clearinghouse Research Gere, Ann Ruggles, Leila Christenbury, and Kelli Sassi. 2005. *Writing on Demand: Best Practices and Strategies For Success*. Portsmouth, NH, Heinemann

Tier:

2019-20 School Improvement Plan

Sparta Middle School

Activity - Secondary At-Risk Supplemental Service Providers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for the salary and benefits for part time MS Staff to provide dedicated elective, supplemental supports, to increase proficiency of writing for designated, at-risk students.	Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/09/2017	\$132000	Section 31a	Teachers, Building Administration, Lead Teachers and Assistant Superintendent,

Strategy 2:

Migrant and ELL Supplemental Supports - Student who are identified as migrant and/or ELL will receive additional ELA and content area writing support services by trained seasonal and year-round staff under the direction of certified year-round ELL and Bilingual teachers. Support services for English Language development will be provided as part of the provisions for general education, yet additional supplemental support services will be provided through Title Ic, Title IIa and Title III. The supports include the use of researched based, leveled supplemental resources Cengage Inside and Edge text series for ELL students. On-line resources and materials are provided through the resource purchases and accessed through the recent technology purchases dedicated for ELL and Migrant populations. Students receive dedicated electives providing additional time in ELA and Literacy development while elementary students receive pull-out services during the school day. Tutorial services will also be available during the school day in the core content areas and ELL students in grades 6-8 will be provided extended day tutorial services two days a week. Provisions will be made for professional training for staff. The training will focus on the effective use of the instructional resources and effective strategies for skill growth. Provisions will also be made to increase the connection between the school and the home/community to include home/school liaisons, seasonal bus aides and an attendance officer. PAC meetings will be held for our migrant and ELL families. The Title IC funding will support a seasonal secretary and part time administrator and coordinator of student management.

Category:

Research Cited: Hill, Jane D.& Flynn, Kathleen M., Classroom Instruction that Works With the English Language Learners.

ASCD, Alexandria, VA. 2006

Echevarria, Jana, Vogt, MaryEllen & Short, Deborah. Making Content Comprehensible For EnglishLearners: The SIOP Model. Pearson Ed. INC, Boston, MA. 2008

Hamayn, Else & Freeman, Rebecca. English Language Learners at School: A Guide for Administrators.

Carson, INC. Philladelphia, PA. 2006

Tier:

Activity - Migrant Education Supplemental Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2019-20 School Improvement Plan

Sparta Middle School

Provisions made for salary and benefits for seasonal and year round supplemental support services for identified Migrant Students to include 1 ELL certified teacher year round, 2 part time year round TAs and 1 part time seasonal TA 1.0 FTE,	Academic Support Program			09/06/2016	06/09/2017	\$60000	Title I Part C	Grants Coordinator, Designated HQ Staff, Building Administration and assistant Superintendent.
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Activity - Extended Day Tutorial For ELL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for salaries and benefits to provided Extended Day tutorials and core content academic vocabulary in writing for students identified as ELL.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$5500	Title III	grants coordinator, operations director, lead teacher, designated staff, principal and assistant superintendent

Strategy 3:

Guided Instruction in ELA and Content Area Writing - Staff will implement Guided instruction within the GRR instructional model the Gradual Release of student Responsibility Instructional Model in writing instruction across the grade levels and content areas to improve writing performance across the content areas.

Category:

Research Cited: Daniels, Harvey and Zemilan, 2007. Content Area Writing: Every Teacher's Guide, Portsmouth, NH.

Heinemann

Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper Saddle River NJ

Robert Marzano: What Works in Schools: Translating Research into Action (2003); Marzano, Pickering &

Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

2019-20 School Improvement Plan

Sparta Middle School

Peterson, L., Young, K., Salzberg, D., West, R., & Hill, M. (2006). Using self-management procedures to improve classroom social skills in multiple general education settings. *Education and Treatment of Children*,

Tier:

Activity - Instructional Technologies PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for staff to attend workshops and trainings for the effective use of instructional and assistive technologies and embedding the METS, NETS and CCSS Technology Standards into the instructional strategies of grade and course level intended learning outcomes in writing.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$1100	Title II Part A	District Superintendent, Regional Technology Consultants and Trainers, Building Tech. trainers, Designated Staff, Building and District Administrators.

Activity - Learning Labs and Modeled Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2019-20 School Improvement Plan

Sparta Middle School

Provisions made for building level staff to participate in Learning Labs which will be facilitated by our 2 trained Learning Lab Facilitators. This PD will involve 6 teachers in the fall and six teachers in the spring. Subs will be needed.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$800	Title II Part A	Kent ISD Literacy and Cognitive Coaches Network, Building Level Administration, Lead Teachers, host teachers, visiting teachers Literacy Coaches and Assistant Superintendent
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Status	Progress Notes	Created On	Created By
In Progress	This year we will be having our two trained facilitators (Erin Ondrusek and Jessica Buckner) facilitate two rounds of learning labs, each with four teachers per facilitator for a total of 10 subs per round.	June 20, 2016	Bradley Wood

Activity - CCSS Writing and Literacy Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2019-20 School Improvement Plan

Sparta Middle School

Provisions made for designated building level staff to attend ISD and internal and external training in the Writers WS instructional delivery model and the how to meet the instructional and assessment targets of the CCSS. Training includes national writing experts and authors Jeff Anderson, Penny Kettle, and Kelly Gallagher; CCSS Writing in Science, Social studies and the technical subjects and World Languages.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$2750	Title II Part A	KISD Consultants, National and Regional Trainers, Building Administrators, Designated ELA and Content area Teachers and Assistant Superintendent.
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Activity - Gradual Release of Responsibility PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for substitutes and registration costs for the release of teachers to attend in-district and regional training regarding effective implementation of GRR in the MS classroom setting. Training facilitated by district leadership team, National Trainer Doug Fisher, Jeff Anderson and ISD Literacy Consultants.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$2400	Title II Part A	BSI Team, Designated Staff, Regional and National Trainers, Building Administration and the assistant superintendent.

Status	Progress Notes	Created On	Created By
In Progress	PD around GRR may include the proposed instructional rounds that Steve Seward would help to train our teacher leadership in. These rounds allow teachers to identify trends in instruction and address them with staff to foster ongoing improvement in instructional practice.	June 20, 2016	Bradley Wood

2019-20 School Improvement Plan

Sparta Middle School

Activity - PD Release Time for Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize 4 days of release time for unit construction utilizing the Study Sync curriculum materials recently adopted.	Teacher Collaboration, Professional Learning, Direct Instruction, Curriculum Development	Tier 1		09/05/2017	06/08/2018	\$0	Title II Part A	4 ELA Teachers

Strategy 4:

After-School Homework Club - One day a week (Wednesday), up to two teachers will be present for two hours after-school to provide additional support to students who have been identified as struggling in ELA (reading and/or writing). Up to forty students will be allowed to attend this club to receive additional support with teacher supervision and we have received a grant from the SEF to pay for transportation.

Category: English/Language Arts

Research Cited: Ric DuFour-PLCs at Work-Data driven, targeted interventions

Tier: Tier 2

Activity - After-School Homework Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One day a week beginning in October, 2019, we will be inviting students, based on their performance data in ELA and Math, to attend a homework club to receive additional support and interventions.	Academic Support Program	Tier 1	Implement	08/26/2019	06/05/2020	\$0	No Funding Required	Math and ELA teachers at SMS

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ELL Extended Day Tutorials in Social Studies	Provisions for salary and benefits, transportation and supplies costs to provide extended day tutoring and academic vocabulary development for 6-8 ELL students in Social Studies..	Academic Support Program	Tier 2	Implement	09/15/2014	06/05/2015	\$2000	Lead Teacher, Bilingual Tutors, Transportation Director, Grants Coordinator, Building Administrators, and Assistant Superintendent.
Extended Day Tutorial in Math for ELLs	Provisions for salary and benefits of staff, transportation and supplies for extended day tutoring for 3-12 ELL students in math.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$6200	Lead Teacher, Math tutors, Grants Coordinator, Operations Director, Building Administrator and Assistant Superintendent
ELL Family and Community Supports	Provisions made for part time parent liaisons, mileage, and supplies and material for ELL students and families.	Community Engagement	Tier 2	Implement	09/06/2016	06/09/2017	\$750	Grants Coordinator, Liaisons, Building Administrators and Assistant Superintendent.

2019-20 School Improvement Plan

Sparta Middle School

Extended day Tutoring for ELL Students	Provisions for salary and benefits, transportation and supplies for extended day tutoring for 6-8 ELL students in content area reading and ELA.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$2500	Lead Teacher, Grant Coordinator, Assistant Superintendent, Operation Manager, Tutors (ELL/Migrant Bilingual Staff)
Extended Day Tutorial For ELL	Provisions made for salaries and benefits to provided Extended Day tutorials and core content academic vocabulary in writing for students identified as ELL.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$5500	grants coordinator, operations director, lead teacher, designated staff, principal and assistant superintendent
ELL and Migrant Supplemental Service Providers	The provisions for seasonal and year round instructional supplemental support service providers in content area reading for Identified Migrant, Immigrant and ELL students.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$1300	Title Grants Coordinator, Assistant Superintendent, Building Administration, HQ Teachers and Supplemental Service providers.

2019-20 School Improvement Plan

Sparta Middle School

Extended day Tutorials in Science for ELL Students	Provisions for salary and benefits, transportation and supplies for extended day tutoring and academic vocabulary development in science for 6-8 ELL students .	Academic Support Program	Tier 2	Implement	09/15/2014	06/05/2015	\$2200	Lead Teacher, Bilingual Tutors, Operations Director, Grants Coordinator , Building Administrators and Assistant Superintendent.
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC and ASSIST Training	Provisions made for Building School Improvement Teams to participate in PLC Framework and action research ASSIST evaluation training. PD Facilitated through KISD School Improvement Consultants and state trainers and PLC Institute. Additional provisions are made for SI Teams to participate in the annual updates in the Advanced Ed ASSIST tool. The ISD and or state SI consultants provide the training in a district or regional setting.	Professional Learning			08/18/2014	06/30/2015	\$1200	MDE/Regional ASSIST trainers, KISD School Improvement Consultants , KISD Data Warehouse Trainers, PLC Leadership Team Members, BSI Teams, Building Administrators and Assistant Superintendent

2019-20 School Improvement Plan

Sparta Middle School

ACCELERATED Math Licenses and Training	Provisions through Title IIa for non-contract and sub- pay for training of the Accelerated Math program for designated MS and HS Supplemental service providers. Provisions also made from at-risk for continued Accelerated Math Licenses.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$800	Building Administrators, Designated teachers, Assistant Superintendent and Accelerated Math Consultant
Project Based Learning Academy	Members of our ELA, Social Studies and Spanish PLC will be attending a three day PBL Academy at Egypt Valley CC, hosted by CBD. This will prepare our teachers for phase one of PBL implementation at SMS during the 2018-2019 school year.	Professional Learning	Tier 1	Getting Ready	07/02/2018	06/30/2019	\$0	Brad Wood/Joel Stoner
Instructional Technologies PD	Provisions for staff to attend workshops and trainings for the effective use of instructional and assistive technologies and embedding the METS,NETS and CCSS Technology Standards into the instructional strategies of grade and course level intended learning outcomes in writing.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$1100	District Superintendent, Regional Technology Consultants and Trainers, Building Tech. trainers, Designated Staff , Building and District Administrators.

2019-20 School Improvement Plan

Sparta Middle School

<p>CCSS Writing and Literacy Standards</p>	<p>Provisions made for designated building level staff to attend ISD and internal and external training in the Writers WS instructional delivery model and the how to meet the instructional and assessment targets of the CCSS. Training includes national writing experts and authors Jeff Anderson, Penny Kettle, and Kelly Gallagher; CCSS Writing in Science, Social studies and the technical subjects and World Languages.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/09/2017</p>	<p>\$2750</p>	<p>KISD Consultants , National and Regional Trainers, Building Administrators, Designated ELA and Content area Teachers and Assistant Superintendent.</p>
<p>CCSS and NGSS PD</p>	<p>Provisions made for sub and registration expenseds to allow MS content area science teachers to participate in training regarding the learning targets and instructional expectations ofthe CCSS Literacy Standards and the NGSS. Training facilitated through GV Regional Math and Science Center the Kent Science Team, the VanAndel Institute and the KISD Teaching and Learning Consultants.</p>	<p>Professional Learning</p>			<p>09/15/2014</p>	<p>05/22/2015</p>	<p>\$1300</p>	<p>KISD Consultants , KST, Building Science Leaders, Regional Math and Science Center, Building Administration and Assistant Superintendent</p>

2019-20 School Improvement Plan

Sparta Middle School

Learning Labs and Modeled Instruction	Provisions made for building level staff to participate in Learning Labs which will be facilitated by our 2 trained Learning Lab Facilitators. This PD will involve 6 teachers in the fall and six teachers in the spring. Subs will be needed.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$800	Kent ISD Literacy and Cognitive Coaches Network, Building Level Administration, Lead Teachers, host teachers, visiting teachers Literacy Coaches and Assistant Superintendent
Instructional Technology PD	Provisions for staff to attend workshops and trainings for the effective use of instructional/assistive technologies and how to embedding the METS,NETS and CCSS Technology Standards into the instructional strategies of the grade and course level intended learning outcomes in math. Also, we will be applying Accelerated Math programming to at-risk students.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$1100	KISD Technology Consultants , District Technology Committee, Building Administration, Designated MS Tech staff and Assistant Superintendent

2019-20 School Improvement Plan

Sparta Middle School

<p>C3 and CCSS Professional Learning</p>	<p>Provisions made for Social Studies instructional staff to attend training specific to the understanding of, and instructional strategies for MC3, C3 and CCSS Literacy Standards. Training will be facilitated by the KISD Social Studies Consultants and regional/state trainers for the MC3 and C3 National Social Studies project.</p>	<p>Professional Learning</p>		<p>Getting Ready</p>	<p>08/25/2014</p>	<p>06/05/2015</p>	<p>\$1600</p>	<p>State/Regional C3 and MC3 Trainers, KISD Social Studies Consultants, Building Administration, Building Social Studies Leaders, and Assistant Superintendent.</p>
<p>Instructional Technologies in Social Studies</p>	<p>Provisions for staff to attend workshops and trainings for the effective use of instructional/assistive technologies so to embed the METS,NETS and CCSS Technology Standards and the instructional strategies of the grade and course level intended learning outcomes in Social Studies. Training provided by resident and ISD instructional and assistive technology trainers.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/25/2014</p>	<p>06/05/2015</p>	<p>\$1200</p>	<p>KISD Technology Consultants, District Technology Staff, KISD and Resident Assistive Technologies Trainers, Special Education Supervisor, Building Administrators, and Assistant Superintendent.</p>

2019-20 School Improvement Plan

Sparta Middle School

<p>PLC and ASSIST Training</p>	<p>Provisions made for Building School Improvement Teams to learn how to apply PLC frameworks and use of data for analysis and development if improved instruction and student performance .Through KISD School Improvement and Data Warehouse Consultants, and Regional Powerschool Administrator, the training will provide understanding for Data Storage, retrieval and analysis through the data warehouse and Powerschool Student Management System. Additional provisions are made for SI Teams to participate in the annual updates in the Advanced Ed ASSIST tool. The ISD and/or state SI consultants provide the training in a district or regional setting.</p>	<p>Professional Learning</p>		<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/09/2017</p>	<p>\$900</p>	<p>MDE/ISD Assist Trainers, KISD SI Consultants , KISD Data Warehouse Consultants , Regional PowerSchool Trainer, BSI Teams, Building Powerschool Leaders, Building Administrators, PLC Leadership Team members and Assistant Superintendent</p>
<p>PD Release Time for Curriculum Development</p>	<p>Teachers will utilize 4 days of release time for unit construction utilizing the Study Sync curriculum materials recently adopted.</p>	<p>Teacher Collaboration, Professional Learning, Direct Instruction, Curriculum Development</p>	<p>Tier 1</p>		<p>09/05/2017</p>	<p>06/08/2018</p>	<p>\$0</p>	<p>4 ELA Teachers</p>
<p>Provide Assistive Technologies PD</p>	<p>Our designated Special Education staff will attend assistive technology training through the Kent ISD.</p>	<p>Professional Learning</p>	<p>Tier 3</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/09/2017</p>	<p>\$500</p>	<p>Designated Special Education and/or Resource Room staff</p>

2019-20 School Improvement Plan

Sparta Middle School

Learning Labs and Modeled Instruction	Provisions made for building level staff to participate in Learning Lab activities to grow teachers application of Guided Instruction in the GRR Model during science instruction through peer to peer observation and professional dialogue. Program is facilitated through KISD Literacy and Cognitive Coaches network and Building SI Members.	Professional Learning			09/15/2014	05/29/2015	\$800	KISD Literacy and Cognitive Coaches Network, Host Teachers, BSI Teams, Building Administrators and Assistant Superintendent.
Transformation Orientation for 1 Schoology Learning Management System	All members of our math department, as well as our Encore staff and Special Education teachers will be attending a 2 Day Transformation Orientation which will provide tools and strategies for teachers to implement Schoology effectively as a Learning Management System.	Professional Learning	Tier 1	Getting Ready	07/02/2018	06/28/2019	\$0	Brad Wood/Joel Stoner
Professional Development for Migrant and ELL supplement Support Staff	Professional Training for supplemental support staff regarding resources and materials for program delivery and WEIDA Training.	Professional Learning			09/06/2016	06/09/2017	\$435	Building Testing Coordinator and supplemental service providers, as well as building administration and assistant superintendent

2019-20 School Improvement Plan

Sparta Middle School

Learning Labs and Modeled Instruction	Provisions made for building level staff to participate in Learning Lab activities to grow teachers application of Guided Instruction and GRR during Social Studies instruction through peer to peer observation and professional dialogue. Program is facilitated through KISD Literacy and Cognitive Coaches network.	Professional Learning	Tier 1	Getting Ready	08/18/2014	06/05/2015	\$1100	KISD Literacy and Cognitive Coaches Network, BSI Teams, Host Teachers, District Facilitators, Principal, Designated Staff, Building Administrators and Assistant Superintendent
PLC Leadership Training	Provisions for PLC Leadership team to attend participate in pd and training activities in preparation for PLC initial district wide initiative implementation	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$800	Superintendent, PLC Leadership Team, BSI Team Members, Principal and Assistant Superintendent.
Instructional Technology PD	Provisions for subs and registration costs and for staff to attend workshops and trainings for the effective use of instructional/assistive technologies and embedding the METS,NETS and CCSS Technology Standards into the instructional strategies of the grade and course level intended learning outcomes in Science. Training provided by resident and ISD instructional and assistive technology trainers.	Professional Learning	Tier 1	Getting Ready	08/19/2013	08/30/2013	\$450	KISD Technology Consultants, District Technology Staff, KISD and District Assistive Technology Trainers, DE Rep., Building Administration, Special Ed Supervisor and Assistant Superintendent

2019-20 School Improvement Plan

Sparta Middle School

Gradual Release of Responsibility PD	Provisions made for substitutes and registration costs for the release of teachers to attend in-district and regional training regarding effective implementation of GRR in the MS classroom setting. Training facilitated by district leadership team, National Trainer Doug Fisher, Jeff Anderson and ISD Literacy Consultants.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$2400	BSI Team, Designated Staff, Regional and National Trainers, Building Administration and the assistant superintendent.
Unpacking and Sequencing of Curriculum	ELA Teachers will have 4 funded release days to work on aligning, sequencing and unpacking their new StudySync curriculum.	Teacher Collaboration, Professional Learning, Curriculum Development	Tier 1	Implement	09/05/2017	06/08/2018	\$0	ELA Department
CCSS and Literacy Professional Development	Provisions made for staff to attend ISD, regional and in-district workshops to provide instructional strategy professional training to meet the expectations of the CCSS ELA and Literacy Standards. Strategy development training include trainers Kelly Gallagher, Jeff Anderson and Regional and KISD CCSS and Literacy trainers and consultants. Provisions used for PS for substitutes and registrations costs	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$840	Resident, ISD, Regional and National Trainers, Designated ELA and Literacy teachers Building Administration, Assistant Superintendent
PLC PD around Effective Data Teams	Teachers and building administration will engage in ongoing Professional Learning/Development utilizing consultants from MASSP and KISD around utilizing our learned collaborative strategies to begin launching into discussion and decision making around student performance data.	Teacher Collaboration, Professional Learning	Tier 1		09/06/2016	06/09/2017	\$0	SMS Principal, Assistant Superintendent, PLC Leadership team, BSI Team

2019-20 School Improvement Plan

Sparta Middle School

<p>CCSS Math Professional Development</p>	<p>Provisions made for staff participation in CCSS math instructional strategies professional development activities to improve understanding student performance in mathematics. The PD includes orchestrating math conversations Sketchpad usage ,and in-district Big Ideas Pilot Trainings.. Trainings facilitated through Regional Math and Science Center Kent ISD and Textbook Co. Trainers .</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/09/2017</p>	<p>\$3200</p>	<p>Building Administration Designated Math Teachers, Special Education Supervisor, KISD and Regional/National Consultants , Textbook Consultants and Assistant Superintendent.</p>
<p>Staff PD for School Culture Processes</p>	<p>Provisions made for supporting and sustaining a productive educational environment to strengthen the relational capacities of staff, students and families believed necessary to meet the rigors of the CCSS and effective orchestration of the GRR Instructional Model. Provisions made for CKHs, Responsible Thinking Center Training, Mental Health First Aid and CPI/MERT training for designated staff in our building (Sparta Middle School).</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/09/2017</p>	<p>\$1200</p>	<p>Building Administrators, School Nurse, Regional CPI Trainer, Special Education Supervisor, Designated Staff and Assistant Superintendent, Middle School Counselor and Middle School RTC Coordinator and Middle School Principal</p>

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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2019-20 School Improvement Plan

Sparta Middle School

Secondary At-Risk Supplemental Service Providers	Provisions for the salary and benefits for part time MS Staff to provide dedicated elective, supplemental supports, to increase proficiency of writing for designated, at-risk students.	Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/09/2017	\$132000	Teachers, Building Administrator, Lead Teachers and Assistant Superintendent,
ACCELERATED Math Licenses and Training	Provisions through Title IIa for non-contract and sub- pay for training of the Accelerated Math program for designated MS and HS Supplemental service providers. Provisions also made from at-risk for continued Accelerated Math Licenses.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$1100	Building Administrators, Designated teachers, Assistant Superintendent and Accelerated Math Consultant
Supplemental Supports for At-Risk Students in Social Studies	Provisions for the salary and benefits of staff, transportation and supplies and materials to provide supplement support services for designated At-Risk MS students in Social Studies. Supplemental Services include school day dedicated electives for content area reading and extended day tutorials in the core content areas. MS level (6-8). Strategies, activities and funding is covered under the goals under Reading and Writing in the Content Areas extended year	Academic Support Program	Tier 2		09/02/2014	06/05/2015	\$5500	Supplemental Service Providers, Operations Director, Grants Coordinator, Supplemental Service Providers, Building Administrator, and Assistant Superintendent.

2019-20 School Improvement Plan

Sparta Middle School

Secondary Supplemental Supports for MS at-risk Math students	Provisions for the salary and benefits for part time Middle School Staff and transportation costs to provide supplement support services for at risk students in mathematics to include school day dedicated electives and extended day tutorials in math at the MS level (6-8).	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$79200	Building Administrators, Lead Teachers, AM Co. , Supplemental support staff, Grants coordinator, operation director, and Assistant Superintendent
Secondary At-Risk Supplemental Support Services	Provisions for the salary and benefits for part time Middle School Staff to provide supplement support services for at risk students in reading to include school day dedicated electives for content area reading at the MS level (6-8).	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$60000	Building Level Administrators, Designated Elective Teachers, Coordinator of Grants and the Assistant Superintendent
Behavior Social Emotional Support Services	Provisions made for salary and benefits for part time Behavior/Social Emotional interventions and support services for at-risk students at the MS.	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$22000	behavior Interventionist, Counselor, Principal, and Assistant Supt.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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2019-20 School Improvement Plan

Sparta Middle School

PLC and Assist Training	Provisions made for Building SI and designated staff to participate in PLC framework and action research training and professional development through PLC Institute trainers, and KISD School Improvement Consultants. Additional provisions are made for SI Teams to participate in the annual updates in the Advanced Ed ASSIST tool and how to utilize the new evaluation diagnostic. The ISD and/or state SI consultants provide the training in a district or regional setting.	Professional Learning			08/11/2014	06/30/2015	\$800	MDE/ISD ASSIST Trainers, KISD School Improvement Consultants, KISD Data Warehouse Consultants, PLC Institute BSI Teams, Building Administrator, designated staff and Assistant Superintendent
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Title I Part C

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ELL and Migrant Supplemental Service Providers	The provisions for seasonal and year round instructional supplemental support service providers in content area reading for Identified Migrant, Immigrant and ELL students.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$26000	Title Grants Coordinator, Assistant Superintendent, Building Administration, HQ Teachers and Supplemental Service providers.
Additional Support Services for Migrant Students	We have ESL and certified instructional staff, as well as highly qualified support staff who provide services to our seasonal population. These services are directed towards designated migrant students. The program supports will be provided seasonally and will vary depending on need and number of students over the course of the year. The primary supports are in the core academic areas.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$32000	ESL Teacher, HQ support staff, grants coordinator, principal and Superintendent

2019-20 School Improvement Plan

Sparta Middle School

Migrant Education Supplemental Supports	Provisions made for salary and benefits for seasonal and year round supplemental support services for identified Migrant Students to include 1 ELL certified teacher year round, 2 part time year round TAs and 1 part time seasonal TA 1.0 FTE,	Academic Support Program			09/06/2016	06/09/2017	\$60000	Grants Coordinator, Designated HQ Staff, Building Administration and assistant Superintendent.
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Release Time for Unit Development	Using aligned curriculum to develop common formative assessments.	Teacher Collaboration	Tier 1	Implement	08/26/2019	06/05/2020	\$2800	ELA Teachers
MI-Star Unit Development and Piloting	Science teachers will collaborate with the support of their chairperson, who also serves as an instructional coach paid by the district, to develop/implement MI-Star Units and common formative assessments.	Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$2800	SMS Science Teachers
PLC Leadership Training	Provisions for PLC Leadership team to attend participate in pd and training activities in preparation for PLC initial district wide initiative implementation	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$1200	Superintendent, PLC Leadership Team, BSI Team Members, Principal and Assistant Superintendent.
ELL English Language Instruction	Provisions for staffing the English Language instruction for ELL Students by general education bilingual service providers.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$22000	Grants Coordinator, Principal, ESL Teacher, Designated Support Staff and Assistant Supt.

2019-20 School Improvement Plan

Sparta Middle School

Expansion to 2 AC Math Sections in the 7th Grade	We are, for the first time, expanding from one section to two sections for AC Math in the 7th grade.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Designated AC Math Teachers.
Instructional Technology Professional Development	Provisions for purchasing for staff to attend workshops and in district trainings for the effective use of instructional/assistive technologies and embedding the METS,NETS and CCSS Technology Standards into the instructional strategies of the grade and course level intended learning outcomes.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$1000	ISD Technology Consultants , District Trainers of Trainers, Building Administration, ISD Assistive Technology Trainers, DE Reps, and Assistant Superintendent
Professional Development for Migrant and ELL Supplement Support Staff	Professional Training for supplemental support staff regarding resources and materials for program delivery and WEIDA Training.	Professional Learning			09/06/2016	06/09/2017	\$300	Building Testing Coordinator and supplemental service providers, as well as building administration and assistant superintendent

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After-School Homework Club	One day a week beginning in October, 2019, we will be inviting students, based on their performance data in ELA and Math, to attend a homework club to receive additional support and interventions.	Academic Support Program	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Math and ELA teachers at SMS