



School Improvement Plan

Portland Middle School

Portland Public School District

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Portland Middle School consists between 450 & 480 students. This includes students ranging from grades 6-8th grade. One categorical class is provided for our severely impaired students. All other Special education students are on a resource or consultant basis.

Portland, the "City of Two Rivers", is a rural community located between Lansing and Grand Rapids on I-96. The residents of Portland enjoy many recreational activities on the Grand River and Looking Glass River. In addition, the residents of Portland have access to many athletic fields, parks and our "rails to trails" system. We have many visitors from the Grand Rapids and Lansing areas. Portland residents are able to enjoy rural and urban life. Portland consists of a small, close-knit community, but also has easy access to economic and cultural experiences offered by the cities Grand Rapids and Lansing.

In the last two years, our student enrollment has been around 450 students. The economically disadvantaged student population has doubled in the last three years. The community of Portland is supported by a one building K-12th grade nonpublic school and Portland Public Schools. Portland Middle school includes students ranging in grades 6th-8th grade.

School's Purpose

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

Portland Middle School Vision Statement:

Portland Middle School will be a safe, welcoming environment where all students have the opportunity for meaningful learning.

Portland Middle School Mission Statement:

We, as a Portland Middle School family, will strive to meet the educational needs of all students.

Portland Middle School Belief Statements:

We believe that all students have the capacity to learn.

We believe that all students should have a safe and respectful learning environment.

We believe that all students can be successful.

We believe that education is cognitive, social, and emotional.

We believe that learning is a collaborative effort among school, students, home and community.

We believe that learning is a construct of previous knowledge, experiences and connections in a quest for understanding.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Portland Middle School has participated in the Hair on Fire initiative. Hair on Fire is a county wide initiative to generate units and lesson that reflect common core standards. Four Portland Middle school English Language Art teachers are involved in Hair on Fire. In addition, staff members have participated in formative assessment professional development. Portland Middle school is working towards providing appropriate professional development to all teachers. Portland Middle School is focusing on helping all students be proficient in math, reading and writing.

This coming school year (2014-2015) Portland Middle School will provide READ 180 reading intervention as a tool to help our struggling readers. This intervention will be incorporated into the general education setting.

In the next few years all teachers will receive professional development in the area of THINKING MAPS and receive proper support to help maintain this initiative. that Thinking Maps is a language of eight visual patterns each based on a fundamental thought process, designed to benefit students, teachers and principals.

Additional Information

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

Portland Middle school will continue to strive towards excellence. The educators at Portland Middle school are dedicated toward their students. Portland Middle school culture consists of keeping students first.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

All teachers & staff members were encouraged to join the School Improvement Team. Teachers and staff members were invited through email. At the first staff meeting of the year the principal personally invited all teachers and staff members to join the School Improvement Team. Parents and were asked to participate through email and community members were invited by word of mouth. Roles were determined and announced by the principal.

All participants were given a schedule with meeting dates at the beginning of the school year. Some dates were rescheduled to meet the needs of the group members. Meetings were held during school hours to meet the needs of all members.

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

Two Language Arts Teacher, Math/Science teacher, Social Studies/History teacher, Math/Social Studies teacher, Special Education teacher, Principal and parent. Each individual was responsible for attending the meetings and providing input during meetings. Each member is equally responsible in the creation of the School Improvement Plan. The principal developed the agenda under the guidance of the Ionia Intermediate School District. The actual data collection was completed by each teacher. Analyzing and discussing the data was led by the principal. All members of the team were encouraged to share their ideas and thoughts. All decisions were based on data, rather than opinion.

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

All stakeholders were present during the development of the School Improvement Plan. Stakeholders were given information monthly and sometimes weekly through email and provided pertinent documents at meetings. The School Improvement Team provided information during staff meetings.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

In the last three years staffing numbers and sections have remained the same. Our student enrollment has fluctuated between 433-450 students. We have many classes that consist of 28-30 students. These large class sizes can often have a negative impact on the educational setting.

Student Demographic Data

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

Student attendance figures have continually improved slightly in recent years. This is likely due to a consistent truancy program that has been implemented in the last few years. As this program continues to evolve with cooperation between the middle school staff, administrators, and local authorities, we are confident attendance improvements will continue. In addition, we try to work with the parents of students that miss school on a regular basis. We provide educational information to help parents understand the negative impact that can occur when students miss school on a regular basis.

Student Demographic Data

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

Our discipline referrals, suspensions are down significantly. We have reduced our referrals by over 50%. Last school year we began implementing new school discipline expectations to the Portland Middle School Staff. At the beginning of the 2014-2015 school year new discipline forms were introduced to the staff. The combination of the new school discipline expectations and new forms have helped reduce our discipline referrals. In the last two years we have approximately 500 office referrals compared to over 1,300 the previous two years. Our suspensions are also down by almost 50%. We have had no expulsions in the last three years.

Student Demographic Data

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

Portland Middle School will continue to work with our local ISD to address our challenges through teacher training and keeping students first.

Teacher/School Leader(s) Demographic Data

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

The teacher leaders of Portland Middle School are experienced teachers. They are great help to administrators when developing the School Improvement Plan. In addition, the school leaders provide administrators with important information as it pertains to curriculum, school culture, and/or other decisions administrators must make throughout the school year. Student achievement will increase as teacher leaders and administrators collaborate in decision making.

Both administrators were in the building last year. The assistant principal has five years of experience as an Assistant Principal. The Principal is in his Second year leading Portland Middle School. Both are receiving top notch administrative training from MASSP to help grow change within the building. Student achievement will increase as administrators develop relationships with staff. Administrators and staff working cohesively will increase student achievement.

Teacher/School Leader(s) Demographic Data

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

We have a strong core of experienced teachers. Experienced teachers can help keep the curriculum consistent. A consistent curriculum should help students progress. However, we also have some teachers that do not like change. We must continually encourage teachers and provide appropriate teacher training to help teachers meet the learning needs of their students.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The principal and/or the assistant principal are always in the building. We keep one administrator in the building to try and maintain consistency. Administrators need appropriate professional development in order to help teachers increase student achievement. Both administrators collaborate their schedules in order to ensure at least one administrator is in the building during school hours.

Teacher/School Leader(s) Demographic Data

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

We have some teachers that have high absence rates, which can impact the classroom culture. However, teachers need professional development in order to increase student achievement.

Teacher/School Leader(s) Demographic Data

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

Teacher/School Leaders were more involved in school leadership teams this year than last year. Administration is continually working towards building positive relationships with teacher/school leaders to help bridge any gaps that may exist. When possible administration will continue to include leaders in decision making. This should help teacher/school leaders to feel as if they have an influential role in running

the school and will help increase the involvement of all teachers/school leaders.

Process Data

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

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

Strengths were in Strand II Standard 4 Indicators K (A Vision for Learning) and L (Guidance and Support for Teaching & Learning). Also in Strand II Standard 5 Indicators N (Safe and Supportive Environment) and O (Shared Leadership for Learning).

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

Challenges lie in Strand I Standard 1 Indicator A (Alignment) and B (Coherence). Also Strand I Standard 2 Indicator C (Instructional Design) and F (Reflection). In addition Strand I Standard 3 Indicator G (Assessment System), H (Shared Understanding), and I (Data Analysis & Decision Making).

12. How might these challenges impact student achievement?

Lack of coherent curriculum creates potential gaps and inequalities for students. Lack of resources creates burden on teachers, lack of consistency for students, lack of data, and lack of accurate assessment of knowledge and skills.

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

Assessment literacy professional development can address weaknesses in Strand I Standard 3 Assessment. It will assist in building quality common assessments that will provide data that can guide decisions about curriculum coherence development. Teacher release time with curriculum director to align and build coherence with curriculum can address Strand I Standard 1 and 2 Alignment and Instructional Design.

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

Students with disabilities have regularly reevaluated Individual Education Plans where strengths and weaknesses are discussed and needed interventions identified. Students with needs for interventions are scheduled first to ensure that they have access to all needed interventions.

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

Ninth grade Algebra is offered to eighth grade students. Choir is offered to seventh and eighth grade students. College visits occur within Careers classes for eighth grade students. Peer to Peer program matches struggling students with eighth grade peers.

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

For the high school Algebra offering, students are identified by MEAP scores and grades. Parents of students eligible for Algebra are notified by letters sent home. Choir is available to anyone interested. Parents are notified through grade level registration forms. College visits are available to all eighth grade students through Careers class. Parents are notified via Skyward (student management system) and permission slips. Students are identified for Peer to Peer by interest. Parents are notified through permission slips.

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

ELA department has horizontal alignment with year long scope and sequence documents aligned to state standards. In addition ELA has clarifying documents for all standards at all grade levels. Math department has horizontal and vertical alignment with year long scope and sequence documents aligned to state standards. Science department has horizontal alignment with year long scope and sequence documents aligned to the state standards.

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

We did not complete this for the 2014-15 school year.

Achievement/Outcome Data

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

19a. Reading- Strengths

The percentage of students proficient in reading on the MEAP has increased over the past three years for sixth and eighth grade students. Seventh grade students have fluctuated in percentage of proficiency, but have not dropped below 55% proficiency in reading on the MEAP.

19b. Reading- Challenges

Seventh grade students do not show consistent improvement in reading proficiency on MEAP.

19c. Reading- Trends

The number of students proficient in reading on MEAP decreases from sixth to seventh grade, but increase in percentage of proficiency in eighth grade

19d. Reading- Summary

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

Teacher development with curriculum director to address issues of curriculum alignment, coherence, and instructional design.

20a. Writing- Strengths

Seventh grade students have increased percentage of students proficient on the writing MEAP each year for the last four years.

20b. Writing- Challenges

In the last three years the greatest percentage of seventh grade students on the writing MEAP have fallen into the Level 3 Partially Proficient category.

20c. Writing- Trends

Percentage of students proficient on the writing MEAP for seventh grade has increased each year for the last four years.

20d. Writing- Summary

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

Teacher development with curriculum director to address issues of curriculum alignment, coherence, and instructional design.

21a. Math- Strengths

Number of sixth grade students proficient in Math has increased and remained above 50% in the last three years on the MEAP. Seventh grade students have improved from 24% proficiency to 40% proficiency over the last three years on MEAP.

21b. Math- Challenges

Student proficiency in Math decreases from their sixth to seventh grade year.

21c. Math- Trends

Percentage of students proficient in Math decreases during their seventh grade year, but increases during eighth grade year. Sixth grade students have maintained greater than 50% proficiency over the last two years.

21d. Math- Summary

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

Teacher development with curriculum director to address issues of curriculum alignment, coherence, and instructional design.

22a. Science- Strengths

Number of students proficient in science on the MEAP has increased over the last four years.

22b. Science- Challenges

The number of students proficient in science on the MEAP has not gone higher than 23%.

22c. Science- Trends

Number of students proficient in science on the MEAP has increased each year for the last three years.

22d. Science- Summary

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

Teacher development with curriculum director to address issues of curriculum alignment, coherence, and instructional design.

23a. Social Studies- Strengths

Number of students proficient in Social Studies on the MEAP has remained above 30%.

23b. Social Studies- Challenges

Greatest percentage of students on Social Studies MEAP lies in Partially Proficient Level 3 and Not Proficient Level 4.

23c. Social Studies- Trends

Students consistently perform in the 30% range of proficiency with a spike one year into the 50% range.

23d. Social Studies- Summary

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

Teacher development with curriculum director to address issues of curriculum alignment, coherence, and instructional design.

Perception Data

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

24a. Student Perception Data

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

Administration provides them a listening ear. They feel comfortable talking to the principal and Vice principal. Students feel that teachers care for them.

24b. Student Perception Data

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

They feel like some teachers are out to get them. They would like the dress code changed.

24c. Student Perception Data

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

Dress code is appropriate, so that cannot be changed. The administration will continue to work with teachers to help students feel more supported.

25a. Parent/Guardian Perception Data

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

Parents are most satisfied with the ease of contacting teachers. Parents also feel as if they can bring concerns to administration.

25b. Parent/Guardian Perception Data

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

Areas of lowest satisfaction for parents include communicating grade concerns by teachers and the school communicating school events.

25c. Parent/Guardian Perception Data

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

Increase parents understanding and use Skyward to increase communication of grades. Website will include a event calendar for parents access that will be kept regularly updated.

26a. Teacher/Staff Perception Data

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

Administration listens to concerns. The moral of the building is increasing. Pleased with better communication this year. Feel supported by the principal.

26b. Teacher/Staff Perception Data

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

A few common Communication among staff, other staff feel that staff are unprofessional at time. Other staff would like to have more time to collaborate.

26c. Teacher/Staff Perception Data

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

We are possibly looking at creating time for staff to collaborate during department meetings. This will provide them an opportunity to speak face to face.

27a. Stakeholder/Community Perception Data

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

The stakeholders are most satisfied with being able to bring concerns to administration. They also feel as if students are receiving quality instruction.

27b. Stakeholder/Community Perception Data

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

Many would like to be notified more often about school events.

27c. Stakeholder/Community Perception Data

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

We are looking to make some changes to our website. This will help create a place parents can look for future/current school events.

Summary

28a. Summary

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

Our strength is that we have an experienced teaching staff that is committed to the Portland Middle School students. Portland Middle School teachers are provided appropriate guidance and support for teaching and learning. The school culture is safe and supportive and their is shared leadership for learning.

Our biggest challenge seems to be the lack of student achievement data. We do not have an assessment system, nor do we have a shared understanding of assessments. In addition, our curriculum needs are alignment, coherence, instructional design and reflection.

28b. Summary

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

Without having an aligned curriculum it is difficult for teachers to prevent gaps and inequality for students. Lack of curriculum resources creates a burden on teachers. The lack of data doesn't provide an accurate assessment of their knowledge/skills.

28c. Summary

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

In the upcoming School Improvement Plan, we have included Professional Development opportunities to help teachers understand Assessments and how to use assessment data to make decisions.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	No	We are not a 1-5 building.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Their forms are online and in the form of class plans.	

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

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Charles Dumas, Superintendent, 1100 Ionia Road, Portland, MI 48875, 517-647-4161	

School Improvement Plan

Portland Middle School

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

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

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No		

Portland Middle School Improvement Plan 2015- 2016

Overview

Plan Name

Portland Middle School Improvement Plan 2015-2016

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 at Portland Middle School will meet or exceed standards in reading.	Objectives: 3 Strategies: 3 Activities: 11	Academic	\$27400
2	All students at Portland Middle School will meet or exceed state standards in writing.	Objectives: 3 Strategies: 3 Activities: 8	Academic	\$5310
3	All students at Portland Middle School will be proficient in math.	Objectives: 3 Strategies: 3 Activities: 11	Academic	\$46050

Goal 1: All students at Portland Middle School will meet or exceed standards in reading.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 06/11/2015 as measured by the MEAP & Common Assessments.

(shared) Strategy 1:

Best Practices - Teachers will learn and implement best practices such as creating common formative and summative assessments, further implementation of informational text activities, using technology, building parent involvement in classroom activities, and reviewing and implementing differentiated strategies in classroom activities.

Research Cited: Marzano, DuFour, Stiggins, Black and William, Schmoker, Principals Research Review

Tier:

Activity - Curriculum Coherence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA department teachers will work across grade levels to continue building coherence within the curriculum. Units will be reviewed and altered to be sure that CCSS standards are met and coherence exists.	Professional Learning			09/02/2013	06/01/2018	\$850	General Fund	PMS Administration, PMS ELA Staff

Activity - Formative Assessment Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessment team is working with the Michigan Department of Education to learn about, and implement formative assessment into curriculum. The team is also responsible for educating Portland Middle School teachers on appropriate use and evaluation for formative assessment techniques.	Professional Learning			09/02/2013	06/01/2018	\$0	No Funding Required	PMS Formative Assessment Team (T.Klotz, A.Foote, J. Renn, E. Porter, A. Cornwell, B. Merrified, K. Robydek)

Activity - Hair on Fire (HOF) ISD Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Portland Middle School

District teacher leaders to take part in the ISD lead initiative, Hair on Fire to build understanding of the Common Core State Standards. Teachers will attend 12 sessions lead by Karen Bailey, Michelle Goodwin, and Lynn Heline. Teachers will be paid a stipend of \$1000 to facilitate the organizing and planning of district implementation.	Professional Learning			09/01/2012	06/23/2017	\$3300	Title II Part A, General Fund	T.Klotz, A. Cornwell, B. Merrified, E. Porter
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Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in thinking Map program focusing patterns to organize thought process of students.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/23/2015	\$4000	Title II Part A	PMS Administration PMS Staff

(shared) Strategy 2:

Interventions - Teachers will use interventions such as Instructional Consultation Team resources and cases, programs sponsored by the school counselor and community organizations, and other intervention activities focusing on improving student performance.

Research Cited: Black and William, Stiggins, Gravois, Knotek, Babinski, Clark, Alvarez, Shyyan

Tier:

Activity - Instructional Consultation Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific and individualized interventions are planned and implemented with student(s) by Instructional Consultation Team member. Team members work with teachers to develop instructional strategies that can be utilized for an individual student or for a group or class of students. The Instructional Consultation Team will also coordinate various professional development opportunities directed at teacher and student growth for staff members.	Professional Learning			09/02/2013	06/01/2018	\$0	No Funding Required	PMS ICT Team, PMS Staff, PMS Administration

Activity - Read 180 Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement an academic support course for At Risk students measuring in the Below Basic and Basic levels on the Read 180 Lexile Score or a below proficient score on the STAR reading assessment. The course will target struggling with reading comprehension.	Other			09/09/2013	06/01/2018	\$18500	Section 31a, Section 31a	PMS Administration, Kristin Roberts

(shared) Strategy 3:

Parent Involvement - Teachers and Administrators will help to increase parent involvement, which research shows will increase student achievement, by offering activities to build parent interactions with the school. Activities will include a curriculum night, parent involvement meetings, parent participation on school improvement

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teams, monthly newsletters including parent tips, up-to-date teacher webpages, live student achievement data (grades, attendance, discipline), and other strategies to build a stronger relationship between the school and parents.

Research Cited: Epstein, Joyce L (2009), Bagin, Gallagher, Moore (2008), Marzano

Tier:

Activity - Middle School Minutes Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly newsletter will be sent home via email, posted on the district website, and mailed to those without internet access. Newsletter will include homework tips, study habit reminders, and suggestions for improving test scores.	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Administration, PMS Staff
Activity - Parent-Teacher Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to attend and meet with teachers regarding their student's performance. Conferences are a great way to formally meet teachers and share concerns and suggestions	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Staff, PMS Administration
Activity - School Open House/Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will explain learning expectations and curriculum outlines to parents. Administration will meet with parents in a large group setting to review expectations, handbook, etc...	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Administration, PMS Staff
Activity - Skyward Gradebook and Communication Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators use Skyward on a regular basis to provide parents with information. Parents have immediate access to their student's grades, attendance, discipline, and assessment scores. Teachers are expected to update grades in their Skyward gradebooks on a weekly basis. Many teachers also use Skyward to send messages to parents about upcoming due dates, assignment expectations, lesson plans, etc. In addition, PMS office staff utilize the message center of Skyward to keep parents informed of upcoming events and involvement opportunities.	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Administration, PMS Staff

Measurable Objective 2:

A 3% increase of Male students will demonstrate a proficiency in reading in English Language Arts by 06/11/2015 as measured by the MEAP & Common Assessments.

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Portland Middle School

(shared) Strategy 1:

Best Practices - Teachers will learn and implement best practices such as creating common formative and summative assessments, further implementation of informational text activities, using technology, building parent involvement in classroom activities, and reviewing and implementing differentiated strategies in classroom activities.

Research Cited: Marzano, DuFour, Stiggins, Black and William, Schmoker, Principals Research Review

Tier:

Activity - Curriculum Coherence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA department teachers will work across grade levels to continue building coherence within the curriculum. Units will be reviewed and altered to be sure that CCSS standards are met and coherence exists.	Professional Learning			09/02/2013	06/01/2018	\$850	General Fund	PMS Administration, PMS ELA Staff
Activity - Formative Assessment Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessment team is working with the Michigan Department of Education to learn about, and implement formative assessment into curriculum. The team is also responsible for educating Portland Middle School teachers on appropriate use and evaluation for formative assessment techniques.	Professional Learning			09/02/2013	06/01/2018	\$0	No Funding Required	PMS Formative Assessment Team (T.Klotz, A.Foote, J. Renn, E. Porter, A. Cornwell, B. Merrified, K. Robydek)
Activity - Hair on Fire (HOF) ISD Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District teacher leaders to take part in the ISD lead initiative, Hair on Fire to build understanding of the Common Core State Standards. Teachers will attend 12 sessions lead by Karen Bailey, Michelle Goodwin, and Lynn Helene. Teachers will be paid a stipend of \$1000 to facilitate the organizing and planning of district implementation.	Professional Learning			09/01/2012	06/23/2017	\$3300	General Fund, Title II Part A	T.Klotz, A. Cornwell, B. Merrified, E. Porter
Activity - Teaching and Learning Curriculum sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will be trained to help deepen understanding and use data and assessments to improve teaching and learning in their classroom.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/23/2017	\$750	Title II Part A	PMS Administrators PMS ELA Staff
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Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in thinking Map program focusing patterns to organize thought process of students.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/23/2015	\$4000	Title II Part A	PMS Administration PMS Staff

(shared) Strategy 2:

Interventions - Teachers will use interventions such as Instructional Consultation Team resources and cases, programs sponsored by the school counselor and community organizations, and other intervention activities focusing on improving student performance.

Research Cited: Black and William, Stiggins, Gravois, Knotek, Babinski, Clark, Alvarez, Shyyan

Tier:

Activity - Instructional Consultation Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific and individualized interventions are planned and implemented with student(s) by Instructional Consultation Team member. Team members work with teachers to develop instructional strategies that can be utilized for an individual student or for a group or class of students. The Instructional Consultation Team will also coordinate various professional development opportunities directed at teacher and student growth for staff members.	Professional Learning			09/02/2013	06/01/2018	\$0	No Funding Required	PMS ICT Team, PMS Staff, PMS Administration

Activity - Read 180 Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement an academic support course for At Risk students measuring in the Below Basic and Basic levels on the Read 180 Lexile Score or a below proficient score on the STAR reading assessment. The course will target struggling with reading comprehension.	Other			09/09/2013	06/01/2018	\$18500	Section 31a, Section 31a	PMS Administration, Kristin Roberts

(shared) Strategy 3:

Parent Involvement - Teachers and Administrators will help to increase parent involvement, which research shows will increase student achievement, by offering activities to build parent interactions with the school. Activities will include a curriculum night, parent involvement meetings, parent participation on school improvement teams, monthly newsletters including parent tips, up-to-date teacher webpages, live student achievement data (grades, attendance, discipline), and other strategies to

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build a stronger relationship between the school and parents.

Research Cited: Epstein, Joyce L (2009), Bagin, Gallagher, Moore (2008), Marzano

Tier:

Activity - Middle School Minutes Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly newsletter will be sent home via email, posted on the district website, and mailed to those without internet access. Newsletter will include homework tips, study habit reminders, and suggestions for improving test scores.	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Administration, PMS Staff
Activity - Parent-Teacher Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to attend and meet with teachers regarding their student's performance. Conferences are a great way to formally meet teachers and share concerns and suggestions	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Staff, PMS Administration
Activity - School Open House/Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will explain learning expectations and curriculum outlines to parents. Administration will meet with parents in a large group setting to review expectations, handbook, etc...	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Administration, PMS Staff
Activity - Skyward Gradebook and Communication Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators use Skyward on a regular basis to provide parents with information. Parents have immediate access to their student's grades, attendance, discipline, and assessment scores. Teachers are expected to update grades in their Skyward gradebooks on a weekly basis. Many teachers also use Skyward to send messages to parents about upcoming due dates, assignment expectations, lesson plans, etc. In addition, PMS office staff utilize the message center of Skyward to keep parents informed of upcoming events and involvement opportunities.	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Administration, PMS Staff

Measurable Objective 3:

A 3% increase of Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency in reading in English Language Arts by 06/11/2015 as measured by the MEAP.

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(shared) Strategy 1:

Best Practices - Teachers will learn and implement best practices such as creating common formative and summative assessments, further implementation of informational text activities, using technology, building parent involvement in classroom activities, and reviewing and implementing differentiated strategies in classroom activities.

Research Cited: Marzano, DuFour, Stiggins, Black and William, Schmoker, Principals Research Review

Tier:

Activity - Curriculum Coherence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA department teachers will work across grade levels to continue building coherence within the curriculum. Units will be reviewed and altered to be sure that CCSS standards are met and coherence exists.	Professional Learning			09/02/2013	06/01/2018	\$850	General Fund	PMS Administration, PMS ELA Staff

Activity - Formative Assessment Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessment team is working with the Michigan Department of Education to learn about, and implement formative assessment into curriculum. The team is also responsible for educating Portland Middle School teachers on appropriate use and evaluation for formative assessment techniques.	Professional Learning			09/02/2013	06/01/2018	\$0	No Funding Required	PMS Formative Assessment Team (T.Klotz, A.Foote, J. Renn, E. Porter, A. Cornwell, B. Merrified, K. Robydek)

Activity - Hair on Fire (HOF) ISD Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District teacher leaders to take part in the ISD lead initiative, Hair on Fire to build understanding of the Common Core State Standards. Teachers will attend 12 sessions lead by Karen Bailey, Michelle Goodwin, and Lynn Helene. Teachers will be paid a stipend of \$1000 to facilitate the organizing and planning of district implementation.	Professional Learning			09/01/2012	06/23/2017	\$3300	Title II Part A, General Fund	T.Klotz, A. Cornwell, B. Merrified, E. Porter

Activity - Teaching and Learning Curriculum sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be trained to help deepen understanding and use data and assessments to improve teaching and learning in their classroom.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/23/2017	\$750	Title II Part A	PMS Administrators PMS ELA Staff
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Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in thinking Map program focusing patterns to organize thought process of students.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/23/2015	\$4000	Title II Part A	PMS Administration PMS Staff

(shared) Strategy 2:

Interventions - Teachers will use interventions such as Instructional Consultation Team resources and cases, programs sponsored by the school counselor and community organizations, and other intervention activities focusing on improving student performance.

Research Cited: Black and William, Stiggins, Gravois, Knotek, Babinski, Clark, Alvarez, Shyyan

Tier:

Activity - Instructional Consultation Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific and individualized interventions are planned and implemented with student(s) by Instructional Consultation Team member. Team members work with teachers to develop instructional strategies that can be utilized for an individual student or for a group or class of students. The Instructional Consultation Team will also coordinate various professional development opportunities directed at teacher and student growth for staff members.	Professional Learning			09/02/2013	06/01/2018	\$0	No Funding Required	PMS ICT Team, PMS Staff, PMS Administration

Activity - Read 180 Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement an academic support course for At Risk students measuring in the Below Basic and Basic levels on the Read 180 Lexile Score or a below proficient score on the STAR reading assessment. The course will target struggling with reading comprehension.	Other			09/09/2013	06/01/2018	\$18500	Section 31a, Section 31a	PMS Administration, Kristin Roberts

(shared) Strategy 3:

Parent Involvement - Teachers and Administrators will help to increase parent involvement, which research shows will increase student achievement, by offering activities to build parent interactions with the school. Activities will include a curriculum night, parent involvement meetings, parent participation on school improvement teams, monthly newsletters including parent tips, up-to-date teacher webpages, live student achievement data (grades, attendance, discipline), and other strategies to

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build a stronger relationship between the school and parents.

Research Cited: Epstein, Joyce L (2009), Bagin, Gallagher, Moore (2008), Marzano

Tier:

Activity - Middle School Minutes Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly newsletter will be sent home via email, posted on the district website, and mailed to those without internet access. Newsletter will include homework tips, study habit reminders, and suggestions for improving test scores.	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Administration, PMS Staff
Activity - Parent-Teacher Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to attend and meet with teachers regarding their student's performance. Conferences are a great way to formally meet teachers and share concerns and suggestions	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Staff, PMS Administration
Activity - School Open House/Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will explain learning expectations and curriculum outlines to parents. Administration will meet with parents in a large group setting to review expectations, handbook, etc...	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Administration, PMS Staff
Activity - Skyward Gradebook and Communication Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators use Skyward on a regular basis to provide parents with information. Parents have immediate access to their student's grades, attendance, discipline, and assessment scores. Teachers are expected to update grades in their Skyward gradebooks on a weekly basis. Many teachers also use Skyward to send messages to parents about upcoming due dates, assignment expectations, lesson plans, etc. In addition, PMS office staff utilize the message center of Skyward to keep parents informed of upcoming events and involvement opportunities.	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Administration, PMS Staff

Goal 2: All students at Portland Middle School will meet or exceed state standards in writing.

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This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 5% increase 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 writing in English Language Arts by 06/11/2015 as measured by the MEAP & Common Assessments.

(shared) Strategy 1:

Best Practices - Teachers will use interventions such as Instructional Consultation Team resources and cases, programs sponsored by the school counselor and community organizations, math lab, and other intervention activities focusing on improving student performance.

Research Cited: Black and Wiliam, Stiggins, Gravois, Knotek, Babinski, Clark, Alvarez, Shyyan

Tier:

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in thinking Map program focusing patterns to organize thought process of students.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/23/2015	\$4000	Title II Part A	PMS Administration PMS Teaching Staff

(shared) Strategy 2:

Interventions - Teachers will use interventions such as Instructional Consultation Team resources and cases, programs sponsored by the school counselor and community organizations, and other intervention activities focusing on improving student performance.

Research Cited: Black and Wiliam, Stiggins, Gravois, Knotek, Babinski, Clark, Alvarez, Shyyan

Tier:

Activity - Instructional Consultation Team (ICT)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific and individualized interventions are planned and implemented with student(s) by Instructional Consultation Team member. Team members work with teachers to develop instructional strategies that can be utilized for an individual student or for a group or class of students. The Instructional Consultation Team will also coordinate various professional development opportunities directed at teacher and student growth for staff members.	Professional Learning			09/01/2013	06/01/2018	\$0	No Funding Required	PMS ICT Team

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Activity - Writing Samples Websites	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to gather sample writings for assignments and will make these available for students and parents on teacher websites. This will allow students and their parents to gain an understanding of assignment expectations.	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Administration, PMS ELA Teachers

(shared) Strategy 3:

Parent Involvement - Teachers and Administrator will help to increase parent involvement, which research shows will increase student achievement, by offering activities to build parent interactions with the school. Activities will include a curriculum night, parent involvement meetings, parent participation on school improvement teams, monthly newsletters including parent tips, up-to-date teacher webpages, live student achievement data (grades, attendance, discipline), and other strategies to build a stronger relationship between the school and parents.

Research Cited: Epstein, Joyce L (2009), Bagin, Gallagher, Moore (2008), Marzano

Tier:

Activity - Middle School Minutes Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly newsletter will be sent home via email, posted on the district website, and mailed to those without internet access. Newsletter will include homework tips, study habit reminders, and suggestions for improving test scores.	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Administration, PMS Staff

Activity - Parent-Teacher Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to attend and meet with teachers regarding their student's performance. Conferences are a great way to formally meet teachers and share concerns and suggestions	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Administration, PMS Staff

Activity - School Open Hours/Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will explain learning expectations and curriculum outlines to parents. Administration will meet with parents in a large group setting to review expectations, handbook, etc...	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Administration, PMS Staff

Activity - Skyward Gradebook and Communication Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers and administrators use Skyward on a regular basis to provide parents with information. Parents have immediate access to their student's grades, attendance, discipline, and assessment scores. Teachers are expected to update grades in their Skyward gradebooks on a weekly basis. Many teachers also use Skyward to send messages to parents about upcoming due dates, assignment expectations, lesson plans, etc. In addition, PMS office staff utilize the message center of Skyward to keep parents informed of upcoming events and involvement opportunities.	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Staff, PMS Administration
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Measurable Objective 2:

A 3% increase of Male students will demonstrate a proficiency in writing in English Language Arts by 06/11/2015 as measured by the MEAP & Common Assessments.

(shared) Strategy 1:

Best Practices - Teachers will use interventions such as Instructional Consultation Team resources and cases, programs sponsored by the school counselor and community organizations, math lab, and other intervention activities focusing on improving student performance.

Research Cited: Black and Wiliam, Stiggins, Gravois, Knotek, Babinski, Clark, Alvarez, Shyyan

Tier:

Activity - MACUL PD to Improve Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend MACUL Conference and focus on sessions that are directed at improving writing performance. Those sessions will include such topics as: Using document cameras to improve writing scores, storytelling in the clouds, online document creation and sharing, universal design writing project ideas, etc.	Professional Learning			09/01/2013	06/01/2018	\$1310	Title II Part A, General Fund	PMS Teachers, PMS Administration

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in thinking Map program focusing patterns to organize thought process of students.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/23/2015	\$4000	Title II Part A	PMS Administration PMS Teaching Staff

(shared) Strategy 2:

Interventions - Teachers will use interventions such as Instructional Consultation Team resources and cases, programs sponsored by the school counselor and community organizations, and other intervention activities focusing on improving student performance.

Research Cited: Black and Wiliam, Stiggins, Gravois, Knotek, Babinski, Clark, Alvarez, Shyyan

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Tier:

Activity - Instructional Consultation Team (ICT)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific and individualized interventions are planned and implemented with student(s) by Instructional Consultation Team member. Team members work with teachers to develop instructional strategies that can be utilized for an individual student or for a group or class of students. The Instructional Consultation Team will also coordinate various professional development opportunities directed at teacher and student growth for staff members.	Professional Learning			09/01/2013	06/01/2018	\$0	No Funding Required	PMS ICT Team

Activity - Writing Samples Websites	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to gather sample writings for assignments and will make these available for students and parents on teacher websites. This will allow students and their parents to gain an understanding of assignment expectations.	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Administration, PMS ELA Teachers

(shared) Strategy 3:

Parent Involvement - Teachers and Administrator will help to increase parent involvement, which research shows will increase student achievement, by offering activities to build parent interactions with the school. Activities will include a curriculum night, parent involvement meetings, parent participation on school improvement teams, monthly newsletters including parent tips, up-to-date teacher webpages, live student achievement data (grades, attendance, discipline), and other strategies to build a stronger relationship between the school and parents.

Research Cited: Epstein, Joyce L (2009), Bagin, Gallagher, Moore (2008), Marzano

Tier:

Activity - Middle School Minutes Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly newsletter will be sent home via email, posted on the district website, and mailed to those without internet access. Newsletter will include homework tips, study habit reminders, and suggestions for improving test scores.	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Administration, PMS Staff
Activity - Parent-Teacher Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Parents are invited to attend and meet with teachers regarding their student's performance. Conferences are a great way to formally meet teachers and share concerns and suggestions	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Administration, PMS Staff
Activity - School Open Hours/Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will explain learning expectations and curriculum outlines to parents. Administration will meet with parents in a large group setting to review expectations, handbook, etc...	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Administration, PMS Staff
Activity - Skyward Gradebook and Communication Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators use Skyward on a regular basis to provide parents with information. Parents have immediate access to their student's grades, attendance, discipline, and assessment scores. Teachers are expected to update grades in their Skyward gradebooks on a weekly basis. Many teachers also use Skyward to send messages to parents about upcoming due dates, assignment expectations, lesson plans, etc. In addition, PMS office staff utilize the message center of Skyward to keep parents informed of upcoming events and involvement opportunities.	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Staff, PMS Administration

Measurable Objective 3:

A 1% increase of Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency in writing in English Language Arts by 06/11/2015 as measured by the MEAP & Common Assessments.

(shared) Strategy 1:

Best Practices - Teachers will use interventions such as Instructional Consultation Team resources and cases, programs sponsored by the school counselor and community organizations, math lab, and other intervention activities focusing on improving student performance.

Research Cited: Black and Wiliam, Stiggins, Gravois, Knotek, Babinski, Clark, Avarez, Shyyan

Tier:

Activity - MACUL PD to Improve Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend MACUL Conference and focus on sessions that are directed at improving writing performance. Those sessions will include such topics as: Using document cameras to improve writing scores, storytelling in the clouds, online document creation and sharing, universal design writing project ideas, etc.	Professional Learning			09/01/2013	06/01/2018	\$1310	General Fund, Title II Part A	PMS Teachers, PMS Administration

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Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in thinking Map program focusing patterns to organize thought process of students.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/23/2015	\$4000	Title II Part A	PMS Administration PMS Teaching Staff

(shared) Strategy 2:

Interventions - Teachers will use interventions such as Instructional Consultation Team resources and cases, programs sponsored by the school counselor and community organizations, and other intervention activities focusing on improving student performance.

Research Cited: Black and Wiliam, Stiggins, Gravois, Knotek, Babinski, Clark, Alvarez, Shyyan

Tier:

Activity - Instructional Consultation Team (ICT)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific and individualized interventions are planned and implemented with student(s) by Instructional Consultation Team member. Team members work with teachers to develop instructional strategies that can be utilized for an individual student or for a group or class of students. The Instructional Consultation Team will also coordinate various professional development opportunities directed at teacher and student growth for staff members.	Professional Learning			09/01/2013	06/01/2018	\$0	No Funding Required	PMS ICT Team

Activity - Writing Samples Websites	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to gather sample writings for assignments and will make these available for students and parents on teacher websites. This will allow students and their parents to gain an understanding of assignment expectations.	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Administration, PMS ELA Teachers

(shared) Strategy 3:

Parent Involvement - Teachers and Administrator will help to increase parent involvement, which research shows will increase student achievement, by offering activities to build parent interactions with the school. Activities will include a curriculum night, parent involvement meetings, parent participation on school improvement teams, monthly newsletters including parent tips, up-to-date teacher webpages, live student achievement data (grades, attendance, discipline), and other strategies to build a stronger relationship between the school and parents.

Research Cited: Epstein, Joyce L (2009), Bagin, Gallagher, Moore (2008), Marzano

Tier:

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Activity - Middle School Minutes Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly newsletter will be sent home via email, posted on the district website, and mailed to those without internet access. Newsletter will include homework tips, study habit reminders, and suggestions for improving test scores.	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Administration, PMS Staff
Activity - Parent-Teacher Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to attend and meet with teachers regarding their student's performance. Conferences are a great way to formally meet teachers and share concerns and suggestions	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Administration, PMS Staff
Activity - School Open Hours/Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will explain learning expectations and curriculum outlines to parents. Administration will meet with parents in a large group setting to review expectations, handbook, etc...	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Administration, PMS Staff
Activity - Skyward Gradebook and Communication Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators use Skyward on a regular basis to provide parents with information. Parents have immediate access to their student's grades, attendance, discipline, and assessment scores. Teachers are expected to update grades in their Skyward gradebooks on a weekly basis. Many teachers also use Skyward to send messages to parents about upcoming due dates, assignment expectations, lesson plans, etc. In addition, PMS office staff utilize the message center of Skyward to keep parents informed of upcoming events and involvement opportunities.	Other			09/01/2013	06/01/2018	\$0	No Funding Required	PMS Staff, PMS Administration

Goal 3: All students at Portland Middle School will be proficient in math.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 6% increase 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 mathematics in Mathematics by 06/11/2015 as measured by the MEAP & Common Assessments.

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(shared) Strategy 1:

Best Practice - Teachers will learn and best practices such as differentiated instruction, technology integration strategies and formative assessment usage while continuing to implement common core state standards into their curriculum to increase student achievement. Teachers will work across grade levels to improve coherence and will use departmental lesson studies as a resource to improve classroom instruction.

Research Cited: MAP - University of California at Berkley, Marzano, DuFour & DuFour, Stiggins, Black and William, Schmoker (2006), Principals Research Review (2004)

Tier:

Activity - Curriculum Coherence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate best practices in math while working to achieve coherence among grade levels.	Professional Learning			09/02/2013	06/01/2018	\$1000	General Fund	PMS Administration, PMS math teachers

Activity - Formative Assessment Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessment team is working with the Measured Progress Professional Development series to learn about, and implement formative assessment into curriculum. The team is also responsible for educating Portland Middle School teachers on appropriate use and evaluation for formative assessment techniques.	Professional Learning			09/02/2013	06/01/2018	\$1350	General Fund	PMS Formative Assessment Team (K.Richards, A Foote, T.Klotz, T.Wardwell, K.Richards, J.Manion)

Activity - Hair on Fire (HOF) ISD Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District teacher leaders to take part in the ISD lead initiative, Hair on Fire to build understanding and implementation of the Common Core State Standards. Teachers will attend 12 sessions lead by Karen Bailey, Michelle Goodwin, and Lynn Helene. Teachers will be paid a stipend of \$1000 to facilitate the organizing and planning of district implementation.	Professional Learning			09/03/2012	06/30/2015	\$1700	General Fund, Title II Part A	Holly Feldpausch and any other member as assigned the beginning of the project.

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Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in thinking Map program focusing patterns to organize thought process of students.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/23/2015	\$4000	Title II Part A	PMS Administration PMS Teaching Staff

(shared) Strategy 2:

Intervention - Teachers will use interventions such as Instructional Consultation Team resources and cases, programs sponsored by the school counselor and community organizations, math lab, and other intervention activities focusing on improving student performance.

Research Cited: Black and William, Stiggins, Gravois, Knotek, Babinski, Clark, Avarez, Shyyan

Tier:

Activity - Instructional Consultation Team (ICT)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific and individualized interventions are planned and implemented with student(s) by an Instructional Consultation Team member. Team members work with teachers to develop instructional strategies that can be utilized for an individual student or for a group or class of students. The Instructional Consultation Team will also coordinate various professional development opportunities directed at teacher and student growth for staff members.	Professional Learning			09/02/2013	06/01/2018	\$0	No Funding Required	PMS ICT Team (Kristin Schrauben, Holly Feldpausch, Kristen Roberts, Sara Fitzpatrick, Amanda Cornwell, and PMS Principal), PMS Administration

Activity - Math Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Special education teachers will work with general education teachers to review gaps in student understanding of basic math skills. Special education teachers will reinforce math concepts and help students struggling with basic skills to improve success in math classes and narrow gaps on math standardized tests.	Other			09/02/2013	06/29/2018	\$37500	General Fund	Kristin Roberts, Angela Buckland, Jared Gryska, Holly Feldpausch, Angie Foote, Holly Merchant, Yvonne Grant, others as deemed necessary by PMS Administration.
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(shared) Strategy 3:

Parent Involvement - Teachers and Administrators will help to increase parent involvement, which research shows will increase student achievement, by offering activities to build parent interactions with the school. Activities will include a curriculum night, parent involvement meetings, parent participation on school improvement teams, monthly newsletters including parent tips, up-to-date teacher webpages, live student achievement data (grades, attendance, discipline), and other strategies to build a stronger relationship between the school and parents.

Research Cited: Epstein, Joyce L (2009), Bagin, Gallagher, Moore (2008), Marzano

Tier:

Activity - Middle School Minutes Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly newsletter will be sent home via email, posted on the district website, and mailed to those without internet access. Newsletter will include homework tips, study habit reminders, and suggestions for improving test scores.	Other			09/02/2013	06/29/2018	\$0	No Funding Required	PMS Administration, PMS Staff

Activity - Parent-Teacher Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to attend and meet with teachers regarding their student's performance. Conferences are a great way to formally meet teachers and share concerns and suggestions.	Other			09/02/2013	06/29/2018	\$0	No Funding Required	PMS Administration, PMS Staff

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Activity - School Open House/Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will explain learning expectations and curriculum outlines to parents. Administration will meet with parents in a large group setting to review expectations, handbook, etc...	Other			08/27/2013	08/31/2018	\$0	No Funding Required	PMS Administration, PMS Staff

Activity - Skyward Gradebook and Communication Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators use Skyward on a regular basis to provide parents with information. Parents have immediate access to their student's grades, attendance, discipline, and assessment scores. Teachers are expected to update grades in their Skyward gradebooks on a weekly basis. Many teachers also use Skyward to send messages to parents about upcoming due dates, assignment expectations, lesson plans, etc. In addition, PMS office staff utilize the message center of Skyward to keep parents informed of upcoming events and involvement opportunities.	Other			09/02/2013	06/29/2018	\$0	No Funding Required	PMS Teachers, PMS Administration

Measurable Objective 2:

A 3% increase of Male students will demonstrate a proficiency in Mathematics in Mathematics by 06/11/2015 as measured by the MEAP.

(shared) Strategy 1:

Best Practice - Teachers will learn and best practices such as differentiated instruction, technology integration strategies and formative assessment usage while continuing to implement common core state standards into their curriculum to increase student achievement. Teachers will work across grade levels to improve coherence and will use departmental lesson studies as a resource to improve classroom instruction.

Research Cited: MAP - University of California at Berkeley, Marzano, DuFour & DuFour, Stiggins, Black and William, Schmoker (2006), Principals Research Review (2004)

Tier:

Activity - Curriculum Coherence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate best practices in math while working to achieve coherence among grade levels.	Professional Learning			09/02/2013	06/01/2018	\$1000	General Fund	PMS Administration, PMS math teachers

Activity - Formative Assessment Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Formative assessment team is working with the Measured Progress Professional Development series to learn about, and implement formative assessment into curriculum. The team is also responsible for educating Portland Middle School teachers on appropriate use and evaluation for formative assessment techniques.	Professional Learning			09/02/2013	06/01/2018	\$1350	General Fund	PMS Formative Assessment Team (K.Richards, A Foote, T.Klotz, T.Wardwell, K.Richards, J.Manion)
Activity - Hair on Fire (HOF) ISD Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District teacher leaders to take part in the ISD lead initiative, Hair on Fire to build understanding and implementation of the Common Core State Standards. Teachers will attend 12 sessions lead by Karen Bailey, Michelle Goodwin, and Lynn Helene. Teachers will be paid a stipend of \$1000 to facilitate the organizing and planning of district implementation.	Professional Learning			09/03/2012	06/30/2015	\$1700	Title II Part A, General Fund	Holly Feldpausch and any other member as assigned the beginning of the project.
Activity - Professional Learning Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC to help with curriculum coherence in the subject area of math.	Teacher Collaboration	Tier 2	Getting Ready	08/01/2014	06/23/2015	\$500	Title II Part A	PMS Administration PMS Math Teachers
Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in thinking Map program focusing patterns to organize thought process of students.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/23/2015	\$4000	Title II Part A	PMS Administration PMS Teaching Staff

(shared) Strategy 2:

Intervention - Teachers will use interventions such as Instructional Consultation Team resources and cases, programs sponsored by the school counselor and community organizations, math lab, and other intervention activities focusing on improving student performance.

Research Cited: Black and William, Stiggins, Gravois, Knotek, Babinski, Clark, Avarez, Shyyan

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Tier:

Activity - Instructional Consultation Team (ICT)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific and individualized interventions are planned and implemented with student(s) by an Instructional Consultation Team member. Team members work with teachers to develop instructional strategies that can be utilized for an individual student or for a group or class of students. The Instructional Consultation Team will also coordinate various professional development opportunities directed at teacher and student growth for staff members.	Professional Learning			09/02/2013	06/01/2018	\$0	No Funding Required	PMS ICT Team (Kristin Schrauben, Holly Feldpausch, Kristen Roberts, Sara Fitzpatrick, Amanda Cornwell, and PMS Principal), PMS Administration

Activity - Math Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will work with general education teachers to review gaps in student understanding of basic math skills. Special education teachers will reinforce math concepts and help students struggling with basic skills to improve success in math classes and narrow gaps on math standardized tests.	Other			09/02/2013	06/29/2018	\$37500	General Fund	Kristin Roberts, Angela Buckland, Jared Gryska, Holly Feldpausch, Angie Foote, Holly Merchant, Yvonne Grant, others as deemed necessary by PMS Administration.

(shared) Strategy 3:

Parent Involvement - Teachers and Administrators will help to increase parent involvement, which research shows will increase student achievement, by offering

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activities to build parent interactions with the school. Activities will include a curriculum night, parent involvement meetings, parent participation on school improvement teams, monthly newsletters including parent tips, up-to-date teacher webpages, live student achievement data (grades, attendance, discipline), and other strategies to build a stronger relationship between the school and parents.

Research Cited: Epstein, Joyce L (2009), Bagin, Gallagher, Moore (2008), Marzano

Tier:

Activity - Middle School Minutes Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly newsletter will be sent home via email, posted on the district website, and mailed to those without internet access. Newsletter will include homework tips, study habit reminders, and suggestions for improving test scores.	Other			09/02/2013	06/29/2018	\$0	No Funding Required	PMS Administration, PMS Staff
Activity - Parent-Teacher Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to attend and meet with teachers regarding their student's performance. Conferences are a great way to formally meet teachers and share concerns and suggestions.	Other			09/02/2013	06/29/2018	\$0	No Funding Required	PMS Administration, PMS Staff
Activity - School Open House/Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will explain learning expectations and curriculum outlines to parents. Administration will meet with parents in a large group setting to review expectations, handbook, etc...	Other			08/27/2013	08/31/2018	\$0	No Funding Required	PMS Administration, PMS Staff
Activity - Skyward Gradebook and Communication Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators use Skyward on a regular basis to provide parents with information. Parents have immediate access to their student's grades, attendance, discipline, and assessment scores. Teachers are expected to update grades in their Skyward gradebooks on a weekly basis. Many teachers also use Skyward to send messages to parents about upcoming due dates, assignment expectations, lesson plans, etc. In addition, PMS office staff utilize the message center of Skyward to keep parents informed of upcoming events and involvement opportunities.	Other			09/02/2013	06/29/2018	\$0	No Funding Required	PMS Teachers, PMS Administration

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Measurable Objective 3:

A 1% increase of Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency in mathematics in Mathematics by 06/11/2014 as measured by the MEAP & Common Assessments.

(shared) Strategy 1:

Best Practice - Teachers will learn and best practices such as differentiated instruction, technology integration strategies and formative assessment usage while continuing to implement common core state standards into their curriculum to increase student achievement. Teachers will work across grade levels to improve coherence and will use departmental lesson studies as a resource to improve classroom instruction.

Research Cited: MAP - University of California at Berkley, Marzano, DuFour & DuFour, Stiggins, Black and William, Schmoker (2006), Principals Research Review (2004)

Tier:

Activity - Curriculum Coherence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate best practices in math while working to achieve coherence among grade levels.	Professional Learning			09/02/2013	06/01/2018	\$1000	General Fund	PMS Administration, PMS math teachers

Activity - Formative Assessment Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessment team is working with the Measured Progress Professional Development series to learn about, and implement formative assessment into curriculum. The team is also responsible for educating Portland Middle School teachers on appropriate use and evaluation for formative assessment techniques.	Professional Learning			09/02/2013	06/01/2018	\$1350	General Fund	PMS Formative Assessment Team (K.Richards, A Foote, T.Klotz, T.Wardwell, K.Richards, J.Manion)

Activity - Hair on Fire (HOF) ISD Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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District teacher leaders to take part in the ISD lead initiative, Hair on Fire to build understanding and implementation of the Common Core State Standards. Teachers will attend 12 sessions lead by Karen Bailey, Michelle Goodwin, and Lynn Helene. Teachers will be paid a stipend of \$1000 to facilitate the organizing and planning of district implementation.	Professional Learning			09/03/2012	06/30/2015	\$1700	General Fund, Title II Part A	Holly Feldpausch and any other member as assigned the beginning of the project.
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Activity - Profesional Learning Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC to help with curriculum coherence in the subject area of math.	Teacher Collaboration	Tier 2	Getting Ready	08/01/2014	06/23/2015	\$500	Title II Part A	PMS Administration PMS Math Teachers

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in thinking Map program focusing patterns to organize thought process of students.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/23/2015	\$4000	Title II Part A	PMS Administration PMS Teaching Staff

(shared) Strategy 2:

Intervention - Teachers will use interventions such as Instructional Consultation Team resources and cases, programs sponsored by the school counselor and community organizations, math lab, and other intervention activities focusing on improving student performance.

Research Cited: Black and William, Stiggins, Gravois, Knotek, Babinski, Clark, Avarez, Shyyan

Tier:

Activity - Instructional Consultation Team (ICT)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Specific and individualized interventions are planned and implemented with student(s) by an Instructional Consultation Team member. Team members work with teachers to develop instructional strategies that can be utilized for an individual student or for a group or class of students. The Instructional Consultation Team will also coordinate various professional development opportunities directed at teacher and student growth for staff members.	Professional Learning			09/02/2013	06/01/2018	\$0	No Funding Required	PMS ICT Team (Kristin Schrauben, Holly Feldpausch, Kristen Roberts, Sara Fitzpatrick, Amanda Cornwell, and PMS Principal), PMS Administration
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Activity - Math Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will work with general education teachers to review gaps in student understanding of basic math skills. Special education teachers will reinforce math concepts and help students struggling with basic skills to improve success in math classes and narrow gaps on math standardized tests.	Other			09/02/2013	06/29/2018	\$37500	General Fund	Kristin Roberts, Angela Buckland, Jared Gryska, Holly Feldpausch, Angie Foote, Holly Merchant, Yvonne Grant, others as deemed necessary by PMS Administration.

(shared) Strategy 3:

Parent Involvement - Teachers and Administrators will help to increase parent involvement, which research shows will increase student achievement, by offering activities to build parent interactions with the school. Activities will include a curriculum night, parent involvement meetings, parent participation on school improvement teams, monthly newsletters including parent tips, up-to-date teacher webpages, live student achievement data (grades, attendance, discipline), and other strategies to build a stronger relationship between the school and parents.

Research Cited: Epstein, Joyce L (2009), Bagin, Gallagher, Moore (2008), Marzano

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Tier:

Activity - Middle School Minutes Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly newsletter will be sent home via email, posted on the district website, and mailed to those without internet access. Newsletter will include homework tips, study habit reminders, and suggestions for improving test scores.	Other			09/02/2013	06/29/2018	\$0	No Funding Required	PMS Administration, PMS Staff
Activity - Parent-Teacher Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to attend and meet with teachers regarding their student's performance. Conferences are a great way to formally meet teachers and share concerns and suggestions.	Other			09/02/2013	06/29/2018	\$0	No Funding Required	PMS Administration, PMS Staff
Activity - School Open House/Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will explain learning expectations and curriculum outlines to parents. Administration will meet with parents in a large group setting to review expectations, handbook, etc...	Other			08/27/2013	08/31/2018	\$0	No Funding Required	PMS Administration, PMS Staff
Activity - Skyward Gradebook and Communication Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators use Skyward on a regular basis to provide parents with information. Parents have immediate access to their student's grades, attendance, discipline, and assessment scores. Teachers are expected to update grades in their Skyward gradebooks on a weekly basis. Many teachers also use Skyward to send messages to parents about upcoming due dates, assignment expectations, lesson plans, etc. In addition, PMS office staff utilize the message center of Skyward to keep parents informed of upcoming events and involvement opportunities.	Other			09/02/2013	06/29/2018	\$0	No Funding Required	PMS Teachers, PMS Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Thinking Maps	Teachers will be trained in thinking Map program focusing patterns to organize thought process of students.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/23/2015	\$4000	PMS Administration PMS Teaching Staff
Thinking Maps	Teachers will be trained in thinking Map program focusing patterns to organize thought process of students.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/23/2015	\$4000	PMS Administration PMS Staff
Hair on Fire (HOF) ISD Initiative	District teacher leaders to take part in the ISD lead initiative, Hair on Fire to build understanding and implementation of the Common Core State Standards. Teachers will attend 12 sessions lead by Karen Bailey, Michelle Goodwin, and Lynn Heline. Teachers will be paid a stipend of \$1000 to facilitate the organizing and planning of district implementation.	Professional Learning			09/03/2012	06/30/2015	\$1000	Holly Feldpausch and any other member as assigned the beginning of the project.
Teaching and Learning Curriculum sessions	Teachers will be trained to help deepen understanding and use data and assessments to improve teaching and learning in their classroom.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/23/2017	\$750	PMS Administrators PMS ELA Staff
Professional Learning Community	PLC to help with curriculum coherence in the subject area of math.	Teacher Collaboration	Tier 2	Getting Ready	08/01/2014	06/23/2015	\$500	PMS Administration PMS Math Teachers
MACUL PD to Improve Writing	Teachers will attend MACUL Conference and focus on sessions that are directed at improving writing performance. Those sessions will include such topics as: Using document cameras to improve writing scores, storytelling in the clouds, online document creation and sharing, universal design writing project ideas, etc.	Professional Learning			09/01/2013	06/01/2018	\$800	PMS Teachers, PMS Administration

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Hair on Fire (HOF) ISD Initiative	District teacher leaders to take part in the ISD lead initiative, Hair on Fire to build understanding of the Common Core State Standards. Teachers will attend 12 sessions lead by Karen Bailey, Michelle Goodwin, and Lynn Heline. Teachers will be paid a stipend of \$1000 to facilitate the organizing and planning of district implementation.	Professional Learning			09/01/2012	06/23/2017	\$2000	T.Klotz, A. Cornwell, B. Merrified, E. Porter
Thinking Maps	Teachers will be trained in thinking Map program focusing patterns to organize thought process of students.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/23/2015	\$4000	PMS Administration PMS Teaching Staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Read 180 Intervention	The school will implement an academic support course for At Risk students measuring in the Below Basic and Basic levels on the Read 180 Lexile Score or a below proficient score on the STAR reading assessment. The course will target struggling with reading comprehension.	Other			09/09/2013	06/01/2018	\$8000	PMS Administration, Kristin Roberts
Read 180 Intervention	The school will implement an academic support course for At Risk students measuring in the Below Basic and Basic levels on the Read 180 Lexile Score or a below proficient score on the STAR reading assessment. The course will target struggling with reading comprehension.	Other			09/09/2013	06/01/2018	\$10500	PMS Administration, Kristin Roberts

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Hair on Fire (HOF) ISD Initiative	District teacher leaders to take part in the ISD lead initiative, Hair on Fire to build understanding and implementation of the Common Core State Standards. Teachers will attend 12 sessions lead by Karen Bailey, Michelle Goodwin, and Lynn Heline. Teachers will be paid a stipend of \$1000 to facilitate the organizing and planning of district implementation.	Professional Learning			09/03/2012	06/30/2015	\$700	Holly Feldpausch and any other member as assigned the beginning of the project.

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Hair on Fire (HOF) ISD Initiative	District teacher leaders to take part in the ISD lead initiative, Hair on Fire to build understanding of the Common Core State Standards. Teachers will attend 12 sessions lead by Karen Bailey, Michelle Goodwin, and Lynn Heline. Teachers will be paid a stipend of \$1000 to facilitate the organizing and planning of district implementation.	Professional Learning			09/01/2012	06/23/2017	\$1300	T.Klotz, A. Cornwell, B. Merrified, E. Porter
Math Lab	Special education teachers will work with general education teachers to review gaps in student understanding of basic math skills. Special education teachers will reinforce math concepts and help students struggling with basic skills to improve success in math classes and narrow gaps on math standardized tests.	Other			09/02/2013	06/29/2018	\$37500	Kristin Roberts, Angela Buckland, Jared Gryska, Holly Feldpausch, Angie Foote, Holly Merchant, Yvonne Grant, others as deemed necessary by PMS Administration.
Curriculum Coherence	Teachers will evaluate best practices in math while working to achieve coherence among grade levels.	Professional Learning			09/02/2013	06/01/2018	\$1000	PMS Administration, PMS math teachers
Formative Assessment Team	Formative assessment team is working with the Measured Progress Professional Development series to learn about, and implement formative assessment into curriculum. The team is also responsible for educating Portland Middle School teachers on appropriate use and evaluation for formative assessment techniques.	Professional Learning			09/02/2013	06/01/2018	\$1350	PMS Formative Assessment Team (K.Richards, A.Foote, T.Klotz, T.Wardwell, K.Richards, J.Manion)
Curriculum Coherence	ELA department teachers will work across grade levels to continue building coherence within the curriculum. Units will be reviewed and altered to be sure that CCSS standards are met and coherence exists.	Professional Learning			09/02/2013	06/01/2018	\$850	PMS Administration, PMS ELA Staff

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MACUL PD to Improve Writing	Teachers will attend MACUL Conference and focus on sessions that are directed at improving writing performance. Those sessions will include such topics as: Using document cameras to improve writing scores, storytelling in the clouds, online document creation and sharing, universal design writing project ideas, etc.	Professional Learning			09/01/2013	06/01/2018	\$510	PMS Teachers, PMS Administration
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Middle School Minutes Newsletter	Monthly newsletter will be sent home via email, posted on the district website, and mailed to those without internet access. Newsletter will include homework tips, study habit reminders, and suggestions for improving test scores.	Other			09/01/2013	06/01/2018	\$0	PMS Administration, PMS Staff
Instructional Consultation Team (ICT)	Specific and individualized interventions are planned and implemented with student(s) by Instructional Consultation Team member. Team members work with teachers to develop instructional strategies that can be utilized for an individual student or for a group or class of students. The Instructional Consultation Team will also coordinate various professional development opportunities directed at teacher and student growth for staff members.	Professional Learning			09/01/2013	06/01/2018	\$0	PMS ICT Team
Parent-Teacher Conferences	Parents are invited to attend and meet with teachers regarding their student's performance. Conferences are a great way to formally meet teachers and share concerns and suggestions.	Other			09/02/2013	06/29/2018	\$0	PMS Administration, PMS Staff
Instructional Consultation Team (ICT)	Specific and individualized interventions are planned and implemented with student(s) by an Instructional Consultation Team member. Team members work with teachers to develop instructional strategies that can be utilized for an individual student or for a group or class of students. The Instructional Consultation Team will also coordinate various professional development opportunities directed at teacher and student growth for staff members.	Professional Learning			09/02/2013	06/01/2018	\$0	PMS ICT Team (Kristin Schrauben, Holly Feldpausch, Kristen Roberts, Sara Fitzpatrick, Amanda Cornwell, and PMS Principal), PMS Administration

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School Open House/Curriculum Night	Teachers will explain learning expectations and curriculum outlines to parents. Administration will meet with parents in a large group setting to review expectations, handbook, etc...	Other			09/01/2013	06/01/2018	\$0	PMS Administration, PMS Staff
Writing Samples Websites	Teachers will work to gather sample writings for assignments and will make these available for students and parents on teacher websites. This will allow students and their parents to gain an understanding of assignment expectations.	Other			09/01/2013	06/01/2018	\$0	PMS Administration, PMS ELA Teachers
Middle School Minutes Newsletter	Monthly newsletter will be sent home via email, posted on the district website, and mailed to those without internet access. Newsletter will include homework tips, study habit reminders, and suggestions for improving test scores.	Other			09/01/2013	06/01/2018	\$0	PMS Administration, PMS Staff
Skyward Gradebook and Communication Tool	Teachers and administrators use Skyward on a regular basis to provide parents with information. Parents have immediate access to their student's grades, attendance, discipline, and assessment scores. Teachers are expected to update grades in their Skyward gradebooks on a weekly basis. Many teachers also use Skyward to send messages to parents about upcoming due dates, assignment expectations, lesson plans, etc. In addition, PMS office staff utilize the message center of Skyward to keep parents informed of upcoming events and involvement opportunities.	Other			09/01/2013	06/01/2018	\$0	PMS Staff, PMS Administration
Parent-Teacher Conferences	Parents are invited to attend and meet with teachers regarding their student's performance. Conferences are a great way to formally meet teachers and share concerns and suggestions	Other			09/01/2013	06/01/2018	\$0	PMS Staff, PMS Administration
Parent-Teacher Conference	Parents are invited to attend and meet with teachers regarding their student's performance. Conferences are a great way to formally meet teachers and share concerns and suggestions	Other			09/01/2013	06/01/2018	\$0	PMS Administration, PMS Staff
Skyward Gradebook and Communication Tool	Teachers and administrators use Skyward on a regular basis to provide parents with information. Parents have immediate access to their student's grades, attendance, discipline, and assessment scores. Teachers are expected to update grades in their Skyward gradebooks on a weekly basis. Many teachers also use Skyward to send messages to parents about upcoming due dates, assignment expectations, lesson plans, etc. In addition, PMS office staff utilize the message center of Skyward to keep parents informed of upcoming events and involvement opportunities.	Other			09/01/2013	06/01/2018	\$0	PMS Administration, PMS Staff

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Formative Assessment Team	Formative assessment team is working with the Michigan Department of Education to learn about, and implement formative assessment into curriculum. The team is also responsible for educating Portland Middle School teachers on appropriate use and evaluation for formative assessment techniques.	Professional Learning			09/02/2013	06/01/2018	\$0	PMS Formative Assessment Team (T.Klotz, A.Foote, J. Renn, E. Porter, A. Cornwell, B. Merrified, K. Robydek)
Middle School Minutes Newsletter	Monthly newsletter will be sent home via email, posted on the district website, and mailed to those without internet access. Newsletter will include homework tips, study habit reminders, and suggestions for improving test scores.	Other			09/02/2013	06/29/2018	\$0	PMS Administration, PMS Staff
Skyward Gradebook and Communication Tool	Teachers and administrators use Skyward on a regular basis to provide parents with information. Parents have immediate access to their student's grades, attendance, discipline, and assessment scores. Teachers are expected to update grades in their Skyward gradebooks on a weekly basis. Many teachers also use Skyward to send messages to parents about upcoming due dates, assignment expectations, lesson plans, etc. In addition, PMS office staff utilize the message center of Skyward to keep parents informed of upcoming events and involvement opportunities.	Other			09/02/2013	06/29/2018	\$0	PMS Teachers, PMS Administration
Instructional Consultation Team	Specific and individualized interventions are planned and implemented with student(s) by Instructional Consultation Team member. Team members work with teachers to develop instructional strategies that can be utilized for an individual student or for a group or class of students. The Instructional Consultation Team will also coordinate various professional development opportunities directed at teacher and student growth for staff members.	Professional Learning			09/02/2013	06/01/2018	\$0	PMS ICT Team, PMS Staff, PMS Administration
School Open Hours/Curriculum Night	Teachers will explain learning expectations and curriculum outlines to parents. Administration will meet with parents in a large group setting to review expectations, handbook, etc...	Other			09/01/2013	06/01/2018	\$0	PMS Administration, PMS Staff
School Open House/Curriculum Night	Teachers will explain learning expectations and curriculum outlines to parents. Administration will meet with parents in a large group setting to review expectations, handbook, etc...	Other			08/27/2013	08/31/2018	\$0	PMS Administration, PMS Staff

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Goal	All students at Portland Middle School will meet or exceed standards in reading.		We Incorporated READ 180 intervention within the English Language Arts class. One section at the 7th grade level and one section at the 8th grade level was offered to our students that struggled with reading. Our data (Lexile Scores) indicates students are improving in the area of reading.	April 20, 2015	Mr. Kevin Robydek
Activity	Formative Assessment Team	In Progress	Formative Assessment Team met throughout the year and assisted in education the teachers on appropriate use of evaluation for formative assessment techniques.	May 30, 2014	Mr. Kevin Robydek
Activity	Middle School Minutes Newsletter	In Progress	Newsletter sent through email and posted on website.	May 30, 2014	Mr. Kevin Robydek
Activity	School Open House/Curriculum Night	In Progress	In August an open house was provided for students/parents. In June, we offer a 6th grade orientation for students and parents.	May 30, 2014	Mr. Kevin Robydek
Activity	Hair on Fire (HOF) ISD Initiative	In Progress	Teachers attended several HOF activities that involved organizing, planning and implementation of Common Core State Standards.	May 30, 2014	Mr. Kevin Robydek
Activity	Instructional Consultation Team		Team members have worked with teachers to develop instructional strategies specifically for struggling students.	May 30, 2014	Mr. Kevin Robydek
Activity	Read 180 Intervention	In Progress	The academic course READ 180 is provided for at Risk students	May 30, 2014	Mr. Kevin Robydek
Activity	Curriculum Coherence	In Progress	ELA teachers working across grade levels and the district working towards curriculum coherence.	May 30, 2014	Mr. Kevin Robydek
Activity	Skyward Gradebook and Communication Tool	In Progress	Skyward is utilized for a Grade book resource and a tool to communicate to parents.	May 30, 2014	Mr. Kevin Robydek
Activity	Parent-Teacher Conferences	In Progress	Parent teacher conferences were offered in the fall and spring this school year.	May 30, 2014	Mr. Kevin Robydek
Activity	Skyward Gradebook and Communication Tool	In Progress	Skyward is utilized for grade book and a tool to communicate to parents.	May 30, 2014	Mr. Kevin Robydek
Activity	Parent-Teacher Conference	In Progress	Parent teacher conferences were provided in the fall and spring for parents this year.	May 30, 2014	Mr. Kevin Robydek
Activity	Writing Samples Websites	In Progress	Teachers are using their teacher websites to post sample writing specifically for classroom writing assignments.	May 30, 2014	Mr. Kevin Robydek
Activity	Instructional Consultation Team (ICT)	In Progress	The ICT team have assisted teachers in implementing interventions specifically for struggling students. The ICT developed a opportunity for teachers to observe their peers deliver instruction. This has helped teachers share instructional strategies.	May 30, 2014	Mr. Kevin Robydek
Activity	School Open Hours/Curriculum Night	In Progress	An open house was provided for 6-8th students/parents at the beginning of the school year. 6th Grade parents also attend a curriculum day.	May 30, 2014	Mr. Kevin Robydek
Activity	Middle School Minutes Newsletter	Completed	This newsletter was used at the beginning of the year.	May 30, 2014	Mr. Kevin Robydek

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Activity	Curriculum Coherence	In Progress	6th-8th grade teachers met with high school teachers to achieve greater coherence between the middle and high school math departments. 6th-8th grade teachers also met.	May 30, 2014	Mr. Kevin Robydek
Activity	Curriculum Coherence	In Progress	6th-8th grade teachers met with high school teachers to achieve greater coherence between the middle and high school math departments. 6th-8th grade teachers also met.	May 30, 2014	Mr. Kevin Robydek