

The Mission of Lowrey School, in cooperation with staff, families and the community, is to educate all students within a safe, supportive learning environment. We will set high academic standards, assist students in attaining them, and assure that our students are prepared to become life long learners as well as responsible citizens. We believe that life long learners are individuals who continue to build on the wisdom of their knowledge and experiences throughout their lives.

LOWREY MIDDLE SCHOOL IMPROVEMENT PLAN
2017- 2018

Our Journey to Excellence

GOAL #1: READING

Goal 1: *All students will improve their informational and narrative reading skills across the curriculum by 10% on the M-STEP reading test.*

Updated: September 2017

GOAL :	<i>All students will improve their informational and narrative reading comprehension in all curricular areas and make at least one year’s growth in their reading level. The average in reading will increase by 10%. In addition, the average in reading for the Students with disabilities (SWD) sub-group will increase by 15% and the English Language Learner (ELL) sub-group by 10%.</i>
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***THE BASELINE SCORE ON THE 7TH GRADE 2016 M-STEP ELA TEST IS 37%
THE ED SUB-GROUP SCORED 27% THE EL SUB-GROUP SCORED 19%***

GAP STATEMENT *English Language Learner (ELL) and Students with Disabilities (SWD) students consistently scored lower than mainstream students, resulting in a 10% gap in reading and 18 % for SWD.*

DESIRED LEARNING RESULTS: All students will demonstrate an increase in *reading comprehension* skills with an *emphasis* on *theme, main idea, and conclusion*. To improve these skills, students will be required to return to the text for *re-reading* to understand the stated meaning and make *inferences* to understand the author’s intent.

STEPS FOR REACHING THE GOAL	RESPONSIBLE PARTIES	TIMELINE
1. In-service Question Answer Relationship (QAR), Think Aloud (TA), Shared Reading & SIOP/Language & Literacy Language strategies with all instructional staff	Reading Comprehension, Think Aloud Committee, Resource Teachers	Sept. 2017- June 2018
2. In-service parents during monthly parent meetings in QAR, TA, and Shared Reading strategies	Reading Comprehension Committee, Resource Teachers	Sept. 2017- June 2018
3. Teachers are required to post a QAR poster in their room which	Resource Teachers,	Sept. 2016-

identifies the four components of QAR and implement strategies in daily lessons	Classroom Teachers	June 2017
4. Teachers will model and students will use Marzano's Strategies: Thinking Maps, Outlining, Note-Taking and Summarizing, Comparing and Contrasting in all core subject classes	Resource Teachers, Classroom Teachers	Sept. 2016- June 2017
5. Teachers will utilize the Dearborn Educational Curriculum (DEC) as a tool to guide their instruction to increase student achievement	Resource Teachers, Classroom Teachers, Administration	Sept. 2016- June 2017
6. Modeling and implementation of reading comprehension strategies with students with an emphasis on Informational text (Science & Social Studies).	Classroom Teachers, Resource Teachers, Administration	Sept. 2016- June 2017
7. MSTEP/ SAT stem questions are developed and implemented in order to guide and assess reading assignments	Resource Teachers, Classroom Teachers	Sept. 2016- June 2017
8. Articulation between high school Language Arts Coordinator, resource staff, and administration to increase student achievement with an emphasis on high school readiness and SAT	High School Language Arts Coordinator, Resource Staff, and Administration	Oct. 2016- June 2017
9. Add descriptions and examples of reading comprehension strategies to Lowrey's web-page for utilization at home	Technology Committee, Reading Comprehension Committee	Sept. 2016- June 2017
10. Lowrey staff will host an annual Parent Literacy Night to promote literacy awareness in the community	Staff, PTA and Administration	
11. 6 th grade language arts teachers will implement/model and students will use Daily 5 and Café reading strategies: Comprehension, Accuracy, Fluency, and Expand vocabulary to build stamina and increase student achievement.	6 th Grade Language Arts/Special Education/Bilingual/Resource Teachers	Sept. 2016- June 2017
12. Teachers will develop and post academic vocabulary on word walls and utilize them on a daily basis to increase comprehension and promote on-going academic language. Word walls will be updated once per card marking based on pacing guide and Common Core Curriculum	All Teachers	Sept. 2016- June 2017
13. All teachers will be trained to implement/model and students will use Close Reading strategies: chunk the text, number the paragraphs, underline and circle with a purpose, and annotate text (talking to the text)	Administration, Resource Staff and District LA Coordinator	November 2016 - June 2017

14. All language arts teachers will implement/model and students will use Close and Critical (CCR) Reading strategies: chunk the text, number the paragraphs, underline and circle with a purpose, and annotate text (talking to the text) and utilize Close and Critical Four Square template to assess reading comprehension	Language Arts Teachers	November 2016 - June 2017
15. Science and social studies teachers will utilize Close Reading Strategies, SIOP best practices, and Marzano's Strategies to “dig deeper” in order to increase student comprehension and achievement	Science and Social Studies Teachers	November 2016 - June 2017
16. Science and social studies teachers will place a greater emphasis on vocabulary of brick and mortar words (academic and age appropriate common words) through explicit instruction. In addition, teachers will develop/teach mini lessons that utilize various vocabulary strategies in order to increase student knowledge	Science and Social Studies Teachers	Sept 2016- June 2017
17. CER (Claim Evidence Reasoning) All teachers will implement CER across the curriculum when assigning extended/short constructed responses.	All Teachers	Sept 2016 – June 2017
ADDITIONAL STEPS FOR SPECIAL NEEDS STUDENTS:		
In-service teachers on effective differentiated instruction, SIOP/Language & Literacy strategies and Close Reading Strategies to meet the needs of all learners with an emphasis on Gifted & Talented, Special Ed., & English Language Learners (ELL)	Differentiated Instruction Committee, Resource Staff, Support Staff	Sept. 2016- June 2017
Resource staff, teachers and trained paraprofessionals provide individualized instruction for English Language Learners (push-in and/or pull out sessions) with an emphasis on SIOP/ Language & Literacy strategies	Classroom Teachers, Resource Staff, Paraprofessionals	Sept. 2016- June 2017
Development of a New-Comer Center with intense scaffolding,	ESL Language Arts teacher/Resource	Sept. 2016-

interventions, interactive activities, oral language skills and targeted/individualized instruction to meet the needs of English Language Learners.	teacher	June 2017
Raz Kids and Reading A-Z software is used to supplement and support all 6 th grade students and 7 th /8 th At-Risk students in order to increase student achievement	Resource Staff, 6 th grade Language Arts Teachers Intervention Classroom Teachers, Paraprofessionals	Sept. 2016- June 2017
8 th grade Advanced/Gifted and Talented students are placed in a daily ACT prep course	8th Grade Science and Math Teachers	Sept. 2016- June 2017
In order to provide the least restrictive environment for Special Ed. students, Special Ed. teachers collaborate and co-teach with General Ed. Teachers	Classroom Teachers, Special Education Staff	Sept. 2016- June 2017
Intervention classes are designed to target the individual needs of Special Ed., English Language Learners (ELL) and students performing more than 2 years below grade level in reading/writing	Classroom Teachers, Resource Staff, Paraprofessionals	Sept. 2016- June 2017
Extended Day Program is designed to target the needs of English Language Learners (ELL) who are performing more than 2 years below grade level in reading/writing/problem solving.	Classroom Teachers/Resource Staff	Nov. 2016- June 2017
Mandatory tutoring is designed to target the needs of at-risk students who are performing more than 2 years below grade level in reading/writing/problem solving.	Classroom Teachers/Resource Staff	Sept. 2016- June 2017

PROFESSIONAL LEARNING:

- Reading Comprehension Committee will in-service and review strategies with staff in Jan. 2017
- Administration & resource teachers will introduce or revisit assessment of and for learning.
- Late Arrival Professional Development will emphasize on PBIS, Marzano's 9, Close and Critical Reading Strategies, DEC, Daily5/Café and SIOP/Language & Literacy strategies to build staff morale and increase student achievement
- In order to drive instruction, all teachers will refer to the Shared Data Drive and Illuminate to access student scores on all standardized, district-wide and locally developed assessments.
- New L.A. teachers will be in-serviced on NWEA & Developmental Reading Assessment (DRA). They are required to complete two

assessments per year.

- Update progress monitoring files posted on the building shared drive.

MEASURES OF SUCCESS:

Assessment for Learning: Constant Improvement of student achievement as a result of:

- Analysis of North West Evaluation Association (NWEA) and M-STEP results to drive instruction and determine intervention grouping (Fall 16)
- Monthly assessment and analysis of DRA for Non English Speaking students (NES) and English Language Proficiency Assessment (WIDA) results to determine intervention grouping and to drive instruction.
- Formative Assessment throughout daily lessons (on-going)
- 6th Grade Conferencing Notebooks to monitor student progress (on-going)
- 6-8th language arts Close and Critical Reading assessment to monitor student progress (on-going)
- Analysis of individual needs of Gifted & Talented, Special Ed., & English Language Learners (ELL) performance to drive instruction and to determine intervention groupings
- Analysis of NWEA and WIDA results to drive instruction and determine intervention grouping
- Analysis of M-Step results (Fall 2016)

Assessment of Learning:

- All students in grades 6-8 are expected to increase their reading comprehension by at least one grade level
- It is expected that students will increase their performance on the M-Step ELA in *Advanced* and *Proficient levels* (1 & 2), thus decreasing *Partially Proficient* and *Non Proficient* levels (3 & 4)
- Improve students' performance on NWEA, WIDA, DRA2 (newcomers and lowest 30th) and entry and exit exams, mastery tests, timed tests and formal (summative) and informal (formative) daily assessment
- 6th Grade Conferencing Notebooks to monitor student progress (on-going)
- 6-8th language arts Close and Critical Reading assessment to monitor student progress (on-going)

IMPLEMENTATION ACCOUNTABILITY SAFEGUARDS:

- NWEA/M-Step/WIDA/DRA/scores posted on shared drive
- Teachers file reading simulations (beginning, middle, and end) of the year
- Student feedback
- Administrative observations
- Evidence of strategy used in lesson plans
- Teacher surveys submitted by reading comprehension co-chair
- 6th Grade Confering Notebooks to monitor student progress (on-going)
- Weekly Multi-Tiered System of Supports (MTSS) meetings to monitor progress and develop interventions/best practices for at-risk students.

IF STUDENTS DO NOT ACHIEVE:

Several programs are in place to provide support for students that do not meet academic standards

- Administrative and resource staff push-in support in grades 6-8 for modeling lessons
- Push-in para-pros & resource teachers for grades 6-8
- Intervention small tutoring groups (during the day)
- Intervention individual tutor groups (during the day)
- Intervention small tutoring groups (before and after school)
- Individualized Intervention Plan completed by classroom teacher
- Resource teachers push-in and pull-out at-risk students during intervention classes
- Extended Day Program (before/after) school
- Monthly parent in-services with academic agendas
- Monthly departmental meetings and team meetings (as needed)
- Special Education and administrative IEP meetings (as needed)
- Administration collaborates weekly with elementary and middle school resource teachers to continuously guide our SIP and maintain articulation school wide
- A shared drive student performance profile is available school wide to drive instruction
- Special Ed./General Ed. Co-teaching Model is in place for students identified with learning disabilities
- Weekly MTSS meetings to monitor progress and develop interventions/best practices for at-risk students.
- New-Comer Center which provides all new-comers students individualized instruction with an emphasis on targeted skills and oral language.

GOAL #2: WRITING

Goal 2: *All students will be able to demonstrate the ability to write for a specific purpose using multiple paragraphs (organization), sentence structure, variety & fluency, ideas & content, word choice, voice, and correct usage of editing skills (conventions) to meet the needs of an audience.*

Updated: September 2017

GOAL

All students will improve their writing skills across the curriculum by 10% on the M-Step ELA test. In addition, the average in writing for the Economically Disadvantaged (ED) sub-group will increase by 10%, and the English Language Learner (ELL) sub-group by 15%.

THE BASELINE SCORE ON THE 7TH GRADE 2016 M-STEP ELA TEST IS 37%
THE ED SUB-GROUP SCORED 27% **THE EL SUB-GROUP SCORED 19%**

GAP STATEMENT *English Language Learner (ELL) and Students with Disabilities (SWD) students consistently scored lower than mainstream students, resulting in a 10% gap in reading and 18 % for SWD.*

DESIRED LEARNING RESULTS:

- All students will demonstrate the ability to evaluate their writing using the 6+1 Traits of Writing model.
- All students will be able to demonstrate the ability to write for a specific purpose using multiple paragraphs (organization), sentence structure and variety, fluency and voice, idea and content, word choice, correct usage of editing skills (conventions) to meet the needs of an audience.
- All students will be able to write narrative essays (Writing from Knowledge & Experience), informational essays (Blue Hamburger), Argumentative/Persuasive essays (Green Hamburger) and be able to demonstrate the knowledge to critique a variety of writing samples (Oreo) to enhance a piece of writing

- All students must demonstrate the ability to write following the guidelines of the graphic organizers: Peer Response to the Student Writing Sample (Oreo), Writing from Knowledge & Experience (Yellow Hamburger), Informational Writing (Blue Hamburger), and Argumentative/Persuasive Essay (Green Hamburger).

STEPS FOR REACHING THE GOAL	RESPONSIBLE PARTIES	TIMELINE
1. 6+1 Traits of Writing must be emphasized on all types of writing lessons/assignments	All Staff	Sept. 2016- June 2017
2. All science, social studies, math and extended core teachers will assign and assess at least one content area writing assignment per month using the 6+1 traits rubric.	Teachers, Resource and Administrative Staff	Sept. 2016- June 2017
3. All language arts teachers will assign and grade at least one five paragraph writing assignment every month using the 6+1 traits rubric.	Teachers, Resource and Administrative Staff	Nov. 2016- June 2017
4. All language arts teachers will follow the Peer Response to the Student Writing Sample (Oreo), Writing from Knowledge and Experience (Yellow Hamburger), Informational (Blue Hamburger) and Argumentative/Persuasive (Green Hamburger) organizers when assigning students to respond to a given prompt.	Teachers, Resource and Administrative Staff	Sept. 2016- June 2017
5. Teachers use the Wonderful Words strategy to introduce, discuss and teach vocabulary. Academic vocabulary lists will be developed and posted on words wall across the curriculum to promote a text rich environment.	Teachers, Resource and Administrative Staff	Sept. 2016- June 2017
6. Teachers provide a follow up activity to wonderful words such as: journal writing, content area writing, bingo, illustrations and/or quizzes.	Teachers, Resource and Administrative Staff	Sept. 2016- June 2017
7. Create more simulations to provide genre writing practice.	Resource Teachers	Sept. 2016- June 2017
8. In-service all instructional staff on Writing from Knowledge and Experience (Yellow Hamburger), Peer Response to the Student Writing (Oreo), Informational (Blue Hamburger), and Argumentative/Persuasive	Administration, Resource Teachers	Sept. 2016- June 2017

(Green Hamburger) organizers.		
9. In-service new staff on 6+1 Traits of Writing.	Administration, Resource Teachers	Nov. 2016- May 2017
10. Add descriptions and examples of writing strategies to Lowrey's web-page for utilization at home.	Technology Committee, Writing Committee	Sept. 2016- June 2017
11. Upon modeling, teachers will use Marzano's Strategies: Thinking Maps, Outlining, Note Taking and Summarizing, Comparing and Contrasting in all core subject classes.	Resource Teachers, Classroom Teachers	Sept. 2016- June 2017
12. Teachers will utilize the Dearborn Educational Curriculum (DEC) as a tool to guide their instruction to increase student achievement.	Resource Teachers, Classroom Teachers	Sept. 2016- June 2017
13. Articulation between high school Language Arts Coordinator and Resource Staff to increase student achievement with an emphasis on the high school readiness and SAT	High School Language Arts Coordinator, Resource Staff, and Administration	Nov. 2016- June 2017
14. Teachers will implement/model and students will use Daily 5 and Café writing strategies to build stamina and increase student achievement.	6 th Grade Language Arts/Special Education/Bilingual/Resource Teachers	Sept. 2016- June 2017
15. Articulation between elementary and middle school resource teachers and staff to increase student achievement and ensure continuity in k-8 writing instruction	Administration, Resource Teachers, and Language Arts Teachers	Sept. 2016- June 2017
16. Science and social studies teachers will model and assign writing assignments that solidify comprehension of the lesson and allow students to reflect on their learning through written expression	Science and Social Studies Teachers	Oct. 2016- June 2017
17. CER (Claim Evidence Reasoning) All teachers will implement CER across the curriculum when assigning extended/short constructed responses.	All Teachers	Sept 2016 – June 2017
ADDITIONAL STEPS FOR SPECIAL NEEDS STUDENTS:		
Continue in-servicing teachers on effective differentiation, CCR and SIOP Model/Language & Literacy strategies to meet the needs of all learners with an emphasis on Gifted & Talented, Special Ed., & English Learners (EL).	Differentiation Committee, Resource Staff, Support Staff	Nov. 2016- June 2017

Resource staff, teachers and trained paraprofessionals provide individualized instruction for English Language Learners (push-in and/or pull out sessions) with an emphasis on the SIOP Model/Language & Literacy and CCR.	Resource Staff, Classroom Teachers, Paraprofessionals	Sept. 2016- June 2017
Development of a New-Comer Center with intense scaffolding, interventions, interactive activities, oral language skills and targeted/individualized instruction to meet the needs of English Language Learners.	ESL Language Arts teacher/Resource teacher	Sept. 2016- June 2017
In order to provide the least restrictive environment for Special Ed. students, Special Ed. teachers collaborate and co-teach with General Education teachers.	Classroom Teachers, Special Education Staff	Sept. 2016- June 2017
Writing Clinics are designed to target the individual needs of Special Ed., English Learners (EL), and students performing more than 2 years below grade level in reading/writing.	Classroom Teachers, Resource Staff	Sept. 2016- June 2017
Extended Day Program is designed to target the needs of English Learners (EL) who are performing more than 2 years below grade level in reading/writing/problem solving.	Classroom Teachers/Resource Staff	Nov. 2016- June 2017

PROFESSIONAL LEARNING:

- Administrators and resource teachers will in-service all language arts teachers on the Writing from Knowledge and Experience (Yellow Hamburger), Peer Response to the Student Writing (Oreo), Informational (Blue hamburger), Argumentative/Persuasive (Green Hamburger) organizers by end of Sept. 2016
- Administrators and resource teachers will in-service all teachers on the usage and features of 6+1 Traits of Writing model.
- Late Arrival Professional Development will emphasize PBIS, Marzano's 9, 6+1 Traits of Writing, Daily 5/Cafe, DEC, SIOP/Language & Literacy, and CCR strategies to build staff morale and increase student achievement
- Administration and resource staff introduce, revisit and demonstrate assessment of and for learning
- Evaluate student performance on monthly local writing assessments.
- Evaluate student performance on the M-Step ELA writing components from Writing from Knowledge and Experience, Peer Response to the Writing Sample and Informational Writing

- All teachers will refer to the shared data drive and to Illuminate to access student scores on all standardized and district wide locally developed assessments.
- Update progress monitoring files posted on the building shared drive

MEASURES OF SUCCESS:

Assessment for Learning: Constant Improvement of student achievement as a result of:

- Implementation evidence: monthly student writing samples, an increase in MSTEP writing scores and formative daily assessment
- All students will demonstrate their knowledge of Writing from Knowledge and Experience (Yellow Hamburger), Peer Response to a Student Writing Sample (Oreo), Informational Writing (Blue Hamburger), and Argumentative/Persuasive (Green Hamburger) organizers by successfully responding to a given prompt in an organized comprehensible sequence with an emphasis on the 6+1 Traits of Writing.
- 6th Grade Conferencing Notebooks to monitor student progress (on-going)
- All language arts teachers will utilize CCR template to monitor student progress (on-going)
- Content area teachers will introduce and build towards implementation of CCR
- Monthly assessment and analysis on DRA for Non English Speaking students (NES)
- Analysis of M-Step /WIDA results to drive instruction and determine intervention grouping
- Formative Assessment throughout daily lessons (on-going)
- Analysis of student writing based on 6 + 1 Traits of Writing rubric
- Analysis of the M-Step 2016 & WIDA scores to drive teacher instruction

Assessment of Learning:

- It is expected that students will increase their performance on the M-Step ELA writing components in *Advanced* and *Proficient levels* (1 & 2), thus decreasing *Partially Proficient* and *Non Proficient levels* (3 & 4)
- Improve students' performance on NWEA, WIDA, entry and exit exams, mastery tests, timed tests and formal (summative) and informal (formative) daily assessment
- Analysis of locally developed district writing prompts in order to increase student writing performance based on the 6 +1 Traits of Writing

- 6th Grade Conferencing Notebooks to monitor student progress (on-going)

IMPLEMENTATION ACCOUNTABILITY SAFEGUARDS:

- Teachers file writing simulations per genre
- Student feedback
- Administrative observations
- Evidence of strategy used in lesson plans
- 6th Grade Conferencing Notebooks to monitor student progress (on-going)
- Weekly MTSS meetings to monitor progress and develop interventions/best practices for at-risk students.

IF STUDENTS DO NOT ACHIEVE:

Several programs are in place to provide support for students that do not meet academic standards

- Administrative and resource staff push-in support in grades 6-8 for modeling lessons
- Push-in resource staff and paraprofessionals for grades 6-8
- Intervention small tutoring groups (during the day)
- Intervention individual tutor groups (during the day)
- Intervention small tutoring groups (before and after school)
- Individualized Intervention Plan completed by classroom teacher
- Resource teachers push-in and pull-out Special Ed.
- Extended Day Program (before/after) school
- Monthly parent in-services with academic agendas
- Monthly departmental meetings and team meetings (as needed)
- Special Education and administrative IEP meetings (as needed)
- Administration collaborates weekly with elementary and middle school resource teachers to continuously guide our SIP and maintain articulation school wide
- A shared drive student performance profile is available school wide to drive instruction
- Special Ed./General Ed. Co-teaching Model is in place for students identified with learning disabilities
- Weekly MTSS meetings to monitor progress and develop interventions/best practices for at-risk students.

LOWREY SCHOOL WRITING EXPECTATIONS

- 1. By the end of May, all Kindergarten students will be able to write a paragraph (narrative/informational/opinion) that contains at least 5 sentences on the same topic with a beginning, middle, and end.**
- 2. By the end of May, all first grade students will be able write a five paragraph essay (narrative/informational/opinion) on the same topic using complete sentences and supporting details with a beginning, middle, and end.**
- 3. By the end of May, all second and third grade students will be able to write a proficient five paragraph essay (narrative/informational/opinion) using the 6 + 1 Traits of Writing rubric. Writing should demonstrate appropriate organization (beginning/middle/end) including supporting details and examples.**
- 4. By the end of May, all fourth and fifth grade students will be able to write a proficient five paragraph essay (narrative/informational/opinion/argumentative) based on the CCSS and the 6 + 1 Traits of Writing rubrics with an emphasis on voice, word choice, and ideas. Argumentative writing should include supporting details from multiple sources.**
- 5. By the end of May, all 6th, 7th, and 8th grade students will be able to write a proficient essay (Narrative/Informational/persuasive/argumentative) based on the CCSS and the 6 + 1 Traits of Writing rubrics with an emphasis on ALL traits. Argumentative writing should include supporting details from multiple sources.**
- 6. Graded student samples (2 low, 2 medium, and 2 high) will be turned in to administration from every elementary and middle school teacher once per month**

GOAL #3: PROBLEM SOLVING

Goal 3: All students will be able to improve math computation and problem solving skills across the curriculum.

Updated: September 2017

GOAL :	<i>All students will be able to improve math computation & problem solving skills across the curriculum by at least 16%. In addition, the average in math for the Economically Disadvantaged (ED) sub-group will increase by 16%, and the English Language Learner (ELL) sub-group by 20%</i>
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THE BASELINE SCORE ON THE 7TH GRADE 2013 M-STEP MATH TEST IS 45%
THE ED SUB-GROUP SCORED 44% THE EL SUB-GROUP SCORED 33%

GAP STATEMENT: *English Learner (EL) students consistently scored lower than mainstream students, resulting in a 12% gap in Math for EL.*

DESIRED LEARNING RESULTS:

- All students will be able to demonstrate the ability to perform computations in context and be able to demonstrate the ability to analyze data from graphs, charts, and tables
- All students will be able to apply the strategies for finding a pattern, making a model, and eliminating the possibilities
- Students demonstrate knowledge and application of strategies during district and locally developed assessments, MSTEP and exit exams

STEPS FOR REACHING THE GOAL	RESPONSIBLE PARTIES	TIMELINE
1. In-service new staff & refresh 2016 -2017 staff on Look for a Pattern, Make a Model, and Eliminate the Possibilities strategies	Administration, Problem Solving Committee	Nov. 2016- June 2017
2. Twice a month, staff will use graphs and charts to model problem solving activities and teach analysis/interpretation of graphs and charts.	All Teachers	Sept. 2016- June 2017

3. In-service parents during monthly parent meetings in the following strategies: Look for a Pattern, Make a Model, Eliminate the Possibilities, and analysis/interpretation of graphs and charts	Problem Solving Committee, Resource Teachers	Sept. 2016- June 2017
4. Add descriptions and examples of problem solving strategies to Lowrey's web-page for utilization at home	Technology Committee, Problem Solving Committee	Sept. 2016- June 2017
5. Teachers will model the following problem solving skills in all curricular areas: Look for a Pattern, Make a Model, Eliminate the Possibilities and analysis/interpretation of graphs and charts	All Teachers	Sept. 2016- June 2017
6. Staff will give students an opportunity to write about a graph or chart at least once a month and display in hallways and/or classrooms	All Teachers	Sept. 2016- June 2017
7. Math teachers will standardize the use of academic vocabulary, post on word walls and give math computation mastery tests on a set schedule	Math Teachers	Sept. 2016- June 2017
8. Teachers will administer locally and district developed assessment to students for data collection and analysis	Math Teachers, Resource Staff	Sept. 2016- June 2017
9. Upon modeling, teachers will use Marzano's Strategies: Thinking Maps, Outlining, Note Taking and Summarizing, Comparing and Contrasting in all core subject classes	Resource Teachers, Classroom Teachers	Sept. 2016- June 2017
10. Teachers will utilize the Dearborn Educational Curriculum (DEC) as a tool to guide their instruction to increase student achievement	Resource Teachers, Classroom Teachers	Sept. 2016- June 2017
11. Articulation between high school Math Coordinator, resource staff, and administration to increase student achievement with an emphasis on high school readiness and SAT	High School Math Coordinator, Resource Staff, and Administration	Sept. 2016- June 2017
12. Lowrey staff will host an annual Parent Math Night to promote numeracy awareness in the community	Staff, PTA and Administration	April 2017
13. CER (Claim Evidence Reasoning) All teachers will implement CER across the curriculum when assigning extended/short constructed responses.	All Teachers	Sept 2016 – June 2017
ADDITIONAL STEPS FOR SPECIAL NEEDS STUDENTS:		

In-service teachers on effective differentiation and SIOP/Language & Literacy strategies to meet the needs of all learners with an emphasis on Gifted & Talented, Special Ed., & English Learners (EL)	Administration, Resource Staff	Nov. 2016- June 2017
In-service parents during monthly parent meetings in Look for a Pattern, Make a Model, Eliminate the Possibilities and analysis/interpretation of graphs and charts strategies/skills	Math Committee, Resource Staff, Administration	Sept. 2016- June 2017
8 th grade Advanced/Gifted and Talented students are placed in a daily SAT prep course	8 th grade Science and Math Teachers	Sept. 2016- June 2017
Resource staff, teachers, and trained professionals will provide individualized instruction for English Learners (push-in and/or pull-out sessions).	Resource Staff, Classroom Teachers, Paraprofessionals	Sept. 2016- June 2017
Intervention classes are designed to target the individual needs of Special Ed., English Learners (EL), and students performing more than two years below grade level in math	Classroom Teachers, Resource Staff	Sept. 2016- June 2017
Extended Day Program is designed to target the needs of English Learners (EL) who are performing more than 2 years below grade level in reading/writing/problem solving.	Classroom Teachers/Resource Staff	Nov. 2016- June 2017

PROFESSIONAL LEARNING:

- Math committee will in-service and review math strategies with staff in Jan/2017
- Late Arrival Professional Development will emphasize PBIS, Marzano's 9,DEC, and SIOP strategies to build staff morale and increase student achievement
- All teachers will refer to the shared data drive and Illuminate to access student scores on all standardized and local assessment
- Resource staff and teachers will analyze and evaluate student performance on the MSTEP and NWEA math, district and locally developed assessments
- Update progress monitoring files posted on the building shared drive and Illuminate

MEASURES OF SUCCESS:

Assessment for Learning: Constant Improvement of student achievement as a result of:

- Analysis of classroom and assessment performance of all learners with an emphasis on Special Ed., English Learners (EL), and students who are performing more than two years below grade level to determine intervention grouping and drive instruction
- Analysis of Grade Level Content Expectations (GLCE's)/CCCS entry exam to drive class instruction and determine intervention grouping

Assessment of Learning:

- We will evaluate student performance on M-Step, NWEA, student work, Entry & Exit exams, formal & informal observations, district standardized common assessments and through classroom discussions in grades 6th, 7th & 8th
- Improve students' performance on common assessments, entry and exit exams, mastery tests, timed tests and formal (summative) and informal (formative) daily assessment
- It is expected that students will increase their performance on the NWEA and Math M - Step grades 6th-8th in *Advanced* and *Proficient level* (1 & 2), thus decreasing *Partially Proficient* and *Non Proficient* levels (3 &4)

IMPLEMENTATION ACCOUNTABILITY SAFEGUARDS:

- Graphs, charts and tables displayed
- Locally developed assessment implemented
- Administrative observations
- Evidence of strategy use in lesson plans
- Weekly MTSS meetings to monitor progress and develop interventions/best practices for at-risk students.
- District and locally developed math assessment scores posted on shared drive
- Student feedback

IF STUDENTS DO *NOT* ACHIEVE:

Several programs are in place to provide support for students that do not meet academic standards

- Administrative and resource staff push-in support in grades 6-8 for modeling lessons
- Push-in para-pros & resource teachers for grades 6-8
- Intervention classes for students achieving 2 or more grade levels below in Math
- Intervention small tutoring groups (during the day)
- Intervention individual tutor groups (during the day)
- Intervention small tutoring groups (before and after school)
- Individualized Intervention Plan completed by classroom teacher
- Resource teachers push-in and pull-out Special Ed. students during Intervention Class
- Extended Day Program (before/after) school
- Monthly parent in-services with academic agendas
- Monthly departmental meetings and team meetings (as needed)
- Special Education and administrative IEP meetings (as needed)
- Weekly MTSS meetings to monitor progress and develop interventions/best practices for at-risk students.

**MIDDLE SCHOOL M-STEP
2017**

ELA			
	6TH	7TH	8TH
ED	%	49%	48%
EL	22%	28%	14%
SWD	20%	0%	20%
MATH			
	6TH	7TH	8TH
ED	35%	44%	42%
EL	18%	32%	16%
SWD	20%	25%	20%
SCIENCE/SS			
		7TH	8TH
ED		8%	21%
EL		0%	0%
SWD		0%	0%

7TH GRADE

	Advanced	Proficient	Partially Prof.	Not Proficient
ELA	10%	38%	33%	19%
MATH	21%	24%	35%	21%
SCIENCE	4%	4%	18%	74%

8TH GRADE

	Advanced	Proficient	Partially Prof.	Not Proficient
ELA	12%	37%	32%	19%
MATH	23%	20%	27%	31%
SOCIAL STUDIES	3%	20%	50%	27%

6th	ELA	MATH	
2015	47%	48%	
2016	40%	35%	
DISTRICT	42%	35%	
STATE	45%	33%	
7th	ELA	MATH	Science
2015	69%	81%	18%
2016	48%	44%	8%
DISTRICT	46%	36%	16%
STATE	47%	35%	24%

8th	ELA	MATH	Social Studies
2015	66%	60%	20%
2016	50%	43%	23%
DISTRICT	48%	33%	24%
STATE	49%	33%	29%

NWEA Comparative Table

2014-2015 / 2015-2016

6th Grade	High 16-17	Avg. 16-17	Low 16-17	High 15-16	Avg. 15-16	Low 15-16	High 14-15	Avg. 14-15	Low 14-15
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Reading				10%	25%	20%	2%	40%	57%
Math				27%	19%	21%	14%	38%	47%
Lang.				9%	25%	19%	5%	39%	57%
Science				18%	22%	29%	5%	20%	75%

7th Grade	High 16-17	Avg. 16-17	Low 16-17	High 15-16	Avg. 15-16	Low 15-16	High 14-15	Avg. 14-15	Low 14-15
Reading				8%	26%	18%	9%	40%	51%
Math				17%	28%	11%	7%	39%	54%

Lang.				9%	27%	15%	9%	43%	48%
Science				10%	24%	23%	8%	37%	52%

8th Grade	High 16-17	Avg. 16-17	Low 16-17	High 15-16	Avg. 15-16	Low 15-16	High 14-15	Avg. 14-15	Low 14-15
Reading				13%	23%	22%	8%	49%	42%

Math				22%	21%	24%	12%	55%	40%
Lang.				10%	24%	21%	10%	49%	42%
Science				11%	17%	34%	18%	39%	43%