



School Improvement Plan

East Rockford Middle School

Rockford Public Schools

Mr. Mike Ramm, Principal
8615 9 Mile Rd Ne
Rockford, MI 49341-7619

TABLE OF CONTENTS

Introduction	1
--------------------	---

Executive Summary

Introduction	3
--------------------	---

Description of the School	4
---------------------------------	---

School's Purpose	5
------------------------	---

Notable Achievements and Areas of Improvement	6
---	---

Additional Information	7
------------------------------	---

Improvement Plan Stakeholder Involvement

Introduction	9
--------------------	---

Improvement Planning Process	10
------------------------------------	----

School Data Analysis

Introduction	12
--------------------	----

Demographic Data	13
------------------------	----

Process Data	15
--------------------	----

Achievement/Outcome Data	17
--------------------------------	----

Perception Data	21
-----------------------	----

Summary	24
---------------	----

School Additional Requirements Diagnostic

Introduction 26

School Additional Requirements Diagnostic 27

2016/17 ERMS Goals

Overview 30

Goals Summary 31

 Goal 1: All students will be proficient in the area of math. 32

 Goal 2: All students will be proficient in writing. 33

 Goal 3: All students will be proficient in science. 36

 Goal 4: All students will be proficient in reading. 37

 Goal 5: All students will be proficient in social studies. 40

 Goal 6: All students at East Rockford Middle School will be recognized for their achievement and contribute to a culture of academic excellence. 44

Activity Summary by Funding Source 46

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?

East Rockford Middle School is the home of 813 students in sixth, seventh and eighth grades. ERMS is proud to be recognized as both a Michigan Blue Ribbon Exemplary School and a fully accredited school by AdvancED.

Educating the whole child is a core philosophy at ERMS and we offer a strong balance between academics, cocurricular activities and after school programs. Additionally, we implement various student intervention programs to target unique student needs that include special services, gifted and talented, speech and language, occupational and physical therapists, and a student assistance team.

The East Rockford Middle School staff is comprised of 47 certified teachers, two counselors, a media specialist, office assistants, special services, food service personnel, a health aide, a security officer and custodians. We are committed to providing an educational experience focused on the needs of preparing middle school students. We also pride ourselves on our partnerships with our highly involved parents and our combined vision of achievement for all students. Working together, East Rockford Middle School provides a positive educational experience and effectively prepares students for their next steps in life.

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.

Mission Statement

East Rockford Middle School fosters an environment conducive to learning, living, and developing as responsible citizens. Students are encouraged to invest in their futures through opportunities that nurture academic growth and develop lifelong learners. ERMS promotes a safe atmosphere of respect and rapport, ensuring positive peer culture, through collaborative and continuing efforts on the part of committed staff, students, and parents.

Beliefs Statement

We believe that our exemplary educational system is a result of the collaborative efforts of parents, students, school staff, and community. Together, we are providing opportunities for students to reach their full potential by placing emphasis on local, state, and national curriculum standards, a strong character education program, and a variety of after-school learning opportunities.

ERMS embodies our mission and beliefs in a variety of ways. First at our core is a staff that believes in youth. Clear is our passion for youth and a well rounded education. The second part of evidence is our course offerings. Noticeable is the variety in both the core and elective area. Specifically in the core area, we offer three levels of classes. They are team taught (assistance), regular, and ROCK (advanced). Finally, our school communicates and updates academic and character expectations to students. We have really ramped up this process this year by setting marking period goals and holding update (recognition) meetings with students and staff.

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.

Notable Achievements

1. Annually, ERMS standardized test scores rank well above state and county averages.
2. ERMS has established an intentional approach to promoting a positive student culture with the participation of all staff and support of the parents and community.
3. ERMS has a supportive parent and staff population that is creative when finding resources to promote student success.
4. The cohesive department decision making and collaborative process has been a significant improvement area over the last three years and will be the engine for future improvements. Our department leaders are gaining confidence and our work is becoming more collaborative.
5. ERMS has been recognized as a National No Place for Hate School.

East Rockford Middle School fosters an environment conducive to learning, living, and developing as responsible citizens. Students are encouraged to invest in their futures through opportunities that nurture academic growth and develop lifelong learners. ERMS promotes a safe atmosphere of respect and rapport, ensuring positive peer culture, through collaborative and continuing efforts on the part of committed staff, students, and parents.,

Areas of Improvement

1. The ERMS staff is building a systemic process for reviewing and analyzing student achievement data. Over the last three years, many pieces of the process have been added. Our continued emphasis remains refining this process to ensure student success and continuing to make decisions based on relevant student data.
2. Middle school aged students are faced with many relational and social/emotional influences. Always an area of emphasis, we are focused on staying up-to-date with relevant issues and providing our students, staff, and parent populations with the tools and environment necessary to successfully support their success.
3. In order to continue making significant improvement, aligning our school improvement efforts with available professional development resources and calendars is a continued area of emphasis.

Additional Information

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

None at this time

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.

Staff members were chosen from each department in the building. These staff members also serve as curriculum leaders in their department. Additionally, parents and support staff were requested to participate individually and consideration was given to groups and grade levels which they represent. Finally, student leaders were involved through student council.

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

Teachers: Core Content Areas and Electives

Support Staff: Office Staff and Counseling Department

Parents: Each Grade Level Represented

Students: Each Grade Level Represented

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

The improvement process was communicated to all stakeholders in a variety of ways, including: Staff meetings, parent meetings, district communications, and posting on our building webpage.

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?

Currently, we are about 100 students lower (850) than we were three years ago. Each of the three grades is equally smaller.

Student Demographic Data

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

Same as previous trend. With that said, our staffing is affected as we are being asked to share more staff with other buildings in the district.

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?

Overall, the behavior and number of disciplinary actions have decreased over time. The persistent behavior remains students' harassment of each other.

Student Demographic Data

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

Review district school of choice procedures.

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 experience of the teachers is an asset to the district. With that said, we are on the edge of starting a movement. Therefore, the issue is getting the spark lit.

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?

School Improvement Plan

East Rockford Middle School

Student achievement is at a solid, base level. With that said, altering instructional strategies is difficult to change. Finally, this wealth of experience is extremely valuable when new twists are added.

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?

Not significant.

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 are mindful based on previous experiences. This area is not significant.

Teacher/School Leader(s) Demographic Data

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

None at this time

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?

Leadership

Relational Capacity

Instructional Influence

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?

Data Review Process

12. How might these challenges impact student achievement?

In order for us to have a credible common assessment package that is tied to instruction instead of only evaluation, we need a systematic process for data collection and results review.

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.

As a district, we are implementing a school data review protocol and procedure. Additionally, it is important to be consistent among all buildings in the district.

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?

All students that qualify for disabilities are offered adequate programming. Our district Special Services department monitors the programming and teacher qualifications.

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

6th, 7th and 8th Grade Advanced placement and ROCK programming.

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

The district has a gifted and talented department coordinator and this department communicates and coordinates testing and works with our building regarding placement.

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?

Grade level and subject curriculum maps across the district.

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.

NA

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

Overall our reading scores are increasing as students move from 6th to 8th grade. Emphasis has been placed on ensuring active reading strategies in preparation for upcoming M-STEP testing. Continued emphasis needs to be placed in this area.

19b. Reading- Challenges

Implementing a consistent active reading strategy across all content areas.

19c. Reading- Trends

Increase over the state and county average throughout the time students are at ERMS.

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.

As we are in a state testing transition year, our biggest focus is to ready our building for the increased reading expectations on the state assessments. This includes the need to adopt, train and implement a common reading strategy across all content areas.

20a. Writing- Strengths

Overall perform above state and county averages.

20b. Writing- Challenges

Ensuring that each student can write different types of essays: argumentative, explanatory, persuasive.

20c. Writing- Trends

In the past the 7th grade has been critiqued using the MEAP. This year, the writing is going to be critiqued in each grade level and across reading and math.

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.

Our Language Arts teachers will ensure that the writing curriculum will include focused instruction around the specific types of writing.

21a. Math- Strengths

Overall averages are higher than state and county averages. Increasingly the students with disabilities are closing the gap between those students without disabilities.

21b. Math- Challenges

Intervention, alignment to the CCSS, implementation of problem-based learning

21c. Math- Trends

Overall achievement above the state and county average. Decreasing in the area of geometry and fractions.

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.

Overall, the math department is aligning curriculum with the implementation of the CCSS and the new text should help with preparing students for upcoming assessments.

22a. Science- Strengths

Earth Science

22b. Science- Challenges

Overall, the science proficiency is lower than other areas. This often is communicated that the we are not as proficient, but we still outperform state and county schools. With that said, the alignment of curriculum has not been consistent at 8th grade.

22c. Science- Trends

Generally, our science scores are above county averages, but require attention to the science process. Our building initiative is to incorporate investigations into instruction.

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.

We have incorporated inquiry-based learning into our science instruction school improvement plan.

23a. Social Studies- Strengths

Our historical perspective strand is the strength area.

23b. Social Studies- Challenges

Aligning common assessments with new M-STEP test given to 8th grade students.

23c. Social Studies- Trends

Again, Historical Perspective strand speaks to the highest area off achievement.

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.

This year we plan to study the M-STEP results as well as the alignment of our common assessments.

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?

Positive Culture

Teachers Support Students

High Academic Expectations

Choices of Classes

24b. Student Perception Data

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

The need for more technology

Increased feeling of belonging

24c. Student Perception Data

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

School Improvement strategies focused on culture and recognition.

The district is using a bond to purchase district technology.

25a. Parent/Guardian Perception Data

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

Strength and commitment of teaching staff.

Strong school community and high expectations.

25b. Parent/Guardian Perception Data

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

Technology Needs

25c. Parent/Guardian Perception Data

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

The community has passed a bond proposal and will be building on pilots that were established this year.

26a. Teacher/Staff Perception Data

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

School Community

Support and expectations for students

Teacher that are passionate and skilled

26b. Teacher/Staff Perception Data

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

The need for teaming to address the needs of all students.

Bottom 30

Systemic Intervention Strategy

26c. Teacher/Staff Perception Data

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

Department leaders are being consulted and a building plan is being established in the areas of culture, instruction, and content.

27a. Stakeholder/Community Perception Data

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

High Expectations for students

Skilled teachers that are passionate about students and success

27b. Stakeholder/Community Perception Data

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

Technology needs in the classroom

Consistent communication platform that is efficient and informative

27c. Stakeholder/Community Perception Data

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

District Bond Technology Initiative

ERMS Family Access Procedures

Summary

28a. Summary

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

Generally the school performs above state and county averages in all areas tested by the state. Our population remains consistent and presents low levels of fluctuations. Finally, the challenges we have regarding perception are minimal and generally the support and satisfaction of staff, students, and community are high.

28b. Summary

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

Generally, our challenges do not have a narrow area of emphasis. With that said, our common instructional model and district technology initiative are all-encompassing and address the areas.

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?

The district is adopting the Gradual Release of Responsibility common instructional model and classroom learning labs to enhance the instruction in the school. Additionally, the district is adopting a technology initiative and will be building in technology around all content areas.

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
1.	Literacy and math are tested annually in grades 1-5.	No	We test in grades 6-8. MEAP, Discovery Education, Common Assessments	

Label	Assurance	Response	Comment	Attachment
2.	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	The Annual Education Report is found under a designated tab on the ERMS webpage. Access to the webpage is provided at the following link: http://www.rockfordschools.org/?i=EastRockford	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Our building uses Career Cruising for each 8th grader and we create an EDP and publish it for every student.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	This process occurs in middle school and also during another Career Cruising session when students are in 9th grade. Students work with counselors at the 9-12 to select courses to match state standards, yet offer exposure to the career content.	

Label	Assurance	Response	Comment	Attachment
5.	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	Please see the link below for the district's management of these policies and procedures for filing a grievance. http://www.rockfordschools.org/?i=HumanResourcesCRC	

School Improvement Plan

East Rockford Middle School

Label	Assurance	Response	Comment	Attachment
6.	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	Yes. Dr. Doug VanderJagt, Assistant Superintendent Human Resources Department Rockford Public Schools 350 N. Main Street Rockford, MI 49341 616.863.6554	

Label	Assurance	Response	Comment	Attachment
7.	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		

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	At this time, the topics for the professional development calendar for the upcoming school year are not specifically assigned to designated days. However, the hours and calendar reflect 30 hours of professional development outside of the school day. The bulk of the professional develop time will focus on the school improvement strategies, specifically the Gradual Release of Responsibility. East Rockford Middle School will also use remaining time to focus on building greatest area of need strategies and other department initiatives. Please see the district improvement plan.	

2016/17 ERMS Goals

Overview

Plan Name

2016/17 ERMS Goals

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in the area of math.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
2	All students will be proficient in writing.	Objectives: 2 Strategies: 4 Activities: 6	Academic	\$0
3	All students will be proficient in science.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
4	All students will be proficient in reading.	Objectives: 2 Strategies: 4 Activities: 6	Academic	\$0
5	All students will be proficient in social studies.	Objectives: 2 Strategies: 5 Activities: 6	Academic	\$0
6	All students at East Rockford Middle School will be recognized for their achievement and contribute to a culture of academic excellence.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$1000

Goal 1: All students will be proficient in the area of math.

Measurable Objective 1:

85% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency on the Communicating and Reasoning, Modeling and Analysis M-STEP in Mathematics by 06/01/2022 as measured by M-STEP proficiency in the Spring of 2022, as well as Discovery Education during the 2016-17 district testing cycle..

Strategy 1:

GRR - All secondary math teachers will participate in the implementation of the Gradual Release of Responsibility Instructional Model during classroom instruction.

Category: Mathematics

Research Cited: "Better Learning Through Structured Teaching" Douglas Fisher and Nancy Frey.

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will participate in district provided professional development centered on the theme of "Embedding and Applying Knowledge" around GRR. The district will also support the learning and implementation through the use of classroom learning labs.	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	No Funding Required	Math Department ; led by Department leads and building administration.

Strategy 2:

Implementation of CCSS and PBL with emphasis on GAN M-STEP claim of communicating and reasoning, Modeling and Analysis - Secondary math teachers will participate in the implementation of CCSS aligned and problem-based learning instruction with additional emphasis on the GAN M-STEP claim of Communicating and Reasoning, Modeling and Analysis.

Category: Mathematics

Tier: Tier 1

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

East Rockford Middle School

Department leaders will ensure that math performance tasks are routinely embedded into instruction.	Direct Instruction	Tier 1		09/01/2016	06/01/2017	\$0	Other	Math Teachers, department leaders with support of building administrative team.
---	--------------------	--------	--	------------	------------	-----	-------	---

Goal 2: All students will be proficient in writing.

Measurable Objective 1:

85% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the writing process strand in English Language Arts by 06/01/2017 as measured by M-STEP testing and paragraph writing across all content areas .

Strategy 1:

Evidence-Based Essay Writing -

All secondary students will be able to construct a written response in the following styles: argumentative, persuasive, informative, and narrative.

Category: English/Language Arts

Research Cited: State assessment reflection

Tier: Tier 1

Activity - Scope & Sequence Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will review writing rubrics, evaluate scope and sequence, and evaluate performance. All content teachers will support the rubric principles through writing across content areas. Furthermore, English teachers will collaborate to review M-STEP writing rubrics.	Getting Ready, Implementation	Tier 1	Implement	09/01/2016	06/01/2017	\$0	No Funding Required	Building teachers Building administration

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- M-STEP writing, written response, and performance task scores. - All content area written response assignment expectations and grading rubrics. - English teacher pacing guides and department feedback.	Monitor	Tier 1	Monitor	09/01/2016	06/01/2017	\$0	No Funding Required	Classroom teachers

School Improvement Plan

East Rockford Middle School

(shared) Strategy 2:

Gradual Release of Responsibility - ERMS will participate in the district-lead Gradual Release of Responsibility common instructional framework.

Category: Career and College Ready

Research Cited: Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Edition Paperback

by Douglas Fisher, Nancy Frey. 2014

Tier: Tier 1

Activity - District Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ERMS staff will participate in the district-lead Gradual Release of Responsibility model of instruction professional development and implementation in order to increase student achievement across all content areas.	Monitor, Implementation	Tier 1	Monitor	09/01/2016	06/01/2017	\$0	General Fund	District Leadership Committee Building Principal All Content Area Teachers

(shared) Strategy 3:

Data Review and Intervention - All certified staff will participate in a consistent data review process to determine student achievement trends and implement corresponding intervention.

Category:

Research Cited: AdvanceEd Evaluation Team Required Action

Tier: Tier 2

Activity - Maintain	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will participate in a consistent data review process to determine student achievement trends and implement corresponding intervention.	Implementation	Tier 2		09/01/2016	06/01/2017	\$0	No Funding Required	Building Teachers Building Itinerant Staff Building Administration

Measurable Objective 2:

85% of Students with Disabilities students will demonstrate a proficiency in writing in English Language Arts by 06/09/2017 as measured by the Spring 2017 M-STEP, IEP goals, and building writing assessments.

School Improvement Plan

East Rockford Middle School

Strategy 1:

Differentiated Instruction - All students not performing at grade level standards will receive differentiated instruction in order to assist with their achievement across all content areas.

Category:

Tier: Tier 2

Activity - Teaching Arrangement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities will be assigned a team teaching, study skills, or resource room arrangement in order to support their IEP goals and academic needs. Caseload providers will participate in professional development and instructional strategies geared at addressing needs as identified on MEAP.	Implementation	Tier 2		09/01/2016	06/01/2017	\$0	General Fund	Building Principal Caseload Providers and Team Teachers

Activity - Pyramid of Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ERMS Student Assistance Team will refresh staff about POI purpose and procedures at the beginning and throughout the school year. Teachers will implement level one classroom interventions when students struggle, specifically using Connect time as a practice. The building Student Assistance Team will direct level one and two procedures and develop new intervention strategies based on identified needs.	Implementation	Tier 1		06/01/2016	09/01/2017	\$0	General Fund	Building SAT Team All Content Area Teachers

(shared) Strategy 2:

Gradual Release of Responsibility - ERMS will participate in the district-lead Gradual Release of Responsibility common instructional framework.

Category: Career and College Ready

Research Cited: Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Edition Paperback

by Douglas Fisher, Nancy Frey. 2014

Tier: Tier 1

Activity - District Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

East Rockford Middle School

ERMS staff will participate in the district-lead Gradual Release of Responsibility model of instruction professional development and implementation in order to increase student achievement across all content areas.	Monitor, Implementation	Tier 1	Monitor	09/01/2016	06/01/2017	\$0	General Fund	District Leadership Committee Building Principal All Content Area Teachers
--	-------------------------	--------	---------	------------	------------	-----	--------------	--

(shared) Strategy 3:

Data Review and Intervention - All certified staff will participate in a consistent data review process to determine student achievement trends and implement corresponding intervention.

Category:

Research Cited: AdvanceEd Evaluation Team Required Action

Tier: Tier 2

Activity - Maintain	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will participate in a consistent data review process to determine student achievement trends and implement corresponding intervention.	Implementation	Tier 2		09/01/2016	06/01/2017	\$0	No Funding Required	Building Teachers Building Itinerant Staff Building Administration

Goal 3: All students will be proficient in science.

Measurable Objective 1:

85% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the science process strand in Science by 06/01/2022 as measured by state assessments and department common assessments.

Strategy 1:

Inquiry-Based Instruction - All teachers will continue to implement inquiry-based instructional practices as well as prepare to transition to district Science team recommendations with focus on the M-STEP GAN claim of Earth Science (7th) and chemistry and Physics (11th).

Category: Career and College Ready

Tier: Tier 1

School Improvement Plan

East Rockford Middle School

Activity - Inquiry-based instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district Science team will review NGSs standards, courses scope and sequence, inquiry-based instructional practices and current student achievement with a focus on the M-STEP GAN claim of Earth Science(7th) and Chemistry and Physics (11th).	Getting Ready	Tier 1	Implement	09/01/2016	06/01/2017	\$0	Other	All classroom teachers, science department with building administration support.
Activity - Inquiry implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will further implement inquiry-based instruction aligned to NGSS content strategies.	Implementation	Tier 1	Implement	09/01/2016	06/01/2017	\$0	Other	Classroom Teachers Building Administration

Goal 4: All students will be proficient in reading.

Measurable Objective 1:

85% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the Reading Comprehension strand in English Language Arts by 06/01/2022 as measured by the Spring 2022 M-STEP data, Discovery Education and district common assessments.

Strategy 1:

PMR - Informational Reading Strategy - All teachers will promote student use of PMR informational text reading strategies to increase reading proficiency in all content areas with an emphasis on GAN per M-STEP.

Category: Career and College Ready

Research Cited: Building Deeper Readers and Writers: Kelly Gallagher

Tier: Tier 1

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

East Rockford Middle School

English teachers will integrate a secondary district active reading strategy in order to increase reading proficiency across all content areas. "Preview" and "Mark" components of the PMR strategy will be used as a focus. GAN will be identified using M-STEP results.	Monitor	Tier 1	Monitor	09/01/2016	06/01/2017	\$0	General Fund	Building Principal All Content Area Teachers
---	---------	--------	---------	------------	------------	-----	--------------	---

Activity - Connect	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ERMS will schedule one hour of teacher supervised silent sustained reading/intervention time into the weekly schedule. The time will occur on Tuesdays and Thursdays in one-half hour increments. Students will be expected to read a pleasure book silently or work with a teacher to support classroom instruction.	Academic Support Program	Tier 1		09/01/2016	06/01/2017	\$0	General Fund	Building Principal All ERMS Teachers

(shared) Strategy 2:

Gradual Release - All ERMS teachers will implement the Gradual Release of Responsibility common instructional model.

Category:

Tier: Tier 1

Activity - District Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ERMS staff will participate in the district-lead Gradual Release of Responsibility model of instruction professional development and implementation in order to increase student achievement across all content areas.	Implementation	Tier 1		09/01/2016	06/01/2017	\$0	General Fund	District Leadership Committee Building Principal All Content Area Teachers

Strategy 3:

Data Review and Intervention - All certified staff will participate in a consistent data review process to determine student achievement trends and implement corresponding intervention.

Category:

Tier: Tier 2

Activity - Maintain	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

East Rockford Middle School

All certified staff will participate in a consistent data review process to determine student achievement trends and implement corresponding intervention.	Monitor	Tier 2		09/01/2016	06/01/2017	\$0	No Funding Required	Building teachers Itinerant staff Building administration
--	---------	--------	--	------------	------------	-----	---------------------	---

Measurable Objective 2:

85% of Students with Disabilities students will demonstrate a proficiency on the reading comprehension strand in English Language Arts by 09/06/2017 as measured by increasing proficiency on the Spring 2016 MSTEP, Discovery Education Assessment, and individual IEP Goals and Objectives.

Strategy 1:

Differentiated Instruction - All students not performing at grade level standards will receive differentiated instruction in order to assist with their achievement across all content areas.

Category:

Tier: Tier 2

Activity - SWD - Teaching Arrangement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities will be assigned a team teaching, study skills, or resource room arrangement in order to support their IEP goals and academic needs. Caseload providers will participate in professional development and instructional strategies geared at addressing needs as identified on MEAP.	Teacher Collaboration	Tier 2		09/01/2016	06/01/2017	\$0	Other	Building Principal Special Education Caseload Providers Team Teaching Partners

Activity - Pyramid Of Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ERMS Student Assistance Team will refresh staff about POI purpose and procedures at the beginning and throughout the school year. Teachers will implement level one classroom interventions when students struggle. The building Student Assistance Team will direct level one and two procedures and develop new intervention strategies based on identified needs.	Academic Support Program	Tier 2		09/01/2016	06/01/2017	\$0	General Fund	ERMS SAT Team All Certified Staff

(shared) Strategy 2:

Gradual Release - All ERMS teachers will implement the Gradual Release of Responsibility common instructional model.

Category:

School Improvement Plan

East Rockford Middle School

Tier: Tier 1

Activity - District Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ERMS staff will participate in the district-lead Gradual Release of Responsibility model of instruction professional development and implementation in order to increase student achievement across all content areas.	Implementation	Tier 1		09/01/2016	06/01/2017	\$0	General Fund	District Leadership Committee Building Principal All Content Area Teachers

Goal 5: All students will be proficient in social studies.

Measurable Objective 1:

85% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the Historical Perspective strand in Social Studies by 06/01/2022 as measured by state assessments and district common assessments.

(shared) Strategy 1:

Reading - All teachers will promote student use of PMR informational text reading strategies to increase reading proficiency in all content areas.

Category:

Research Cited: Building Deeper Readers: Kelly Gallagher

Tier: Tier 1

Activity - PMR Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will review past practice of implementing PMR strategies into their instruction. Emphasis for the 2016/17 school year will be to incorporate the active reading concepts into daily instruction rather than as an individual PMR event. At a minimum the practice should be applied at least one time per semester and evidence of strategy use and effectiveness will be reviewed during department meetings and the end of the year teacher evaluation process. Finally, necessary adjustments will be made based on the future of the state assessment package	Monitor	Tier 1	Monitor	09/01/2016	09/01/2017	\$0	General Fund	Building Principal All Content Area Teachers

Strategy 2:

Reading and Writing Strategies - All teachers will continue to implement district reading and writing strategies while the district Social Studies team assembles and

SY 2016-2017

Page 40

School Improvement Plan

East Rockford Middle School

provides additional content recommendations with emphasis on the M-STEP GAN claim of Decision Making and History for 8th grade students as determined by the M-STEP GAN.

Category: Career and College Ready

Tier: Tier 1

Activity - Implementation of reading and writing strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement reading and writing strategies during the 2016/17 school year. Student achievement data will be reviewed in overall proficiency and the identified GAN on M-STEP.	Monitor, Implementation	Tier 1	Monitor	09/01/2016	06/01/2017	\$0	General Fund	Building Principal All Content Area Teachers

(shared) Strategy 3:

Data Review and Intervention - All certified staff will participate in a consistent data review process to determine student achievement trends and implement corresponding intervention.

Category:

Research Cited: AdvanceEd Evaluation Team Mandated Action

Tier: Tier 2

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies teachers will review identified key terms by course and department. Research-based instructional strategies will be implemented in order to increase student understanding.	Implementation	Tier 1		09/01/2016	06/01/2017	\$0	General Fund	Building Principals All Content Area Teachers

(shared) Strategy 4:

Gradual Release of Responsibility - ERMS will participate in the district-lead Gradual Release of Responsibility common instructional framework.

Category: Social Studies

Research Cited: Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Edition Paperback

by Douglas Fisher, Nancy Frey. 2014

Tier: Tier 1

Activity - District Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

East Rockford Middle School

ERMS staff will participate in the district-lead Gradual Release of Responsibility model of instruction professional development and implementation in order to increase student achievement across all content areas.	Implementa tion	Tier 1		09/01/2016	06/01/2017	\$0	General Fund	District Leadership Committee Building Principal All Content Area Teachers
--	--------------------	--------	--	------------	------------	-----	-----------------	---

Measurable Objective 2:

85% of Students with Disabilities students will demonstrate a proficiency on the Historical Perspective strand in Social Studies by 06/01/2022 as measured by analysis of state assessments and district common assessments.

(shared) Strategy 1:

Reading - All teachers will promote student use of PMR informational text reading strategies to increase reading proficiency in all content areas.

Category:

Research Cited: Building Deeper Readers: Kelly Gallagher

Tier: Tier 1

Activity - PMR Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will review past practice of implementing PMR strategies into their instruction. Emphasis for the 2016/17 school year will be to incorporate the active reading concepts into daily instruction rather than as an individual PMR event. At a minimum the practice should be applied at least one time per semester and evidence of strategy use and effectiveness will be reviewed during department meetings and the end of the year teacher evaluation process. Finally, necessary adjustments will be made based on the future of the state assessment package	Monitor	Tier 1	Monitor	09/01/2016	09/01/2017	\$0	General Fund	Building Principal All Content Area Teachers

Strategy 2:

Differentiated Instruction - All students not performing at grade level standards will receive differentiated instruction in order to assist with their achievement across all content areas.

Category: Career and College Ready

Tier: Tier 2

Activity - Teaching Arrangments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

East Rockford Middle School

Students with disabilities will be assigned a team teaching, study skills, or resource room arrangement in order to support their IEP goals and academic needs. Caseload providers will participate in professional development and instructional strategies geared at addressing needs as identified on MEAP.	Implementation	Tier 2		09/01/2016	06/01/2017	\$0	General Fund	Building Principal Caseload Providers and Team Teaching Partners
--	----------------	--------	--	------------	------------	-----	--------------	---

Activity - Pyramid of Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ERMS Student Assistance Team will refresh staff about POI purpose and procedures at the beginning and throughout the school year. Teachers will implement level one classroom interventions when students struggle, especially focusing on using Connect time. The building Student Assistance Team will direct level one and two procedures and develop new intervention strategies based on identified needs.	Implementation	Tier 2		09/01/2016	06/01/2017	\$0	General Fund	Building SAT Team All Content Area Teachers

(shared) Strategy 3:

Data Review and Intervention - All certified staff will participate in a consistent data review process to determine student achievement trends and implement corresponding intervention.

Category:

Research Cited: AdvanceEd Evaluation Team Mandated Action

Tier: Tier 2

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies teachers will review identified key terms by course and department. Research-based instructional strategies will be implemented in order to increase student understanding.	Implementation	Tier 1		09/01/2016	06/01/2017	\$0	General Fund	Building Principals All Content Area Teachers

(shared) Strategy 4:

Gradual Release of Responsibility - ERMS will participate in the district-lead Gradual Release of Responsibility common instructional framework.

Category: Social Studies

Research Cited: Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Edition Paperback

by Douglas Fisher, Nancy Frey. 2014

Tier: Tier 1

School Improvement Plan

East Rockford Middle School

Activity - District Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ERMS staff will participate in the district-lead Gradual Release of Responsibility model of instruction professional development and implementation in order to increase student achievement across all content areas.	Implementation	Tier 1		09/01/2016	06/01/2017	\$0	General Fund	District Leadership Committee Building Principal All Content Area Teachers

Goal 6: All students at East Rockford Middle School will be recognized for their achievement and contribute to a culture of academic excellence.

Measurable Objective 1:

demonstrate a behavior to promote a culture of academic excellence and student achievement recognition by 06/01/2022 as measured by grade level GPA, attendance rate, and Discovery Education proficiency levels.

Strategy 1:

Renaissance - ERMS staff will address building culture by structuring activities aligned with the Renaissance Philosophy, in which respect, reward, recognition, and reinforcement are used to promote positive student outcomes, including improved attendance, motivation, achievement, and behavior.

Category:

Research Cited: Jostens Renaissance Programming

Tier: Tier 1

Activity - Cultural Audit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of staff from the secondary buildings will attend the Jostens Renaissance National Conference in July, 2015. All staff will be surveyed to provide baseline data and to gather input that can be used to complete the cultural audit. A team of building administrators, teachers, and support staff will complete the cultural audit. 1. What are your anticipated outcomes? 2. What specific behaviors/attitudes are you trying to address? 3. What are the expectations for staff? 4. How will you measure what is working? 5. Who is accountable to whom?	Getting Ready	Tier 1	Getting Ready	09/01/2016	06/01/2017	\$0	General Fund	Building Principal Building Assistant Principal Student Council Advisor All ERMS Staff Members

School Improvement Plan

East Rockford Middle School

Activity - Create the Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The team from each building will review the cultural audit to identify the greatest needs. The team will identify the proven strategies to target the greatest cultural needs and create a building calendar of related plans for the year.	Implementation	Tier 1	Implement	09/01/2016	06/01/2017	\$1000	General Fund	ERMS Renaissance Committee
Activity - Assess and Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be surveyed at two points during the year: early winter and late spring. The team will gather student data at two points. Depending on the cultural audit, that data might include student attendance, student GPA, percentage homework completion, discipline referrals, etc. Preparations will be made to grow the strategy during the 2016/17 school year.	Monitor	Tier 1	Monitor	09/01/2016	06/01/2017	\$0	General Fund	Building Renaissance Committee

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teaching Arrangement	Students with disabilities will be assigned a team teaching, study skills, or resource room arrangement in order to support their IEP goals and academic needs. Caseload providers will participate in professional development and instructional strategies geared at addressing needs as identified on MEAP.	Implementation	Tier 2		09/01/2016	06/01/2017	\$0	Building Principal Caseload Providers and Team Teachers
Connect	ERMS will schedule one hour of teacher supervised silent sustained reading/intervention time into the weekly schedule. The time will occur on Tuesdays and Thursdays in one-half hour increments. Students will be expected to read a pleasure book silently or work with a teacher to support classroom instruction.	Academic Support Program	Tier 1		09/01/2016	06/01/2017	\$0	Building Principal All ERMS Teachers
Pyramid of Interventions	The ERMS Student Assistance Team will refresh staff about POI purpose and procedures at the beginning and throughout the school year. Teachers will implement level one classroom interventions when students struggle, especially focusing on using Connect time. The building Student Assistance Team will direct level one and two procedures and develop new intervention strategies based on identified needs.	Implementation	Tier 2		09/01/2016	06/01/2017	\$0	Building SAT Team All Content Area Teachers
Create the Plan	The team from each building will review the cultural audit to identify the greatest needs. The team will identify the proven strategies to target the greatest cultural needs and create a building calendar of related plans for the year.	Implementation	Tier 1	Implement	09/01/2016	06/01/2017	\$1000	ERMS Renaissance Committee
District Participation	ERMS staff will participate in the district-lead Gradual Release of Responsibility model of instruction professional development and implementation in order to increase student achievement across all content areas.	Implementation	Tier 1		09/01/2016	06/01/2017	\$0	District Leadership Committee Building Principal All Content Area Teachers

School Improvement Plan

East Rockford Middle School

District Participation	ERMS staff will participate in the district-lead Gradual Release of Responsibility model of instruction professional development and implementation in order to increase student achievement across all content areas.	Monitor, Implementation	Tier 1	Monitor	09/01/2016	06/01/2017	\$0	District Leadership Committee Building Principal All Content Area Teachers
PMR Instruction	All teachers will review past practice of implementing PMR strategies into their instruction. Emphasis for the 2016/17 school year will be to incorporate the active reading concepts into daily instruction rather than as an individual PMR event. At a minimum the practice should be applied at least one time per semester and evidence of strategy use and effectiveness will be reviewed during department meetings and the end of the year teacher evaluation process. Finally, necessary adjustments will be made based on the future of the state assessment package	Monitor	Tier 1	Monitor	09/01/2016	09/01/2017	\$0	Building Principal All Content Area Teachers
Teaching Arrangements	Students with disabilities will be assigned a team teaching, study skills, or resource room arrangement in order to support their IEP goals and academic needs. Caseload providers will participate in professional development and instructional strategies geared at addressing needs as identified on MEAP.	Implementation	Tier 2		09/01/2016	06/01/2017	\$0	Building Principal Caseload Providers and Team Teaching Partners
Pyramid Of Interventions	The ERMS Student Assistance Team will refresh staff about POI purpose and procedures at the beginning and throughout the school year. Teachers will implement level one classroom interventions when students struggle. The building Student Assistance Team will direct level one and two procedures and develop new intervention strategies based on identified needs.	Academic Support Program	Tier 2		09/01/2016	06/01/2017	\$0	ERMS SAT Team All Certified Staff
District Participation	ERMS staff will participate in the district-lead Gradual Release of Responsibility model of instruction professional development and implementation in order to increase student achievement across all content areas.	Implementation	Tier 1		09/01/2016	06/01/2017	\$0	District Leadership Committee Building Principal All Content Area Teachers
Vocabulary Instruction	Social studies teachers will review identified key terms by course and department. Research-based instructional strategies will be implemented in order to increase student understanding.	Implementation	Tier 1		09/01/2016	06/01/2017	\$0	Building Principals All Content Area Teachers

School Improvement Plan

East Rockford Middle School

Implementation of reading and writing strategies	Teachers will implement reading and writing strategies during the 2016/17 school year. Student achievement data will be reviewed in overall proficiency and the identified GAN on M-STEP.	Monitor, Implementation	Tier 1	Monitor	09/01/2016	06/01/2017	\$0	Building Principal All Content Area Teachers
Pyramid of Interventions	The ERMS Student Assistance Team will refresh staff about POI purpose and procedures at the beginning and throughout the school year. Teachers will implement level one classroom interventions when students struggle, specifically using Connect time as a practice. The building Student Assistance Team will direct level one and two procedures and develop new intervention strategies based on identified needs.	Implementation	Tier 1		06/01/2016	09/01/2017	\$0	Building SAT Team All Content Area Teachers
Cultural Audit	A team of staff from the secondary buildings will attend the Jostens Renaissance National Conference in July, 2015. All staff will be surveyed to provide baseline data and to gather input that can be used to complete the cultural audit. A team of building administrators, teachers, and support staff will complete the cultural audit. 1. What are your anticipated outcomes? 2. What specific behaviors/attitudes are you trying to address? 3. What are the expectations for staff? 4. How will you measure what is working? 5. Who is accountable to whom?	Getting Ready	Tier 1	Getting Ready	09/01/2016	06/01/2017	\$0	Building Principal Building Assistant Principal Student Council Advisor All ERMS Staff Members
Assess and Plan	Staff will be surveyed at two points during the year: early winter and late spring. The team will gather student data at two points. Depending on the cultural audit, that data might include student attendance, student GPA, percentage homework completion, discipline referrals, etc. Preparations will be made to grow the strategy during the 2016/17 school year.	Monitor	Tier 1	Monitor	09/01/2016	06/01/2017	\$0	Building Renaissance Committee
Monitoring	English teachers will integrate a secondary district active reading strategy in order to increase reading proficiency across all content areas. "Preview" and "Mark" components of the PMR strategy will be used as a focus. GAN will be identified using M-STEP results.	Monitor	Tier 1	Monitor	09/01/2016	06/01/2017	\$0	Building Principal All Content Area Teachers

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

School Improvement Plan

East Rockford Middle School

Implementation	Department leaders will ensure that math performance tasks are routinely embedded into instruction.	Direct Instruction	Tier 1		09/01/2016	06/01/2017	\$0	Math Teachers, department leaders with support of building administrative team.
Inquiry-based instruction	The district Science team will review NGSS standards, courses scope and sequence, inquiry-based instructional practices and current student achievement with a focus on the M-STEP GAN claim of Earth Science(7th) and Chemistry and Physics (11th).	Getting Ready	Tier 1	Implement	09/01/2016	06/01/2017	\$0	All classroom teachers, science department with building administration support.
Inquiry implementation	Teachers will further implement inquiry-based instruction aligned to NGSS content strategies.	Implementation	Tier 1	Implement	09/01/2016	06/01/2017	\$0	Classroom Teachers Building Administration
SWD - Teaching Arrangement	Students with disabilities will be assigned a team teaching, study skills, or resource room arrangement in order to support their IEP goals and academic needs. Caseload providers will participate in professional development and instructional strategies geared at addressing needs as identified on MEAP.	Teacher Collaboration	Tier 2		09/01/2016	06/01/2017	\$0	Building Principal Special Education Caseload Providers Team Teaching Partners

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Maintain	All certified staff will participate in a consistent data review process to determine student achievement trends and implement corresponding intervention.	Implementation	Tier 2		09/01/2016	06/01/2017	\$0	Building Teachers Building Itinerant Staff Building Administration

School Improvement Plan

East Rockford Middle School

Monitoring	- M-STEP writing, written response, and performance task scores. - All content area written response assignment expectations and grading rubrics. - English teacher pacing guides and department feedback.	Monitor	Tier 1	Monitor	09/01/2016	06/01/2017	\$0	Classroom teachers
Scope & Sequence Review	ELA teachers will review writing rubrics, evaluate scope and sequence, and evaluate performance. All content teachers will support the rubric principles through writing across content areas. Furthermore, English teachers will collaborate to review M-STEP writing rubrics.	Getting Ready, Implementation	Tier 1	Implement	09/01/2016	06/01/2017	\$0	Building teachers Building administration
Maintain	All certified staff will participate in a consistent data review process to determine student achievement trends and implement corresponding intervention.	Monitor	Tier 2		09/01/2016	06/01/2017	\$0	Building teachers Itinerant staff Building administration
Getting Ready	Math teachers will participate in district provided professional development centered on the theme of "Embedding and Applying Knowledge" around GRR. The district will also support the learning and implementation through the use of classroom learning labs.	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Math Department ; led by Department leads and building administration.