



School Improvement Plan

Kosciuszko School

Hamtramck Public Schools

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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	16
Achievement/Outcome Data	18
Perception Data	23
Summary	27

School Additional Requirements Diagnostic

Introduction 29
School Additional Requirements Diagnostic 30

Title I Schoolwide Diagnostic

Introduction 33
Component 1: Comprehensive Needs Assessment 34
Component 2: Schoolwide Reform Strategies 38
Component 3: Instruction by Highly Qualified Staff 42
Component 4: Strategies to Attract Highly Qualified Teachers 43
Component 5: High Quality and Ongoing Professional Development 44
Component 6: Strategies to Increase Parental Involvement 46
Component 7: Preschool Transition Strategies 52
Component 8: Teacher Participation in Making Assessment Decisions 53
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards 54
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ... 59
Evaluation: 63

Content Area Goals 2015-2016

Overview 65
Goals Summary 66
 Goal 1: All students at Koscuizsko Middle School will increase their proficiency in Math 67
 Goal 2: All students at Kosciuszko Middle School will improve their behavior 73

Goal 3: All students at Koscuizsko Middle School will increase their proficiency in Science.....	76
Goal 4: All Koscuizsko Middle School students will increase their proficiency in Reading.....	83
Goal 5: All students at Koscuizsko Middle School will increase their proficiency in Social Studies.....	90
Goal 6: All Koscuizsko Middle school students will increase their proficiency in Writing.....	96
Activity Summary by Funding Source.....	103
Progress Notes.....	122

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?

Community Demographics of Hamtramck (2010 Census)

Population-22,423, Land Area-2.09 square miles, Median Household Income- \$24,240, Below Poverty Level-43.3%, Non-Hispanic White 53.6%, African American 19.3%, Native American 0.3%, Asian 21.5%, Hispanic 40.7%, Foreign Born Persons 54.9% speak a language other than English

School Demographic Information (2013 MEAP Data)

7th Grade-162 students

52 Asian, 42 African American, 56 White

155 Economically Disadvantaged; 7 Non-Economically Disadvantaged

53 English Language Learners; 109 Non-English Language Learners

8th grade-151 students

59 Asian, 37 African American, 61 White

137 Economically Disadvantaged; 14 Non-Economically Disadvantaged

43 English Language Learners; 108 Non-English Language Learners

No significant changes have been established over the last three years in terms of school size, community and location.

Staff Demographics (Survey)

100% Highly Qualified in Area of Teaching

Average Number of Years Teaching: 16

Bachelor's Degree: 11

Master's Degree: 10

Doctorate Degree: 1

21 White; 1 African-American

There are a few specific features and challenges that we face. We have a high transit population in Hamtramck and at KMS. The amount of foreign-born persons and homes where English is the second language are significantly higher than surrounding areas. Our community is diverse culturally and that is reflected at the school level. Finally, we have low parent involvement.

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.

Vision Statement

Our vision statement describes the direction in which our school is heading and goals we seek to accomplish. We strive towards a school community where:

- *Students, families, staff and community members work in close partnership.
- *Teachers collaborate and use best practices to meet the needs of all students.
- *Students display good character and are actively engaged in continuous learning.

Mission Statement

The responsibility of Kosciuszko Middle School (KMS) is to create a supportive learning environment. The staff will provide instruction to ensure that all students increase their academic performance and will learn to become positive, responsible and productive members of society.

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.

Noteable Achievements

* MEAP Scores increased over three years, with a slight dip in 2013

Our Reading Scores (Proficient) were as follows: 2010-30.2%2011-34.0%, 2012-50.9%, 2013-44.6%

Our Math Scores (Proficient) were as follows: 2010-11.2%, 2011-16.7%, 2012-33.8%, 2013-28.2%

*Common Core Implementation with Performance Tasks in ELA and Math

*Additional Offerings of advanced classes

*RTI Process is in place with additional Title I support for Tier 2 and Tier 3 interventions

Areas of Improvement:

*Parent Community Involvement,

*Use of a variety of efficient data sources to plan instruction

Additional Information

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

Kosciuszko Middle School was identified as a Focus School by the Michigan department of education in August of 2013. Looking at our student data, it continues to show yearly growth on the MEAP test. We have identified teaching and learning priorities to help close the gap between achievement and the bottom 30% percent.

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.

The School Improvement Team meets on a monthly basis after school. Parents are encouraged and invited attend these meetings. Parents receive information about the team meetings in a monthly calendar and newsletter that is sent home with students. The School Improvement Team also has representatives who visit with the parents of students transitioning to the middle school from our elementary schools. These parents are invited to attend meetings as well. Meetings are able to be held in various rooms in order to accommodate any parents or school board members with special needs.

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

The school improvement team currently consists of: representatives from the four content areas, an elective teacher, a Title I teacher, the Restorative Practices Coordinator, an outside third party coach from MSU and the principal. Parents are invited to attend any meeting. Each member of the team was responsible for helping construct a part of the plan. The content area teacher then shares with team members in content area meetings to construct and make changes as needed to action plans.

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 school improvement plan is available for all staff members to view, and print if they choose to. At the beginning of the school year, the plan is reviewed with all staff members. Each teacher receives a copy of the action plan(s) for the content areas they are responsible for teaching. Teachers then review and refer to the plan, especially the action plans, during content area meeting that are held quarterly. Parents are given a copy of the annual report at a meeting in the fall. The annual report contains highlights from the school improvement plan. The annual report is also available on the school's website: www.hamtramck.k12.mi.us.

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?

Over the last three school years enrollment has been stable at Kosciuszko Middle School. Our enrollment stays consistent between 325 - 350 students each school year. Our subgroups such as English Language Learners and Special Education students has not had significant changes. At the end of each school a projection is made based on past student loss and incoming students to create a new schedule. This projection has been stable.

Student Demographic Data

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

Our attendance over the last three years has been consistent. The school works with the Director of Pupil Services to identify truant students. The director works with parents and if needed the court system to create a plan to improve those identified students' attendance. The African American students have a higher rate of absence than other subgroups. Academic Support teachers are asked to maintain parent communication when an increase of absences occur.

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?

Behavioral referrals to the office did have a decrease in 2013-2014 compared the year before and after. In 2013 -2014 there were no staff changes and the restorative practices initiative was maintained with fidelity. In the 2014-2015 school year there was an increase in referrals to the office. New staff members and inconsistency in the discipline log was noted. Our challenge for the next school year is to make sure all new staff is trained in Restorative Practices at the beginning of the school year. In addition, making sure all current staff is using RP with fidelity and following discipline procedures is needed.

Student Demographic Data

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

Enrollment: to continue yearly projections

Attendance: to work with the Director of Pupil Services for students who have been identified as truant. Academic Support teachers to maintain communication with parents and administration for students who have potential truancy issues.

Behavior: train all new staff members in the beginning of the year in Restorative Practices. Maintain consistency in discipline log and procedures. Increase parent communication with students with increased behavioral issues.

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?

Our building principal (leader) has over twenty years of classroom experience and eight years of administrative experience. This can impact student achievement in a positive manner because of the knowledge and practice the principal has. He is able to use his classroom and administrative experience to help staff when struggling and or aid in maintaining an environment which is conducive for learning.

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?

At the end of the 2014-2015 school year Kosciuszko Middle School had a variety of levels of teachers with experience. This can be viewed as a strength for impacting student achievement. Newer teachers bring a level of excitement and new practices to the classroom. More experienced teachers understand their content and are able to bring it consistently to students. When the teachers meet together; the newer staff can spread their enthusiasm and the more seasoned teachers can share their knowledge that only experience can bring.

Teacher/School Leader(s) Demographic Data

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

The number of days the school leader was absent due to illness was two and the number of absences due to professional development days were 4. This should positively impact student achievement. The school leader is consistently in school and when absent is usually out for professional development which is used to help the school improve.

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?

The staff average of being absence due to professional learning and or illness is over 11%. This number of days due to illness and professional learning is fairly even. This can be viewed as a negative to student achievement. When a teacher is absent from their classroom the same level of learning cannot be maintained with a guest teacher.

Teacher/School Leader(s) Demographic Data

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

The school district needs to review their policy on staff absences to try and decrease the time staff is out of the building due to professional development and or illness.

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?

After reviewing the results of the School Systems Review there are many many strands/standards/indicators that stand out as strengths. The strengths for the Teaching for Learning strand include: Standard 1:Curriculum including Indicators A and B. Standard 2: Instruction including Indicators C and D. Standard 3: Assessment including indicators G and H. The strengths for the Leadership for Learning Strand include: Standard 4: Instructional Leadership including Indicators K, L, and M. Strand 5: A Culture for Learning including indicators N and O. Standard 6: Organizational Management including Indicator Q. Standard 7: Professional Learning Culture including Indicators S and T. Standard 8: Professional Learning System including Indicators U and V. Strand 9: Communication including Indicators W and X.

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?

After reviewing the results of the School Systems Review there are some strands/standards/indicators that stand out as challenges. The challenges for The Teaching and Learning Strand include Standard 2: Instruction including indicators E and F. Standard 3 Assessment including Indicators I and J. The challenges for The Leadership for Learning Strand include Standard 6: Organizational Management including indicator Q. The challenges for The School, Family, and Community Relations Strand include Standard 9 including indicators Y and Z.

12. How might these challenges impact student achievement?

These challenges can have a negative impact on student achievement.

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.

There are actions that could be taken and incorporated in the School Improvement Plan to address the challenges from the School Systems Review. To address the challenges noted in Indicator E, The Learning Environment, a continuation of the use of Restorative Practices could address this challenge. To address the challenges noted in Indicator J, Student Involvement in the Assessment Process, student-centered cross-curricula projects could address this challenge.To address Challenges noted in Indicator Y, Learning Opportunities, parents and students could be invited to join the school improvement team.

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

Students with disabilities have access to all opportunities including summer school (Title I funded) and the HOPE (an after school program). These students also have an opportunity to participate in field trips throughout the school year. These students also have access to Title I reading, math and science teachers if identified as needing services in these areas.

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

The Extended Learning Opportunities are available to both seventh and eighth grade students. Students have the opportunity to attend field trips throughout the school year. Some of these include a visit to the Detroit Institute of Arts and Maybury State Park. All students can attend the summer program which focuses on the academics of reading and math. During the school year, students have access to the after school program (HOPE).

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

Students that are performing in the bottom 30% are given first priority to the after school program (HOPE) and summer school even though these are available to all students. Parents are notified by mail and/or letters sent home with the students. If a student is to participate in a field trip during the school day, a permission slip is sent home to parents to notify them of the opportunity.

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?

Each grade level, both seventh and eighth, has a written curriculum for all content areas. The curriculum is based on the states standards. It is reviewed on a yearly basis and adjusted accordingly. Content area teachers meet at least twice a year to review the curriculum and common assessments. After reviewing the results of the common assessments, as well as standardized assessments, it can then be determined which standards are being implemented with fidelity.

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.

N/A

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

According to Spring NWEA scores, 21% of 7th grade students scored at or above the norm grade level. This is a 4% increase from the Fall NWEA scores. 22% of the 8th grade students scored at or above the norm grade level. This is a 4% increase from the Fall scores on the NWEA.

19b. Reading- Challenges

According to Spring NWEA scores, 75% of 7th grades students scored below the 40th percentile or average. There was a 1% increase in students scoring below average from Fall to Spring. 62% of 8th grade students scored below the 40th percentile or average. There was only a 7% decrease from Fall to Spring.

19c. Reading- Trends

The M-STEP(state assessment scores) were not available at the time this report was written. NWEA (local assessment) was only given this year. Therefore, trend data could not be reviewed.

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.

There is a goal for Reading in the School Improvement Plan. The objectives, strategies, and activities will remain the same for next year. An addition to the activities includes a ninety minute language arts block for those students performing below grade level, according to Spring NWEA results. Students achieving above grade level will be placed in an advanced language arts class. Students identified in the bottom 30% will also receive additional assistance via the Title I Reading Program.

20a. Writing- Strengths

The M-STEP(state assessment scores) were not available at the time this report was written. NWEA (local assessment) was only given this year in reading and math. Therefore, trend data could not be reviewed.

20b. Writing- Challenges

The M-STEP(state assessment scores) were not available at the time this report was written. NWEA (local assessment) was only given this year in reading and math. Therefore, trend data could not be reviewed

20c. Writing- Trends

The M-STEP(state assessment scores) were not available at the time this report was written. NWEA (local assessment) was only given this year in reading and math. Therefore, trend data could not be reviewed

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.

School Improvement Plan

Kosciuszko School

There is a goal for Writing in the School Improvement Plan. The objectives, strategies, and activities will remain the same for next year. Once data becomes available, changes will be made to reflect this data.

21a. Math- Strengths

According to Spring NWEA scores, 27% of 7th grade students scored at or above the norm grade level. This is a 5% increase from the Fall NWEA scores. 25% of the 8th grade students scored at or above the norm grade level. This is a 3% increase from the Fall scores on the NWEA.

21b. Math- Challenges

According to Spring NWEA scores, 67% of 7th grades students scored below the 40th percentile or average. There was no change in students scoring below average from Fall to Spring. 72% of 8th grade students scored below the 40th percentile or average. There was no change in students scoring below average from Fall to Spring.

21c. Math- Trends

The M-STEP (state assessment scores) were not available at the time this report was written. NWEA (local assessment) was only given this year. Therefore, trend data could not be reviewed

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.

There is a goal for Math in the School Improvement Plan. The objectives, strategies, and activities will remain the same for next year. Students achieving above grade level will be placed in an algebra class. Students will have the opportunity to earn one year of high school

math credit if they successfully complete the class. Students identified in the bottom 30% will also receive additional assistance via the Title I Math Program.

22a. Science- Strengths

The M-STEP(state assessment scores) were not available at the time this report was written. NWEA (local assessment) was only given this year in reading and math.

22b. Science- Challenges

The M-STEP(state assessment scores) were not available at the time this report was written. NWEA (local assessment) was only given this year in reading and math.

22c. Science- Trends

The M-STEP(state assessment scores) were not available at the time this report was written. NWEA (local assessment) was only given this year in reading and math. Therefore, trend data could not be reviewed

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.

There is a goal for Science in the School Improvement Plan. The objectives, strategies, and activities will remain the same for next year. Once data becomes available, changes will be made to reflect this data.

23a. Social Studies- Strengths

The M-STEP(state assessment scores) were not available at the time this report was written. NWEA (local assessment) was only given this year in reading and math.

23b. Social Studies- Challenges

The M-STEP(state assessment scores) were not available at the time this report was written. NWEA (local assessment) was only given this

year in reading and math.

23c. Social Studies- Trends

The M-STEP(state assessment scores) were not available at the time this report was written. NWEA (local assessment) was only given this year in reading and math. Therefore, trend data could not be reviewed

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.

There is a goal for Social Studies in the School Improvement Plan. The objectives, strategies, and activities will remain the same for next year. Once data becomes available, changes will be made to reflect this data.

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?

According to the Student Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three highest areas that indicate the overall highest level of satisfaction among students were:

In my school, teachers work together to improve student learning (3.69)

In my school, the principal and teachers have high expectations of me. (3.67)

My school offers opportunities for my family to become involved in school activities and my learning. (3.66)

24b. Student Perception Data

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

According to the Student Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three lowest areas that indicate the overall lowest level of satisfaction among students were:

In my school, students respect the properties of others. (2.44)

In my school, students treat adults with respect. (2.68)

In my school, the building and ground are safe, clean, and provide a healthy place for learning. (2.73)

24c. Student Perception Data

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

The Restorative Practices coordinator will continue to work with staff and students on promoting a positive culture in where all members of the school are treated with respect. At the beginning of the next school year, all KMS students will participate in a building-wide behavior tour that includes specific instructions on how to respect the building by keeping it clean to provide for a healthy and safe environment. Also, teachers will review the code of conduct at the beginning of the year making sure to stress the importance of respecting others and their property. Finally, teachers will have a specific method (by either e-mailing the administrator or posting in a work journal) about any cleanliness issues within the building and grounds.

25a. Parent/Guardian Perception Data

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

According to the Parent Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three highest areas that indicate the overall highest level of satisfaction among parents were:

My child knows the expectations for learning in all classes. (4.16)

Our school's purpose statement is clearly focused on school success. (3.98)

Our school provides students with access to a variety of information resources to support their learning. (3.97)

25b. Parent/Guardian Perception Data

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

According to the Parent Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three lowest areas that indicate the overall lowest level of satisfaction among parents were:

Our school ensures the effective use of financial resources. (3.25)

Our school shares responsibility for student learning with its stakeholders. (3.41)

Our schools governing body does not interfere with the operation or leadership of our school. (3.43)

25c. Parent/Guardian Perception Data

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

KMS teachers will continue to send classroom progress reports home every two weeks. Also, we will continue to post activities and achievements in the local newspaper on a weekly basis. During the beginning of the year Curriculum night, teachers will show parents how to access the school website, which contains important information for stakeholders, and inform them of our strategies to keep them updated (school newsletter, bi-weekly progress reports, school website, newspaper, SIT meetings, and Parent Nights).

26a. Teacher/Staff Perception Data

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

According to the Staff Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three highest areas that indicate the overall highest level of satisfaction among staff were:

School Improvement Plan

Kosciuszko School

Our school's purpose statement is clearly focused on student success. (4.13)

Our school provides qualified staff members to support student learning. (4.07)

Our school uses multiple assessment measures to determine student learning and school performance. (3.97)

26b. Teacher/Staff Perception Data

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

According to the Staff Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three lowest areas that indicate the overall lowest level of satisfaction among staff were:

In our school, a formal process is in place to support new staff members in their professional practice. (2.82)

In our school, staff members provide peer coaching to teachers. (2.97)

Our school provides high-quality student support services (counseling, referrals, educational, and career planning). (3.03)

26c. Teacher/Staff Perception Data

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

The staff will continue to do the best they can to assist new teachers in their profession without a formal program in place. Many conversations and coaching will occur on an informal basis and on the teacher's own time. Staff will continue to collaborate as a form of peer coaching within their content area meetings. Our one social worker will continue to service our students three days a week and staff will continue to implement the career planning tool, Career Cruising, each year.

27a. Stakeholder/Community Perception Data

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

According to the Spring 2015 Perception Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three highest areas that indicate the overall highest level of satisfaction among stakeholders/community members were:

Students know the expectations for learning in all classes. (4.16)

The school's purpose statement is clearly focused on school success. (3.98)

The school provides students with access to a variety of information resources to support their learning. (3.97)

27b. Stakeholder/Community Perception Data

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

According to the Spring Perception 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three lowest areas that indicate the overall lowest level of satisfaction among stakeholders/community were:

The school ensures the effective use of financial resources. (3.25)

The school shares responsibility for student learning with its stakeholders. (3.41)

The schools governing body does not interfere with the operation or leadership of the school. (3.43)

27c. Stakeholder/Community Perception Data

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

The school will continue to post activities and achievements in the local newspaper on a weekly basis. Stakeholders and community members will be invited to attend our SIT meetings as well as our Title I meeting at the beginning of the year. Our schools newsletter and calendar will be accessible on our school's website for public viewing.

Summary

28a. Summary

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

After carefully reviewing our perception data, it is clear that we have some specific strengths and some challenges that we will need to address. Both parents and students report that the expectations for learning at our school are made clear by not only our school's purpose but also by the teachers. Additionally, students report that the principal and teachers have high expectations for their educational and social success. Parents and staff both report that students have access to a variety of information for learning as well as assessments that will assess their learning. Students add that there are many opportunities for their families to become involved in their learning as well.

Although we are proud of our strengths, there are still some areas that are challenges for us. Overwhelmingly, students, staff, and parents expressed concerns about the cleanliness and safety of the building and grounds. There is a trend that was apparent from the parent and stakeholders' surveys that expressed a need for more communication between the school and its stakeholders, including parents. Finally, the students also expressed a concern for the lack of respect that is shown towards peers, authority figures in the school, and the property of the school.

28b. Summary

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

Based on the perception data we received from all stakeholders, the challenges that were identified will impact student achievement by taking away instructional time. Instead of the classroom teacher addressing academics 100% of the time, they are also having to address respect and safety issues that arise.

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 challenges will be addressed in the School Improvement Plan. Since this is the third year of the plan, the staff will continue to use the same strategies and activities. These will continue to be monitored by examining data from NWEA and M-Step when available. Students that are identified as reading below grade level will be placed in a ninety minute English Language Arts class. The focus continues to remain on reading. Title I Reading and Math teachers will also target students that need additional assistance in these 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
	Literacy and math are tested annually in grades 1-5.	No	NA We service only 7th and 8th grade students.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	See district website: www.hamtramck.k12.mi.us .	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	All EDP's are placed in the student files.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No		

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	Included in the district's plan. Any questions, please contact: Mr. Thomas Niczay, Superintendent 3201 Roosevelt St. Hamtramck, MI 48212	

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Any questions, please contact: Mr. Thomas Niczay, Superintendent 3201 Roosevelt St. Hamtramck, MI 48212	

School Improvement Plan

Kosciuszko School

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

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Attached to SIP	Parent/Student/Teacher Compact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	2015-2016 Professional Development Calendar attached	PD Calendar 2015 2016

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The school systems review was conducted throughout school year at staff meetings, content area meetings and professional development days. The school improvement team includes: an administrator, a restorative practices coordinator, two Title I teachers, a teacher from each of the four content areas, as well as the Spanish teacher. The school improvement team reviewed the school systems review and determined how to gather information from the staff and community. The school improvement team met monthly throughout the year. Parents, students and staff were surveyed about perceptions, student achievement, program and process data. Finally, the school improvement team met to summarize the information and complete the school systems review.

During the meetings, data was reviewed to identify areas of strengths and weaknesses. The sources of data included common assessments, NWEA results, Title I assessments, as well as perception surveys by parents, students and staff. In addition, demographic reports, school systems review and student discipline data were analyzed as well.

The purpose of this analysis was to identify gaps in learning and attempt to discover their potential causes. To do so, the data results were compared within our own student population using the demographics of gender, race, ELL (English Language Learners), and SES (Social Economic Status). We also compared our student data to the national, state and local standards when applicable.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Results of comprehensive needs assessment:

After reviewing the results of the School Systems Review there are many many strands/standards/indicators that stand out as strengths. The strengths for the Teaching for Learning strand include: Standard 1:Curriculum including Indicators A and B. Standard 2: Instruction including Indicators C and D. Standard 3: Assessment including indicators G and H. The strengths for the Leadership for Learning Strand include: Standard 4: Instructional Leadership including Indicators K, L, and M. Strand 5: A Culture for Learning including indicators N and O. Standard 6: Organizational Management including Indicator Q. Standard 7: Professional Learning Culture including Indicators S and T. Standard 8: Professional Learning System including Indicators U and V. Strand 9: Communication including Indicators W and X. After reviewing the results of the School Systems Review there are some strands/standards/indicators that stand out as challenges. The challenges for The Teaching and Learning Strand include Standard 2: Instruction including indicators E and F. Standard 3 Assessment including Indicators I and J. The challenges for The Leadership for Learning Strand include Standard 6: Organizational Management including indicator Q. The challenges for The School, Family, and Community Relations Strand include Standard 9 including indicators Y and Z. There are actions that could be taken and incorporated in the School Improvement Plan to address the challenges from the School Systems Review. To address the challenges noted in Indicator E, The Learning Environment, a continuation of the use of Restorative Practices could address this challenge. To address the challenges noted in Indicator J, Student Involvement in the Assessment Process, student-centered cross-curricula projects could address this challenge.To address Challenges noted in Indicator Y, Learning Opportunities, parents and students could be invited to join the school improvement team.

Results of analyzing demographic data:

Over the last three school years enrollment has been stable at Kosciuszko Middle School. Our enrollment stays consistent between 325 - 350 students each school year. Our subgroups such as English Language Learners and Special Education students has not had significant SY 2015-2016

School Improvement Plan

Kosciuszko School

changes. At the end of each school a projection is made based on past student loss and incoming students to create a new schedule. This projection has been stable. Our attendance over the last three years has been consistent. The school works with the Director of Pupil Services to identify truant students. The director works with parents and if needed the court system to create a plan to improve those identified students' attendance. The African American students have a higher rate of absence than other subgroups. Academic Support teachers are asked to maintain parent communication when an increase of absences occur. Behavioral referrals to the office did have a decrease in 2013-2014 compared the year before and after. In 2013 -2014 there were no staff changes and the restorative practices initiative was maintained with fidelity. In the 2014-2015 school year there was an increase in referrals to the office. New staff members and inconsistency in the discipline log was noted. Our challenge for the next school year is to make sure all new staff is trained in Restorative Practices at the beginning of the school year. In addition, making sure all current staff is using RP with fidelity and following discipline procedures is needed.

Results of student achievement data:

Reading:

According to Spring NWEA scores, 21% of 7th grade students scored at or above the norm grade level. This is a 4% increase from the Fall NWEA scores. 22% of the 8th grade students scored at or above the norm grade level. This is a 4% increase from the Fall scores on the NWEA. According to Spring NWEA scores, 75% of 7th grades students scored below the 40th percentile or average. There was a 1% increase in students scoring below average from Fall to Spring. 62% of 8th grade students scored below the 40th percentile or average. There was only a 7% decrease from Fall to Spring. The M-STEP (state assessment scores) were not available at the time this report was written. NWEA (local assessment) was only given this year. Therefore, trend data could not be reviewed. There is a goal for Reading in the School Improvement Plan. The objectives, strategies, and activities will remain the same for next year. An addition to the activities includes a ninety minute language arts block for those students performing below grade level, according to Spring NWEA results. Students achieving above grade level will be placed in an advanced language arts class. Students identified in the bottom 30% will also receive additional assistance via the Title I Reading Program.

Math:

According to Spring NWEA scores, 27% of 7th grade students scored at or above the norm grade level. This is a 5% increase from the Fall NWEA scores. 25% of the 8th grade students scored at or above the norm grade level. This is a 3% increase from the Fall scores on the NWEA. According to Spring NWEA scores, 67% of 7th grades students scored below the 40th percentile or average. There was no change in students scoring below average from Fall to Spring. 72% of 8th grade students scored below the 40th percentile or average. There was no change in students scoring below average from Fall to Spring. The M-STEP (state assessment scores) were not available at the time this report was written. NWEA (local assessment) was only given this year. Therefore, trend data could not be reviewed. There is a goal for Math in the School Improvement Plan. The objectives, strategies, and activities will remain the same for next year. Students achieving above grade level will be placed in an algebra class. Students will have the opportunity to earn one year of high school math credit if they successfully complete the class. Students identified in the bottom 30% will also receive additional assistance via the Title I Math Program.

Writing, Science and Social Studies:

The M-STEP (state assessment scores) were not available at the time this report was written. NWEA (local assessment) was only given this year in reading and math. Therefore, trend data could not be reviewed. There are goal for Writing, Science and Socail Studies in the School Improvement Plan. The objectives, strategies, and activities will remain the same for next year. Once data becomes available, changes will be made to reflect this data.

Results of analyzing perception data:

Student

:According to the Student Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three highest areas that indicate the overall highest level of satisfaction among students were:

In my school, teachers work together to improve student learning (3.69)

School Improvement Plan

Kosciuszko School

In my school, the principal and teachers have high expectations of me. (3.67)

My school offers opportunities for my family to become involved in school activities and my learning. (3.66)

According to the Student Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three lowest areas that indicate the overall lowest level of satisfaction among students were:

In my school, students respect the properties of others. (2.44)

In my school, students treat adults with respect. (2.68)

In my school, the building and ground are safe, clean, and provide a healthy place for learning. (2.73)

The Restorative Practices coordinator will continue to work with staff and students on promoting a positive culture in where all members of the school are treated with respect. At the beginning of the next school year, all KMS students will participate in a building-wide behavior tour that includes specific instructions on how to respect the building by keeping it clean to provide for a healthy and safe environment. Also, teachers will review the code of conduct at the beginning of the year making sure to stress the importance of respecting others and their property. Finally, teachers will have a specific method (by either e-mailing the administrator or posting in a work journal) about any cleanliness issues within the building and grounds.

Parent:

According to the Parent Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three highest areas that indicate the overall highest level of satisfaction among parents were:

My child knows the expectations for learning in all classes. (4.16)

Our school's purpose statement is clearly focused on school success. (3.98)

Our school provides students with access to a variety of information resources to support their learning. (3.97)

According to the Parent Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three lowest areas that indicate the overall lowest level of satisfaction among parents were:

Our school ensures the effective use of financial resources. (3.25)

Our school shares responsibility for student learning with its stakeholders. (3.41)

Our schools governing body does not interfere with the operation or leadership of our school. (3.43)

KMS teachers will continue to send classroom progress reports home every two weeks. Also, we will continue to post activities and achievements in the local newspaper on a weekly basis. During the beginning of the year Curriculum night, teachers will show parents how to access the school website, which contains important information for stakeholders, and inform them of our strategies to keep them updated (school newsletter, bi-weekly progress reports, school website, newspaper, SIT meetings, and Parent Nights).

Teacher/Staff:

According to the Staff Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three highest areas that indicate the overall highest level of satisfaction among staff were:

Our school's purpose statement is clearly focused on student success. (4.13)

Our school provides qualified staff members to support student learning. (4.07)

Our school uses multiple assessment measures to determine student learning and school performance. (3.97)

According to the Staff Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three lowest areas that indicate the overall lowest level of satisfaction among staff were:

In our school, a formal process is in place to support new staff members in their professional practice. (2.82)

In our school, staff members provide peer coaching to teachers. (2.97)

Our school provides high-quality student support services (counseling, referrals, educational, and career planning). (3.03)

The staff will continue to do the best they can to assist new teachers in their profession without a formal program in place. Many conversations and coaching will occur on an informal basis and on the teacher's own time. Staff will continue to collaborate as a form of peer coaching within their content area meetings. Our one social worker will continue to service our students three days a week and staff will continue to implement the career planning tool, Career Cruising, each year.

Conclusions:

After carefully reviewing our perception data, it is clear that we have some specific strengths and some challenges that we will need to address. Both parents and students report that the expectations for learning at our school are made clear by not only our school's purpose but also by the teachers. Additionally, students report that the principal and teachers have high expectations for their educational and social success. Parents and staff both report that students have access to a variety of information for learning as well as assessments that will assess their learning. Students add that there are many opportunities for their families to become involved in their learning as well. Although we are proud of our strengths, there are still some areas that are challenges for us. Overwhelmingly, students, staff, and parents expressed concerns about the cleanliness and safety of the building and grounds. There is a trend that was apparent from the parent and stakeholders' surveys that expressed a need for more communication between the school and its stakeholders, including parents. Finally, the students also expressed a concern for the lack of respect that is shown towards peers, authority figures in the school, and the property of the school. Based on the perception data we received from all stakeholders, the challenges that were identified will impact student achievement by taking away instructional time. Instead of the classroom teacher addressing academics 100% of the time, they are also having to address respect and safety issues that arise. The challenges will be addressed in the School Improvement Plan. Since this is the third year of the plan, the staff will continue to use the same strategies and activities. These will continue to be monitored by examining data from NWEA and M-Step when available. Students that are identified as reading below grade level will be placed in a ninety minute English Language Arts class. The focus continues to remain on reading. Title I Reading and Math teachers will also target students that need additional assistance in these areas.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

There are goals for all five content areas including, reading, math, writing, science and social studies. There is also a Restorative Practice goal that helps build community and improve student behavior. Read and math are the main academic focuses. Students are assessed in these areas three times per year (NWEA). Once M-Step scores are available, these will also be examined. Teachers also review common assessment data.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

The goals address the entire student population. The activities within the goals address the needs of children that are disadvantaged. For example, many students, based on reading scores, will have a ninety minute language arts block this school year. Our reading scores, based on NWEA, show that most students are reading at least 2-3 years below grade level. Those that are on level will be placed in a one hour advanced language arts class with a more challenging curriculum. Students that need additional help in math, will also have access to small group instruction both within the math classroom, and in small groups. Students that are performing above level will be placed in an advanced math class with an accelerated curriculum. Students in this program will be given the opportunity to earn a high school math credit in eighth grade if they meet the criteria. Title I reading, math and science teachers are used to assist in meeting the needs of those that are disadvantaged by working with students both within the classroom and in small group settings.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

After reviewing data in the Comprehensive Needs Assessment, Kosciuszko Middle School students are not performing at grade level in Reading and Math as shown by their NWEA scores. Therefore, the strategies, including activities, will focus on increasing all students' levels of proficiency in achieving the state standards in all content areas. These strategies are school wide. Most activities are school wide as well, and have been adapted to meet the needs of the students within a specific content area.

The two research based school-wide strategies are: Differentiated Instruction and Curriculum Design and Implementation. The activities included in the Differentiated Instruction strategy are: Thinking Maps, ELL support and Sheltered Classes, RTI (Response to Intervention), and Success Maker. Teachers will also have BrainPop, EdHelper, and Discovery Education to supplement the existing curriculum. The activities included in the Curriculum Design and Implementation strategy are: Cross Curricular Sustained Silent Reading, Backward Design, Writing Across the Curriculum, Cross Curricular Projects, Curriculum Calendar, and Content Area Meetings.

The following activities will be used to target a specific content area(s): Successmaker (Math and Reading), and iLit (Reading and Writing). All students receive and will continue to receive Tier I instructional strategies in all content areas classes. Students in need of Tier 2 interventions will do so with a Title I teacher in a combination of small group instruction, or in class push in support. Students in need of Tier 3 support will work with the Title I teacher in a small group or on a one to one basis. Teachers in all content area classes will provide additional support by allowing for preferred seating at the front of the classroom, modified tests and assignments, and the use of technology such as overhead projectors, net books, and iPads. Students in the co-taught language arts classes in both 7th and 8th grades will be using the iLit program. These will give extra support to students in language arts that need it most. Teachers will use a variety of differentiation strategies in all content areas to assist those needed extra help.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

The strategies in our school improvement plan are researched based to improve and increase instruction in all content areas. Our curriculum design and implementation strategy will be used to align and develop curriculum to meet common core state standards. The activities within this strategy include backwards design and cross curricular activities such as sustained silent reading and writing, and cross-curricular projects. A curriculum calendar will help coordinate these activities, and is included as an activity within the strategy to help do so. Supplemental materials such as BrainPop, EdHelper, Successmaker, and Mobymax will also help increase the quality and quantity of instruction. Our differentiated instruction strategy (Tomilson, C.A. 1999 and 2001) includes activities to also increase the quality and quantity of instruction. An activity that will be used in all content areas is Thinking Maps (Weiss, L 2011) This will allow teachers to differentiate by readiness. Sheltered and resource classrooms will also be used to help students that are not meeting state standards. The RTI system (Hughes, C. & Dexter, D. (2011)) will be used to help all students at various levels. The technology available, LCD projectors, net books, iPads, and various computer programs such as BrainPop and EdHelper will also increase the quality and quantity of instruction.

Research to support Differentiation Strategy in all content areas:

Hughes, C. & Dexter, D. (2011). Response to Intervention: A Research-based summary. Theory into Practice, v50 n 1, p. 4-11. The Response to Intervention process is being used to give high-quality interventions to students who need them. It relies on the tracking of student progress, fidelity of the classroom teacher, a high quality curriculum, and the integration of evidence based strategies to increase student achievement in the classroom.

Tomlinson, C.A. (1999). *The Differentiated Classroom: Responding to the Needs of all Learners*. Alexandria, VA:ASCD. Chapter 7: Instructional Strategies that Support Differentiation. Tomilinson shared three decades of experience of helping teachers divide their time, resources, and efforts to effectively instruct many students of diverse backgrounds, readiness, skill levels, and interests. This chapter provides narratives about actual lessons and classrooms to assist teachers in differentiating their instruction.

Tomilinson, C.A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms* (2nd ed). Alexandria, VA: ASCD. Chapter 8 (Pages. 45-51): How to Plan Lesson-Differentiate by Readiness. This chapter provides additional sample lessons and activities designed to help teachers differentiate instruction based on readiness.

Weiss, L. (2011). *The Effect of Thinking Maps on Students' Higher Order Thinking Skills*. Northridge: California State University. This research discusses the impact on student achievement as measured by classroom assessments in and Advanced Placement Biology class. The effect of utilizing Thinking Maps as an instructional strategy is relevant. Filed notes were used to support the surveys and assessments conducted during the study.

Zemelman, S., Daniels, H., & Hyde, A. (2012), *Best Practices: Bring Standards to Life in America's Classrooms* (4th ed.). Portsmouth, NH:Heinemann. The Importance of Best Practice Principles pg, 10-18. This chapter addresses the importance that instruction should be student centered, authentic, holistic, and appropriately developmental. Differentiated instruction allows for students to learn in the best way possible in accordance to what each student needs and wants. It is important for the teacher to infuse student-driven curriculum by asking students what they want to learn and differentiating the curriculum to do so.

Research to support Curriculum Design & Implement Strategy in all content areas:

Lake, K. (1994). *Integrated Curriculum School Improvement Research Series, VIII(16)*. An integrated curriculum provides the learners with a unified view of commonly held knowledge while motivating and developing the student's power to bridge ideas between relationships. An interdisciplinary curriculum includes a combination of subjects, an emphasis on projects, sources that go beyond the textbook, relationships among concepts, and thematic units that focus on organizing principles.

Zemelman, S., Daniels, H., & Hyde, A. (2012). *Best Practice: Bringing Standards to Life in America's classrooms* (4th ed.) Portsmouth, NH: Heinemann. Integrative Units: pages 68-71. The authors advocate learning that is extended and coordinated to include content information that integrates cross-content exploration. Creating a truly integrated curriculum requires cooperation and the development of a scope and sequence document that would allow teachers to coordinate their efforts to include interdisciplinary content.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Based on the Comprehensive Needs Assessment, not all students at Kosciuszko Middle School met state standards for proficiency in all subjects. We also have an achievement gap between certain groups of students. This gap has made us a focus school. Students are not performing at grade level in Reading and Math as shown by NWEA scores. The strategies, including activities, within the plan will be used to increase achievement for all students, and close the gap. In addition to the content based strategies, we will also continue to use Restorative Practices to further decrease the amount of student disciplinary issues and increase a sense of community throughout our school. This will also promote student learning and growth.

School Improvement Plan

Kosciuszko School

Research to findings in the comprehensive needs assessment:

Content Area based strategies to increase student achievement: Hughes, C. & Dexter, D. (2011). Response to Intervention: A Research based summary. Theory into Practice, v50 n 1, p. 4-11.

The Response to Intervention process is being used to give high-quality interventions to students who need them. It relies on the tracking of student progress, fidelity of the classroom teacher, a high quality curriculum, and the integration of evidence based strategies to increase student achievement in the classroom.

Tomlinson, C.A. (1999). The Differentiated Classroom: Responding to the Needs of all Learners. Alexandria, VA: ASCD. Chapter 7: Instructional Strategies that Support Differentiation. Tomlinson shared three decades of experience of helping teachers divide their time, resources, and efforts to effectively instruct many students of diverse backgrounds, readiness, skill levels, and interests. This chapter provides narratives about actual lessons and classrooms to assist teachers in differentiating their instruction.

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Zemelman, S., Daniels, H., & Hyde, A. (2012), Best Practices: Bring Standards to Life in America's Classrooms (4th ed.). Portsmouth, NH: Heinemann. The Importance of Best Practice Principles pg, 10-18. This chapter addresses the importance that instruction should be student-centered, authentic, holistic, and appropriately developmental. Differentiated instruction allows for students to learn in the best way possible in accordance to what each student needs and wants. It is important for the teacher to infuse student-driven curriculum by asking students what they want to learn and differentiating the curriculum to do so.

Research to support Curriculum Design & Implement Strategy in all content areas:

Lake, K. (1994). Integrated Curriculum School Improvement Research Series, VIII(16). An integrated curriculum provides the learners with a unified view of commonly held knowledge while motivating and developing the student's power to bridge ideas between relationships. An interdisciplinary curriculum includes a combination of subjects, an emphasis on projects, sources that go beyond the textbook, relationships among concepts, and thematic units that focus on organizing principles.

Zemelman, S., Daniels, H., & Hyde, A. (2012). Best Practice: Bringing Standards to Life in America's classrooms (4th ed.) Portsmouth, NH: Heinemann. Integrative Units: pages 68-71. The authors advocate learning that is extended and coordinated to include content information that integrates cross-content exploration. Creating a truly integrated curriculum requires cooperation and the development of a scope and sequence document that would allow teachers to coordinate their efforts to include interdisciplinary content.

Student behavior based strategies to increase a sense of community and decrease student disciplinary issues:

Costello, Bob; Watchel, Joshua; Watchel, Ted. Restorative Practices Handbook. Bethlehem, PA: International Institute of Restorative Practices, 2009. Allowing students to better understand the impact of their behavior is more likely to influence their behavior in the future than

the standard sanctions we use in schools. Offending students realize how they have affected other people when they hear directly from those they have harmed. School authorities can achieve this through a variety of means, ranging from from informal restorative questions to a more formal circle or restorative conference (p. 53).

Costello, Bob; Watchel, Joshua; Watchel, Ted. Restorative Circles In Schools. Bethlehem PA: International Institute of Restorative Practices, 2010. Research says: Affective statements are expressions of personal feelings. Instead of scolding a student a teacher identifies the behavior and expresses how it makes him or her feel. Affective statements help clarify boundaries, provide feedback, and build empathy. (p12). Costello, Bob; Watchel, Joshua; Watchel, Ted. Restorative Practices Handbook. Bethlehem PA: International Institute of Restorative Practices, 2009. Research says: Affective questions help to elicit what a student is thinking and feeling and therefore many of their responses will be affective statements. There are other questions that can be asked to help students better understand the impact of behavior, both theirs and others (p. 19).

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

All students receive and will continue to receive Tier I instructional strategies in all content areas classes. Students in need of Tier 2 interventions will do so with a Title I teacher in a combination of small group instruction, or in class push in support. Students in need of Tier 3 support will work with the Title I teacher in a small group or on a one to one basis. Teachers in all content area classes will provide additional support by allowing for preferred seating at the front of the classroom, modified tests and assignments, and the use of technology such as overhead projectors, net books, and iPads. Students, identified as the bottom 30%, in the co-taught language arts classes in both 7th and 8th grades will be using the ILit program or Successmaker, and be given ninety minutes of language arts instruction on a daily basis. These will give extra support to students in language arts that need it most. Teachers will use a variety of differentiation strategies in all content areas to assist those needed extra help. Those include, but are not limited to Thinking Maps and providing for sheltered and resource classrooms. All students will also have access to summer school programs. Lexia will also be available to students in need of additional interventions in reading, and have an IEP.

5. Describe how the school determines if these needs of students are being met.

The school determines if the needs of these students are being met through various assessments. Students will take M-STEP assessment once per year. Students will take NWEA tests, three times per year. Students will also take quarterly common assessments in content area classes. Students with IEP's have progress report checks where their goals and placement are monitored for efficacy. If student data reveals that a student needs additional instruction in a subject, they will be referred to the Title I program for intervention. Those involved in the decision making process are classroom teachers, special education teachers, and parents/caregivers. In some cases the school psychologist and/or social worker are on the decision team as well.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Currently our one paraprofessional meets the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Currently all teachers meet the requirements of NCLB defines as highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

The current turnover rate is 10%. One teacher left the district for a higher paying job and the other teacher transferred within the district for a teacher position that became available in alternative education. We do not consider 10% a high turnover rate.

2. What is the experience level of key teaching and learning personnel?

Our current staff has 20 teachers.

0-3 years experience = 0%

4-10 years experience = 3 teachers or 15%

11 - 20 years experience = 11 teachers or 55%

21 + experience = 6 teachers or 30%

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Hamtramck Public Schools offers the following initiatives to current and future employees:

Longevity pay benefits are given after completing eleven, sixteen and twenty years. These benefits continue until retirement.

Professional development opportunities for all teachers.

Availability of working with a diverse student population.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

The district offers longevity pay benefits after completing eleven, sixteen and twenty years of service. There are professional development opportunities for all teachers.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

The current turnover rate is 10%. One teacher left the district for a higher paying job and the other teacher transferred within the district for a teacher position that became available in alternative education. We do not consider 10% a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The staff will continue to receive professional development on Thinking Maps. All content area teachers are expected to use Thinking Maps with their students, Elective teachers are also expected to use Thinking Maps when possible. The staff will receive on-going professional development aligned with the needs identified in the comprehensive needs assessment and the goals of the school improvement plan.

The professional development teachers receive, will be focused on the following topics: Thinking Maps, backwards design, common assessments (including item analysis of common assessments), developing and following a curriculum calendar, writing across the curriculum, development of cross-curricular activities, and sharing and reviewing of student work. Teachers will also continue to receive professional development on Restorative Practices.

English Language Arts:

Our students are still performing below the state averages for reading. In eighth grade our reading scores slightly increased, but still continue to be below the state average. All language arts teachers will continue to use Thinking Maps. These teachers will also meet quarterly to review the curriculum and evaluate and analyze common assessment results. Teachers will also continue to work with other content area teachers to develop cross-curricular projects. ELL teachers will continue to receive SIOP training by attending workshops and conferences when available.

Math:

Our students are still performing below the state average for math in both seventh and eighth grade. All math teachers will continue to use Thinking Maps. Math teachers will meet quarterly to evaluate current common assessments as well as the curriculum. Title I math teachers will continue to use Success Maker for students who are struggling. Math teachers will work with other content area teachers to develop cross-curricular projects when appropriate.

Science:

Students continue to perform below the state average. All science teachers will continue to use Thinking Maps. Teachers will meet quarterly to continue to work on curriculum, evaluate common assessments. Science teachers will work with other content areas to develop cross-curricular projects when appropriate.

Social Studies:

Students continue to perform below the state averages. All teachers will continue to use Thinking Maps. a Teachers will meet quarterly to discuss curriculum and evaluate common assessments. They will also work with other content area teachers to develop cross-curricular projects when appropriate.

Some staff members will be sent outside the district to attend workshops, and then present information at a monthly staff meeting or a content-area meeting. The district will also provide professional development to the staff in order to educate the staff on district initiatives.

School Improvement Plan

Kosciuszko School

2. Describe how this professional learning is "sustained and ongoing."

The professional development will be sustained and ongoing throughout the year at monthly staff meetings, district professional days, and half days. Professional development will be facilitated by teacher leaders and administrators at the building level, coordinators and outside consultants provided by the district, as well as workshops teachers are sent to inside and outside of the district.

Professional development to support our goals includes:

All teachers will continue to receive Thinking Maps training. This training will be provided by an outside consultant, as well as, teachers within the building.

ELL teachers will continue to receive SIOP training by attending workshops and conferences throughout the year.

Content area teachers will be given release time quarterly to review curriculum, common assessments, and any available data that pertains to their content area.

Curriculum consultants provided by the district will continue to assist teachers in Math.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		KMS 2015-2016 PD Calendar Professional Development Calendar 2015 2016

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parents are encouraged to be involved in all areas of design and implementation of the school wide plan. Parents are invited to be a part of the school improvement team. A small learning community, with the focus of increasing parent involvement, was formed this school year. The teachers that were a part of this community held meetings throughout the year, and met with a few parents.

The comprehensive needs assessment was conducted over several months at staff meetings, school improvement meetings, and meetings with parents throughout the year. Parents were also given a perception survey to add their thought regarding the school-wide plan.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Comprehensive Needs Assessment: Parents are provided with assessment data for their child and the school as a whole. Data is also provided that shows how Kosciuszko Middle School students are performing academically as compared to others across the state. Parents needs are assessed through parent surveys.

School Wide Reform Strategies: Student achievement data is made available to parents. This data includes areas of strengths and weaknesses. It also shows where learning gaps exist. Parents are encouraged to help their students at home by using some of the same strategies and activities used at school.

Highly Qualified Staff: Parents are made aware of job openings in the district. Parents are sometimes invited to sit on interview committees for positions available in the district.

Professional Development: The parent survey is used to identify professional development topics. Parents are encouraged to attend meetings throughout the year to receive information that will help their students.

Parent Involvement: Kosciuszko Middle School has an open door policy and parents are encouraged to visit and volunteer at the school and after-school events.

Pre-School Transition: Parents are encouraged to help their children transition from elementary to middle school. Middle school staff members meet with elementary school parents at a planned meeting in the Spring. Elementary students and parents are invited to visit the school in the Spring, and spend the morning learning about the educational and extra-curricular opportunities the middle school has to offer.

Assessment Decisions: Parents are provided information about the standardized assessments their children will be given throughout the year. Parents are encouraged to help students prepare for these assessments. Parents are given student achievement data to help them identify their child's areas of strengths and weaknesses.

Timely and Additional Assistance: The school will provide clear information about the processes and resources available for students to receive when they need additional assistance.

School Improvement Plan

Kosciuszko School

Coordination and Integration of Federal, State and Local Resources: Resources available to students and the school are reviewed during the annual Title I meeting. Parents can help identify additional needs or resources that can help support the educational process.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents are able to give input in the program evaluation through the Parent Perception survey that is given each year that addresses the school climate and academic performance of our program. Parents are also encouraged to attend school improvement team meetings, as well as, meetings help by the parent involvement committee. There is an annual Title I parent meeting that is held in the Fall to discuss suggestions for plan improvement. Parents are also provided an opportunity to review the Student-Parent-Teacher Compact at the first parent-teacher conferences in the fall. Parents are welcomed into the building at any time, and are encouraged to volunteer in the classrooms. Parent-teacher conferences are held at least 3 times a year. Afternoon and evening conferences are held. Bi-weekly progress reports are sent home from each teacher. A monthly newsletter and calendar is sent home to inform parents of all events taking place at the school, including school improvement team meetings. A copy of the School Parent Involvement policy is available in the office at all times for parents to review and provide input. Parents are encouraged to visit the district website for continued insight on how our Title I program can be improved.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Yes, Kosciuszko Middle School has a parent involvement policy.	Parent Involvement Plan 2015-2016

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Section 1118 (e)(1): Assist parents in understanding of the State's content standards and assessments and how to monitor their child's progress:

Parents are invited to Meet the Teacher Night where the teachers explain Common Core Standards and how parents will be able to monitor the progress of their child during the school year. Kosciuszko Middle School provides all parents with a Parent Handbook, and quarterly report card, biweekly and mid-quarter written progress. Parent/Teacher conferences are held at the end of the first 5 weeks of first quarter, first semester, 3rd quarter and teachers make and welcome additional contact as necessary and are available by appointment before and after school and on prep period. The school also sponsors Parent Nights throughout the school year.

Section 1118(e) (2): Provide materials and training to help parents work with their children.

Efforts are made to use simple language, supported by graphics, like clip art, and photographs to increase understanding of written communication. Our school employs staff members who speak Arabic, Bengali, Bosnian and Polish, who, when necessary, translate for parents. The staff makes every effort to communicate with parents in ways that are free of educational jargon.

Section 1118(e) (3): Train staff to build effective parent involvement. Kosciuszko Middle School Staff is provided with materials, instructions and suggestions to build effective parent involvement at the beginning of the school year.

School Improvement Plan

Kosciuszko School

Section 1118(e) (4): Collaborate with other programs to coordinate parent involvement. The staff at The Kosciuszko Middle School collaborates with programs like the Hamtramck Recreation Department, ACCESS, Mobile Dentist, Child's Hope, the Hamtramck School Based Health Clinic and the Wayne County Health Department. We provide the services of a part-time social worker who has access to a variety of community resources.

Section 1118(e) (5): Provide information in a format and language that parents can understand. Our school community is very ethnically diverse with 61% of the middle school population being English Language Learners (ELL), with more than 8 languages other than English being spoken by the students. Many district and school letters and flyers are translated into several languages. Efforts are made to use simple language, supported by graphics like clip art and photographs to increase understanding of written communication. Our school employs staff members who speak Arabic, Bengali and Albanian, who, when necessary, translate for parents. The staff makes every effort to communicate with parents in ways that are free of educational jargon. Regular communication includes monthly calendars, monthly school newsletters, telephone calls to homes, staff email, voice-mail, bi-weekly progress reports and tele-parent communication.

Section 1118(e) (14): Provide such other reasonable support for parent involvement activities under this section as parents may request. Every effort is made to meet all parental requests to support involvement including transportation. (See Section (e) (2) above) Teachers are available before and after school by appointment and during preparation period. Parents are encouraged to volunteer in the classroom, as well as for field trips and other school activities.

Section 1118(f): Provide all opportunities for participation of parents with Limited English Proficiency, or with disabilities and for parents for migratory children.

PARENTS WITH LIMITED ENGLISH PROFICIENCY:

Efforts are made to use simple language, supported by graphics, like clip art, and photographs to increase understanding of written communication. Our school employs staff members who speak Arabic, Bengali, Bosnian and Polish, who, when necessary, translate for parents. The staff makes every effort to communicate with parents in ways that are free of educational jargon. Our school community is very ethnically diverse with 61% of the middle school population being English Language Learners (ELL), with more than 8 languages other than English being spoken by the students. Many district and school letters and flyers are translated into several languages. Efforts are made to use simple language, supported by graphics like clip art and photographs to increase understanding of written communication. Our school employs staff members who speak Arabic, Bengali and Albanian, who, when necessary, translate for parents. The staff makes every effort to communicate with parents in ways that are free of educational jargon. Regular communication includes monthly calendars, monthly school newsletters, telephone calls to homes, staff email, voicemail, bi-weekly progress reports and tele-parent communication.

PARENTS WITH DISABILITIES:

For parents with mobility issues, conferences and meetings are held on the first floor of the school. Conferences may be held over the phone with parents with restricted mobility. Other alternative forms of communication may include monthly calendars, monthly school newsletters, telephone calls to homes, staff email, voice-mail, bi-weekly progress reports and tele-parent communication. Efforts are made to use simple language, supported by graphics like clip art and photographs to increase understanding of written communication.

PARENTS FOR MIGRATORY CHILDREN:

Invitations to parent-night and other parent activities are sent home monthly. A yearly schedule is sent home to parents at the beginning of the year outlining the various activities planned for the school year.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Stakeholders, including staff, parents, and administrators, will be invited to a meeting to discuss the components that have worked well, as well as the areas that may need improvement. Based on the suggestions from the meeting, and the parent surveys given to all parents, the plan will be modified to further encourage parent involvement.

Parents will also be given the opportunities to help, plan, review, and improve our school-wide Title I program by:

- Reviewing the School Parent Involvement Policy and the school improvement plan at the annual Title I meeting.
- Reviewing the Parent Involvement Policy and the school improvement plan at Parent-Teacher conferences with opportunities to give feedback to staff and administration.
- Expanding all avenues of communication with parents (monthly newsletters, district website and publications) for continued insight on how our Title I program can be improved.
- Completing an annual parent survey.
- Attending a follow up meeting will take place to present all revisions and gain approval from all stakeholders.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The results of the evaluation will be analyzed by all stakeholders (parents, teachers, and administrators). The information gathered will provide discussion points to evaluate what we currently have in the school-wide program and what could be added. We strive to involve parents as much as possible in our school and are always looking for ways to improve.

8. Describe how the school-parent compact is developed.

The school-parent compact was developed as a collaborative effort between all stakeholders (parents, teachers, and administrators). All played integral parts in the development of this agreement and will continue to be involved in the updating and amending of our School-Wide Title I Program.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

N/A

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

The parent compact is reviewed and discussed annually during parent-teacher conferences. The compact is discussed in classrooms with the parents. Students see the commitment by their parents and teachers. They then read the student expectations. The compact is then signed by the student, parent, and teacher. The compact is kept on file to be used as a reminder of what all parties agreed to ensure a successful school year.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	KMS Student-Parent-Teacher compact attached.	KMS Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Kosciuszko provides parents of participating Title I children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet. Parents are provided access to the district curriculum and academic program at Meet the Teacher Night held at the beginning of the school year. In addition, forms of academic assessment for all students and the state mandated test expectations are communicated to parents.

Kosciuszko provides frequent reports to parents on their children's progress.

- School Progress Reports sent home every 5th week of each marking period.
- Parents receive class progress reports every 2 weeks. Parents are expected to sign and return the progress reports to ensure timely communication between parents and teachers and to allow ongoing discussion of the student's progress and schedule needed conferences.
- Grade book progress reports from Mi-Star as needed.
- Individual consultation with parents for student academic progress as needed by appointment - Use the Tele-Parent system as a viable means of communicating with parents.
- Provide all teacher email addresses to parents
- Flyers to update parents of scheduled calendar events
- Notes home to parents through US mail describing positive behavior and academic progress
- Some teachers speak a foreign language to help with translations with parents
- Provide translation services through the District

Section 1118(f): Provide all opportunities for participation of parents with Limited English Proficiency, or with disabilities and for parents for migratory children.

PARENTS WITH LIMITED ENGLISH PROFICIENCY:

Efforts are made to use simple language, supported by graphics, like clip art, and photographs to increase understanding of written communication. Our school employs staff members who speak Arabic, Bengali, Bosnian and Polish, who, when necessary, translate for parents. The staff makes every effort to communicate with parents in ways that are free of educational jargon. Our school community is very ethnically diverse with 61% of the middle school population being English Language Learners (ELL), with more than 8 languages other than English being spoken by the students. Many district and school letters and flyers are translated into several languages. Efforts are made to use simple language, supported by graphics like clip art and photographs to increase understanding of written communication. Our school

School Improvement Plan

Kosciuszko School

employs staff members who speak Arabic, Bengali and Albanian, who, when necessary, translate for parents. The staff makes every effort to communicate with parents in ways that are free of educational jargon. Regular communication includes monthly calendars, monthly school newsletters, telephone calls to homes, staff email, voicemail, bi-weekly progress reports and tele-parent communication.

PARENTS WITH DISABILITIES:

For parents with mobility issues, conferences and meetings are held on the first floor of the school. Conferences may be held over the phone with parents with restricted mobility. Other alternative forms of communication may include monthly calendars, monthly school newsletters, telephone calls to homes, staff email, voicemail, bi-weekly progress reports and tele-parent communication.

Efforts are made to use simple language, supported by graphics like clip art and photographs to increase understanding of written communication.

PARENTS FOR MIGRATORY CHILDREN:

Invitations to parent-night and other parent activities are sent home monthly. A yearly schedule is sent home to parents at the beginning of the year outlining the various activities planned for the school year.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Our school helps students transition from the sixth grade into the middle school and from the eighth grade into the high school. The following activities are done to transition both sixth grade students and their parents:

The school improvement team visits the elementary schools in the Spring and meets with the parents of the students entering in the Fall. Students then visit the middle school for a half day to learn about how the middle school operates, classes available, and other special programs.

The Restorative Practices coordinator also does transition circles with all sixth grade students. A group of students from the middle school along with the Restorative Practice coordinator visit all sixth grade classrooms.

Parents and students entering the seventh grade are also invited to attend an orientation before school starts in late August.

The following activities are done to transition both eighth grade students and their parents:

All eighth grade students visit the high school for a half day in the Spring. During their visit they learn about the course offerings, including the three learning communities, clubs and organizations to join, and the sports program.

All eighth grade students are then given a choice of a learning community. The form they complete is also signed by a parent.

The Restorative Practice coordinator also conducts transition circles with the eighth grade students. High school students come to the middle school to share their experiences to help make the transition as smooth as possible.

A freshman orientation is also held for incoming high school freshman and their parents before the start of school in late August.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Parents of students entering seventh grade are invited to attend an orientation before the start of school in late August. At the orientation, teachers, the Restorative Practice coordinator, a counselor, and the principal review the guidelines and expectations of the students.

Teachers give a brief overview of the curriculum that is taught in the seventh grade. Parents are encouraged to be involved in their child's education at the middle school. Parents are also invited to attend monthly meetings to learn how to help their child succeed in middle school.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

KMS strives to make the assessment decision-making process one in which all staff members are involved and which is relevant to the common core standards and grade level content expectations. Teachers design classroom assessments based on the specific common core standards that coincide with what is being taught in the classroom.

In ELA, the curriculum was written by staff members. Common Assessments were also written to assess the concepts and skills being taught in the ELA classrooms throughout the school year. In Math, all teachers follow a pacing guide that coincides with the common core standards for the 7th and 8th grade students. The individual teacher may differentiate classroom assessments to meet the needs of the diverse learners in the classroom. In Science and Social Studies, teachers wrote the curriculum with common assessments to measure progress. However, the classroom teacher can make assessment decisions based on the needs of their students and adapt the assessments as necessary.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers collaborate in content area meetings to discuss ways to activate prior knowledge students will need to be successful. During these meetings staff analyze NWEA results according to specific standards according to strengths and weaknesses demonstrated in each grade and content area. The information obtained from the item analysis and top to bottom ranking is presented to all staff and distributed so all members can apply strategies to their specific content areas. The School Improvement Team (SIT), which includes a teacher from each content area, the principal, and a the restorative practices coordinator, make changes to the action plan by reviewing and revising strategies to meet the needs of the students based on the assessment data collected. In addition, the SIT creates professional development calendar to address the needs for instruction and skill development demonstrated by te student assessment results.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Identification of the students having difficulty mastering state academic standards will be done through monitoring assessment data. Assessment data includes but is not limited to: M-Step, NWEA, Grade A+ and data gathered through teacher observations and assessments. Students not mastering academic standards on State and local assessments in Reading, Writing, Mathematics, and Science will be provided with intervention support. In accordance with the Response to Intervention Model, assessment data is analyzed to identify students' specific area of need. Review and analysis takes place during subject area meetings. Once all baseline assessments and analysis are complete the Title I Teachers and the administrative staff will review the results and recommendation for every child and determine the students with the highest needs. Students that score below the 30th percentile, on the state standard test, the NWEA and the Grade A + are considered for intervention support. Interventions will begin immediately once the process is complete. Students are monitored about every 8 weeks to see that they are maintaining academic progress.

Criteria for Selection/Entrance and Exit Criteria:

Students are placed on the eligibility list in rank order accord to the score they received on the M-Step, NWEA, and Grade A+. The students that fall in the lowest 30% will receive immediate service from the Title I Teacher and para-pros. Any student being considered for exiting the program will have a meeting convened with the Title I teacher. Title I will progress monitor and review current data in assessing whether or not the student is ready to exit. All Title I students are monitored for 8 weeks to see that they are maintaining academic progress. As students on the list move closer to reaching the goal of proficiency, other students needing assistance will be added to the list.

Reading

Grade Span:6-8

Identification: M-Step, NWEA MAP, Common Assessments

Identification/Criteria for Selection: Students' rit scores that are in the bottom 30%, and/or other teacher assessments will be targeted for assistance. Students that are targeted for assistance will see the achievement gap between the highest group and their group in which they are placed decrease with a growth of 3% or more. Each student is placed in rank order for their intervention by priority listing based on students who are further from proficiency to the top of the list. To exit intervention support students must show an increase in their overall in their rit scores.

Writing

Grade Span: 6-8

Identification: M-Step, Common Assessments

Identification/Criteria for Selection: Students that score below proficiency on M-Step, and/or other teacher assessments will be targeted for assistance. Students that are targeted for assistance will see the achievement gap between the highest group and their group in which they are placed decrease with a growth of 3% or more. Each student is placed in rank order for their intervention by priority listing based on students who are furthers from proficiency to the top of the list. To exit intervention support students must show increase in their overall composite score after 2 consecutive benchmark cycles.

School Improvement Plan

Kosciuszko School

Math

Grade Span: 6-8

Identification: M-Step, NWEA MAP, Common Assessments

Identification/Criteria for Selection: Students scoring below proficiency on MAP, and/or other teacher assessments will be targeted for assistance. Students that are targeted for assistance will see the achievement gap between the highest group and their group in which they are placed decrease with a growth of 3% or more. Each student is placed in rank order for their intervention by priority listing based on students who are furthest from proficiency to the top of the list. To exit intervention support students must show an increase in their overall in their rit scores.

Science

Grade Span: 6-8

Identification: M-Step, Common Assessments

Identification/Criteria for Selection: Students scoring below proficiency on M-Step, and/or other teacher assessments will be targeted for assistance. Students that are targeted for assistance will see the achievement gap between the highest group and their group in which they are placed decrease with a growth of 3% or more. Each student is placed in rank order for their intervention by priority listing based on students who are furthest from proficiency to the top of the list. To exit intervention support students must show increase in their overall composite score after 2 consecutive benchmark cycles.

Social Studies

Grade Span: 6-8

Identification: M-Step, Common Assessments

Identification/Criteria for Selection: Students scoring below proficiency on M-Step, and/or other teacher assessments will be targeted for assistance. Students that are targeted for assistance will see the achievement gap between the highest group and their group in which they are placed decrease with a growth of 3% or more. Each student is placed in rank order for their intervention by priority listing based on students who are furthest from proficiency to the top of the list. To exit intervention support students must show increase in their overall composite score after 2 consecutive benchmark cycles.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

English Language Arts; Grades 7 and 8

Interventions:

-Tier 1: Teachers will develop and implement curriculum design in alignment with the common core state standards through use of Backward Design, Cross-Curricular activities such as sustained silent reading and writing, and cross curricular projects in specific content areas. All teachers will have access to supplemental curriculum in order to enhance the needs of of students that may include memberships to websites like BrainPop, and EdHelper. Teachers will also implement differentiated instruction in order to implement the common core state standards. Strategies for implementation include using Thinking Maps to differentiate by readiness, supporting students through the integration of sheltered and resource classrooms, and specific professional development to implement specific instructional strategies. In the co-taught special education classes ilit will be used.

-Tier 2: Title I reading teacher will use Tier I strategies with students in small groups, as well as in the classroom by working with the teacher and students.

-Tier 3: Title I teacher will use Tier I strategies with a student individually or in groups or no more than 2-3.

Math: Grades 7 and 8

Tier 1: Teachers will develop and implement curriculum design in alignment with the common core state standards through use of Backward Design, Cross-Curricular activities such as sustained silent reading and writing, and cross curricular projects in specific content areas. All teachers will have access to supplemental curriculum in order to enhance the needs of of students that may include memberships to websites like BrainPop, and EdHelper. Teachers will also implement differentiated instruction in order to implement the common core state standards. Strategies for implementation include using Thinking Maps to differentiate by readiness, supporting students through the integration of sheltered and resource classrooms, and specific professional development to implement specific instructional strategies.

-Tier 2: Title I math teacher will use Tier I strategies with students in small groups, as well as in the classroom by working with the teacher and students.

-Tier 3: Title I teacher will use Tier I strategies with a student individually or in groups or no more than 2-3.

Science: Grades 7 and 8

Tier 1: Teachers will develop and implement curriculum design in alignment with the common core state standards through use of Backward Design, Cross-Curricular activities such as sustained silent reading and writing, and cross curricular projects in specific content areas. All teachers will have access to supplemental curriculum in order to enhance the needs of of students that may include memberships to websites like BrainPop, and EdHelper. Teachers will also implement differentiated instruction in order to implement the common core state standards. Strategies for implementation include using Thinking Maps to differentiate by readiness, supporting students through the integration of sheltered and resource classrooms, and specific professional development to implement specific instructional strategies.

-Tier 2: Title I science teacher will use Tier I strategies with students in small groups, as well as in the classroom by working with the teacher and students.

-Tier 3: Title I teacher will use Tier I strategies with a student individually or in groups or no more than 2-3.

Social Studies: Grades 7 and 8

Tier 1: Teachers will develop and implement curriculum design in alignment with the common core state standards through use of Backward Design, Cross-Curricular activities such as sustained silent reading and writing, and cross curricular projects in specific content areas. All teachers will have access to supplemental curriculum in order to enhance the needs of of students that may include memberships to websites like BrainPop and, EdHelper. Teachers will also implement differentiated instruction in order to implement the common core state standards. Strategies for implementation include using Thinking Maps to differentiate by readiness, supporting students through the integration of sheltered and resource classrooms, and specific professional development to implement specific instructional strategies. In the co-taught special education classes it will be used.

-Tier 2: Title I reading teacher will use Tier I strategies with students in small groups, as well as in the classroom by working with the teacher and students.

-Tier 3: Title I reading teacher will use Tier I strategies with a student individually or in groups or no more than 2-3.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

English Language Arts: Reading/Writing

Grades 7 and 8

Teachers will continue to receive professional development training in differentiated instruction. Differentiated instruction will include using Thinking Maps to differentiate by readiness, supporting students through the Response to Intervention program, and supporting students through the integration of sheltered and resource classrooms. Teachers will modify assignments, change student seating, make accommodations for testing, and implement other strategies to help students succeed. Instruction is delivered whole group, small group, and individual conferencing and reteaching. Classrooms are equipped with sound amplification systems and projectors to enlarge print or aide visual learners. Students have access to computers for writing, and reading (many teachers video and/or read the test questions for students to answer). Students demonstrate learning through written projects, oral presentations, and creative projects to meet different learning styles. Some students, those scoring in the bottom 30% on MEAP, will be placed in a language arts class where instruction is done using the iLit program. These students will receive ninety minutes of language arts instruction a day. This program incorporates all aspects of language arts.

Math:

Grades 7 and 8

Teachers will continue to receive professional development training in differentiated instruction. Differentiated instruction will include using Thinking Maps to differentiate by readiness, supporting students through the Response to Intervention program, and supporting students through the integration of sheltered and resource classrooms. Teachers will modify assignments, change student seating, make accommodations for testing, and implement other strategies to help students succeed. Instruction is delivered whole group, small group, and individual conferencing and reteaching. Classrooms are equipped with sound amplification systems and projectors to enlarge print or aide visual learners. Students have access to computers for writing, and reading (many teachers video and/or read the test questions for students to answer). Students demonstrate learning through written projects, oral presentations, and creative projects to meet different learning styles. Students will have access to graphing calculators. Teachers will also utilize hands-on activities (manipulatives) in order to teach certain concepts.

Science

Grades 7 and 8

Teachers will continue to receive professional development training in differentiated instruction. Differentiated instruction will include using Thinking Maps to differentiate by readiness, supporting students through the Response to Intervention program, and supporting students through the integration of sheltered and resource classrooms. Teachers will modify assignments, change student seating, make accommodations for testing, and implement other strategies to help students succeed. Instruction is delivered whole group, small group, and individual conferencing and reteaching. Classrooms are equipped with sound amplification systems and projectors to enlarge print or aide visual learners. Students have access to computers for writing, and reading (many teachers video and/or read the test questions for students to answer). Students demonstrate learning through written projects, oral presentations, and creative projects to meet different learning styles. Students will participate in hands-on science labs when appropriate.

Social Studies:

Grades 7 and 8

Teachers will continue to receive professional development training in differentiated instruction. Differentiated instruction will include using Thinking Maps to differentiate by readiness, supporting students through the Response to Intervention program, and supporting students through the integration of sheltered and resource classrooms. Teachers will modify assignments, change student seating, make accommodations for testing, and implement other strategies to help students succeed. Instruction is delivered whole group, small group, and individual conferencing and reteaching. Classrooms are equipped with sound amplification systems and projectors to enlarge print or aide

School Improvement Plan

Kosciuszko School

visual learners. Students have access to computers for writing, and reading (many teachers video and/or read the test questions for students to answer). Students demonstrate learning through written projects, oral presentations, and creative projects to meet different learning styles.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Federal Funds:

Title I: Title I Reading Specialist, Title I Math Specialist, Restorative Practices Coordinator, 1 paraprofessional, iLit Reading Intervention Program, SuccessMaker Reading and Math Intervention Program, BrainPop Supplemental Program, EdHelper Supplemental Program, Professional Development for Thinking Maps and SIOP: Professional Development for student engagement strategies, building vocabulary activities and cognitive awareness.

Title II: Professional Development

Title III: English Language Learners programs

State Funds:

31A: At Risk Science Specialist and Part-time At-Risk Social Worker

Local Funds:

Professional Learning Community Meetings, Differentiated Instruction, RTI, English Language Learner Sheltered Instruction, Sustained Silent Reading, Curriculum Calendar, and resources and basic supplies for classrooms.

Local, State and Federal programs are coordinated in the school wide program to support the achievement of the school wide goals increasing proficiency in all five subject areas.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Resources used to implement the required school wide components:

1. Comprehensive Needs Assessment: Title I and General Funds

The CNA is supported by the general fund through the SIT meeting times and supplies. The resources needed to support the outcomes from the Can, such as supplies for programs or funded positions, are the accessed through Title I funds.

2. School Reform Strategies: Title I and General Funds

General Funding Supports:

a. Professional Learning Committees where staff meet regularly with each to discuss items such as data, parental involvement, student achievement and recognition along with meeting regularly with content counterparts to discuss curricular and assessment items.

School Improvement Plan

Kosciuszko School

- b. Differentiated Instruction at KMS will include using Thinking Maps to differentiate by readiness, supporting students through Responses to Intervention, supporting students through the integration of sheltered and resource classrooms, and specific professional development to implement specific instructional strategies.
- c. Response to Intervention is a three tiered program which starts with Tier 1 interventions by the classroom teachers on a daily basis, Tier 2 are implemented as needed by Title I teachers and Tier 3 includes individualized and small group instruction.
- d. ELL Instruction: English Language Learners are assessed and then placed in appropriate classes based on language proficiency.
- e. Sustained Silent Reading is utilized in all classes to help promote reading across the curriculum. Time is set aside in each content area throughout the year for students to read self selected books.
- f. Curricular Calendar will be utilized building wide to allow for cross-curricular activities that focus on Common Core Standards in all content areas.

Title I Funding supports:

- a. Reading Specialist, Math Specialist and paraprofessional will work with the students identified as the bottom 30 percent in order to raise their achievement levels.
- b. Restorative Practices Coordinator works with staff and students in order to have a climate that promotes learning and responsibility.
- c. iLit is a literacy instructional model that allows students to increase their reading comprehension levels and use technology effectively. It creates a classroom that provides the teacher with the ability to monitor student engagement and progress.
- d. SuccessMaker is designed for students who are performing below grade level in Math and Reading. It is considered a Tier 2 and tier 3 intervention.
- e. Supplemental Resources (BrainPop and EdHelper) are used in classrooms to help support the curriculum to meet the needs of all students.
- f. Professional Development in the area of the differentiated instruction focusing on Thinking Maps and SIOP strategies to aid all teachers.

31A supports:

Science Specialist and part-time Social Worker that will work with pre-identified At-Risk students.

3. Instruction by Highly Qualified Staff (Teachers and Instructional ParaProfessionals)

- a. General Fund: general education teachers and administrator
- b. Special Education IDEA funding: Resource Room Teachers, Co-Taught Teachers, Speech and Language Specialist, Social Worker, School, School Psychologists and Professional Development.
- c. Title I: Reading Specialist, Math Specialist, Paraprofessional, Restorative Practices Coordinator and professional development.
- d. 31 A: Science Specialist and Part-Time Social Worker

4. Strategies to Attract High-Qualified Teachers: General Fun and Title I

Through the general fund the district offers the following initiatives to current and future employees: longevity pay and working with a diverse student population

Title I funds are used for ongoing professional development, current technology and a climate that promotes learning and responsibility.

5. High Quality and Ongoing Professional Development

Through general funds the district will provide professional development to the staff in order to educate the staff on district initiatives.

With Title I funds staff will receive on-going professional development aligned with the needs identified in the comprehensive needs assessment and the goals of the school improvement. Such as Thinking Maps to increase cognitive awareness and achievement in all students. In addition, Title I funds will pay for some staff members to be sent outside the district to attend workshops, and then present information at a monthly staff meeting or content area meetings.

School Improvement Plan

Kosciuszko School

6. Strategies to Increase Parental Involvement

Time is given to staff to plan monthly parental involvement activities and meetings through the general fund. Title I funds provide materials, speakers and or demonstrations, snacks, and payment to staff for Parent Content Nights which occurs 5-6 times per year.

7. Preschool Transition Strategies

N/A

8. Teacher Participation in Making Assessment Decisions

School improvement, content area, and professional learning community meetings are where assessment decisions are made is supported by the general fund. Title I funding is used to provide support programming, training and resources for supplemental services and materials that are identified in meetings to aid low achieving students.

9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

Supplemental Reading and Math classes, push-in services in reading and math by specialists, intervention programs (iLit, SuccessMaker, EdHelper and BrainPop) and a paraprofessional are funded by Title I to assist students that are having difficulty mastering the standards. Supplemental Science, push-in services by specialist and part-time social worker is funded by 31A. Identified at-risk students are given a staff member to act as a mentor is supported by general fund.

10. Coordination and Integration of Federal, State and Local Programs and Resources

General Fund: Professional Learning Communities, Differentiated Instruction, RTI, English Language Learner Sheltered Instruction, Sustained Silent Reading, Curriculum Calendar, and resources and basic supplies for classrooms.

Title I: Reading Specialist, Math Specialist, Restorative Practices Coordinator, Paraprofessional, iLit Reading Intervention Program, EdHelper Supplemental Program and Professional Development for Thinking Maps and SIOP: Professional developmental for student engagement strategies, building vocabulary activities and cognitive awareness.

31 A: At-Risk Science Specialist and Part-Time Social Worker

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Kosciuszko Middle School (KMS) will utilize funds from Title I, 31A, Grants and General Fund to ensure that a wide spectrum of support services are available to support the achievement of the school wide goals.

Additional support from the following program also provide supports:

Nutritional Programs:

Through the state and federal programming all students at KMS are provided with a free breakfast and lunch regardless of status. All food provided to students meets the MDE nutritional value requirements. (Grants)

School Improvement Plan

Kosciuszko School

Housing Programs:

Information regarding the McKinney-Vento Homeless Act is provided to all parents during registration and again at orientation. Literature is posted in the office with the district Homeless Liaison contact information visible. The Homeless liaison works with the community in providing resources to families in need. (General Fund, 31A)

Parental Involvement Programs:

Workshops and events are planned to educate and assist families of Hamtramck. The events cover a wide range of topics from academic support, student supports and technology/internet safety. These events are scheduled throughout the year with the input of the School Improvement Team. (Title I and General Fund)

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

The school evaluates the implementation of the school-wide program annually by looking at a variety of data. The data includes: student achievement data (state and local assessments) and perception data (student, teacher, and parent). The process of gathering and analyzing demographic, achievement, process, and perception data is led by our school improvement team. Data analysis is collected from NWEA scores and M-Step (when made available). The results of the testing are viewed collectively to evaluate the school wide program. Other items used to evaluate the school program are attendance, demographic and behavioral data, and evaluations from professional development, walk through and survey data from various stakeholders.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Since the school has not yet received the results of the state's annual assessments, the local assessment of NWEA was used to indicate academic achievement. M-STEP data will be used to evaluate once it becomes available. NWEA Reading and Math assessment scores were used to evaluate the school wide program. The evaluation determines the effectiveness of the school wide programs, revisions, eliminations and updates as needed to make a positive impact on achievement.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

The school determines whether the program has been effective by focusing on the students in the bottom 30%. These results are desegregated by grade, ethnicity and gender. Adjustments can then be made to the program to meet the needs of the students who are furthest from achieving the standards. Currently Math and Reading NWEA scores are being used. M-STEP scores will also be used once they become evaluated. Data will be analyzed for groups of students and individual students, and item analysis will be studied. The effectiveness of specific programs and interventions will be considered and discussed.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The process used to revise the plan begins by looking at student achievement data . The local assessment, NWEA, is used to determine if a student is on target or needs additional assistance. Many of the strategies within the plan are schoolwide, but there are programs in place (Title I) to address those in the bottom 30% for reading and Math. If revisions to the plan are needed, there are done so.

Content Area Goals 2015-2016

Overview

Plan Name

Content Area Goals 2015-2016

Plan Description

2015-2016

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Kosciuszko Middle School will increase their proficiency in Math.	Objectives: 1 Strategies: 2 Activities: 21	Academic	\$41653
2	All students at Kosciuszko Middle School will improve their behavior.	Objectives: 2 Strategies: 2 Activities: 10	Organizational	\$3100
3	All students at Kosciuszko Middle School will increase their proficiency in Science.	Objectives: 1 Strategies: 2 Activities: 21	Academic	\$21729
4	All Kosciuszko Middle School students will increase their proficiency in Reading.	Objectives: 1 Strategies: 2 Activities: 23	Academic	\$42640
5	All students at Kosciuszko Middle School will increase their proficiency in Social Studies.	Objectives: 1 Strategies: 2 Activities: 18	Academic	\$9650
6	All Kosciuszko Middle school students will increase their proficiency in Writing.	Objectives: 1 Strategies: 2 Activities: 20	Academic	\$16850

Goal 1: All students at Koscuiszko Middle School will increase their proficiency in Math.

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

Measurable Objective 1:

85% of Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in grade level Common Core standards in Mathematics by 06/17/2022 as measured by M-Step.

Strategy 1:

Differentiated Instruction - Teachers will implement Differentiated Instruction in order to implement the State Standards. Differentiated Instruction at KMS will include using Thinking Maps to differentiate by readiness, supporting students through Response to Intervention, supporting students through the integration of sheltered and resources classrooms, and specific professional development to implement specific instructional strategies.

Research Cited: Holzman, Stefanie. "Thinking Maps®: Strategy-Based Learning." *Aiming High* Jan. 2006: n. page 20 May 2013.

This article describes the impact of Thinking Maps on an urban school with a high population of English Language learners. According to this case study, Thinking Maps have been successful because of their ease of use by students and staff, the in all content areas and at all age levels, and the flexibility to used for data collect. Examples and descriptions of each map is described. Specific attention is paid to the usefulness for English Language Learners.

Hughes, C. & Dexter, D. (2011). Response to intervention: A research-based summary. *Theory Into Practice*, v50 n 1, p. 4-11.

The Response to Intervention process is being used to give high-quality interventions to students who need them. It relies on the tracking of student progress, fidelity of the classroom teacher, a high quality curriculum, and the integration of evidence based strategies to increase student achievement in the classroom.

Tomlinson, C.A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD. Chapter 7: Instructional Strategies that Support Differentiation.

Tomlinson shared her three decades of experience of helping teachers divide their time, resources, and efforts to effectively instruct many students of diverse backgrounds, readiness, skill levels, and interests. This chapter provides narratives about actual lessons and classrooms to assist teaches in differentiating their instruction.

Tomlinson, C.A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Alexandria, VA: ASCD. *How to Plan Lesson- Differentiate by Readiness* Chapter 8 pages 45-51.

This chapter provides additional sample lessons and activities designed to help teachers differentiate instruction based on readiness.

Weis, L. (2011). *The Effect of Thinking Maps on Students' Higher Order Thinking Skills*. Northridge: California State University.

School Improvement Plan

Kosciuszko School

This research paper discusses the impact on student achievement as measured by classroom assessments in an Advanced Placement Biology class. The effect of utilizing Thinking Maps as an instructional strategy is statistically relevant. Field notes were used to support the surveys and assessments conducted during the study.

Zemelman, S., Daniels, H., & Hyde, A. (2012). Best practice: Bringing standards to life in america's classrooms (4th ed.). Portsmouth, NH: Heinemann. The Importance of Best Practice Principles pg. 10-18.

This chapter addresses the importance that instruction should be student-centered, authentic, holistic, and appropriately developmental. Differentiated instruction allows for students to learn in the best way possible in accordance to what each student needs and wants. It is important for teacher to infuse student-driven curriculum by asking students what they want to learn and differentiating the curriculum in order to do so.

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use Thinking Maps as a differentiated instructional strategy. The 8 Thinking Maps will be used regularly to augment formative and summative assessments in the classroom to promote cognitive skills.	Direct Instruction	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All Building Staff

Activity - Thinking Maps Professional Development & Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Any new teachers will be trained to implement Thinking Maps. In addition follow up training for all teachers will be provided throughout the year to ensure consistent and correct use. A focus will be placed on writing across the curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$3000	Title I Schoolwide	All staff will be trained to implement Thinking Maps.

Activity - ELL Support & Sheltered Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will place students in classes that are best suited for their English language proficiency (general education, supplemental, sheltered, or newcomers) with teachers who are properly trained to meet content and language goals.	Academic Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	Building administrators and ELL teachers will ensure appropriate testing and placement of students.

Activity - SIOP & MABE Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Kosciuszko School

ELL, Sheltered, and Newcomer teachers will be properly trained in strategies to best meet the needs of English Language Learners. Opportunities may include workshops and conferences when available.	Professional Learning	Tier 2	Implement	09/08/2015	06/17/2016	\$625	Title I Schoolwide	Building administration will ensure access to all staff working with English Language Learners.
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Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement Tier 1 interventions (presenting information in multiple formats, gradual release of responsibility, modeling, multiple modes of output to check for understanding, etc.) in their classrooms daily. Title I teachers will implement Tier 2 interventions as needed. Daily Supplemental Classes and push-in classroom support. Tier 3 interventions (One-on-One Coaching) will be implemented by Title I teachers on an as-needed basis.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All staff will implement Tier 1 RTI strategies in their classrooms. Title I Teachers implement Tier 2 and Tier 3 Strategies.

Activity - Monitoring Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Administrator will review weekly lesson plans and conduct classroom walk throughs. Building Administrator will be looking to see that the content being taught is aligned to the State Standards, Thinking Maps are being used, students are being supported by the RTI program, and the integration of sheltered and resource classrooms.	Other	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	Building Administrator

Activity - BrainPOP Website Subscription	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have access to the BrainPOP website to supplement the existing curriculum. (Multi-year license purchased)	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Title I Schoolwide	All content area teachers

Activity - EdHelper Website Subscription	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Kosciuszko School

All teachers will have access to the EdHelper website to supplement the existing curriculum. (Multi-year license purchased)	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Title I Schoolwide	All classroom teachers
Activity - Discovery Education website	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have access to the Discovery Education website to supplement the existing curriculum.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All teachers
Activity - Success Maker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Success Maker program is designed for secondary students who are performing below grade level in math and reading. It is considered a Tier II and Tier III Intervention. This model is supported by the National Center for Education. It is based on the philosophy that an educational leader promotes the success of every student by advocating, nurturing, and sustaining a school that helps students progress rapidly. (3 year license purchased for math and reading)	Academic Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$25790	Title I Schoolwide	Title I teachers
Activity - Supplemental Math Benchmark Education VCL Series with Content Connections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will have access to the VCL Benchmark series to enhance the mathematics curriculum. Students will discover the usefulness of math in real life and will practice application of mathematical concepts utilizing the materials.	Materials	Tier 2	Implement	09/08/2015	06/17/2016	\$5800	Title I Schoolwide	Title I Math Teachers
Activity - Scholastic Magazine for Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I math teachers will have access to a Scholastic Magazine for Math subscription. The subscription will allow students to discover the practical uses for math in every day life.	Materials	Tier 2	Implement	09/08/2015	06/17/2016	\$413	Title I Schoolwide	Title I Math teachers
Activity - Success Maker Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained on how to use Success Maker	Professional Learning	Tier 1	Implement	09/08/2015	06/16/2016	\$2000	Title I Schoolwide	All teachers

Strategy 2:

Curriculum Design & Implementation - Teachers will develop and implement curriculum design in alignment with the state standards through the use of Backward Design, Cross-Curricular activities such as sustained silent reading and writing, Cross Curricular Projects in specific content areas, professional content area meetings

SY 2015-2016

Page 70

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School Improvement Plan

Kosciuszko School

and the development of a curriculum calendar.

Research Cited: Lake, K. (1994). Integrated Curriculum. School Improvement Research Series, VIII(16).

An integrated curriculum provides the learners with a unified view of commonly held knowledge while motivating and developing the student's power to bridge ideas between relationships. An interdisciplinary curriculum includes a combination of subjects, an emphasis on projects, sources that go beyond the textbook, relationships among concepts, and thematic units that focus on organizing principles.

Zemelman, S., Daniels, H., & Hyde, A. (2012). Best practice: Bringing standards to life in America's classrooms (4th ed.). Portsmouth, NH: Heinemann. Integrative Units: pages 68-71.

The authors advocate learning that is extended and coordinated to include content information that integrates cross-content exploration. Creating a truly integrated curriculum requires cooperation and the development of a scope and sequence document that would allow teacher to coordinate their efforts to include interdisciplinary content.

Tier: Tier 1

Activity - Backward Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Backward Design to plan and implement content curriculum. Teachers will identify learning goals, outline essential questions, create performance tasks, and determine evidence to validate student growth for each unit taught throughout the year.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All Teachers
Activity - Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will develop activities that utilize Writing across the Curriculum. Students will be required to do at least one writing activity per quarter in each content area. The topic will pertain to the current curriculum.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All Classroom Teachers
Activity - Cross Curricular Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop cross-curricular projects. The projects will include content areas that are common to both subject areas and focus on State Standards. Teachers will develop one cross-curricular project per year that may focus on areas such as measurement, data analysis, and weather and climate.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All Classroom Teachers
Activity - Content Area Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Kosciuszko School

All teachers will meet in their content areas once per quarter. Teachers will discuss the implementation and refinement of Thinking Maps. Teachers will reflect on how this strategy has been incorporated into their instruction. Teachers will also thoughtfully consider the success and/or areas of improvement for this strategy. Teachers will also plan extended learning activities and review curriculum as student data becomes available.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$4000	Title I Schoolwide	All Teachers
Activity - Curriculum Calendar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All building staff will develop a monthly curriculum calendar with a brief description of the content that will be taught. Teachers will utilize the calendar to plan cross-curricular activities that focus on State Standards in all content areas.	Policy and Process	Tier 1	Implement	09/08/2015	06/17/2016	\$25	General Fund	All teachers will submit monthly academic goals. Select staff will be responsible for updating Master Calendar.
Activity - Monitoring Curriculum Design & Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Administrator will review weekly lesson plans and conduct classroom walk throughs. Building Administrator will be looking to see that the content being taught is aligned to the state standards, cross curricular activities and projects are being done, and the curriculum calendar is being followed.	Other	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	Building Administrator
Activity - Curriculum Consultants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have access to curriculum consultants in order to improve classroom practices and enhance student growth.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All classroom teachers District Curriculum Director
Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the test results from the NWEA to measure student growth and tailor instruction to student needs.	Other	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All teachers

Goal 2: All students at Kosciuszko Middle School will improve their behavior.

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

Measurable Objective 1:

demonstrate a behavior The number of disciplinary referrals will decrease by 5% as measured by behavior incident reports based on 2014 data. by 06/12/2015 as measured by referrals to office: fights, disruptive behavior, number of suspension..

Strategy 1:

Restorative Practice Continuum - The restorative practices continuum is a five point continuum from the less formal daily use of affective statements and questions through small impromptu conferenes, circles and groups, and finally formal conferences set up by restorative practices coordinator.

Research Cited: Costello, Bob; Watchel, Joshua; Watchel, Ted. Restorative Practices Handbook. Bethlehem PA: International Institute of Restorative Practices, 2009.

Allowing students to better understand the impact of their behavior is more likely to influence their future behavior than the standard sanctions we use in schools.

Offending students realize how they have affected other people when they hear directly from those they have harmed. School authorities can ahieve this through a variety of means, randging informal restorative questions to a more formal circle or restorative conference. (pg 53)

Tier:

Activity - Bullying Task Force	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creating a task force with selected students to create a culture where the community looks upon bullying behavior and bystanders as negative. We want to create a culture of defenders.	Behavioral Support Program		Implement	09/08/2015	06/17/2016	\$1500	Title I Part A	RP coordinator, Administrator, Instructional Staff, Social Worker, Central Office

Activity - Full Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new staff members (who have not been trained) will participate in a 2-day training.	Professional Learning		Implement	09/08/2015	06/17/2016	\$500	Title I Part A	Restorative Practices Coordinator, Trainer of Trainers, Principal and Director of Federal Programs.

School Improvement Plan

Kosciuszko School

Activity - RP Refresher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Currently trained staff will be assessed on knowledge of Restorative Practices at the end of each school year to be determined if additional training is required.	Professional Learning		Implement	09/08/2015	06/17/2016	\$0	Title I Part A	Restorative Practices Coordinator, Trainer of Trainers, Principal and Director of Federal Programs.
Activity - Middle School to High School Transition Circles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Several groups of five to six high school girls meet with groups of middle school girls with similar backgrounds to discuss topics that ease anxiety before starting high school. Eighth grade students are given the opportunity to write anonymous questions prior to circle. Groups are based on commonalities. Topics Include: First day of school, getting lost, academic expectations, sex/relationships and extra curricular activities.	Recruitment and Retention		Implement	09/08/2015	06/17/2016	\$500	Title I Part A	RP Coordinator, Middle School and High School Administrators, HHS Circle Coordinator.
Activity - Elementary to Middle School Transition Circles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A group of 6 ethnically and academically diverse middle school students visit each self contained 6th grade elementary classrooms. Students meet in circle and have a two way discussion regarding the below topics: physical layout, schedules, lockers, safety, and bullying.	Recruitment and Retention		Implement	09/08/2015	06/17/2016	\$100	Title II Part A	RP Coordinators at Middle School and Elementary schools, Middle and Elementary school Principals.
Activity - Monitoring of Restorative Continuum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Kosciuszko School

Building Administrator and Restorative Practices Coordinator will conduct walk throughs focused on the "look fors" identified as the essential for the implementation of the Restorative Practices Continuum. "Look Fors" will include what the teachers and students will be doing in the classroom if Restorative Practices are fully implemented. Zangle and a school data base will be used to analyze disciplinary referrals and suspension to the office by the Restorative Practices Coordinator.	Monitor			10/01/2013	06/03/2014	\$0	Title I Part A	Building Principal and Restorative Practices Coordinator
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Measurable Objective 2:

demonstrate a behavior All students will increase their ability to identify and use Restorative Practice affective statements and affective questions by 10% by 06/01/2015 as measured by Restorative Practices Survey.

Strategy 1:

Use of Affective Statements and Questions - All teachers and students will increase their ability to identify and Restorative Practice affective statements and affective questions by 10% measured by the Restorative Practices survey.

Research Cited: Costello, Bob; Watchel, Joshua; Watchel, Ted. Restorative Circles In Schools. Bethlehem PA: International Institute of Restorative Practices, 2010. Research says: Affective statements are expressions of personal feelings. Instead of scolding a student a teacher identifies the behavior and expresses how it makes him or her feel. Affective statements help clarify boundaries, provide feedback, and build empathy. (p 12).

Costello, Bob; Watchel, Joshua; Watchel, Ted. Restorative Practices Handbook. Bethlehem PA: International Institute of Restorative Practices, 2009.

Research says: Affective questions help to elicit what a student is thinking and feeling and therefore many of their responses will be affective statements. There are other questions that can be asked to help students better understand the impact of behavior, both theirs and others (p. 19)

Tier:

Activity - Book Study: Restorative Practices Handbook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will read and discuss a specified section of restorative practices handbook monthly during teacher prep periods. At this time the staff will then be prepared to implement the next component of the strategy.	Professional Learning		Implement	09/08/2015	06/17/2016	\$0	Title I Part A	Restorative Practices Coordinator, teachers and principal

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

School Improvement Plan

Kosciuszko School

All new staff members (who have not been trained) will participate in a 2- day training.	Professional Learning		Implement	09/08/2015	06/17/2016	\$500	Title I Part A	Restorative Practices Coordinator, Trainer of Trainers, Principal and Director of Federal Programs.
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Activity - RP Refresher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Currently trained staff will be assessed on knowledge of Restorative Practices at the end of each school year to determine if additional training is required.	Professional Learning		Implement	09/08/2015	06/17/2016	\$0	Title I Part A	Restorative Practices Coordinator, Trainer of Trainers, Principals and Director of Federal Programs.

Activity - Monitoring of Restorative Continuum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Administrator and Restorative Practices Coordinator will conduct walk throughs focused on the "look fors" identified as the essential for the implementation of the Restorative Practices Continuum. "Look Fors" will include what the teachers and students will be doing in the classroom if Restorative Practices are fully implemented. Zangle and a school data base will be used to analyze disciplinary referrals and suspension to the office by the Restorative Practices Coordinator.	Walkthrough		Monitor	09/08/2015	06/17/2016	\$0	Title I Part A	Building Administrator and Restorative Practices Coordinator

Goal 3: All students at Kosciuszko Middle School will increase their proficiency in Science.

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

Measurable Objective 1:

85% of Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in grade level standards in Science by 06/12/2015 as measured by M-STEP.

Strategy 1:

Differentiated Instruction - Teachers will implement Differentiated Instruction in order to implement the Common Core State Standards. Differentiated Instruction at KMS will include using Thinking Maps to differentiate by readiness, supporting students through Response to Intervention, supporting students through the integration of sheltered and resources classrooms, and specific professional development to implement specific instructional strategies.

Research Cited: Holzman, Stefanie. "Thinking Maps®: Strategy-Based Learning." *Aiming High* Jan. 2006: n. page 20 May 2013.

This article describes the impact of Thinking Maps on an urban school with a high population of English Language learners. According to this case study, Thinking Maps have been successful because of their ease of use by students and staff, the in all content areas and at all age levels, and the flexibility to used for data collect. Examples and descriptions of each map is described. Specific attention is paid to the usefulness for English Language Learners.

Hughes, C. & Dexter, D. (2011). Response to intervention: A research-based summary. *Theory Into Practice*, v50 n 1, p. 4-11.

The Response to Intervention process is being used to give high-quality interventions to students who need them. It relies on the tracking of student progress, fidelity of the classroom teacher, a high quality curriculum, and the integration of evidence based strategies to increase student achievement in the classroom.

Tomlinson, C.A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD. Chapter 7: Instructional Strategies that Support Differentiation.

Tomlinson shared her three decades of experience of helping teachers divide their time, resources, and efforts to effectively instruct many students of diverse backgrounds, readiness, skill levels, and interests. This chapter provides narratives about actual lessons and classrooms to assist teaches in differentiating their instruction.

Tomlinson, C.A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Alexandria, VA: ASCD. *How to Plan Lesson- Differentiate by Readiness* Chapter 8 pages 45-51.

This chapter provides additional sample lessons and activities designed to help teachers differentiate instruction based on readiness.

Weis, L. (2011). *The Effect of Thinking Maps on Students' Higher Order Thinking Skills*. Northridge: California State University.

This research paper discusses the impact on student achievement as measured by classroom assessments in an Advanced Placement Biology class. The effect of utilizing Thinking Maps as an instructional strategy is statistically relevant. Field notes were used to support the surveys and assessments conducted during the study.

Zemelman, S., Daniels, H., & Hyde, A. (2012). *Best practice: Bringing standards to life in america's classrooms* (4th ed.). Portsmouth, NH: Heinemann. *The Importance of Best Practice Principles* pg. 10-18.

This chapter addresses the importance that instruction should be student-centered, authentic, holistic, and appropriately developmental. Differentiated instruction allows for students to learn in the best way possible in accordance to what each student needs and wants. It is important for teacher to infuse student-driven curriculum

School Improvement Plan

Kosciuszko School

by asking students what they want to learn and differentiating the curriculum in order to do so.

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement Thinking Maps as a differentiated instructional strategy. The 8 Thinking Maps will be used regularly to augment formative and summative assessments in the classroom to promote cognitive skills.	Direct Instruction	Tier 1	Implement	09/01/2013	06/17/2016	\$0	No Funding Required	All Building Staff

Activity - ELL Support & Sheltered Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will place students in classes best suited for their English language proficiency (general education, supplemental, sheltered, or newcomers) with teachers who are properly trained to meet content and language goals.	Academic Support Program	Tier 2	Implement	09/02/2013	06/17/2016	\$0	No Funding Required	Building administrators and ELL teachers will ensure appropriate testing and placement of students.

Activity - Thinking Maps Professional Development & Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained to implement Thinking Maps. In addition follow up training will be provided throughout the year (4 days with subs) to ensure consistent and correct use. Emphasis will be placed on writing across the curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$3000	Title I Schoolwide	All staff will be trained to implement Thinking Maps. Trained staff members will serve as in-house trainers for the program.

Activity - SIOP & MABE Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Kosciuszko School

ELL, Sheltered, and Newcomer teachers will be properly trained in strategies to best meet the needs of English Language Learners. Opportunities may include workshops and conferences when available.	Professional Learning	Tier 2	Implement	09/02/2013	06/17/2016	\$625	Title I Schoolwide	Building administration will ensure access to all staff working with English Language Learners.
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Activity - Response To Intervention (RTI)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement Tier 1 interventions (presenting information in multiple formats, gradual release of responsibility, modeling, multiple modes of output to check for understanding, etc.) in their classrooms daily. Title I teachers will implement Tier 2 interventions as needed. Daily Supplemental Classes and push-in classroom support. Tier 3 interventions (One-on-One Coaching) will be implemented by Title I teachers on an as-needed basis.	Academic Support Program	Tier 1	Implement	09/02/2013	06/17/2016	\$0	No Funding Required	All staff will implement Tier 1 RTI strategies in their classrooms. Title I Teachers implement Tier 2 and Tier 3 Strategies.

Activity - Monitoring Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Administrator will review weekly lesson plans and conduct classroom walk throughs. Building Administrator will be looking to see that the content being taught is aligned to the common core state standards, Thinking Maps are being used, students are being supported by the RTI program, and the integration of sheltered and resource classrooms.	Other	Tier 1	Monitor	09/02/2013	06/17/2016	\$0	No Funding Required	Building Administrator

Activity - BrainPOP Website Subscription	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have access to the BrainPOP website to supplement the existing curriculum. (Multi-year license purchased)	Academic Support Program	Tier 1	Implement	09/02/2013	06/17/2016	\$0	Title I Schoolwide	All classroom teachers

Activity - EdHelper Website Subscription	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Kosciuszko School

All teachers will have access to the EdHelper website to supplement the existing curriculum. (Multi-year license purchased)	Academic Support Program	Tier 1	Implement	09/02/2013	06/17/2016	\$0	Title I Schoolwide	All classroom teachers
Activity - Discovery Education Website Subscription	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have access to the Discovery Education website to supplement the existing curriculum.	Academic Support Program	Tier 1	Implement	09/02/2013	06/17/2016	\$0	No Funding Required	All classroom teachers
Activity - Success Maker Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained on how to use Success Maker	Professional Learning	Tier 1	Implement	09/08/2015	06/16/2016	\$2000	Title I Schoolwide	All teachers
Activity - Success Maker Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained on how to use Success Maker	Professional Learning	Tier 1	Implement	09/08/2015	06/16/2016	\$2000	Title I Schoolwide	All teachers

Strategy 2:

Curriculum Design & Implementation - Teachers will develop and implement curriculum design in alignment with the common core state standards through the use of Backward Design, Cross-Curricular activities such as sustained silent reading and writing, Cross Curricular Projects in specific content areas, professional content area meetings and the development of a curriculum calendar.

Research Cited: Lake, K. (1994). Integrated Curriculum. School Improvement Research Series, VIII(16).

An integrated curriculum provides the learners with a unified view of commonly held knowledge while motivating and developing the student's power to bridge ideas between relationships. An interdisciplinary curriculum includes a combination of subjects, an emphasis on projects, sources that go beyond the textbook, relationships among concepts, and thematic units that focus on organizing principles.

Zemelman, S., Daniels, H., & Hyde, A. (2012). Best practice: Bringing standards to life in America's classrooms (4th ed.). Portsmouth, NH: Heinemann. Integrative Units: pages 68-71.

The authors advocate learning that is extended and coordinated to include content information that integrates cross-content exploration. Creating a truly integrated curriculum requires cooperation and the development of a scope and sequence document that would allow teacher to coordinate their efforts to include interdisciplinary content.

Tier:

School Improvement Plan

Kosciuszko School

Activity - Backward Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Backward Design to plan and implement content curriculum. Teachers will identify learning goals, outline essential questions, create performance tasks, and determine evidence to validate student growth for each unit taught throughout the year.	Curriculum Development	Tier 1	Implement	09/02/2013	06/17/2016	\$0	No Funding Required	All Classroom Teachers
Activity - Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will develop activities that utilize Writing across the Curriculum. Students will be required to do at least one writing activity per quarter in each content area. The topic will pertain to the current curriculum.	Curriculum Development	Tier 1	Implement	09/02/2013	06/17/2016	\$0	No Funding Required	All Classroom Teachers
Activity - Cross Curricular Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will develop cross-curricular projects. The projects will include content areas that are common to both subject areas and focus on Common Core Standards. Teachers will develop one cross-curricular project per year that may focus on areas such as measurement, data analysis, and weather and climate.	Curriculum Development	Tier 1	Implement	09/02/2013	06/17/2016	\$0	No Funding Required	All Classroom Teachers
Activity - Content Area Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will meet in their content areas once per quarter. Teachers will discuss the implementation and refinement of Thinking Maps. Teachers will reflect on how this strategy has been incorporated into their instruction. Teachers will also thoughtfully consider the success and/or areas of improvement for this strategy. Teachers will also plan extended learning activities and review curriculum as student data becomes available.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$4000	Title I Schoolwide	All Teachers
Activity - Curriculum Calendar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Kosciuszko School

All building staff will develop a monthly curriculum calendar with a brief description of the content that will be taught. Teachers will utilize the calendar to plan cross-curricular activities that focus on Common Core Standards in all content areas.	Policy and Process	Tier 1	Implement	09/02/2013	06/17/2016	\$25	General Fund	All teachers will submit monthly academic goals. Select staff will be responsible for updating Master Calendar.
Activity - Monitoring Curriculum & Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Administrator will review weekly lesson plans and conduct classroom walk throughs. Building Administrator will be looking to see that the content being taught is aligned to the common core state standards, cross curricular activities and projects are being done, and the curriculum calendar is being followed.	Other	Tier 1	Monitor	09/02/2013	06/17/2016	\$0	No Funding Required	Building Administrator
Activity - Curriculum Consultants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have access to curriculum consultants in order to improve classroom practices and enhance student growth.	Professional Learning	Tier 1	Implement	09/02/2013	06/17/2016	\$0	No Funding Required	All classroom teachers District Curriculum Director
Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the test results from the NWEA to measure student growth and tailor instruction to student needs.	Other	Tier 1	Implement	09/03/2013	06/17/2016	\$0	No Funding Required	All teachers
Activity - Interactive Science Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interactive Science Curriculum materials will be utilized in Co-taught & ELL classes to increase the achievement of KMS' lowest performing sub-groups. Students will have access to online support and curriculum guidance.	Supplemental Materials	Tier 1	Getting Ready	09/02/2014	06/17/2016	\$9079	Title I Schoolwide	ELL, Special Education, & Co-Taught classes

School Improvement Plan

Kosciuszko School

Activity - Interactive Science Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental materials will be purchased to allow students to participate in hands-on learning experiences	Materials	Tier 1	Getting Ready	09/02/2014	06/17/2016	\$1000	Title I Schoolwide	ELL, Special Education & Co-Taught Teachers

Goal 4: All Kosciuszko Middle School students will increase their proficiency in Reading.

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

Measurable Objective 1:

85% of 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 grade level Common Core Standards in English Language Arts by 06/17/2022 as measured by the M-STEP.

Strategy 1:

Differentiated Instruction - Teachers will implement Differentiated Instruction in order to implement the Common Core State Standards. Differentiated Instruction at KMS will include using Thinking Maps to differentiate by readiness, supporting students through Response to Intervention, supporting students through the integration of sheltered and resources classrooms, and specific professional development to implement specific instructional strategies.

Research Cited: Holzman, Stefanie. "Thinking Maps®: Strategy-Based Learning." Aiming High Jan. 2006: n. page 20 May 2013.

This article describes the impact of Thinking Maps on an urban school with a high population of English Language learners. According to this case study, Thinking Maps have been successful because of their ease of use by students and staff, the in all content areas and at all age levels, and the flexibility to used for data collect. Examples and descriptions of each map is described. Specific attention is paid to the usefulness for English Language Learners.

Hughes, C. & Dexter, D. (2011). Response to intervention: A research-based summary. Theory Into Practice, v50 n 1, p. 4-11.

The Response to Intervention process is being used to give high-quality interventions to students who need them. It relies on the tracking of student progress, fidelity of the classroom teacher, a high quality curriculum, and the integration of evidence based strategies to increase student achievement in the classroom.

Tomlinson, C.A. (1999). The differentiated classroom: Responding to the needs of all learners. Alexandria, VA: ASCD. Chapter 7: Instructional Strategies that Support Differentiation.

Tomlinson shared her three decades of experience of helping teachers divide their time, resources, and efforts to effectively instruct many students of diverse backgrounds, readiness, skill levels, and interests. This chapter provides narratives about actual lessons and classrooms to assist teaches in differentiating their

School Improvement Plan

Kosciuszko School

instruction.

Tomlinson, C.A. (2001). How to differentiate instruction in mixed-ability classrooms (2nd ed.). Alexandria, VA: ASCD. How to Plan Lesson- Differentiate by Readiness Chapter 8 pages 45-51.

This chapter provides additional sample lessons and activities designed to help teachers differentiate instruction based on readiness.

Weis, L. (2011). The Effect of Thinking Maps on Students' Higher Order Thinking Skills . Northridge: California State University.

This research paper discusses the impact on student achievement as measured by classroom assessments in an Advanced Placement Biology class. The effect of utilizing Thinking Maps as an instructional strategy is statistically relevant. Field notes were used to support the surveys and assessments conducted during the study.

Zemelman, S., Daniels, H., & Hyde, A. (2012). Best practice: Bringing standards to life in america's classrooms (4th ed.). Portsmouth, NH: Heinemann. The Importance of Best Practice Principles pg. 10-18.

This chapter addresses the importance that instruction should be student-centered, authentic, holistic, and appropriately developmental. Differentiated instruction allows for students to learn in the best way possible in accordance to what each student needs and wants. It is important for teacher to infuse student-driven curriculum by asking students what they want to learn and differentiating the curriculum in order to do so.

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement Thinking Maps as a differentiated instructional strategy. The 8 Thinking Maps will be used regularly to augment formative and summative assessments in the classroom to promote cognitive skills.	Direct Instruction	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All Building Staff

Activity - Thinking Maps Professional Development & Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Kosciuszko School

All teachers will be trained to implement Thinking Maps. In addition follow up training will be provided throughout the year (4 days with subs) to ensure consistent and correct use. Emphasis will be placed on writing across the curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$3000	Title I Schoolwide	All staff will be trained to implement Thinking Maps. Trained staff members will serve as in-house trainers for the program.
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Activity - ELL Support & Sheltered Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will place students in classes best suited for their English language proficiency (general education, supplemental, sheltered, or newcomers) with teachers who are properly trained to meet content and language goals.	Academic Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	Building administrators and ELL teachers will ensure appropriate testing and placement of students.

Activity - SIOP & MABE Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SIOP Professional Development ELL, Sheltered, and Newcomer teachers will be properly trained in strategies to best meet the needs of English Language Learners. Opportunities may include workshops and conferences when available.	Professional Learning	Tier 2	Implement	09/08/2015	06/17/2016	\$625	Title I Schoolwide	Building administration will ensure access to all staff working with English Language Learners.

Activity - Response To Intervention (RTI)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Kosciuszko School

All teachers will implement Tier 1 interventions (presenting information in multiple formats, gradual release of responsibility, modeling, multiple modes of output to check for understanding, etc.) in their classrooms daily. Title I teachers will implement Tier 2 interventions as needed. Daily Supplemental Classes and push-in classroom support. Tier 3 interventions (One-on-One Coaching) will be implemented by Title I teachers on an as-needed basis.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All staff will implement Tier 1 RTI strategies in their classrooms . Title I Teachers implement Tier 2 and Tier 3 Strategies.
Activity - Monitoring Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Administrator will review weekly lesson plans and conduct classroom walk throughs. Building Administrator will be looking to see that the content being taught is aligned to the common core state standards, Thinking Maps are being used, students are being supported by the RTI program, and the integration of sheltered and resource classrooms.	Other	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	Building Administrator
Activity - BrainPOP Website Subscription	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have access to the BrainPOP website to supplement the existing curriculum. (Multi-year license purchased)	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Title I Schoolwide	All classroom teachers
Activity - EdHelper Website Subscription	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have access to the EdHelper website to supplement the existing curriculum. (Multi-year license purchased)	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Title I Schoolwide	All classroom teachers
Activity - Discovery Education Website Subscription	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have access to the Discovery Education website to supplement the existing curriculum.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All classroom teachers
Activity - iLit Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Kosciuszko School

Special Education and ELA teachers will utilize the iLit program on the iPads to improve reading comprehension. iLit is a literacy instructional model that allows students to use technology effectively. It creates a classroom that provides the teacher with the ability to monitor student engagement and progress using technology. All work is completed by the students on their iPads. Teachers respond electronically to students individually. Students will receive ninety minutes of ELA instruction per day. There will be two eighth grade classes this year that will take part in this program of instruction.	Academic Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$7200	Title I Schoolwide	ELA and Special Education Teachers
Activity - The Ramp-Up Literacy Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Ramp-Up literacy program is designed for secondary students who are reading below grade level. It is considered a Tier II and Tier III Intervention. Research shows that comprehension and making connections with text has improved for all students. This model is supported by the National Center for Education and the Economy's (NCEE) Ramp Up to Advanced Literacy Program. It is based on the philosophy that an educational leader promotes the success of every student by advocating, nurturing, and sustaining a school that helps students progress rapidly.	Academic Support Program	Tier 2	Getting Ready	09/03/2013	06/12/2015	\$0	No Funding Required	ELA and Title I reading teachers
Activity - Lexia	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers of Language Arts will use Lexia to increase phonemic awareness as part of a whole language approach. The program is computer based.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/17/2016	\$0	No Funding Required	Special education teachers of language arts
Activity - Success Maker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Success Maker program is designed for secondary students who are performing below grade level in math. It is considered a Tier II and Tier III Intervention. This model is supported by the National Center for Education. It is based on the philosophy that an educational leader promotes the success of every student by advocating, nurturing, and sustaining a school that helps students progress rapidly. (3 year license purchased). This program will become part of the ninety minute ELA block. Students in both seventh and eighth grade language arts classes will use this program twenty minutes a day.	Academic Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$25790	Title I Schoolwide	ELA teachers and Title I Teachers

School Improvement Plan

Kosciuszko School

Activity - MobyMax	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I ELA teachers will utilize Moby Max to enhance student achievement. The Moby Max program is able to teach students up to three times as fast as other curricula by finding missing skills, teaching those skills via targeted instruction, practicing those skills, and implementing a review cycle.	Academic Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$0	Title I Schoolwide	Title I ELA Staff
Activity - Success Maker Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained on how to use Success Maker	Professional Learning	Tier 1	Implement	09/08/2015	06/16/2016	\$2000	Title I Schoolwide	All teachers

Strategy 2:

Curriculum Design & Implementation - Teachers will develop and implement curriculum design in alignment with the common core state standards through the use of Backward Design, Cross-Curricular activities such as sustained silent reading and writing, Cross Curricular Projects in specific content areas, professional content area meetings and the development of a curriculum calendar.

Research Cited: Lake, K. (1994). Integrated Curriculum. School Improvement Research Series, VIII(16).

An integrated curriculum provides the learners with a unified view of commonly held knowledge while motivating and developing the student's power to bridge ideas between relationships. An interdisciplinary curriculum includes a combination of subjects, an emphasis on projects, sources that go beyond the textbook, relationships among concepts, and thematic units that focus on organizing principles.

Zemelman, S., Daniels, H., & Hyde, A. (2012). Best practice: Bringing standards to life in America's classrooms (4th ed.). Portsmouth, NH: Heinemann. Integrative Units: pages 68-71.

The authors advocate learning that is extended and coordinated to include content information that integrates cross-content exploration. Creating a truly integrated curriculum requires cooperation and the development of a scope and sequence document that would allow teacher to coordinate their efforts to include interdisciplinary content.

Tier: Tier 1

Activity - Backward Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Backward Design to plan and implement content curriculum. Teachers will identify learning goals, outline essential questions, create performance tasks, and determine evidence to validate student growth for each unit taught throughout the year.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All Teachers

School Improvement Plan

Kosciuszko School

Activity - Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will develop activities that utilize Writing across the Curriculum. Students will be required to do at least one writing activity per quarter in each content area. The topic will pertain to the current curriculum.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All Classroom Teachers
Activity - Cross Curricular Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will develop cross-curricular projects. The projects will include content areas that are common to both subject areas and focus on Common Core Standards. Teachers will develop one cross-curricular project per year.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All Classroom Teachers
Activity - Content Area Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will meet in their content areas once per quarter. Teachers will discuss the implementation and refinement of Thinking Maps. Teachers will reflect on how this strategy has been incorporated into their instruction. Teachers will also thoughtfully consider the success and/or areas of improvement for this strategy. Teachers will also plan extended learning activities and review curriculum as student data becomes available.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$4000	Title I Schoolwide	All Teachers
Activity - Curriculum Calendar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All building staff will develop a monthly curriculum calendar with a brief description of the content that will be taught. Teachers will utilize the calendar to plan cross-curricular activities that focus on Common Core Standards in all content areas.	Policy and Process	Tier 1	Implement	09/08/2015	06/17/2016	\$25	General Fund	All teachers will submit monthly academic goals. Select staff will be responsible for updating Master Calendar
Activity - Monitoring Curriculum Design & Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Kosciuszko School

Building Administrator will review weekly lesson plans and conduct classroom walk throughs. Building Administrator will be looking to see that the content being taught is aligned to the common core state standards, cross curricular activities and projects are being done, and the curriculum calendar is being followed.	Other	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	Building Administrator
Activity - Curriculum Consultants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have access to curriculum consultants in order to improve classroom practices and enhance student growth.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All classroom teachers District Curriculum Director
Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the test results from the NWEA to measure student growth and tailor instruction to student needs.	Other	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All teachers

Goal 5: All students at Kosciuszko Middle School will increase their proficiency in Social Studies.

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

Measurable Objective 1:

85% of Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in grade level standards in Social Studies by 06/17/2022 as measured by M-STEP.

Strategy 1:

Differentiated Instruction - Teachers will implement Differentiated Instruction in order to implement the Common Core State Standards. Differentiated Instruction at KMS will include using Thinking Maps to differentiate by readiness, supporting students through Response to Intervention, supporting students through the integration of sheltered and resources classrooms, and specific professional development to implement specific instructional strategies.

Research Cited: Holzman, Stefanie. "Thinking Maps®: Strategy-Based Learning." Aiming High Jan. 2006: n. page 20 May 2013.

This article describes the impact of Thinking Maps on an urban school with a high population of English Language learners. According to this case study, Thinking Maps have been successful because of their ease of use by students and staff, the in all content areas and at all age levels, and the flexibility to used for data collect. Examples and descriptions of each map is described. Specific attention is paid to the usefulness for English Language Learners.

Hughes, C. & Dexter, D. (2011). Response to intervention: A research-based summary. Theory Into Practice, v50 n 1, p. 4-11.

School Improvement Plan

Kosciuszko School

The Response to Intervention process is being used to give high-quality interventions to students who need them. It relies on the tracking of student progress, fidelity of the classroom teacher, a high quality curriculum, and the integration of evidence based strategies to increase student achievement in the classroom.

Tomlinson, C.A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD. Chapter 7: Instructional Strategies that Support Differentiation.

Tomlinson shared her three decades of experience of helping teachers divide their time, resources, and efforts to effectively instruct many students of diverse backgrounds, readiness, skill levels, and interests. This chapter provides narratives about actual lessons and classrooms to assist teachers in differentiating their instruction.

Tomlinson, C.A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Alexandria, VA: ASCD. *How to Plan Lesson- Differentiate by Readiness* Chapter 8 pages 45-51.

This chapter provides additional sample lessons and activities designed to help teachers differentiate instruction based on readiness.

Weis, L. (2011). *The Effect of Thinking Maps on Students' Higher Order Thinking Skills*. Northridge: California State University.

This research paper discusses the impact on student achievement as measured by classroom assessments in an Advanced Placement Biology class. The effect of utilizing Thinking Maps as an instructional strategy is statistically relevant. Field notes were used to support the surveys and assessments conducted during the study.

Zemelman, S., Daniels, H., & Hyde, A. (2012). *Best practice: Bringing standards to life in america's classrooms* (4th ed.). Portsmouth, NH: Heinemann. *The Importance of Best Practice Principles* pg. 10-18.

This chapter addresses the importance that instruction should be student-centered, authentic, holistic, and appropriately developmental. Differentiated instruction allows for students to learn in the best way possible in accordance to what each student needs and wants. It is important for teacher to infuse student-driven curriculum by asking students what they want to learn and differentiating the curriculum in order to do so.

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement Thinking Maps as a differentiated instructional strategy. The 8 Thinking Maps will be used regularly to augment formative and summative assessments in the classroom to promote cognitive skills.	Direct Instruction	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All Building Staff

Activity - Thinking Maps Professional Development & Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Kosciuszko School

All teachers will be trained to implement Thinking Maps. In addition follow up training will be provided throughout the year (4 days with subs) to ensure consistent and correct use. Emphasis will be placed on writing across the curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$3000	Title I Schoolwide	All staff will be trained to implement Thinking Maps. Trained staff members will serve as in-house trainers for the program.
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Activity - ELL Support & Sheltered Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will place students in classes best suited for their English language proficiency (general education, supplemental, sheltered, or newcomers) with teachers who are properly trained to meet content and language goals.	Academic Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	Building administrators and ELL teachers will ensure appropriate testing and placement of students.

Activity - SIOP & MABE Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL, Sheltered, and Newcomer teachers will be properly trained in strategies to best meet the needs of English Language Learners. Opportunities may include workshops and conferences when available.	Professional Learning	Tier 2	Implement	09/08/2015	06/17/2016	\$625	Title I Schoolwide	Building administration will ensure access to all staff working with English Language Learners.

Activity - Response To Intervention (RTI)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Kosciuszko School

All teachers will implement Tier 1 interventions (presenting information in multiple formats, gradual release of responsibility, modeling, multiple modes of output to check for understanding, etc.) in their classrooms daily. Title I teachers will implement Tier 2 interventions as needed. Daily Supplemental Classes and push-in classroom support. Tier 3 interventions (One-on-One Coaching) will be implemented by Title I teachers on an as-needed basis.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All staff will implement Tier 1 RTI strategies in their classrooms . Title I Teachers implement Tier 2 and Tier 3 Strategies.
Activity - Monitoring Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Administrator will review weekly lesson plans and conduct classroom walk throughs. Building Administrator will be looking to see that the content being taught is aligned to the common core state standards, Thinking Maps are being used, students are being supported by the RTI program, and the integration of sheltered and resource classrooms.	Other	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	Building Administrator
Activity - BrainPOP Website Subscription	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have access to the BrainPOP website to supplement the existing curriculum. (Multi-year license purchased)	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Title I Schoolwide	All classroom teachers
Activity - EdHelper Website Subscription	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have access to the EdHelper website to supplement the existing curriculum. (Multi-year license purchased)	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Title I Schoolwide	All classroom teachers
Activity - Discovery Education Website Subscription	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have access to the Discovery Education website to supplement the existing curriculum.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All classroom teachers
Activity - Success Maker Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Kosciuszko School

All teachers will be trained on how to use Success Maker	Professional Learning	Tier 1	Implement	09/08/2015	06/16/2016	\$2000	Title I Schoolwide	All teachers
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Strategy 2:

Curriculum Design & Implementation - Teachers will develop and implement curriculum design in alignment with the common core state standards through the use of Backward Design, Cross-Curricular activities such as sustained silent reading and writing, Cross Curricular Projects in specific content areas, professional content area meetings and the development of a curriculum calendar.

Research Cited: Lake, K. (1994). Integrated Curriculum. School Improvement Research Series, VIII(16).

An integrated curriculum provides the learners with a unified view of commonly held knowledge while motivating and developing the student's power to bridge ideas between relationships. An interdisciplinary curriculum includes a combination of subjects, an emphasis on projects, sources that go beyond the textbook, relationships among concepts, and thematic units that focus on organizing principles.

Zemelman, S., Daniels, H., & Hyde, A. (2012). Best practice: Bringing standards to life in America's classrooms (4th ed.). Portsmouth, NH: Heinemann. Integrative Units: pages 68-71.

The authors advocate learning that is extended and coordinated to include content information that integrates cross-content exploration. Creating a truly integrated curriculum requires cooperation and the development of a scope and sequence document that would allow teacher to coordinate their efforts to include interdisciplinary content.

Tier: Tier 1

Activity - Backward Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Backward Design to plan and implement content curriculum. Teachers will identify learning goals, outline essential questions, create performance tasks, and determine evidence to validate student growth for each unit taught throughout the year.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All Teachers

Activity - Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will develop activities that utilize Writing across the Curriculum. Students will be required to do at least one writing activity per quarter in each content area. The topic will pertain to the current curriculum.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All Classroom Teachers

Activity - Cross Curricular Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Kosciuszko School

All teachers will develop cross-curricular projects. The projects will include content areas that are common to both subject areas and focus on Common Core Standards. Teachers will develop one cross-curricular project per year.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All Classroom Teachers
Activity - Content Area Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will meet in their content areas once per quarter. Teachers will discuss the implementation and refinement of Thinking Maps. Teachers will reflect on how these strategies have been incorporated into their instruction. Teachers will also thoughtfully consider the success and/or areas of improvement for this strategy. Teachers will also plan extended learning activities and review curriculum as student data becomes available.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$4000	Title I Schoolwide	All Teachers
Activity - Curriculum Calendar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All building staff will develop a monthly curriculum calendar with a brief description of the content that will be taught. Teachers will utilize the calendar to plan cross-curricular activities that focus on Common Core Standards in all content areas.	Policy and Process	Tier 1	Implement	09/08/2015	06/17/2016	\$25	General Fund	All teachers will submit monthly academic goals. Select staff will be responsible for updating Master Calendar.
Activity - Monitoring Curriculum Design & Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Administrator will review weekly lesson plans and conduct classroom walk throughs. Building Administrator will be looking to see that the content being taught is aligned to the common core state standards, cross curricular activities and projects are being done, and the curriculum calendar is being followed.	Other	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	Building Administrator
Activity - Curriculum Consultants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Kosciuszko School

All teachers will have access to curriculum consultants in order to improve classroom practices and enhance student growth.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All classroom teachers District Curriculum Director
Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the test results from the NWEA to make changes to the curriculum.	Other	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	All teachers

Goal 6: All Kosciuszko Middle school students will increase their proficiency in Writing.

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

Measurable Objective 1:

85% of 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 grade level Common Core Standards in English Language Arts by 06/17/2022 as measured by the M-STEP.

Strategy 1:

Differentiated Instruction - Teachers will implement Differentiated Instruction in order to implement the Common Core State Standards. Differentiated Instruction at KMS will include using Thinking Maps to differentiate by readiness, supporting students through Response to Intervention, supporting students through the integration of sheltered and resources classrooms, and specific professional development to implement specific instructional strategies.

Research Cited: Holzman, Stefanie. "Thinking Maps®: Strategy-Based Learning." Aiming High Jan. 2006: n. page 20 May 2013.

This article describes the impact of Thinking Maps on an urban school with a high population of English Language learners. According to this case study, Thinking Maps have been successful because of their ease of use by students and staff, the in all content areas and at all age levels, and the flexibility to used for data collect. Examples and descriptions of each map is described. Specific attention is paid to the usefulness for English Language Learners.

Hughes, C. & Dexter, D. (2011). Response to intervention: A research-based summary. Theory Into Practice, v50 n 1, p. 4-11.

The Response to Intervention process is being used to give high-quality interventions to students who need them. It relies on the tracking of student progress, fidelity of the classroom teacher, a high quality curriculum, and the integration of evidence based strategies to increase student achievement in the classroom.

Tomlinson, C.A. (1999). The differentiated classroom: Responding to the needs of all learners. Alexandria, VA: ASCD. Chapter 7: Instructional Strategies that Support Differentiation.

School Improvement Plan

Kosciuszko School

Tomlinson shared her three decades of experience of helping teachers divide their time, resources, and efforts to effectively instruct many students of diverse backgrounds, readiness, skill levels, and interests. This chapter provides narratives about actual lessons and classrooms to assist teachers in differentiating their instruction.

Tomlinson, C.A. (2001). How to differentiate instruction in mixed-ability classrooms (2nd ed.). Alexandria, VA: ASCD. How to Plan Lesson- Differentiate by Readiness Chapter 8 pages 45-51.

This chapter provides additional sample lessons and activities designed to help teachers differentiate instruction based on readiness.

Weis, L. (2011). The Effect of Thinking Maps on Students' Higher Order Thinking Skills . Northridge: California State University.

This research paper discusses the impact on student achievement as measured by classroom assessments in an Advanced Placement Biology class. The effect of utilizing Thinking Maps as an instructional strategy is statistically relevant. Field notes were used to support the surveys and assessments conducted during the study.

Zemelman, S., Daniels, H., & Hyde, A. (2012). Best practice: Bringing standards to life in america's classrooms (4th ed.). Portsmouth, NH: Heinemann. The Importance of Best Practice Principles pg. 10-18.

This chapter addresses the importance that instruction should be student-centered, authentic, holistic, and appropriately developmental. Differentiated instruction allows for students to learn in the best way possible in accordance to what each student needs and wants. It is important for teacher to infuse student-driven curriculum by asking students what they want to learn and differentiating the curriculum in order to do so.

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement Thinking Maps as a differentiated instructional strategy. The 8 Thinking Maps will be used regularly to augment formative and summative assessments in the classroom to promote cognitive skills.	Direct Instruction	Tier 1	Implement	09/02/2013	06/17/2016	\$0	No Funding Required	All Building Staff
Activity - Thinking Maps Professional Development & Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Kosciuszko School

All teachers will be trained to implement Thinking Maps. In addition follow up training will be provided throughout the year (4 days with subs) to ensure consistent and correct use. Emphasis will be placed on writing across the curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$3000	Title I Schoolwide	All staff will be trained to implement Thinking Maps. Trained staff members will serve as in-house trainers for the program.
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Activity - ELL Support & Sheltered Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will place students in classes best suited for their English language proficiency (general education, supplemental, sheltered, or newcomers) with teachers who are properly trained to meet content and language goals.	Academic Support Program	Tier 2	Implement	09/02/2013	06/17/2016	\$0	No Funding Required	Building administrators and ELL teachers will ensure appropriate testing and placement of students.

Activity - SIOP & MABE Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SIOP Professional Development ELL, Sheltered, and Newcomer teachers will be properly trained in strategies to best meet the needs of English Language Learners. Opportunities may include workshops and conferences when available.	Professional Learning	Tier 2	Implement	09/02/2013	06/17/2016	\$625	Title I Schoolwide	Building administration will ensure access to all staff working with English Language Learners.

Activity - Response To Intervention (RTI)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Kosciuszko School

All teachers will implement Tier 1 interventions (presenting information in multiple formats, gradual release of responsibility, modeling, multiple modes of output to check for understanding, etc.) in their classrooms daily. Title I teachers will implement Tier 2 interventions as needed. Daily Supplemental Classes and push-in classroom support. Tier 3 interventions (One-on-One Coaching) will be implemented by Title I teachers on an as-needed basis.	Academic Support Program	Tier 1	Implement	09/02/2013	06/17/2016	\$0	No Funding Required	All staff will implement Tier 1 RTI strategies in their classrooms . Title I teachers will implement Tier 2 and Tier 3 Strategies.
Activity - Monitoring Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Administrator will review weekly lesson plans and conduct classroom walk throughs. Building Administrator will be looking to see that the content being taught is aligned to the common core state standards, Thinking Maps are being used, students are being supported by the RTI program, and the integration of sheltered and resource classrooms.	Other	Tier 1	Monitor	09/02/2013	06/17/2016	\$0	No Funding Required	Building Administrator
Activity - BrainPOP Website Subscription	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have access to the BrainPOP website to supplement the existing curriculum. (Multi-year license purchased)	Academic Support Program	Tier 1	Implement	09/02/2013	06/17/2016	\$0	Title I Schoolwide	All classroom teachers
Activity - EdHelper Website Subscription	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have access to EdHelper website to supplement the existing curriculum.	Academic Support Program	Tier 1	Implement	09/02/2013	06/17/2016	\$0	No Funding Required	All classroom teachers
Activity - Discovery Education Website Subscription	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have access to the Discovery Education website to supplement the existing curriculum.	Academic Support Program	Tier 1	Implement	09/02/2013	06/17/2016	\$0	No Funding Required	All classroom teachers
Activity - iLit Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Kosciuszko School

Special Education and ELA teachers will utilize the iLit program on the iPads to improve reading comprehension. iLit is a literacy instructional model that allows students to use technology effectively. It creates a classroom that provides the teacher with the ability to monitor student engagement and progress using technology. All work is completed by the students on their iPads. Teachers respond electronically to students individually. This program will be implemented in two eighth grade ELA classes. The class will meet for ninety minutes a day.	Academic Support Program	Tier 2	Implement	09/02/2013	06/17/2016	\$7200	Title I Schoolwide	ELA and Special Education Teachers
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Activity - The Ramp-Up Literacy Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Ramp-Up literacy program is designed for secondary students who are reading below grade level. It is considered a Tier II and Tier III Intervention. Research shows that comprehension and making connections with text has improved for all students. This model is supported by the National Center for Education and the Economy's (NCEE) Ramp Up to Advanced Literacy Program. It is based on the philosophy that an educational leader promotes the success of every student by advocating, nurturing, and sustaining a school that helps students progress rapidly.	Academic Support Program	Tier 2	Getting Ready	09/02/2013	06/17/2016	\$0	Other	ELA and Title I reading teachers

Activity - Success Maker Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained on how to use Success Maker	Professional Learning	Tier 1	Implement	09/08/2015	06/16/2016	\$2000	Title I Schoolwide	All teachers

Strategy 2:

Curriculum Design and Implementation - Teachers will develop and implement curriculum design in alignment with the common core state standards through the use of Backward Design, Cross-Curricular activities such as sustained silent reading and writing, Cross Curricular Projects in specific content areas, professional content area meetings and the development of a curriculum calendar.

Research Cited: Lake, K. (1994). Integrated Curriculum. School Improvement Research Series, VIII(16).

An integrated curriculum provides the learners with a unified view of commonly held knowledge while motivating and developing the student's power to bridge ideas between relationships. An interdisciplinary curriculum includes a combination of subjects, an emphasis on projects, sources that go beyond the textbook, relationships among concepts, and thematic units that focus on organizing principles.

Zemelman, S., Daniels, H., & Hyde, A. (2012). Best practice: Bringing standards to life in America's classrooms (4th ed.). Portsmouth, NH: Heinemann. Integrative Units: pages 68-71.

The authors advocate learning that is extended and coordinated to include content information that integrates cross-content exploration. Creating a truly integrated

School Improvement Plan

Kosciuszko School

curriculum requires cooperation and the development of a scope and sequence document that would allow teacher to coordinate their efforts to include interdisciplinary content.

Tier: Tier 1

Activity - Backward Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Backward Design to plan and implement content curriculum. Teachers will identify learning goals, outline essential questions, create performance tasks, and determine evidence to validate student growth for each unit taught throughout the year.	Curriculum Development	Tier 1	Implement	09/02/2013	06/17/2016	\$0	No Funding Required	All teachers
Activity - Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will develop cross-curricular projects. The projects will include content areas that are common to both subject areas and focus on Common Core Standards. Teachers will develop one cross-curricular project per year.	Curriculum Development	Tier 1	Implement	09/02/2013	06/17/2016	\$0	No Funding Required	All classroom teachers
Activity - Cross Curricular Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will develop cross-curricular projects. The projects will include content areas that are common to both subject areas and focus on Common Core Standards. Teachers will develop one cross-curricular project per year.	Curriculum Development	Tier 1	Implement	09/02/2013	06/17/2016	\$0	No Funding Required	All classroom teachers
Activity - Content Area Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will meet in their content areas once per quarter. Teachers will discuss the implementation and refinement of Thinking Maps. Teachers will reflect on how this strategy has been incorporated into their instruction. Teachers will also thoughtfully consider the success and/or areas of improvement for this strategy. Teachers will also plan extended learning activities and review curriculum as student data becomes available.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$4000	Title I Schoolwide	All teachers
Activity - Curriculum Calendar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Kosciuszko School

All building staff will develop a monthly curriculum calendar with a brief description of the content that will be taught. Teachers will utilize the calendar to plan cross-curricular activities that focus on Common Core Standards in all content areas.	Policy and Process	Tier 1	Implement	09/02/2013	06/17/2016	\$25	General Fund	All teachers will submit monthly academic goals. Select staff will be responsible for updating Mater Calendar.
Activity - Monitoring Curriculum Design & Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Administrator will review weekly lesson plans and conduct classroom walk throughs. Building Administrator will be looking to see that the content being taught is aligned to the common core state standards, cross curricular activities and projects are being done, and the curriculum calendar is being followed.	Other	Tier 1	Monitor	09/02/2013	06/17/2016	\$0	No Funding Required	Building Administrator
Activity - Curriculum Consultants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have access to curriculum consultants in order to improve classroom practices and enhance student growth.	Professional Learning	Tier 1	Implement	09/02/2013	06/17/2016	\$0	No Funding Required	All classroom teachers and District Curriculum Director
Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the test results from the NWEA to measure student growth and tailor instruction to student needs.	Other	Tier 1	Implement	09/03/2013	06/17/2016	\$0	Other	All teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
The Ramp-Up Literacy Program	The Ramp-Up literacy program is designed for secondary students who are reading below grade level. It is considered a Tier II and Tier III Intervention. Research shows that comprehension and making connections with text has improved for all students. This model is supported by the National Center for Education and the Economy's (NCEE) Ramp Up to Advanced Literacy Program. It is based on the philosophy that an educational leader promotes the success of every student by advocating, nurturing, and sustaining a school that helps students progress rapidly.	Academic Support Program	Tier 2	Getting Ready	09/02/2013	06/17/2016	\$0	ELA and Title I reading teachers
NWEA	Teachers will use the test results from the NWEA to measure student growth and tailor instruction to student needs.	Other	Tier 1	Implement	09/03/2013	06/17/2016	\$0	All teachers

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP & MABE Professional Development	ELL, Sheltered, and Newcomer teachers will be properly trained in strategies to best meet the needs of English Language Learners. Opportunities may include workshops and conferences when available.	Professional Learning	Tier 2	Implement	09/02/2013	06/17/2016	\$625	Building administration will ensure access to all staff working with English Language Learners.
EdHelper Website Subscription	All teachers will have access to the EdHelper website to supplement the existing curriculum. (Multi-year license purchased)	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All classroom teachers

School Improvement Plan

Kosciuszko School

SIOP & MABE Professional Development	ELL, Sheltered, and Newcomer teachers will be properly trained in strategies to best meet the needs of English Language Learners. Opportunities may include workshops and conferences when available.	Professional Learning	Tier 2	Implement	09/08/2015	06/17/2016	\$625	Building administration will ensure access to all staff working with English Language Learners.
BrainPOP Website Subscription	All teachers will have access to the BrainPOP website to supplement the existing curriculum. (Multi-year license purchased)	Academic Support Program	Tier 1	Implement	09/02/2013	06/17/2016	\$0	All classroom teachers
Success Maker Professional Development	All teachers will be trained on how to use Success Maker	Professional Learning	Tier 1	Implement	09/08/2015	06/16/2016	\$2000	All teachers
Thinking Maps Professional Development & Materials	All teachers will be trained to implement Thinking Maps. In addition follow up training will be provided throughout the year (4 days with subs) to ensure consistent and correct use. Emphasis will be placed on writing across the curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$3000	All staff will be trained to implement Thinking Maps. Trained staff members will serve as in-house trainers for the program.
Success Maker Professional Development	All teachers will be trained on how to use Success Maker	Professional Learning	Tier 1	Implement	09/08/2015	06/16/2016	\$2000	All teachers
MobyMax	Title I ELA teachers will utilize Moby Max to enhance student achievement. The Moby Max program is able to teach students up to three times as fast as other curricula by finding missing skills, teaching those skills via targeted instruction, practicing those skills, and implementing a review cycle.	Academic Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$0	Title I ELA Staff
Supplemental Math Benchmark Education VCL Series with Content Connections	Math teachers will have access to the VCL Benchmark series to enhance the mathematics curriculum. Students will discover the usefulness of math in real life and will practice application of mathematical concepts utilizing the materials.	Materials	Tier 2	Implement	09/08/2015	06/17/2016	\$5800	Title I Math Teachers
BrainPOP Website Subscription	All teachers will have access to the BrainPOP website to supplement the existing curriculum. (Multi-year license purchased)	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All classroom teachers

School Improvement Plan

Kosciuszko School

SIOP & MABE Professional Development	ELL, Sheltered, and Newcomer teachers will be properly trained in strategies to best meet the needs of English Language Learners. Opportunities may include workshops and conferences when available.	Professional Learning	Tier 2	Implement	09/08/2015	06/17/2016	\$625	Building administration will ensure access to all staff working with English Language Learners.
Thinking Maps Professional Development & Materials	All teachers will be trained to implement Thinking Maps. In addition follow up training will be provided throughout the year (4 days with subs) to ensure consistent and correct use. Emphasis will be placed on writing across the curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$3000	All staff will be trained to implement Thinking Maps. Trained staff members will serve as in-house trainers for the program.
Scholastic Magazine for Math	Title I math teachers will have access to a Scholastic Magazine for Math subscription. The subscription will allow students to discover the practical uses for math in every day life.	Materials	Tier 2	Implement	09/08/2015	06/17/2016	\$413	Title I Math teachers
Interactive Science Materials	Supplemental materials will be purchased to allow students to participate in hands-on learning experiences	Materials	Tier 1	Getting Ready	09/02/2014	06/17/2016	\$1000	ELL, Special Education & Co-Taught Teachers
BrainPOP Website Subscription	All teachers will have access to the BrainPOP website to supplement the existing curriculum. (Multi-year license purchased)	Academic Support Program	Tier 1	Implement	09/02/2013	06/17/2016	\$0	All classroom teachers
Success Maker Professional Development	All teachers will be trained on how to use Success Maker	Professional Learning	Tier 1	Implement	09/08/2015	06/16/2016	\$2000	All teachers

School Improvement Plan

Kosciuszko School

Success Maker	The Success Maker program is designed for secondary students who are performing below grade level in math and reading. It is considered a Tier II and Tier III Intervention. This model is supported by the National Center for Education. It is based on the philosophy that an educational leader promotes the success of every student by advocating, nurturing, and sustaining a school that helps students progress rapidly. (3 year license purchased for math and reading)	Academic Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$25790	Title I teachers
Thinking Maps Professional Development & Materials	Any new teachers will be trained to implement Thinking Maps. In addition follow up training for all teachers will be provided throughout the year to ensure consistent and correct use. A focus will be placed on writing across the curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$3000	All staff will be trained to implement Thinking Maps.
Interactive Science Curriculum	Interactive Science Curriculum materials will be utilized in Co-taught & ELL classes to increase the achievement of KMS' lowest performing sub-groups. Students will have access to online support and curriculum guidance.	Supplemental Materials	Tier 1	Getting Ready	09/02/2014	06/17/2016	\$9079	ELL, Special Education, & Co-Taught classes
iLit Program	Special Education and ELA teachers will utilize the iLit program on the iPads to improve reading comprehension. iLit is a literacy instructional model that allows students to use technology effectively. It creates a classroom that provides the teacher with the ability to monitor student engagement and progress using technology. All work is completed by the students on their iPads. Teachers respond electronically to students individually. This program will be implemented in two eighth grade ELA classes. The class will meet for ninety minutes a day.	Academic Support Program	Tier 2	Implement	09/02/2013	06/17/2016	\$7200	ELA and Special Education Teachers
Content Area Meetings	All teachers will meet in their content areas once per quarter. Teachers will discuss the implementation and refinement of Thinking Maps. Teachers will reflect on how these strategies have been incorporated into their instruction. Teachers will also thoughtfully consider the success and/or areas of improvement for this strategy. Teachers will also plan extended learning activities and review curriculum as student data becomes available.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$4000	All Teachers

School Improvement Plan

Kosciuszko School

Content Area Meetings	All teachers will meet in their content areas once per quarter. Teachers will discuss the implementation and refinement of Thinking Maps. Teachers will reflect on how this strategy has been incorporated into their instruction. Teachers will also thoughtfully consider the success and/or areas of improvement for this strategy. Teachers will also plan extended learning activities and review curriculum as student data becomes available.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$4000	All Teachers
Success Maker Professional Development	All teachers will be trained on how to use Success Maker	Professional Learning	Tier 1	Implement	09/08/2015	06/16/2016	\$2000	All teachers
Success Maker Professional Development	All teachers will be trained on how to use Success Maker	Professional Learning	Tier 1	Implement	09/08/2015	06/16/2016	\$2000	All teachers
Content Area Meetings	All teachers will meet in their content areas once per quarter. Teachers will discuss the implementation and refinement of Thinking Maps. Teachers will reflect on how this strategy has been incorporated into their instruction. Teachers will also thoughtfully consider the success and/or areas of improvement for this strategy. Teachers will also plan extended learning activities and review curriculum as student data becomes available.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$4000	All teachers
Thinking Maps Professional Development & Materials	All teachers will be trained to implement Thinking Maps. In addition follow up training will be provided throughout the year (4 days with subs) to ensure consistent and correct use. Emphasis will be placed on writing across the curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$3000	All staff will be trained to implement Thinking Maps. Trained staff members will serve as in-house trainers for the program.

School Improvement Plan

Kosciuszko School

iLit Program	Special Education and ELA teachers will utilize the iLit program on the iPads to improve reading comprehension. iLit is a literacy instructional model that allows students to use technology effectively. It creates a classroom that provides the teacher with the ability to monitor student engagement and progress using technology. All work is completed by the students on their iPads. Teachers respond electronically to students individually. Students will receive ninety minutes of ELA instruction per day. There will be two eighth grade classes this year that will take part in this program of instruction.	Academic Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$7200	ELA and Special Education Teachers
Content Area Meetings	All teachers will meet in their content areas once per quarter. Teachers will discuss the implementation and refinement of Thinking Maps. Teachers will reflect on how this strategy has been incorporated into their instruction. Teachers will also thoughtfully consider the success and/or areas of improvement for this strategy. Teachers will also plan extended learning activities and review curriculum as student data becomes available.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$4000	All Teachers
EdHelper Website Subscription	All teachers will have access to the EdHelper website to supplement the existing curriculum. (Multi-year license purchased)	Academic Support Program	Tier 1	Implement	09/02/2013	06/17/2016	\$0	All classroom teachers
EdHelper Website Subscription	All teachers will have access to the EdHelper website to supplement the existing curriculum. (Multi-year license purchased)	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All classroom teachers
SIOP & MABE Professional Development	SIOP Professional Development ELL, Sheltered, and Newcomer teachers will be properly trained in strategies to best meet the needs of English Language Learners. Opportunities may include workshops and conferences when available.	Professional Learning	Tier 2	Implement	09/08/2015	06/17/2016	\$625	Building administration will ensure access to all staff working with English Language Learners.
BrainPOP Website Subscription	All teachers will have access to the BrainPOP website to supplement the existing curriculum. (Multi-year license purchased)	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All classroom teachers
EdHelper Website Subscription	All teachers will have access to the EdHelper website to supplement the existing curriculum. (Multi-year license purchased)	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All classroom teachers
Success Maker Professional Development	All teachers will be trained on how to use Success Maker	Professional Learning	Tier 1	Implement	09/08/2015	06/16/2016	\$2000	All teachers

School Improvement Plan

Kosciuszko School

SIOP & MABE Professional Development	SIOP Professional Development ELL, Sheltered, and Newcomer teachers will be properly trained in strategies to best meet the needs of English Language Learners. Opportunities may include workshops and conferences when available.	Professional Learning	Tier 2	Implement	09/02/2013	06/17/2016	\$625	Building administration will ensure access to all staff working with English Language Learners.
Success Maker	The Success Maker program is designed for secondary students who are performing below grade level in math. It is considered a Tier II and Tier III Intervention. This model is supported by the National Center for Education. It is based on the philosophy that an educational leader promotes the success of every student by advocating, nurturing, and sustaining a school that helps students progress rapidly. (3 year license purchased). This program will become part of the ninety minute ELA block. Students in both seventh and eighth grade language arts classes will use this program twenty minutes a day.	Academic Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$25790	ELA teachers and Title I Teachers
Thinking Maps Professional Development & Materials	All teachers will be trained to implement Thinking Maps. In addition follow up training will be provided throughout the year (4 days with subs) to ensure consistent and correct use. Emphasis will be placed on writing across the curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$3000	All staff will be trained to implement Thinking Maps. Trained staff members will serve as in-house trainers for the program.
Content Area Meetings	All teachers will meet in their content areas once per quarter. Teachers will discuss the implementation and refinement of Thinking Maps. Teachers will reflect on how this strategy has been incorporated into their instruction. Teachers will also thoughtfully consider the success and/or areas of improvement for this strategy. Teachers will also plan extended learning activities and review curriculum as student data becomes available.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$4000	All Teachers
BrainPOP Website Subscription	All teachers will have access to the BrainPOP website to supplement the existing curriculum. (Multi-year license purchased)	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All content area teachers

School Improvement Plan

Kosciuszko School

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring of Restorative Continuum	Building Administrator and Restorative Practices Coordinator will conduct walk throughs focused on the "look fors" identified as the essential for the implementation of the Restorative Practices Continuum. "Look Fors" will include what the teachers and students will be doing in the classroom if Restorative Practices are fully implemented. Zangle and a school data base will be used to analyze disciplinary referrals and suspension to the office by the Restorative Practices Coordinator.	Walkthrough		Monitor	09/08/2015	06/17/2016	\$0	Building Administrator and Restorative Practices Coordinator
Bullying Task Force	Creating a task force with selected students to create a culture where the community looks upon bullying behavior and bystanders as negative. We want to create a culture of defenders.	Behavioral Support Program		Implement	09/08/2015	06/17/2016	\$1500	RP coordinator, Administrator, Instructional Staff, Social Worker, Central Office
Full Training	All new staff members (who have not been trained) will participate in a 2-day training.	Professional Learning		Implement	09/08/2015	06/17/2016	\$500	Restorative Practices Coordinator, Trainer of Trainers, Principal and Director of Federal Programs.
Full Training	All new staff members (who have not been trained) will participate in a 2- day training.	Professional Learning		Implement	09/08/2015	06/17/2016	\$500	Restorative Practices Coordinator, Trainer of Trainers, Principal and Director of Federal Programs.

School Improvement Plan

Kosciuszko School

RP Refresher	Currently trained staff will be assessed on knowledge of Restorative Practices at the end of each school year to be determined if additional training is required.	Professional Learning		Implement	09/08/2015	06/17/2016	\$0	Restorative Practices Coordinator, Trainer of Trainers, Principal and Director of Federal Programs.
Monitoring of Restorative Continuum	Building Administrator and Restorative Practices Coordinator will conduct walk throughs focused on the "look fors" identified as the essential for the implementation of the Restorative Practices Continuum. "Look Fors" will include what the teachers and students will be doing in the classroom if Restorative Practices are fully implemented. Zangle and a school data base will be used to analyze disciplinary referrals and suspension to the office by the Restorative Practices Coordinator.	Monitor			10/01/2013	06/03/2014	\$0	Building Principal and Restorative Practices Coordinator
RP Refresher	Currently trained staff will be assessed on knowledge of Restorative Practices at the end of each school year to determine if additional training is required.	Professional Learning		Implement	09/08/2015	06/17/2016	\$0	Restorative Practices Coordinator, Trainer of Trainers, Principals and Director of Federal Programs.
Book Study: Restorative Practices Handbook	Staff will read and discuss a specified section of restorative practices handbook monthly during teacher prep periods. At this time the staff will then be prepared to implement the next component of the strategy.	Professional Learning		Implement	09/08/2015	06/17/2016	\$0	Restorative Practices Coordinator, teachers and principal
Middle School to High School Transition Circles	Several groups of five to six high school girls meet with groups of middle school girls with similar backgrounds to discuss topics that ease anxiety before starting high school. Eighth grade students are given the opportunity to write anonymous questions prior to circle. Groups are based on commonalities. Topics Include: First day of school, getting lost, academic expectations, sex/relationships and extra curricular activities.	Recruitment and Retention		Implement	09/08/2015	06/17/2016	\$500	RP Coordinator, Middle School and High School Administrators, HHS Circle Coordinator.

School Improvement Plan

Kosciuszko School

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Calendar	All building staff will develop a monthly curriculum calendar with a brief description of the content that will be taught. Teachers will utilize the calendar to plan cross-curricular activities that focus on Common Core Standards in all content areas.	Policy and Process	Tier 1	Implement	09/08/2015	06/17/2016	\$25	All teachers will submit monthly academic goals. Select staff will be responsible for updating Master Calendar.
Curriculum Calendar	All building staff will develop a monthly curriculum calendar with a brief description of the content that will be taught. Teachers will utilize the calendar to plan cross-curricular activities that focus on Common Core Standards in all content areas.	Policy and Process	Tier 1	Implement	09/02/2013	06/17/2016	\$25	All teachers will submit monthly academic goals. Select staff will be responsible for updating Mater Calendar.
Curriculum Calendar	All building staff will develop a monthly curriculum calendar with a brief description of the content that will be taught. Teachers will utilize the calendar to plan cross-curricular activities that focus on Common Core Standards in all content areas.	Policy and Process	Tier 1	Implement	09/08/2015	06/17/2016	\$25	All teachers will submit monthly academic goals. Select staff will be responsible for updating Master Calendar
Curriculum Calendar	All building staff will develop a monthly curriculum calendar with a brief description of the content that will be taught. Teachers will utilize the calendar to plan cross-curricular activities that focus on State Standards in all content areas.	Policy and Process	Tier 1	Implement	09/08/2015	06/17/2016	\$25	All teachers will submit monthly academic goals. Select staff will be responsible for updating Master Calendar.

School Improvement Plan

Kosciuszko School

Curriculum Calendar	All building staff will develop a monthly curriculum calendar with a brief description of the content that will be taught. Teachers will utilize the calendar to plan cross-curricular activities that focus on Common Core Standards in all content areas.	Policy and Process	Tier 1	Implement	09/02/2013	06/17/2016	\$25	All teachers will submit monthly academic goals. Select staff will be responsible for updating Master Calendar.
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Consultants	All teachers will have access to curriculum consultants in order to improve classroom practices and enhance student growth.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All classroom teachers District Curriculum Director
Discovery Education Website Subscription	All teachers will have access to the Discovery Education website to supplement the existing curriculum.	Academic Support Program	Tier 1	Implement	09/02/2013	06/17/2016	\$0	All classroom teachers
NWEA	Teachers will use the test results from the NWEA to measure student growth and tailor instruction to student needs.	Other	Tier 1	Implement	09/03/2013	06/17/2016	\$0	All teachers
Monitoring Differentiated Instruction	Building Administrator will review weekly lesson plans and conduct classroom walk throughs. Building Administrator will be looking to see that the content being taught is aligned to the State Standards, Thinking Maps are being used, students are being supported by the RTI program, and the integration of sheltered and resource classrooms.	Other	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	Building Administrator
ELL Support & Sheltered Classes	Teachers will place students in classes that are best suited for their English language proficiency (general education, supplemental, sheltered, or newcomers) with teachers who are properly trained to meet content and language goals.	Academic Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$0	Building administrators and ELL teachers will ensure appropriate testing and placement of students.

School Improvement Plan

Kosciuszko School

Thinking Maps	All teachers will implement Thinking Maps as a differentiated instructional strategy. The 8 Thinking Maps will be used regularly to augment formative and summative assessments in the classroom to promote cognitive skills.	Direct Instruction	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All Building Staff
NWEA	Teachers will use the test results from the NWEA to make changes to the curriculum.	Other	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All teachers
Backward Design	Teachers will utilize Backward Design to plan and implement content curriculum. Teachers will identify learning goals, outline essential questions, create performance tasks, and determine evidence to validate student growth for each unit taught throughout the year.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All Teachers
Cross Curricular Projects	All teachers will develop cross-curricular projects. The projects will include content areas that are common to both subject areas and focus on Common Core Standards. Teachers will develop one cross-curricular project per year that may focus on areas such as measurement, data analysis, and weather and climate.	Curriculum Development	Tier 1	Implement	09/02/2013	06/17/2016	\$0	All Classroom Teachers
Cross Curricular Projects	All teachers will develop cross-curricular projects. The projects will include content areas that are common to both subject areas and focus on Common Core Standards. Teachers will develop one cross-curricular project per year.	Curriculum Development	Tier 1	Implement	09/02/2013	06/17/2016	\$0	All classroom teachers
Discovery Education website	All teachers will have access to the Discovery Education website to supplement the existing curriculum.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All teachers
The Ramp-Up Literacy Program	The Ramp-Up literacy program is designed for secondary students who are reading below grade level. It is considered a Tier II and Tier III Intervention. Research shows that comprehension and making connections with text has improved for all students. This model is supported by the National Center for Education and the Economy's (NCEE) Ramp Up to Advanced Literacy Program. It is based on the philosophy that an educational leader promotes the success of every student by advocating, nurturing, and sustaining a school that helps students progress rapidly.	Academic Support Program	Tier 2	Getting Ready	09/03/2013	06/12/2015	\$0	ELA and Title I reading teachers
Discovery Education Website Subscription	All teachers will have access to the Discovery Education website to supplement the existing curriculum.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All classroom teachers
Curriculum Consultants	All teachers will have access to curriculum consultants in order to improve classroom practices and enhance student growth.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All classroom teachers District Curriculum Director

School Improvement Plan

Kosciuszko School

Response to Intervention	All teachers will implement Tier 1 interventions (presenting information in multiple formats, gradual release of responsibility, modeling, multiple modes of output to check for understanding, etc.) in their classrooms daily. Title I teachers will implement Tier 2 interventions as needed. Daily Supplemental Classes and push-in classroom support. Tier 3 interventions (One-on-One Coaching) will be implemented by Title I teachers on an as-needed basis.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All staff will implement Tier 1 RTI strategies in their classrooms . Title I Teachers implement Tier 2 and Tier 3 Strategies.
Cross Curricular Projects	All teachers will develop cross-curricular projects. The projects will include content areas that are common to both subject areas and focus on Common Core Standards. Teachers will develop one cross-curricular project per year.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All Classroom Teachers
Writing Across the Curriculum	All teachers will develop cross-curricular projects. The projects will include content areas that are common to both subject areas and focus on Common Core Standards. Teachers will develop one cross-curricular project per year.	Curriculum Development	Tier 1	Implement	09/02/2013	06/17/2016	\$0	All classroom teachers
Discovery Education Website Subscription	All teachers will have access to the Discovery Education website to supplement the existing curriculum.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All classroom teachers
Monitoring Curriculum Design & Implementation	Building Administrator will review weekly lesson plans and conduct classroom walk throughs. Building Administrator will be looking to see that the content being taught is aligned to the common core state standards, cross curricular activities and projects are being done, and the curriculum calendar is being followed.	Other	Tier 1	Monitor	09/02/2013	06/17/2016	\$0	Building Administrator
Cross Curricular Projects	All teachers will develop cross-curricular projects. The projects will include content areas that are common to both subject areas and focus on Common Core Standards. Teachers will develop one cross-curricular project per year.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All Classroom Teachers
Monitoring Differentiated Instruction	Building Administrator will review weekly lesson plans and conduct classroom walk throughs. Building Administrator will be looking to see that the content being taught is aligned to the common core state standards, Thinking Maps are being used, students are being supported by the RTI program, and the integration of sheltered and resource classrooms.	Other	Tier 1	Monitor	09/02/2013	06/17/2016	\$0	Building Administrator
Thinking Maps	All teachers will implement Thinking Maps as a differentiated instructional strategy. The 8 Thinking Maps will be used regularly to augment formative and summative assessments in the classroom to promote cognitive skills.	Direct Instruction	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All Building Staff

School Improvement Plan

Kosciuszko School

Backward Design	Teachers will utilize Backward Design to plan and implement content curriculum. Teachers will identify learning goals, outline essential questions, create performance tasks, and determine evidence to validate student growth for each unit taught throughout the year.	Curriculum Development	Tier 1	Implement	09/02/2013	06/17/2016	\$0	All Classroom Teachers
Thinking Maps	All teachers will implement Thinking Maps as a differentiated instructional strategy. The 8 Thinking Maps will be used regularly to augment formative and summative assessments in the classroom to promote cognitive skills.	Direct Instruction	Tier 1	Implement	09/01/2013	06/17/2016	\$0	All Building Staff
Writing Across the Curriculum	All teachers will develop activities that utilize Writing across the Curriculum. Students will be required to do at least one writing activity per quarter in each content area. The topic will pertain to the current curriculum.	Curriculum Development	Tier 1	Implement	09/02/2013	06/17/2016	\$0	All Classroom Teachers
Response To Intervention (RTI)	All teachers will implement Tier 1 interventions (presenting information in multiple formats, gradual release of responsibility, modeling, multiple modes of output to check for understanding, etc.) in their classrooms daily. Title I teachers will implement Tier 2 interventions as needed. Daily Supplemental Classes and push-in classroom support. Tier 3 interventions (One-on-One Coaching) will be implemented by Title I teachers on an as-needed basis.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All staff will implement Tier 1 RTI strategies in their classrooms . Title I Teachers implement Tier 2 and Tier 3 Strategies.
Thinking Maps	All teachers will implement Thinking Maps as a differentiated instructional strategy. The 8 Thinking Maps will be used regularly to augment formative and summative assessments in the classroom to promote cognitive skills.	Direct Instruction	Tier 1	Implement	09/02/2013	06/17/2016	\$0	All Building Staff
Monitoring Curriculum Design & Implementation	Building Administrator will review weekly lesson plans and conduct classroom walk throughs. Building Administrator will be looking to see that the content being taught is aligned to the common core state standards, cross curricular activities and projects are being done, and the curriculum calendar is being followed.	Other	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	Building Administrator
Monitoring Curriculum & Design	Building Administrator will review weekly lesson plans and conduct classroom walk throughs. Building Administrator will be looking to see that the content being taught is aligned to the common core state standards, cross curricular activities and projects are being done, and the curriculum calendar is being followed.	Other	Tier 1	Monitor	09/02/2013	06/17/2016	\$0	Building Administrator
NWEA	Teachers will use the test results from the NWEA to measure student growth and tailor instruction to student needs.	Other	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All teachers

School Improvement Plan

Kosciuszko School

ELL Support & Sheltered Classes	Teachers will place students in classes best suited for their English language proficiency (general education, supplemental, sheltered, or newcomers) with teachers who are properly trained to meet content and language goals.	Academic Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$0	Building administrators and ELL teachers will ensure appropriate testing and placement of students.
Discovery Education Website Subscription	All teachers will have access to the Discovery Education website to supplement the existing curriculum.	Academic Support Program	Tier 1	Implement	09/02/2013	06/17/2016	\$0	All classroom teachers
EdHelper Website Subscription	All teachers will have access to EdHelper website to supplement the existing curriculum.	Academic Support Program	Tier 1	Implement	09/02/2013	06/17/2016	\$0	All classroom teachers
Writing Across the Curriculum	All teachers will develop activities that utilize Writing across the Curriculum. Students will be required to do at least one writing activity per quarter in each content area. The topic will pertain to the current curriculum.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All Classroom Teachers
Response To Intervention (RTI)	All teachers will implement Tier 1 interventions (presenting information in multiple formats, gradual release of responsibility, modeling, multiple modes of output to check for understanding, etc.) in their classrooms daily. Title I teachers will implement Tier 2 interventions as needed. Daily Supplemental Classes and push-in classroom support. Tier 3 interventions (One-on-One Coaching) will be implemented by Title I teachers on an as-needed basis.	Academic Support Program	Tier 1	Implement	09/02/2013	06/17/2016	\$0	All staff will implement Tier 1 RTI strategies in their classrooms . Title I teachers will implement Tier 2 and Tier 3 Strategies.
Response To Intervention (RTI)	All teachers will implement Tier 1 interventions (presenting information in multiple formats, gradual release of responsibility, modeling, multiple modes of output to check for understanding, etc.) in their classrooms daily. Title I teachers will implement Tier 2 interventions as needed. Daily Supplemental Classes and push-in classroom support. Tier 3 interventions (One-on-One Coaching) will be implemented by Title I teachers on an as-needed basis.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All staff will implement Tier 1 RTI strategies in their classrooms . Title I Teachers implement Tier 2 and Tier 3 Strategies.

School Improvement Plan

Kosciuszko School

Curriculum Consultants	All teachers will have access to curriculum consultants in order to improve classroom practices and enhance student growth.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All classroom teachers District Curriculum Director
Monitoring Differentiated Instruction	Building Administrator will review weekly lesson plans and conduct classroom walk throughs. Building Administrator will be looking to see that the content being taught is aligned to the common core state standards, Thinking Maps are being used, students are being supported by the RTI program, and the integration of sheltered and resource classrooms.	Other	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	Building Administrator
Monitoring Differentiated Instruction	Building Administrator will review weekly lesson plans and conduct classroom walk throughs. Building Administrator will be looking to see that the content being taught is aligned to the common core state standards, Thinking Maps are being used, students are being supported by the RTI program, and the integration of sheltered and resource classrooms.	Other	Tier 1	Monitor	09/02/2013	06/17/2016	\$0	Building Administrator
Curriculum Consultants	All teachers will have access to curriculum consultants in order to improve classroom practices and enhance student growth.	Professional Learning	Tier 1	Implement	09/02/2013	06/17/2016	\$0	All classroom teachers and District Curriculum Director
Monitoring Curriculum Design & Implementation	Building Administrator will review weekly lesson plans and conduct classroom walk throughs. Building Administrator will be looking to see that the content being taught is aligned to the state standards, cross curricular activities and projects are being done, and the curriculum calendar is being followed.	Other	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	Building Administrator
Backward Design	Teachers will utilize Backward Design to plan and implement content curriculum. Teachers will identify learning goals, outline essential questions, create performance tasks, and determine evidence to validate student growth for each unit taught throughout the year.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All Teachers

School Improvement Plan

Kosciuszko School

ELL Support & Sheltered Classes	Teachers will place students in classes best suited for their English language proficiency (general education, supplemental, sheltered, or newcomers) with teachers who are properly trained to meet content and language goals.	Academic Support Program	Tier 2	Implement	09/02/2013	06/17/2016	\$0	Building administrators and ELL teachers will ensure appropriate testing and placement of students.
Cross Curricular Projects	Teachers will develop cross-curricular projects. The projects will include content areas that are common to both subject areas and focus on State Standards. Teachers will develop one cross-curricular project per year that may focus on areas such as measurement, data analysis, and weather and climate.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All Classroom Teachers
Writing Across the Curriculum	All teachers will develop activities that utilize Writing across the Curriculum. Students will be required to do at least one writing activity per quarter in each content area. The topic will pertain to the current curriculum.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All Classroom Teachers
Backward Design	Teachers will utilize Backward Design to plan and implement content curriculum. Teachers will identify learning goals, outline essential questions, create performance tasks, and determine evidence to validate student growth for each unit taught throughout the year.	Curriculum Development	Tier 1	Implement	09/02/2013	06/17/2016	\$0	All teachers
Monitoring Differentiated Instruction	Building Administrator will review weekly lesson plans and conduct classroom walk throughs. Building Administrator will be looking to see that the content being taught is aligned to the common core state standards, Thinking Maps are being used, students are being supported by the RTI program, and the integration of sheltered and resource classrooms.	Other	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	Building Administrator
ELL Support & Sheltered Classes	Teachers will place students in classes best suited for their English language proficiency (general education, supplemental, sheltered, or newcomers) with teachers who are properly trained to meet content and language goals.	Academic Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$0	Building administrators and ELL teachers will ensure appropriate testing and placement of students.

School Improvement Plan

Kosciuszko School

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Writing Across the Curriculum	All teachers will develop activities that utilize Writing across the Curriculum. Students will be required to do at least one writing activity per quarter in each content area. The topic will pertain to the current curriculum.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All Classroom Teachers
Lexia	Special education teachers of Language Arts will us Lexia to increase phonemic awareness as part of a whole language approach. The program is computer based.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/17/2016	\$0	Special education teachers of language arts
Curriculum Consultants	All teachers will have access to curriculum consultants in order to improve classroom practices and enhance student growth.	Professional Learning	Tier 1	Implement	09/02/2013	06/17/2016	\$0	All classroom teachers District Curriculum Director
Response To Intervention (RTI)	All teachers will implement Tier 1 interventions (presenting information in multiple formats, gradual release of responsibility, modeling, multiple modes of output to check for understanding, etc.) in their classrooms daily. Title I teachers will implement Tier 2 interventions as needed. Daily Supplemental Classes and push-in classroom support. Tier 3 interventions (One-on-One Coaching) will be implemented by Title I teachers on an as-needed basis.	Academic Support Program	Tier 1	Implement	09/02/2013	06/17/2016	\$0	All staff will implement Tier 1 RTI strategies in their classrooms . Title I Teachers implement Tier 2 and Tier 3 Strategies.
Backward Design	Teachers will utilize Backward Design to plan and implement content curriculum. Teachers will identify learning goals, outline essential questions, create performance tasks, and determine evidence to validate student growth for each unit taught throughout the year.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All Teachers

School Improvement Plan

Kosciuszko School

Monitoring Curriculum Design & Implementation	Building Administrator will review weekly lesson plans and conduct classroom walk throughs. Building Administrator will be looking to see that the content being taught is aligned to the common core state standards, cross curricular activities and projects are being done, and the curriculum calendar is being followed.	Other	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Building Administrator
NWEA	Teachers will use the test results from the NWEA to measure student growth and tailor instruction to student needs.	Other	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All teachers
Thinking Maps	All teachers will use Thinking Maps as a differentiated instructional strategy. The 8 Thinking Maps will be used regularly to augment formative and summative assessments in the classroom to promote cognitive skills.	Direct Instruction	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All Building Staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Elementary to Middle School Transition Circles	A group of 6 ethnically and academically diverse middle school students visit each self contained 6th grade elementary classrooms. Students meet in circle and have a two way discussion regarding the below topics: physical layout, schedules, lockers, safety, and bullying.	Recruitment and Retention		Implement	09/08/2015	06/17/2016	\$100	RP Coordinators at Middle School and Elementary schools, Middle and Elementary school Principals.

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Activity	Thinking Maps	In Progress	All staff has been trained to use Thinking Maps in their classroom. Use is regular & students are becoming more independent thinkers because of implementation.	May 29, 2014	Mrs. Sandra E Codispoti
Activity	Monitoring Differentiated Instruction	In Progress	Ongoing.	May 29, 2014	Mrs. Sandra E Codispoti
Activity	Response to Intervention	Completed	Completed for 2014-2015. Will continue 2014-2015.	May 29, 2014	Mrs. Sandra E Codispoti
Activity	Backward Design	In Progress	Content area teachers are working together to establish a common pre- and post-test for each content area. Full implementation is expected in the 2014-2015 school year.	May 29, 2014	Mrs. Sandra E Codispoti
Activity	EdHelper Website Subscription	Completed	Teachers are able to access EdHelper to supplement the existing curriculum.	May 29, 2014	Mrs. Sandra E Codispoti
Activity	Curriculum Calendar	In Progress	Staff is in agreement of the necessity for this initiative. A formal process still needs to be developed.	May 29, 2014	Mrs. Sandra E Codispoti
Activity	BrainPOP Website Subscription	In Progress	Due to technical difficulties, login information was not obtained until May. Teachers all have the login information and are now able to utilize the resource.	May 29, 2014	Mrs. Sandra E Codispoti
Activity	SIOP & MABE Professional Development	Completed	ELL teachers have participated in a number of training aimed at improving instruction for our ELL population. Additional training will continue to be provided.	May 29, 2014	Mrs. Sandra E Codispoti
Activity	Curriculum Consultants	In Progress	Curriculum consultants were utilized to help content areas align their curriculum and design common assessments. More work is needed to polish the common assessments in all subject areas and all grade levels.	May 29, 2014	Mrs. Sandra E Codispoti
Activity	Writing Across the Curriculum	In Progress	Teachers regularly assign writing assignments. More work is needed to streamline the process and collect the data from these assignments.	May 29, 2014	Mrs. Sandra E Codispoti
Activity	Monitoring Curriculum Design & Implementation	In Progress	Ongoing.	May 29, 2014	Mrs. Sandra E Codispoti
Activity	Thinking Maps Professional Development & Materials	In Progress	One teacher pursued training to become a certified trainer for Thinking Maps. She is supporting staff members as they use the Maps in all content areas. Staff has requested more training specific to each content area.	May 29, 2014	Mrs. Sandra E Codispoti
Activity	Cross Curricular Projects	In Progress	Staff is in agreement of the necessity for this initiative. A formal assignment still needs to be developed.	May 29, 2014	Mrs. Sandra E Codispoti
Activity	Discovery Education website	Completed	Teachers are able to access Discovery Education to supplement the existing curriculum.	May 29, 2014	Mrs. Sandra E Codispoti

School Improvement Plan

Kosciuszko School

Activity	ELL Support & Sheltered Classes	Completed	Completed for 2014-2015. To be continued. 2014-2015.	May 29, 2014	Mrs. Sandra E Codispoti
Activity	NWEA	In Progress	The testing window occurred in May 2014. In the 2014-2015 school year, students will be tested three times per year (fall, winter, and spring). The data will be used to better tailor instruction to student needs and to establish which students need supplemental support.	May 29, 2014	Mrs. Sandra E Codispoti
Activity	Content Area Meetings	Completed	All four content areas met quarterly to review data and instructional practices. These meetings helped our staff align itself an improve instruction. Staff has requested the format continue for the 2014-2015 school year.	May 29, 2014	Mrs. Sandra E Codispoti
Activity	Success Maker	In Progress	Plans are underway on how to incorporate Success Maker in Title I pull out classes during the 2014-2015 school year.	May 29, 2014	Mrs. Sandra E Codispoti
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School Improvement Plan

Kosciuszko School

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School Improvement Plan

Kosciuszko School

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School Improvement Plan

Kosciuszko School

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School Improvement Plan

Kosciuszko School

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