



School Improvement Plan

Richmond Middle School

Richmond Community Schools

Mr. Keith Bartels
35250 DIVISION RD
RICHMOND, MI 48062-1380

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Richmond Middle School is located in Richmond, Michigan. The community schools are comprised of Lenox Township, Casco Township, Richmond Township, Columbus Township, and the City of Richmond. It is a growing community with an estimated population of 25,000 residents and is linked by the I-94 expressway, M-19, and the Gratiot Avenue Corridor to the Detroit/Flint/Port Huron Metropolitan Areas.

The racial make-up of the area is 87% white, 6.5% African-American, 4.6% Hispanics, 1% other. The median age of the community is 39.9 years old with 24% under the age of 18.

Richmond, like many other public schools has been hit hard by financial restrictions the past several years. Richmond services a broad array of students. Even though Richmond is only located 40 miles north of Detroit and 20 miles southwest of Port Huron, all roads that lead to Richmond are lined with rich farm lands and scenic Michigan landscapes. Although Richmond is considered a suburb within the metropolitan area of Macomb County, it has a smaller, more rural community atmosphere.

Beginning the fall of 2014, the middle school will have seven class periods each day for students, which is a change from the traditional six periods we have offered in years past. This change will give students additional opportunities for specials/electives and intervention classes to better meet the needs of our students.

With the approval of a technology bond for the district, there will be many improvements over the next few years to enable Richmond Middle School to become a leader in technology implementation in Macomb County. One-to-one devices for all students will be in place for the 2015-2016 school year. State-of-the-art science labs will be ready for students in the Fall of 2014. In addition, there will be facility updates and improvements for the 2014-2015 school year.

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

Richmond Middle School: Where everyone shines and where bright futures begin!

Mission Statement

The mission of Richmond Middle School is to promote a high level of academic achievement and self-sufficiency.

Beliefs Statement

At Richmond Middle School we believe that school is a place where students feel safe and welcome, where all people deserve to be valued and treated with respect, where enthusiastic teachers enhance the education of all children, where parental involvement is key in a child's success, and where a clear understanding of expectations and goals guides student achievement. We will be teaching and reinforcing these expectations and goals through school-wide implementation of a Positive Behavior Intervention System beginning the fall of 2014.

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.

For the 2010-2011 school year, Richmond Middle School received a Michigan Department of Education Grade of an A for the first time in school history. Richmond Middle School despite economic challenges has been able to maintain programs for it's students.

The middle school is striving to improve in all areas but specifically to strengthen our special services program. We are also striving to improve in authentic literacy and writing.

Improved student attendance, progress monitoring using NWEA, greatest improvement in state testing - mathematics, ELA and Mathematics Common Core full Implementation, Monthly behavioral and academic child studies, Reading class implementation, AARI.

For the next three years RMS will strive to continuously improve in literacy and writing in all content areas.

Additional Information

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

We believe that educating the whole child, given the current financial uncertainty, state/federal mandates, common core, and other various educational reforms is an enormous challenge/task. We will do all we can in the best interest of our students. We will continue to improve and provide a quality education and experience for our students.

We are moving from a traditional six period day to seven period day with a built in advisory period one day a week. Students, 6-8 grade, will take the four core areas and have three elective opportunities. By moving to a seven period day we are able to offer more support hours for our struggling learners, more advanced high school credit hours, and electives for our students. Fifth grade students will still be team taught by two teachers and they will be wheeled through elective classes every 9/10 weeks.

With the recent bond passing RMS will be implementing several technology initiatives; interactive board in every classroom, one to one devices for our students, state of the art science rooms.

The advisory period will be utilized by allowing student test retakes during that time, character education units (PBIS program), and various school-wide activities such as peer editing, article of the week, etc....

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 process to involve staff stakeholders is that each department and grade level has a representative. Those interested are encouraged to sign up to be a member of the school improvement team. Once the list is compiled the staff members vote on who they want to represent them and their grade level/content area.

Parents are asked to be involved by invite of nominations by staff.

Meetings are scheduled at the beginning of the year and communicated on the first professional development day both verbally and on a schedule. When things come up during the year schedules are often tweaked to accommodate team member needs.

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

Administration

5th Grade Teacher

6th Grade Teacher

7th Grade Teacher

8th Grade Teacher

Special Education Teacher

Specials Teacher

Parent

Responsibilities: Monthly Meetings, Monthly MISD Meetings -Two Chairs, Work Days, Evidence gathering, communicating with staff,

Chair/Administration monthly meetings

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 final improvement plan is communicated to staff stakeholders at the first professional development day of the year. Progress and other important information regarding the plan are communicated at the monthly staff meetings and improvement meetings. Administrative weekly reports are also e-mailed out with any happenings with regards to school improvement.

The school improvement plan will be posted on the school's website for the 2013-2014 school year along with hard copies in the office.

The school improvement plan and process is shared with the local PTA at the beginning of the year along with updates throughout the year.

School Improvement Plan

Richmond Middle School

Update Spring 2014 - The school improvement plan will be posted on the school's website for the 2014-2015 school year and made available in hard copy in the main office.

Update Spring 2015 - The school improvement plan will be posted on the school's website for the 2015-2016 school year and made available in hard copy in the main office.

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?

15-16 We have fewer students than we did three years ago. We had 533 students in 11-12 and this year (14-15) have 454 students. This is a significant decline that happened a couple of years ago. This past year the enrollment has stabilized, though we have not brought the enrollment back up. Our feeder school class coming up is also small, though the classes after that are slightly larger.

Student Demographic Data

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

15-16: Our whole school population attendance rate is stable at 95%. We have a subgroup of chronically absent that has been hovering just below 20% of the total student population. This subgroup attendance rate is approximately 90%. (According to 13-14 data)

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?

15-16: Our student discipline referrals are mostly regarding disruption, inappropriate behavior, insubordination, cell phone violations and students being tardy to class. Our males population has significantly more referrals than females. 14-15 referrals have decreased significantly when compared to previous two years data. Our challenge is to follow up with our PBIS program in year two with the same enthusiasm and fidelity as year one.

Student Demographic Data

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

15-16: To increase enrollment we will continue to run a 7 period day in order to offer more choices and programs for students. We will evaluate and revise our PBIS program, RMS SHINE. 14-15 was our first year and we observed an increase in desired behaviors.

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?

15-16: The stability and experience of the core leadership team has allowed RMS to stay focused on current initiatives. This has allowed for the entire team to have smooth transitions from year to year and to be on the same page, analyzing and making adjustments as we move
SY 2015-2016

forward. This enables student achievement to continuously improve.

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?

15-16: We have very few teachers at the beginning our ending of their careers. This combines risk taking with high level teaching skills and methods to create a pathway for a dynamic learning environment, which will have a high impact on student achievement.

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?

15-16: We systematically look at scheduling teacher absences for professional learning to keep the number of substitutes in the building low. We do this in order to minimize the negative impact on student achievement.

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?

15-16: Our ultimate goal is to have our highly qualified teachers in front of their students teaching, modeling or demonstrating as much as possible. It is imperative that our teachers leave solid lesson plans for our substitute to execute for when they are absent. Student achievement is impacted when teachers are not in front of their students, however having well trained competent substitute teachers with solid lesson plans created by the teacher will limit a negative impact.

Teacher/School Leader(s) Demographic Data

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

15-16: Encourage all staff to look for extended learning opportunities outside of the student school day. As morale fluctuates up and down continue to promote collegiality and positive self-care.

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?

15-16: Curriculum/Instruction/Culture for learning stand out as strengths.

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?

15-16: Communication and Engagement are our current challenges.

12. How might these challenges impact student achievement?

15-16: If the community and families of students do not have complete buy-in regarding our educational goals, it could 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.

15-16: Work with staff to develop broader communication and community relationships.

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?

15-16: Annual reviews through the IEP and 504 teams along with the Child Study Team that meets monthly and as needed.

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

15-16: 5-8 grade Student Council - Students actively engage in student leadership opportunities. 5-8 grade Builders Club - Sponsored by Kiwanis, is a community outreach group. WEB program - 8th grade mentor program for 5th graders. Yearbook - 5-8 grade. Newspaper - 8th graders write a monthly publication, Programming Club - 5-8 grade after school computer club. NJHS - 8th graders. Band program - 6-8 grade. Choir program - 6-8 grade. 5-8 Running Club. 7-8 grade interscholastic athletic program: Football, Girls Basketball, Boys Basketball, Wrestling, Girls Volleyball, Boys Track, Girls Track, Boys Cross Country, Girls Cross Country Girls Competitive Cheer.

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

15-16: Students are identified by being interested and volunteering for the group. Parents are notified by the website, daily announcements and letters/parent meetings from the club/team adviser.

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?

15-16: Weekly lesson plans and Atlas Curriculum Planning Program.

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.

15-16: NA

Achievement/Outcome Data

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

19a. Reading- Strengths

15-16: Building wide highest proficiency. Current 7th grade class was above 80% proficient in 13-14. During the winter nwea testing all four grades, 5-8, met their mid-year growth targets. Reading continues to improve year over year.

19b. Reading- Challenges

15-16: 11.5% of current sixth graders not proficient or partially proficient on the 13-14 Meap. NWEA 14-15 beginning of the year and mid-year reports indicate that our weakest sub category is Informational Text. Also the testing shows that our male population scores lower than our female population.

19c. Reading- Trends

15-16: Our state testing scores continue to improve.

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 SY 2015-2016

tiered instruction if appropriate.

15-16: The district has made a commitment to continuing the AARI Reading Program as a tier 3 intervention in grades 5-8. AARI, Adolescent Accelerated Reading Initiative, specifically addresses reading informational text, which is our weakest subcategory.

20a. Writing- Strengths

15-16: Student writing has improved in organization, length, using details to support a claim. Expository writing is a strength of our students.

20b. Writing- Challenges

15-16: Our students struggle with the Narrative writing style. It is a content expectation however it is an expectation that has not been pushed with great focus/attention. Thus it hasn't been taught in middle school writing the past several years with much focus/attention.

20c. Writing- Trends

15-16: Our Article of the Week data shows that over the past couple of years our students writing has become more organized, more fluent, and/or focused and well supported.

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.

The weakness of Narrative Writing Style will be addressed by our English Arts Department by meeting as a 5-8 vertical department to create Narrative Style Activities to address our curriculum gap.

21a. Math- Strengths

15-16: Our NWEA 14-15 scores indicate that our 5th and 6th grade classes have met their growth target while our 7th and 8th grade classes have fallen short of their growth targets. Our students score the highest in statistics and probability.

21b. Math- Challenges

15-16: A major priority/challenge is to raise all of our mathematics scores and have an understanding with the new common core standards.

21c. Math- Trends

15-16: Ever so slightly our scores are improving. 50% of our students have met their mid-year growth target.

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.

15-16: We have a tier 3 support class in 7th and 8th grade. In 5th and 6th grade we have a tier 1 approach in which all students receive extra mathematics instruction. Each mathematics teacher will teach the identified power standards through an activity called the big ten challenge.

22a. Science- Strengths

15-16: According to our NWEA 14-15 results our Science scores show that between subjects, Life, Physical, and Earth Science there isn't a

major strength from one subcategory to another.

22b. Science- Challenges

15-16: A challenge is that science is tested by the state in only one grade level for grades 5-8. We test science in grades 5-8 with the NWEA Assessment. Our NWEA results are positive however we need a consistent test to compare to with regards to the state assessment so we can accurately fill the gap between the two different methods of assessment.

22c. Science- Trends

15-16: We are showing improvement on both the NWEA and State Meap test. With the NWEA test 75% our our students met their mid-year growth target. From 2012-2013 our science proficiency doubled.

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.

15-16: Our 14-15 NWEA results are positive and we hope that their is a correlation with the M-Step Test. We will analyze the two test by comparing them when results are available. We have also addressed reading information text in our school improvement plan in all content areas.

23a. Social Studies- Strengths

15-16: Drawing conclusions and evaluating cause and effect relationships.

23b. Social Studies- Challenges

15-16: Analyzing data in charts and graphs and economics.

23c. Social Studies- Trends

15-16: Reading comprehension is improving along with organizing information with details. The state assessment shows a trend of an up and down pattern of proficiency.

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.

15-16: Continue to use Reading Apprentice Strategies to teach informational text. Using our one to one devices to enhance research and mapping skills.

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?

With the PBIS program implemented this year the students feel are most satisfied with acknowledgment of their academic and behavioral accomplishments through positive reinforcements.

24b. Student Perception Data

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

The PBIS program started off strong but the students feel that teachers need more consistency from the start of the year to the end.

24c. Student Perception Data

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

Staff will be encourage during meetings and other communications to keep the program going with fidelity throughout the year.

25a. Parent/Guardian Perception Data

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

The overall theme from parent reports is that our students are very polite and that the PBIS program is working. For example, kids running to open doors, smiling, saying hello etc.

25b. Parent/Guardian Perception Data

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

The lowest level of satisfaction is a perception that communication from school to home needs to improve.

25c. Parent/Guardian Perception Data

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

We have added a communication goal to our school improvement plan as an area that we will focus on for the 2015-2016 school year.

26a. Teacher/Staff Perception Data

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

The highest level of satisfaction among teachers and staff is in the area of having qualified teachers/staff to support student learning and the schools monitoring of data to inform instruction.

26b. Teacher/Staff Perception Data

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

The lowest level of satisfaction among the teachers and staff is the board of educations distinction between it's roles and responsibilities and those of school leaders. Another level of low satisfaction is the lack of technology support and technology training.

26c. Teacher/Staff Perception Data

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

We can and will set aside the necessary time to incorporate training in technology during our professional learning time.

27a. Stakeholder/Community Perception Data

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

Stakeholders/community members continuously comment their continuous support for the teaching staff.

27b. Stakeholder/Community Perception Data

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

The lowest level of satisfaction of stakeholders/community members is in the realm of communication.

27c. Stakeholder/Community Perception Data

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

Our school is dedicated to improving in the area of communication with all stakeholders and has added communication as a school wide school improvement goal.

Summary

28a. Summary

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

RMS has continuously focused to improve our data initiatives. A challenge that we have is a consistent assessment tool overtime to get an accurate picture of student achievement. Another challenge is finding a consistent data tool (i.e. data director) that will stand the test of time. We also need to find a process/system to gather perception data that allows us to get an accurate picture of our current realities.

28b. Summary

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

The challenges might impact student achievement because although some change is good consistent changes in process and procedures distract educators from the time they should be spending on best practices for classroom results.

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 are addressed in the School Improvement Plan by focusing on best practices with training and collaboration in all we do for student achievement. We need to work smarter and not harder.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Fall of 2013, RMS will test all fifth graders with the NWEA test (3 times) as well as the Meap and local assessments. 14-15: Fifth grade students will continue to be tested with the NWEA test as well as the state assessment and local assessments. 15-16: 5th Grade students will continue to take the NWEA test, the spring state assessment and local assessments.	

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

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Our counseling department each year meets with all 8th graders to complete their EDP, including their 4 year plan. The EDP is web based (Career Cruising) and is digitally stored.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	The process is started in RMS in the winter and then is carried over to their high school years with the high school's counseling department.	

School Improvement Plan

Richmond Middle School

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Brian Walmsley Superintendent 35276 Division Richmond, MI. 48062 586-727-3565	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No	We do not officially have a school-parent involvement plan in writing. We do have board policy addressing the issue. The district has just hired a curriculum director to help with areas such as this. This is an area of needed improvement. 15-16 The district is currently working the potential of having a school-parent involvement plan.	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	NA, non title one school	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Reading Apprenticeship Guide Article of Week Program AARI Reading Program Atlas Curriculum Structure School Data Analysis NWEA Testing Peer Editing Program 15-16 Classroom Instruction That Works Resources/Training materials	

2015-2016 School Improvement Plan

Overview

Plan Name

2015-2016 School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Richmond Middle School will be proficient in writing.	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$2000
2	All students at Richmond Middle School will be proficient in reading.	Objectives: 1 Strategies: 3 Activities: 14	Academic	\$38500
3	All students at Richmond Middle School will be proficient in math.	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$1501
4	All students at Richmond Middle School will be proficient in social studies.	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$3350
5	All students at Richmond Middle School will be proficient in science.	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$4300
6	Richmond Middle School will communicate with parents, community members, and all stakeholders through a variety of media to provide timely access to information relating to our school.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0

Goal 1: All students at Richmond Middle School will be proficient in writing.

Measurable Objective 1:

85% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Writing in English Language Arts by 06/15/2022 as measured by Spring State Assessment.

Strategy 1:

Classroom Instruction That Works - All teachers will undergo training for Classroom Instruction the Works in the 2015-2016 school year. They will implement the strategies into their instructional practice to increase student engagement and learning. Classroom Instruction That Works

Category:

Research Cited: Classroom Instruction That Works

Tier: Tier 1

Activity - Implementation of Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement Marzano's High-Yield Instructional Strategies in their classrooms to improve student achievement	Direct Instruction	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$1000	Title II Part A	All Teachers, Administration

Activity - Training in Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will attend 3 days of Professional Development on CITW at the Macomb Intermediate School District during the 2015-2016 School Year	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$1000	Title II Part A	All Teachers, Administration

Strategy 2:

Reading Apprenticeship Strategies - 15-16 Staff has been trained in the Reading Apprenticeship program through the MISD. Reading Apprenticeship strategies will be implemented in all subjects and advisory periods.

Category:

Research Cited: Reading Apprenticeship Workshops through the MISD cite 2003 Department of Education's alarming statistics of struggling readers. There were also multiple research studies cited in "Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms" by Ruth Schoenbach, Cynthia Greenleaf, and Lynn Murphy, including a report from the National Assessment of Educational Progress, published in 2009 that support the effectiveness of Reading Apprenticeship.

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Richmond Middle School

Tier: Tier 1

Activity - Content Area Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During 2015-2016 school year, all teachers will require students to write a minimum of one essay per marking period that follows the rubrics and guidelines set forth by the ELA department. Essays will require demonstration of reading comprehension of text or passage. Teachers will clarify vocabulary and content with students as needed. The use of graphic organizers will also be employed in this writing activity.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	All teachers, Administration, and School Improvement Team
Activity - 6th Grade Content Area Literacy Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
15-16 All 6th grade students will be enrolled in an extra course that targets reading and writing strategies as applied to Social studies content and skills.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	Sixth Grade Social Studies and/or ELA Teachers, Administration
Activity - ELA Genre Units from MISD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
15-16 6th - 8th grade ELA teachers will incorporate Macomb Intermediate School District genre units into the literacy curriculum which utilizes many RA strategies.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	ELA teachers and administration
Activity - Grammar Skills using Informational Text in Advisory Period	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
15-16 Students use RA strategies to read and comprehend informational texts and then correct errors in grammar usage within the text. This is completed in advisory on a rotating schedule.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	\$0	No Funding Required	All teachers, administration and School Improvement Team
Activity - Practicing RA Strategies in advisory period	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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15-16 Students will engage in utilizing the previously modeled RA strategy with an informational text article during advisory period. Students will then write a constructed response to a choice of writing prompt.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	All teachers, administration, and School Improvement Team
Activity - Narrative Writing Unit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
15-16 Students will analyze narrative expert text to improve their own narrative writing skills. Each grade level will be responsible for teaching one narrative writing unit each year.	Direct Instruction	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$0	No Funding Required	ELA teachers and administration

Goal 2: All students at Richmond Middle School will be proficient in reading.

Measurable Objective 1:

85% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Reading in English Language Arts by 06/15/2022 as measured by the Spring State Assessment and/or NWEA reading test.

Strategy 1:

Reading Apprenticeship Strategies - Staff has been trained in the Reading Apprenticeship program through the MISD. Reading Apprenticeship strategies will be implemented in all subjects and advisory periods.

Category:

Research Cited: Reading Apprenticeship Workshops through the MISD cite 2003 Department of Education's alarming statistics of struggling readers. There were also multiple research studies cited in "Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms" by Ruth Schoenbach, Cynthia Greenleaf, and Lynn Murphy, including a report from the National Assessment of Educational Progress, published in 2009 that support the effectiveness of Reading Apprenticeship.

Tier: Tier 1

Activity - Modeling RA strategies in advisory period	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Richmond Middle School

15-16 Teachers will model using a Reading Apprenticeship strategy while reading an informational text article during advisory period.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	All staff will be responsible to implement this activity within advisory period, on a scheduled basis throughout the year.
Activity - Utilizing RA strategies in Content Area instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
15-16 All teachers will utilize RA strategies as part of content area instruction.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	Title IV Part A	All teachers, Administration
Activity - Practicing RA Strategies in advisory period	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
15-16 Students will engage in utilizing the previously modeled RA strategy with an informational text article during advisory period.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	Administration, teachers
Activity - Assessing use of RA strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
15-16 Teachers will assess student use of the RA strategy monthly and input results into Data Director.	Other	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	Administration, teachers
Activity - Documenting classroom RA utilization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
15-16 Teachers will document their use of RA strategies in content area instruction on weekly snapshots. (Began year of 11-12 and continuing)	Policy and Process	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	Administration, teachers
Activity - Sustained Silent Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Richmond Middle School

15-16 Students will read self-selected materials for at least 20 minutes daily in all subjects on a rotating schedule.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	Administration, teachers
Activity - Content Area Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During 2015-2016 school year, all teachers will require students to write a minimum of one essay per marking period that follows the rubrics and guidelines set forth by the ELA department. Essays will require demonstration of reading comprehension of text or passage. Teachers will clarify vocabulary and content with students as needed. The use of graphic organizers will also be employed in this writing activity.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	All teachers, Administration, and School Improvement Team
Activity - Reading Counts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
15-16 All general education students in grades 5-8 must read books in the Reading Counts program each quarter. Students select the books of their choice from the reading list. After reading a book, the student must take an online comprehension quiz about the book. Students are awarded points based on passing the quiz. Each ELA class has an established point requirement per quarter.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$1500	Other	All ELA teachers, Administration, librarian, and technology coordinator.
Activity - 6th Grade Content Area Literacy Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
15-16 All 6th grade students will be enrolled in an extra course that targets reading comprehension strategies as applied to Social studies content and skills.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	Sixth Grade Social Studies and/or ELA Teachers, Administration
Activity - ELA Genre Units from MISD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
15-16 6th - 8th grade ELA teachers will incorporate Macomb Intermediate School District genre units into the reading curriculum which utilizes many RA strategies.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	ELA teachers and administration

School Improvement Plan

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Strategy 2:

Adolescent Accelerated Reading Initiative (AARI) - (15-16) 10 students per semester will be selected to participate in the program based on QRI and NWEA reading assessments. During the semester, students will meet for one class period a day in a small group setting. Students will receive intensive intervention to help improve informational text comprehension.

Category:

Research Cited: Challenging Task in Appropriate Text: Designing Discourse Communities to Increase the Literacy Growth of Adolescent Struggling Readers (Russell, 2005) University of Maryland

Tier: Tier 3

Activity - AARI Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
15-16 Selected struggling readers in grades 5-8 will take part in the AARI curriculum daily for one semester.	Academic Support Program, Direct Instruction	Tier 3	Monitor	09/01/2015	06/30/2016	\$35000	Section 31a	Administration, Keith Bartels, Michelle Schommer, and Kyle Bartels

Activity - QRI Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
15-16 AARI staff will pretest and post-test potential and enrolled AARI students using the QRI assessment each semester. Teachers will be granted necessary release time to complete testing. Sub coverage will be reimbursed by the MISD.	Policy and Process	Tier 3	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	Administration, AARI teachers, and counselor.

Strategy 3:

Classroom Instruction That Works - All teachers will undergo training for Classroom Instruction That Works in the 2015-2016 school year. They will implement the strategies into their instructional practice to increase student engagement and learning.

Category:

Research Cited: Classroom Instruction That Works

Tier: Tier 1

Activity - Implementation of Classroom Instruction That Works A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Richmond Middle School

15-16 All teachers will implement Marzano's High-Yield Instructional Strategies in their classrooms to improve student achievement.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$1000	Title II Part A	All Teachers, Administration, School Improvement Team
Activity - Training in Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will attend 3 days of Professional Development on CITW at the Macomb Intermediate School District during the 2015-2016 School Year	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$1000	Title II Part A	All teachers and administration

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

Measurable Objective 1:

85% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency all strands in Mathematics by 06/15/2022 as measured by Spring State Assessment.

Strategy 1:

CITW - During the 2015-2016 school year, teachers will be trained and begin implementing classroom instruction that works.

The following are nine strategies that will be used to help ensure student success:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

Category:

Research Cited: Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement (2nd Ed.)

Tier: Tier 1

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Activity - Big 10 Challenge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2015-2016 school year, students will study and practice the mathematics power standards in all grades, 5-8. The activity takes approximately 10 minutes per hour. Students will study up to two different standards per day for each session. After all standards have been reviewed, students will be tested on the power standards graphing and analyzing their progress throughout the year. Teachers will teach at least one standard per session for each ten minute time frame (minimum). Students will practice the standards and be quizzed. They will record their progress and graph results throughout the year on a line graph.	Academic Support Program	Tier 1	Monitor	09/01/2015	06/30/2016	\$500	Title II Part A	All math teachers and administration.
Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics teachers will create and administer a summative unit/chapter common assessments to all students.	Policy and Process	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	All staff and administration
Activity - Implementation of Classroom Instruction that Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement Marzano's High-Yield Instructional strategies in their classrooms to improve student achievement.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$1000	Title II Part A	All teachers and administration
Activity - Training In Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will attend 3 days of Professional Development on CITW at the Macomb Intermediate School District during the 2015-2016 School Year.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$1	Title II Part A	2015-2016: All teachers and administration.

Strategy 2:

Reading Apprenticeship - Staff has been trained in the Reading Apprenticeship program through the MISD. Reading Apprenticeship strategies will be implemented in math and advisory periods.

Category:

Research Cited: Reading Apprenticeship Workshops through the MISD cite 2003 Department of Education's alarming statistics of struggling readers. There were also multiple research studies cited in "Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms" by Ruth Schoenbach, Cynthia Greenleaf, and Lynn Murphy, including a report from the National Assessment of Educational Progress, published in 2009 that support the

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effectiveness of Reading Apprenticeship.

Tier: Tier 1

Activity - Documenting classroom RA utilization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
15-16 Teachers will document their use of RA strategies in content area instruction on weekly snapshots. (Began year of 11-12 and continuing)	Policy and Process	Tier 1		09/01/2015	06/30/2016	\$0	No Funding Required	All teachers and administration

Activity - Sustained Silent Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
15-16 Students will read self-selected materials for at least 20 minutes daily in all subjects on a rotating schedule.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	All teachers and administration

Activity - Utilizing RA strategies in Content Area Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2015-2016: All teachers will utilize RA strategies as part of content area instruction.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	All teachers and administration

Activity - Content Area Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During 2015-2016 school year, all teachers will require students to write a minimum of one essay per marking period that follows the rubrics and guidelines set forth by the ELA department. Essays will require demonstration of reading comprehension of text or passage. Teachers will clarify vocabulary and content with students as needed. The use of graphic organizers will also be employed in this writing activity.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	All teachers and administration

Goal 4: All students at Richmond Middle School will be proficient in social studies.**Measurable Objective 1:**

85% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency Social Studies in Social Studies by 06/15/2022 as measured by Spring State Assessment.

School Improvement Plan

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Strategy 1:

Reading Apprenticeship - Teachers have been trained and will implement the Reading Apprentice Program literacy strategies to increase student proficiency in reading and writing across the curriculum.

Category:

Research Cited: The reading apprenticeship program is highly recommended by the Macomb Intermediate School District to increase student achievement in writing.

Research has shown that students who are better readers are better writers. This program also supports the Macomb Intermediate School District county-wide school improvement plan.

Tier: Tier 1

Activity - Utilizing RA strategies in Content Area Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
15-16 All teachers will utilize RA strategies as part of content area instruction.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$1000	Title II Part A	All staff, Administration, and School Improvement Team

Activity - Content Area Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During 2015-2016 school year, all teachers will require students to write a minimum of one essay per marking period that follows the rubrics and guidelines set forth by the ELA department. Essays will require demonstration of reading comprehension of text or passage. Teachers will clarify vocabulary and content with students as needed. The use of graphic organizers will also be employed in this writing activity.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	All Teachers, Administration, School Improvement Team

Activity - Current Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read informational text articles from Junior Scholastic. Teachers will assess their knowledge of the text based on quizzes, reading charts, maps, and timelines, debates, and essays, etc.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$350	Other	Social Studies Teachers

Activity - Documenting Classroom RA Utilization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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15-16 Teachers will document their use of RA strategies in content area instruction on weekly snapshots. (Began year of 11-12 and continuing)	Policy and Process	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	All Teachers, Administration
Activity - Sustained Silent Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
15-16 Students will read self-selected materials for at least 20 minutes daily in all subjects on a rotating schedule.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	All Teachers, Administration
Activity - 6th Grade Content Area Literacy Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 6th grade students will be enrolled in an extra course that targets reading comprehension strategies as applied to Social studies content and skills.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	Sixth Grade Social Studies and/or ELA Teachers, Administration

Strategy 2:

Classroom Instruction That Works - All teachers will undergo training for Classroom Instruction that Works in the 2015-2016 school year. They will implement the strategies into their instructional practice to increase student engagement and learning.

Category:

Research Cited: Classroom Instruction That Works

Tier: Tier 1

Activity - Implementation of Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement Marzano's High-Yield Instructional Strategies in their classrooms to improve student achievement.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$1000	Title II Part A	All Teachers, Administration, School Improvement Team
Activity - Training in Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All teachers will attend 3 days of Professional Development on CITW at the Macomb Intermediate School District during the 2015-2016 School Year	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$1000	Title II Part A	All Teachers, Administration
Activity - Use of Non-linguistic Information in a social studies classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
15-16 Students will use 1:1 devices to enhance research skills, map skills, and informational text chart and graph analysis.	Technology	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$0	No Funding Required	social studies teachers and administration

Goal 5: All students at Richmond Middle School will be proficient in science.

Measurable Objective 1:

85% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all strands in Science by 06/15/2022 as measured by Spring state assessment.

Strategy 1:

Reading Apprenticeship - Teachers have been trained and will implement the Reading Apprenticeship Program literacy strategies to increase student proficiency in reading and writing across the curriculum.

Category:

Research Cited: The reading apprenticeship program is highly recommended by the Macomb Intermediate School District to increase student achievement in writing. Research has shown that students who are better readers are better writers. This program also supports the Macomb Intermediate School District county-wide improvement plan.

Tier: Tier 1

Activity - Content Area Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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During 2014-2015 school year, all teachers will require students to write a minimum of one essay per marking period that follows the rubrics and guidelines set forth by the ELA department. Teachers will clarify vocabulary and content with students as needed. The use of graphic organizers will also be employed in this writing activity. Essays will require demonstration of reading comprehension of text or passage.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	All teachers, all administrators
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Activity - Utilizing Reading Apprenticeship Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2015-16 All teachers will utilize RA strategies as part of content area instruction	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	Title IV Part A	all teachers, administration

Activity - Documenting classroom RA utilization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2015-16: Teachers will document their use of RA strategies in content area instruction on weekly snapshots (began year of 11-12 and continuing)	Policy and Process	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	administration, teachers

Activity - Sustained Silent Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2015-16: Students will read self-selected materials for at least 20 minute daily in all subjects on a rotating schedule.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	No Funding Required	administration, teachers

Strategy 2:

Classroom Instruction that Works - All teachers will undergo training for Classroom Instruction that Works in the 2015-16 school year and implement the strategies into their instructional practice to increase student engagement and learning.

Category:

Research Cited: Classroom Instruction That Works

Tier: Tier 1

Activity - Science Challenge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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During the 2015-16 school year, 5th grade students will participate in weekly a Science Challenge Competition. Events are inquiry based, including hands-on projects and problem solving activities. Examples include tin can racers, pasta bridges, egg drop, tin foil boats, and mystery pictures. Teams earn points, which are tallied throughout the year. Additionally, students who place in first, second, or third place win ribbons for the individual event. Science Challenge promotes teamwork and science inquiry.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	\$100	General Fund	5th grade teachers, administration
Activity - Inquiry Based Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2015-16 school year, students will do a variety of activities to help promote inquiry based science instruction.	Materials	Tier 1	Implement	09/01/2015	06/30/2016	\$0	No Funding Required	all science teachers, administration
Activity - Starbase	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2015-16 school year, fifth grade students will be exposed to a hands-on science exploration. The program will focus on inquiry and STEM skills over five days of intense instruction.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	\$2000	General Fund	fifth grade teachers, administration
Activity - Nature Center	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2015-16 school year, sixth grade students will be exposed to a hands-on program that focuses on food chains, ecosystems, food webs, producers, consumers, and habitats.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	\$200	Other	sixth grade teachers, administration
Activity - Implementation of Classroom Instruction that Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement Marzano's High-Yield Instructional Strategies in their classroom to improve student achievement.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$1000	Title II Part A	All teachers, administration, School Improvement Team
Activity - Training for Classroom Instruction that Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All teachers will attend 3 days of Professional Development on CITW at the Macomb Intermediate School District during the 2015-2016 School Year.	Professional Learning	Tier 1		09/01/2015	06/30/2016	\$1000	Title II Part A	all teachers, administration
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Goal 6: Richmond Middle School will communicate with parents, community members, and all stakeholders through a variety of media to provide timely access to information relating to our school.

Measurable Objective 1:

collaborate to organize and disseminate relevant information to all stakeholders. by 06/30/2016 as measured by collecting evidence on a monthly basis of communications provided to stakeholders ..

Strategy 1:

Web-Based Communications - We will use a variety of web-based methods to disseminate information to stakeholders.

Category:

Tier: Tier 1

Activity - District Website	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information relating to Richmond Middle School will be posted on the RMS portion of the district website, including an updated calendar, teacher contact information, and extracurricular activities for students and families.	Community Engagement, Technology, Parent Involvement	Tier 1	Implement	09/01/2015	06/30/2016	\$0	No Funding Required	All Teachers, Administration
Activity - Teacher Websites	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will maintain a classroom website for communicating with students and parents.	Technology, Parent Involvement, Other	Tier 1	Implement	09/01/2015	06/30/2016	\$0	No Funding Required	All Teachers, Administrators
Activity - E-mail	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All teachers and Administrators communicate with parents and other stakeholders via e-mail whenever necessary.	Teacher Collaboration, Technology, Parent Involvement, Other	Tier 1	Implement	09/01/2015	06/30/2016	\$0	No Funding Required	All Teachers, Administrators
Activity - PowerSchool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All student records are maintained in PowerSchool. Parents have access to their own children's academic records online at any time. Academic records for multiple school years are available for review when needed.	Technology, Parent Involvement, Other	Tier 1	Implement	09/01/2015	06/30/2016	\$0	No Funding Required	All Teachers, Administrators
Activity - Remind 101	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students, parents, and other stakeholders can enroll in Remind 101. Teachers and other school personnel can use this text-messaging application to provide messages to large groups of people simultaneously.	Community Engagement, Technology, Parent Involvement	Tier 1	Implement	09/01/2015	06/30/2016	\$0	No Funding Required	All Faculty and Staff, Administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Utilizing Reading Apprenticeship Strategies	2015-16 All teachers will utilize RA strategies as part of content area instruction	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	all teachers, administration
Utilizing RA strategies in Content Area instruction	15-16 All teachers will utilize RA strategies as part of content area instruction.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	All teachers, Administration

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Practicing RA Strategies in advisory period	15-16 Students will engage in utilizing the previously modeled RA strategy with an informational text article during advisory period. Students will then write a constructed response to a choice of writing prompt.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	All teachers, administration, and School Improvement Team
ELA Genre Units from MISD	15-16 6th - 8th grade ELA teachers will incorporate Macomb Intermediate School District genre units into the literacy curriculum which utilizes many RA strategies.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	ELA teachers and administration
Remind 101	Students, parents, and other stakeholders can enroll in Remind 101. Teachers and other school personnel can use this text-messaging application to provide messages to large groups of people simultaneously.	Community Engagement, Technology, Parent Involvement	Tier 1	Implement	09/01/2015	06/30/2016	\$0	All Faculty and Staff, Administrators

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Content Area Writing	During 2015-2016 school year, all teachers will require students to write a minimum of one essay per marking period that follows the rubrics and guidelines set forth by the ELA department. Essays will require demonstration of reading comprehension of text or passage. Teachers will clarify vocabulary and content with students as needed. The use of graphic organizers will also be employed in this writing activity.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	All teachers, Administration, and School Improvement Team
6th Grade Content Area Literacy Class	15-16 All 6th grade students will be enrolled in an extra course that targets reading comprehension strategies as applied to Social studies content and skills.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	Sixth Grade Social Studies and/or ELA Teachers, Administration
Sustained Silent Reading	15-16 Students will read self-selected materials for at least 20 minutes daily in all subjects on a rotating schedule.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	All teachers and administration
Inquiry Based Science Instruction	During the 2015-16 school year, students will do a variety of activities to help promote inquiry based science instruction.	Materials	Tier 1	Implement	09/01/2015	06/30/2016	\$0	all science teachers, administration
Content Area Writing	During 2015-2016 school year, all teachers will require students to write a minimum of one essay per marking period that follows the rubrics and guidelines set forth by the ELA department. Essays will require demonstration of reading comprehension of text or passage. Teachers will clarify vocabulary and content with students as needed. The use of graphic organizers will also be employed in this writing activity.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	All teachers and administration
QRI Assessment	15-16 AARI staff will pretest and post-test potential and enrolled AARI students using the QRI assessment each semester. Teachers will be granted necessary release time to complete testing. Sub coverage will be reimbursed by the MISD.	Policy and Process	Tier 3	Monitor	09/01/2015	06/30/2016	\$0	Administration, AARI teachers, and counselor.
Documenting classroom RA utilization	15-16 Teachers will document their use of RA strategies in content area instruction on weekly snapshots. (Began year of 11-12 and continuing)	Policy and Process	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	Administration, teachers
Narrative Writing Unit	15-16 Students will analyze narrative expert text to improve their own narrative writing skills. Each grade level will be responsible for teaching one narrative writing unit each year.	Direct Instruction	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$0	ELA teachers and administration

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Sustained Silent Reading	15-16 Students will read self-selected materials for at least 20 minutes daily in all subjects on a rotating schedule.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	All Teachers, Administration
Documenting classroom RA utilization	15-16 Teachers will document their use of RA strategies in content area instruction on weekly snapshots. (Began year of 11-12 and continuing)	Policy and Process	Tier 1		09/01/2015	06/30/2016	\$0	All teachers and administration
PowerSchool	All student records are maintained in PowerSchool. Parents have access to their own children's academic records online at any time. Academic records for multiple school years are available for review when needed.	Technology, Parent Involvement, Other	Tier 1	Implement	09/01/2015	06/30/2016	\$0	All Teachers, Administrators
Utilizing RA strategies in Content Area Instruction	2015-2016: All teachers will utilize RA strategies as part of content area instruction.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	All teachers and administration
6th Grade Content Area Literacy Class	15-16 All 6th grade students will be enrolled in an extra course that targets reading and writing strategies as applied to Social studies content and skills.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	Sixth Grade Social Studies and/or ELA Teachers, Administration
Practicing RA Strategies in advisory period	15-16 Students will engage in utilizing the previously modeled RA strategy with an informational text article during advisory period.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	Administration, teachers
Common Assessments	Mathematics teachers will create and administer a summative unit/chapter common assessments to all students.	Policy and Process	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	All staff and administration
Content Area Writing	During 2015-2016 school year, all teachers will require students to write a minimum of one essay per marking period that follows the rubrics and guidelines set forth by the ELA department. Essays will require demonstration of reading comprehension of text or passage. Teachers will clarify vocabulary and content with students as needed. The use of graphic organizers will also be employed in this writing activity.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	All teachers, Administration, and School Improvement Team
ELA Genre Units from MISD	15-16 6th - 8th grade ELA teachers will incorporate Macomb Intermediate School District genre units into the reading curriculum which utilizes many RA strategies.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	ELA teachers and administration

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Grammar Skills using Informational Text in Advisory Period	15-16 Students use RA strategies to read and comprehend informational texts and then correct errors in grammar usage within the text. This is completed in advisory on a rotating schedule.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	\$0	All teachers, administration and School Improvement Team
Documenting Classroom RA Utilization	15-16 Teachers will document their use of RA strategies in content area instruction on weekly snapshots. (Began year of 11-12 and continuing)	Policy and Process	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	All Teachers, Administration
E-mail	All teachers and Administrators communicate with parents and other stakeholders via e-mail whenever necessary.	Teacher Collaboration, Technology, Parent Involvement, Other	Tier 1	Implement	09/01/2015	06/30/2016	\$0	All Teachers, Administrators
Use of Non-linguistic Information in a social studies classroom	15-16 Students will use 1:1 devices to enhance research skills, map skills, and informational text chart and graph analysis.	Technology	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$0	social studies teachers and administration
Modeling RA strategies in advisory period	15-16 Teachers will model using a Reading Apprenticeship strategy while reading an informational text article during advisory period.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	All staff will be responsible to implement this activity within advisory period, on a scheduled basis throughout the year.
Content Area Writing	During 2015-2016 school year, all teachers will require students to write a minimum of one essay per marking period that follows the rubrics and guidelines set forth by the ELA department. Essays will require demonstration of reading comprehension of text or passage. Teachers will clarify vocabulary and content with students as needed. The use of graphic organizers will also be employed in this writing activity.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	All Teachers, Administration, School Improvement Team

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District Website	Information relating to Richmond Middle School will be posted on the RMS portion of the district website, including an updated calendar, teacher contact information, and extracurricular activities for students and families.	Community Engagement, Technology, Parent Involvement	Tier 1	Implement	09/01/2015	06/30/2016	\$0	All Teachers, Administration
Sustained Silent Reading	2015-16: Students will read self-selected materials for at least 20 minute daily in all subjects on a rotating schedule.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	administration, teachers
Assessing use of RA strategy	15-16 Teachers will assess student use of the RA strategy monthly and input results into Data Director.	Other	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	Administration, teachers
Sustained Silent Reading	15-16 Students will read self-selected materials for at least 20 minutes daily in all subjects on a rotating schedule.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	Administration, teachers
Content Area Writing	During 2014-2015 school year, all teachers will require students to write a minimum of one essay per marking period that follows the rubrics and guidelines set forth by the ELA department. Teachers will clarify vocabulary and content with students as needed. The use of graphic organizers will also be employed in this writing activity. Essays will require demonstration of reading comprehension of text or passage.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	All teachers, all administrators
6th Grade Content Area Literacy Class	All 6th grade students will be enrolled in an extra course that targets reading comprehension strategies as applied to Social studies content and skills.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	Sixth Grade Social Studies and/or ELA Teachers, Administration
Teacher Websites	All classroom teachers will maintain a classroom website for communicating with students and parents.	Technology, Parent Involvement, Other	Tier 1	Implement	09/01/2015	06/30/2016	\$0	All Teachers, Administrators
Documenting classroom RA utilization	2015-16: Teachers will document their use of RA strategies in content area instruction on weekly snapshots (began year of 11-12 and continuing)	Policy and Process	Tier 1	Monitor	09/01/2015	06/30/2016	\$0	administration, teachers

General Fund

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

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Science Challenge	During the 2015-16 school year, 5th grade students will participate in weekly a Science Challenge Competition. Events are inquiry based, including hands-on projects and problem solving activities. Examples include tin can racers, pasta bridges, egg drop, tin foil boats, and mystery pictures. Teams earn points, which are tallied throughout the year. Additionally, students who place in first, second, or third place win ribbons for the individual event. Science Challenge promotes teamwork and science inquiry.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	\$100	5th grade teachers, administration
Starbase	During the 2015-16 school year, fifth grade students will be exposed to a hands-on science exploration. The program will focus on inquiry and STEM skills over five days of intense instruction.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	\$2000	fifth grade teachers, administration

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
AARI Class	15-16 Selected struggling readers in grades 5-8 will take part in the AARI curriculum daily for one semester.	Academic Support Program, Direct Instruction	Tier 3	Monitor	09/01/2015	06/30/2016	\$35000	Administration, Keith Bartels, Michelle Schommer, and Kyle Bartels

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Nature Center	During the 2015-16 school year, sixth grade students will be exposed to a hands-on program that focuses on food chains, ecosystems, food webs, producers, consumers, and habitats.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	\$200	sixth grade teachers, administration
Current Events	Students will read informational text articles from Junior Scholastic. Teachers will assess their knowledge of the text based on quizzes, reading charts, maps, and timelines, debates, and essays, etc.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$350	Social Studies Teachers

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Reading Counts	15-16 All general education students in grades 5-8 must read books in the Reading Counts program each quarter. Students select the books of their choice from the reading list. After reading a book, the student must take an online comprehension quiz about the book. Students are awarded points based on passing the quiz. Each ELA class has an established point requirement per quarter.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$1500	All ELA teachers, Administration, librarian, and technology coordinator.
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Utilizing RA strategies in Content Area Instruction	15-16 All teachers will utilize RA strategies as part of content area instruction.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	\$1000	All staff, Administration, and School Improvement Team
Training In Classroom Instruction That Works	All teachers will attend 3 days of Professional Development on CITW at the Macomb Intermediate School District during the 2015-2016 School Year.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$1	2015-2016: All teachers and administration.
Implementation of Classroom Instruction that Works	All teachers will implement Marzano's High-Yield Instructional strategies in their classrooms to improve student achievement.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$1000	All teachers and administration
Big 10 Challenge	During the 2015-2016 school year, students will study and practice the mathematics power standards in all grades, 5-8. The activity takes approximately 10 minutes per hour. Students will study up to two different standards per day for each session. After all standards have been reviewed, students will be tested on the power standards graphing and analyzing their progress throughout the year. Teachers will teach at least one standard per session for each ten minute time frame (minimum). Students will practice the standards and be quizzed. They will record their progress and graph results throughout the year on a line graph.	Academic Support Program	Tier 1	Monitor	09/01/2015	06/30/2016	\$500	All math teachers and administration.
Training in Classroom Instruction That Works	All teachers will attend 3 days of Professional Development on CITW at the Macomb Intermediate School District during the 2015-2016 School Year	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$1000	All Teachers, Administration

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Implementation of Classroom Instruction That Works A	15-16 All teachers will implement Marzano's High-Yield Instructional Strategies in their classrooms to improve student achievement.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$1000	All Teachers, Administration, School Improvement Team
Training for Classroom Instruction that Works	All teachers will attend 3 days of Professional Development on CITW at the Macomb Intermediate School District during the 2015-2016 School Year.	Professional Learning	Tier 1		09/01/2015	06/30/2016	\$1000	all teachers, administration
Training in Classroom Instruction That Works	All teachers will attend 3 days of Professional Development on CITW at the Macomb Intermediate School District during the 2015-2016 School Year	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$1000	All teachers and administration
Implementation of Classroom Instruction that Works	All teachers will implement Marzano's High-Yield Instructional Strategies in their classroom to improve student achievement.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$1000	All teachers, administration, School Improvement Team
Implementation of Classroom Instruction That Works	All teachers will implement Marzano's High-Yield Instructional Strategies in their classrooms to improve student achievement.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$1000	All Teachers, Administration, School Improvement Team
Training in Classroom Instruction That Works	All teachers will attend 3 days of Professional Development on CITW at the Macomb Intermediate School District during the 2015-2016 School Year	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$1000	All Teachers, Administration
Implementation of Classroom Instruction That Works	All teachers will implement Marzano's High-Yield Instructional Strategies in their classrooms to improve student achievement	Direct Instruction	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$1000	All Teachers, Administration