



School Improvement Plan

Richmond Middle School

Richmond Community Schools

Mr. Keith Bartels
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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.

Since the fall of 2014, the middle school has had seven class periods each day for students, which is a change from the traditional six periods we have offered in years past. This change gives 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 were distributed to students for the 2015-2016 school year. State-of-the-art science labs were updated for students in the fall of 2014. In addition, there were facility updates and improvements in 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 have been teaching and reinforcing these expectations and goals through school-wide implementation of a Positive Behavior Intervention System since 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.

Richmond Middle School, despite economic challenges, has been able to maintain programs for its 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.

Richmond middle school has notable improvement in several areas. With the implementation of PBIS, student behavior referrals to the office have reduced in number. The number of reports of bullying has decreased. Student attendance has improved. Students scores on the NWEA assessment have systematically improved over the last 3 years, and the majority of our M-STEP results are above the state and county average.

For the next three years RMS will continue to improve in literacy and writing in all content areas. Our area of most critical need is implementing an activity rich math curriculum to increase math proficiency.

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 have moved 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 were 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 marking period.

With the recent bond passing, RMS has implemented several technology initiatives; interactive boards in every classroom, one to one devices for our students, and state of the art science rooms.

The advisory period is 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 2013-14 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.

Update Spring 2016 - The school improvement plan will be posted on the school's website for the 2016-2017 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?

16-17 We have fewer students than we did three years ago. We had 454 students in 13-14 and this year (16-17) have 422 students. This is a decline that started a few years ago. This past year the enrollment has stabilized, though we have not brought the enrollment back up. Our feeder school class coming up has stabilized, so we do not anticipate a big change in enrollment from last year.

Student Demographic Data

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

16-17: 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 14-15 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?

16-17: 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. 15-16 referrals have continued to decrease, and have decreased significantly when compared to the year prior to our PBIS implementation.

Student Demographic Data

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

16-17: To increase enrollment we will continue to run a 7 period day in order to offer more choices and programs for students. We have seen an increase in schools of choice enrollment. 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?

16-17: 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 2016-2017

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?

16-17: We have very few teachers at the beginning or 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?

16-17: Our school leaders try to be in the building as much as possible, however there are times they are required to be out or ill. During these times, leadership has building coverage to support teachers and student learning.

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?

16-17: 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. 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

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

16-17: 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?

16-17: 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?

16-17: Communication with an understanding of our stakeholders and how to get them involved are our current challenges.

12. How might these challenges impact student achievement?

16-17: 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.

16-17: 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?

16-17: Caseloads for students with disabilities are managed by professional staff, along with annual reviews through the IEP and 504 teams. The Child Study Team meets when needed to review student progress.

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

16-17: 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. 5th grade Eco 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?

16-17: Students are identified by being interested and volunteering for the group. Parents are notified via 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?

16-17: 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.

16-17: 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

16-17: Building wide highest proficiency. Reading continues to improve year over year. Building wide 65% of students met their growth targets on the NWEA MAP assessment. This is 5-15% above national expectations.

19b. Reading- Challenges

16-17: NWEA 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

16-17: NWEA trend is that as 5th graders our students are below the RIT national norm, and by the time they reach 8th grade, the same students have been above the RIT national norm.

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 2016-2017

tiered instruction if appropriate.

16-17: The district has made a commitment to continuing the ACRI Reading Program as a tier 3 intervention in grades 5-8. ACRI, Adolescent Critical Reading Intervention, specifically addresses reading informational text, which is our weakest subcategory. Authentic literacy continues to be a building wide focus in everything we do.

20a. Writing- Strengths

16-17: Student writing has improved in organization, length, using details to support a claim. Expository writing is a strength of our students.

20b. Writing- Challenges

16-17: Our students struggle with using basic grammar skills outside of ELA classes, and they also struggle with using details from the text to support their claims in their writing.

20c. Writing- Trends

16-17: Our students have improved on expository writing, but as a result the narrative writing has no longer been a focus.

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.

16-17: Our students will be writing in every content area which will reinforce the need to use their grammar skills in all content area writing and not only in their ELA classes. Our language arts departments will provide rubrics to the other departments for grading consistency across the subject areas.

21a. Math- Strengths

16-17: Our NWEA 15-16 scores indicate that 63% of our 5-8 grade students met their growth target. That is higher than the national average. We had an average of 85% on the comparative school conditional growth percentile.

21b. Math- Challenges

16-17: A major priority/challenge is to raise all of our mathematics scores and have an understanding with the common core standards.

21c. Math- Trends

16-17: Ever so slightly our scores are improving on the state assessment. On the NWEA, 50% of our students have met their mid-year growth target in 14-15, and in 15-16, 63% of our students met their end of year growth targets.

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.

16-17: 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 Power Five. The teachers will actively analyze NWEA data to focus on weak areas.

22a. Science- Strengths

16-17: Our teachers spent several days with the MISD consultant aligning our Science curriculum/classes to the Next Generation Science Standards.

22b. Science- Challenges

16-17: A challenge is that science is tested by the state in only one grade level for grades 5-8. We no longer test science in grades 5-8 with the NWEA Assessment. Our challenge now becomes creating assessments aligned to the Next Generation Science Standards to guide our instruction.

22c. Science- Trends

16-17: We are waiting on the 15-16 M-STEP data from the 7th grade science test. Once that data is received we will analyze it to address trends in comparison to the 14-15 data. This will give us 2 years of data to use to address curriculum changes needed.

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.

16-17: Through the alignment meetings that were held with the ISD consultant, the teachers will now need to execute the plan with consistency and rigor. They will also bring elements of CITW into their classrooms as well to facilitate the delivery of the content.

23a. Social Studies- Strengths

16-17: Literacy in Social Studies has been a large focus and has enabled our students to become better readers of informational text. We outsourced the county and state average on our 14-15 8th grade Social Studies M-STEP.

23b. Social Studies- Challenges

16-17: Analyzing data in charts and graphs and economics.

23c. Social Studies- Trends

16-17: Reading comprehension is improving along with organizing information with details. The state assessment shows a trend of an up and down pattern of proficiency. Our Social Studies data tends to be higher than the county and state average, however we do have cohort data over time.

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.

16-17: Continue to use Reading Apprentice Strategies to teach informational text. Using our one to one devices to enhance research and mapping skills. Continue coaching of ACRI information text strategies and begin to implement CITW strategies in the classroom. Begin to create assessments to fill in the gaps to have annual progress monitoring of social studies proficiency between 5th and 8th grade.

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 our 15-16 student survey, 94% of students feel that teachers are doing a good job of teaching them to be good readers.

24b. Student Perception Data

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

According to our 15-16 student survey, only 51% of students feel that their core classes are interesting.

24c. Student Perception Data

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

We will be implementing CITW across all grade levels and content areas, which should raise the interest level in all classes.

25a. Parent/Guardian Perception Data

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

According to the 15-16 parent survey, 71% of our parents feel teachers have "quite a bit" or "tremendous" amount of respect for children.

25b. Parent/Guardian Perception Data

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

According to our 15-16 parent survey, 21% of parents feel their child "mildly well" or lower learn from feedback from their work in class.

25c. Parent/Guardian Perception Data

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

Feedback is a focal point this coming school year as we implement CITW in the classrooms.

26a. Teacher/Staff Perception Data

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

According to our 15-16 staff survey, 96% of staff feel that teachers and staff discuss instructional strategies and curriculum.

26b. Teacher/Staff Perception Data

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

According to our 15-16 staff survey, 11% of staff feel they have no involvement in decisions regarding materials and resources.

26c. Teacher/Staff Perception Data

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

Administration will schedule time to allow staff to have input and give suggestions, thoughts and ideas regarding materials and resources.

27a. Stakeholder/Community Perception Data

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

Stakeholders/community members feel that the friendliness and welcoming of our building staff and students is a strength.

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 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. 16-17: 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 a curriculum director to help with areas such as this. This is an area of needed improvement. 16-17 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 ACRI Reading Program Atlas Curriculum Structure School Data Analysis NWEA Testing Peer Editing Program Classroom Instruction That Works Resources/Training materials	

2016-2017 School Improvement Plan

Overview

Plan Name

2016-2017 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: 9	Academic	\$0
2	All students at Richmond Middle School will be proficient in reading.	Objectives: 1 Strategies: 3 Activities: 14	Academic	\$36500
3	All students at Richmond Middle School will be proficient in math.	Objectives: 1 Strategies: 2 Activities: 14	Academic	\$1000
4	All students at Richmond Middle School will be proficient in social studies.	Objectives: 1 Strategies: 2 Activities: 14	Academic	\$2350
5	All students at Richmond Middle School will be proficient in science.	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$1000
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: 2 Activities: 14	Organizational	\$2500

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, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in Writing in English Language Arts by 06/14/2024 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 - ELA Exit Tickets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will incorporate at least one exit ticket per week demonstrating a proper writing skill, based on standard taught that week.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	ELA Staff, Administration
Activity - ELA Analogy Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
16-17 ELA teachers will incorporate the use of analogies to check for understanding twice per quarter.	Direct Instruction, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	ELA staff, Administration
Activity - ELA Exit ticket feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
16-17 ELA teachers will provide specific feedback from exit tickets at least once per week.	Direct Instruction, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	ELA staff, Administration
Activity - ELA Cooperative Writing Assignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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16-17 ELA teachers will facilitate one cooperative group writing project per year using technology.	Direct Instruction, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	ELA staff, Administration
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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.

Tier: Tier 1

Activity - Content Area Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During 2016-2017 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, Technology	Tier 1	Monitor	09/01/2015	06/30/2017	\$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
16-17 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, Technology	Tier 1	Monitor	09/01/2015	06/30/2017	\$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
16-17 6th - 8th grade ELA teachers will incorporate Macomb Intermediate School District genre units into the literacy curriculum which utilizes many RA strategies.	Direct Instruction, Technology	Tier 1	Monitor	09/01/2015	06/30/2017	\$0	No Funding Required	ELA teachers and administration

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Activity - Practicing RA Strategies in advisory period	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
16-17 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	06/30/2017	\$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
16-17 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, Technology	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, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in Reading in English Language Arts by 06/14/2024 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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16-17 Teachers will model using a Reading Apprenticeship strategy while reading an informational text article during advisory period.	Direct Instruction, Technology	Tier 1	Monitor	09/01/2015	06/30/2017	\$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
16-17 All teachers will utilize RA strategies as part of content area instruction.	Direct Instruction, Technology	Tier 1	Monitor	09/01/2015	06/30/2017	\$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
16-17 Students will engage in utilizing the previously modeled RA strategy with an informational text article during advisory period.	Direct Instruction, Technology	Tier 1	Monitor	09/01/2015	06/30/2017	\$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
16-17 Teachers will assess student use of the RA strategy monthly and input results into Data Director.	Other - Data Collection, Technology	Tier 1	Monitor	09/01/2015	06/30/2017	\$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
16-17 Teachers will document their use of RA strategies in content area instruction on weekly snapshots. (Began year of 11-12 and continuing)	Technology, Policy and Process	Tier 1	Monitor	09/01/2015	06/30/2017	\$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

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16-17 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	06/30/2017	\$0	No Funding Required	Administration, teachers
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Activity - Reading Counts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
16-17 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, Technology	Tier 1	Monitor	09/01/2015	06/30/2017	\$1500	Other	All ELA teachers, Administration, librarian, and technology coordinator.

Strategy 2:

ACRI - 16-17 Ten 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: English/Language Arts

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 - ACRI Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
16-17 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	06/30/2017	\$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
16-17 ACRI 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.	Academic Support Program, Policy and Process	Tier 3	Monitor	09/01/2015	06/30/2017	\$0	No Funding Required	Administration, ACRI teachers, and counselor

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Strategy 3:

Classroom Instruction That Works - 16-17 All teachers were trained for Classroom Instruction That Works in the 2015-2016 school year. They will begin to implement the feedback and cooperative learning strategies into their instructional practice to increase student engagement and learning.

Category: English/Language Arts

Research Cited: Classroom Instruction That Works

Tier: Tier 1

Activity - Reading Logs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
16-17 6th, 7th, and 8th grade students will track their reading progress on weekly reading logs in ELA classes.	Direct Instruction, Technology	Tier 1	Implement	09/01/2016	06/30/2017	\$0	No Funding Required	ELA staff, administration

Activity - Cooperative Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
16-17 ELA teachers will utilize cooperative learning strategies in content area instruction on a weekly basis.	Direct Instruction	Tier 1	Implement	09/01/2016	06/30/2017	\$0	No Funding Required	ELA staff, administration

Activity - Modeling Note-Taking Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
16-17 Teachers will model using a note-taking strategy while reading an informational text article during advisory period.	Direct Instruction, Technology	Tier 1	Implement	09/01/2016	06/30/2017	\$0	No Funding Required	teaching staff, administration

Activity - Practicing Note-Taking Strategies in Advisory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
16-17 Students will engage in utilizing the previously modeled note-taking strategy with an informational text article during advisory period.	Direct Instruction, Technology	Tier 1	Implement	09/01/2016	06/30/2017	\$0	No Funding Required	teaching staff, administration

Activity - Utilizing Note-Taking Strategies in Content Area Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
16-17 All teachers will utilize note-taking strategies as part of content area instruction.	Direct Instruction, Technology	Tier 1	Implement	09/01/2016	06/30/2017	\$0	No Funding Required	teaching staff, 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, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all strands in Mathematics by 06/14/2024 as measured by Spring State Assessment.

Strategy 1:

CITW - 16-17 All teachers were trained for Classroom Instruction That Works in the 2015-2016 school year. They will begin to implement the feedback and cooperative learning strategies into their instructional practice to increase student engagement and learning.

Category: Mathematics

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

Tier: Tier 1

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. 2016-2017	Policy and Process	Tier 1	Monitor	09/01/2015	06/30/2017	\$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. 2016-2017	Professional Learning, Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2017	\$1000	Title II Part A	All teachers and administration

Activity - Big/Power 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2016-2017 school year, students will study and practice the mathematics power standards in all grades, 5-8. Students will study between 1 and 5 standards each session. After all standards have been reviewed, students will be tested on the power standards. Students will practice the standards and be quizzed. Teachers will monitor their progress.	Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Richmond Middle School math department and administration will be responsible.

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Activity - Tracking Inventory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reinforcing Effort- Tracking Inventory/Rubric to help students reflect on effort and achievement during math instruction. 2016	Academic Support Program, Technology	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$0	No Funding Required	All math instructors will be responsible to implement this activity. 2016

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Setting Objectives- Learning target will be displayed in the classroom and discussed during daily lessons. 2016	Academic Support Program, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	All staff will be responsible to implement this activity. 2016

Activity - Group Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilization of Cooperative Learning- Using the recommendation of effective cooperative learning components. Students will be placed in groups and have specific roles and responsibilities. 2016	Academic Support Program, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	All staff members will be responsible to implement this activity. 2016

Activity - Exit Ticket	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Providing Feedback- students will provide feedback at the end of a lesson to be used to help guide instruction. 2016	Academic Support Program, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	All staff will be responsible to implement this activity. 2016

Activity - Online Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Providing Feedback- students will provide feedback at the end of a lesson to be used to help guide instruction. Possible sites could be: Kahoot.it, ten marks, quizit.com.au, and quizizz.com. 2016	Academic Support Program, Technology	Tier 1		09/06/2016	06/30/2017	\$0	No Funding Required	All staff will use an online formative assessment site to help with providing feedback. 2016
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Activity - PBIS Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reinforcing Effort/Providing Recognition: Students have the opportunity to earn "SHINE" tickets by displaying characteristics of the school-wide PBIS program inside or outside the classroom. 2016	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	All staff will be responsible to promote the PBIS program. 2016

Activity - NWEA Reflection Sheets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reinforcing Effort/Providing Recognition: All students will utilize the NWEA reflection sheets to set goals and track performance for the beginning of the year and mid-year assessments. 2016	Academic Support Program	Tier 1	Implement	10/01/2016	02/01/2017	\$0	No Funding Required	All staff will be responsible to have students fill out the NWEA reflection sheets. 2016

Activity - Cooperative Learning Rubric	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cooperative Learning: staff will clearly explain the expectations for effective cooperative learning groups. 2016-2017	Academic Support Program, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	All staff members will be required to implement this activity. 2016-2017

Activity - Retake Procedure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students will have the opportunity to retake summative assessments. Students will need to follow the guidelines in order to be able to retake assessments. 2016	Academic Support Program, Technology			09/06/2016	06/30/2017	\$0	No Funding Required	All staff will be required to follow the guidelines for retakes. 2016
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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 effectiveness of Reading Apprenticeship.

Tier: Tier 1

Activity - Sustained Silent Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
16-17 Students will read self-selected materials for at least 20 minutes daily in all subjects on a rotating schedule.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/30/2017	\$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
2016-17: All teachers will utilize RA strategies as part of content area instruction.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/30/2017	\$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, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency Social Studies in Social Studies by 06/14/2024 as measured by Spring State Assessment.

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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	09/06/2016	06/30/2017	\$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	09/06/2016	06/30/2017	\$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	09/06/2016	06/30/2017	\$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	09/06/2016	06/30/2017	\$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	09/06/2016	06/30/2017	\$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	09/06/2016	06/30/2017	\$0	No Funding Required	Sixth Grade Social Studies and/or ELA Teachers, Administration

Strategy 2:

Classroom Instruction That Works - 16-17 All teachers were trained for Classroom Instruction That Works in the 2015-2016 school year. They will begin to implement the feedback and cooperative learning strategies into their instructional practice to increase student engagement and learning.

Category: Social Studies

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.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$1000	Title II Part A	All Teachers, Administration, School Improvement Team
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

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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
Activity - Cooperative Group Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Projects with teacher selected groups, balanced with hi, med, lo students with specific rules and accountability	Other - Cooperative Learning, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	all social studies teachers
Activity - Jigsaw Reading Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read an article in one group and then share their information with a second group. Each student is accountable for his/her own piece of information and is responsible for sharing it with the next group to complete the activity.	Other, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	all social studies teachers
Activity - Reading groups with roles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will place students in reading groups based on skills of high, medium and low readers. Each student will be assigned a specific role as reader, note-taker, or question recorder.	Other, Technology	Tier 1		09/06/2016	06/30/2017	\$0	No Funding Required	all social studies teachers
Activity - Feedback through Online Quizzes and Learning Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive instant feedback through online quizzes and reviews such as Kahoot, quizlet, socrative, etc.	Direct Instruction, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	all social studies teachers
Activity - Feedback using Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rubrics will be used to evaluate student work such as AOW, Content Area Writing, and Projects	Other - using rubrics - student feedback	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	all social studies teachers

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Activity - Teacher-Student Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers conference with students regarding NWEA online test scores, goal setting and their plan to achieve their goals	Other, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	all social studies teachers

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, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all strands in Science by 06/14/2024 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
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	06/30/2017	\$0	No Funding Required	All teachers, all administrators

Activity - Utilizing Reading Apprenticeship Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers will utilize RA strategies as part of content area instruction	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2017	\$0	Title IV Part A	all teachers, administration
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Strategy 2:

Classroom Instruction that Works - 16-17 All teachers were trained for Classroom Instruction That Works in the 2015-2016 school year. They will begin to implement the feedback and cooperative learning strategies into their instructional practice to increase student engagement and learning.

Category: Science

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 classroom to improve student achievement.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	09/01/2015	06/30/2017	\$1000	Title II Part A	All teachers, administration, School Improvement Team

Activity - Cooperative Group Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Projects with teacher selected groups, balanced with hi, med, lo students with specific rules and accountability.	Other - Cooperative Learning, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	all science teachers

Activity - Jigsaw Reading Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read an article in one group and then share their information with a second group. Each student is accountable for his/her own piece of information and is responsible for sharing it with the next group to complete the activity.	Other, Technology	Tier 1		09/06/2016	06/30/2017	\$0	No Funding Required	all science teachers

Activity - Reading Groups with Roles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher assigns reading groups based on low, medium, and high readers. Each student is assigned a specific role such as reader, note taker, and question recorder.	Other, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	all science teachers

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Activity - Feedback through Online Quizzes and Learning Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive instant feedback through online quizzes and reviews such as Kahoot, Quizlet, and Socrative, etc.	Direct Instruction, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	all science teachers
Activity - Feedback using Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rubrics will be used to evaluate student work such as AOW, Content Area Writing, and Projects	Other - using rubrics - student feedback	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	all science teachers
Activity - Teacher-Student Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers conference with students regarding NWEA online test scores, goal setting and their plan to achieve their goals	Other, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	all science teachers

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: School Culture

Tier: Tier 1

Activity - District Website	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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.	Parent Involvement, Technology, Community Engagement	Tier 1	Implement	09/06/2016	06/30/2017	\$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.	Other, Parent Involvement, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$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
All teachers and Administrators communicate with parents and other stakeholders via e-mail whenever necessary.	Teacher Collaboration, Other, Parent Involvement, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$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.	Other, Parent Involvement, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$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.	Parent Involvement, Technology, Community Engagement	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	All Faculty and Staff, Administrators

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Strategy 2:

Interpersonal Communication - Teachers and Administrators will communicate with parents and other stakeholders via interpersonal methods such as written notices, telephone calls, and face-to-face communications.

Category:

Tier: Tier 1

Activity - Meet the Teacher Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of each school year, RMS will host a "Meet the Teacher Night". This evening gives parents and students the opportunity to come in and tour the school and meet the classroom teachers.	Parent Involvement, Community Engagement	Tier 1	Monitor	08/30/2016	08/30/2016	\$0	No Funding Required	All Teachers, Administration

Activity - Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent-Teacher Conferences are held every fall. Parents are invited to come in and meet with individual teachers to discuss student progress.	Parent Involvement	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	All Teachers, Administrators

Activity - IEP Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of special education students are invited to attend an annual meeting to review the Individual Education Plan for their child. Administrators, Special Education Teachers, and General Education Teachers also participate in this annual meeting.	Parent Involvement	Tier 3	Monitor	09/06/2016	06/30/2017	\$2000	Section 31a	Special Education Teachers, Administrators, General Education Teachers

Activity - Telephone Calls	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Administrators make individual telephone calls to parents when needed, sharing both positive behaviors and problematic situations involving their child.	Parent Involvement	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	All Teachers, Administrators

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Activity - School Newspaper	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school newspaper is published on a monthly basis. The newspaper is given to all students at RMS and is available to parents and other stakeholders upon request.	Other, Parent Involvement	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	School Newspaper Advisor, Administrators
Activity - Written Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Written flyers and other notices are provided for a variety of reasons throughout the year. Flyers for school events are posted in the school, given to students, and posted in the community. Written letters are sent home throughout the year ranging from Progress Reports and Report Cards to testing results to general information regarding school policies and events. Parents of students chosen as "Student of the Month" receive letters that inform them of their child's selection, based on their character and behavior.	Parent Involvement, Community Engagement	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	All Teachers, Administrators
Activity - Extracurricular Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There are multiple opportunities for families and stakeholders to visit the district facilities to support extracurricular events such as athletic, fine arts, and performing arts events	Parent Involvement, Extra Curricular, Community Engagement	Tier 1		09/06/2016	06/30/2017	\$0	No Funding Required	athletic department, fine and performing arts teachers, custodial staff, administration
Activity - Local Media Sources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Administrators notify local media sources of upcoming events at RMS and submit stories about students and events for publication.	Community Engagement	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	All Faculty and Staff, Administrators
Activity - Family Invitation Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Male and female mentors are invited before school to share a morning experience with their child in the school. i.e.) Movember with Mentors, Morning with Moms	Parent Involvement, Community Engagement	Tier 1	Monitor	09/06/2016	06/30/2017	\$500	Other	Administration, custodial, student groups and advisors
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
IEP Meetings	Parents of special education students are invited to attend an annual meeting to review the Individual Education Plan for their child. Administrators, Special Education Teachers, and General Education Teachers also participate in this annual meeting.	Parent Involvement	Tier 3	Monitor	09/06/2016	06/30/2017	\$2000	Special Education Teachers, Administrators, General Education Teachers
ACRI Class	16-17 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	06/30/2017	\$35000	Administration, Keith Bartels, Michelle Schommer, and Kyle Bartels

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Classroom Instruction that Works	All teachers will implement Marzano's High-Yield Instructional strategies in their classrooms to improve student achievement. 2016-2017	Professional Learning, Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2017	\$1000	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.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$1000	All Teachers, Administration, School Improvement Team

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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	09/06/2016	06/30/2017	\$1000	All staff, Administration, and School Improvement Team
Implementation of Classroom Instruction that Works	All teachers will implement Marzano's High-Yield Instructional Strategies in their classroom to improve student achievement.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	09/01/2015	06/30/2017	\$1000	All teachers, administration, School Improvement Team

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Utilizing Reading Apprenticeship Strategies	All teachers will utilize RA strategies as part of content area instruction	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2017	\$0	all teachers, administration
Utilizing RA strategies in Content Area instruction	16-17 All teachers will utilize RA strategies as part of content area instruction.	Direct Instruction, Technology	Tier 1	Monitor	09/01/2015	06/30/2017	\$0	All teachers, Administration

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Counts	16-17 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, Technology	Tier 1	Monitor	09/01/2015	06/30/2017	\$1500	All ELA teachers, Administration, librarian, and technology coordinator.
Family Invitation Events	Male and female mentors are invited before school to share a morning experience with their child in the school. i.e.) Movember with Mentors, Morning with Moms	Parent Involvement, Community Engagement	Tier 1	Monitor	09/06/2016	06/30/2017	\$500	Administration, custodial, student groups and advisors

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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	09/06/2016	06/30/2017	\$350	Social Studies Teachers
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
QRI Assessment	16-17 ACRI 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.	Academic Support Program, Policy and Process	Tier 3	Monitor	09/01/2015	06/30/2017	\$0	Administration, ACRI teachers, and counselor
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	09/06/2016	06/30/2017	\$0	All Teachers, Administration
ELA Exit Tickets	ELA teachers will incorporate at least one exit ticket per week demonstrating a proper writing skill, based on standard taught that week.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	ELA Staff, Administration
Reading Logs	16-17 6th, 7th, and 8th grade students will track their reading progress on weekly reading logs in ELA classes.	Direct Instruction, Technology	Tier 1	Implement	09/01/2016	06/30/2017	\$0	ELA staff, administration
Reading Groups with Roles	Teacher assigns reading groups based on low, medium, and high readers. Each student is assigned a specific role such as reader, note taker, and question recorder.	Other, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	all science teachers
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
Exit Ticket	Providing Feedback- students will provide feedback at the end of a lesson to be used to help guide instruction. 2016	Academic Support Program, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All staff will be responsible to implement this activity. 2016

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Tracking Inventory	Reinforcing Effort- Tracking Inventory/Rubric to help students reflect on effort and achievement during math instruction. 2016	Academic Support Program, Technology	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$0	All math instructors will be responsible to implement this activity. 2016
Extracurricular Activities	There are multiple opportunities for families and stakeholders to visit the district facilities to support extracurricular events such as athletic, fine arts, and performing arts events	Parent Involvement, Extra Curricular, Community Engagement	Tier 1		09/06/2016	06/30/2017	\$0	athletic department, fine and performing arts teachers, custodial staff, administration
Group Projects	Utilization of Cooperative Learning- Using the recommendation of effective cooperative learning components. Students will be placed in groups and have specific roles and responsibilities. 2016	Academic Support Program, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All staff members will be responsible to implement this activity. 2016
Utilizing Note-Taking Strategies in Content Area Instruction	16-17 All teachers will utilize note-taking strategies as part of content area instruction.	Direct Instruction, Technology	Tier 1	Implement	09/01/2016	06/30/2017	\$0	teaching staff, administration
Practicing Note-Taking Strategies in Advisory	16-17 Students will engage in utilizing the previously modeled note-taking strategy with an informational text article during advisory period.	Direct Instruction, Technology	Tier 1	Implement	09/01/2016	06/30/2017	\$0	teaching staff, administration
Content Area Writing	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	06/30/2017	\$0	All teachers, all administrators
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.	Other, Parent Involvement, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All Teachers, Administrators

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Modeling RA strategies in advisory period	16-17 Teachers will model using a Reading Apprenticeship strategy while reading an informational text article during advisory period.	Direct Instruction, Technology	Tier 1	Monitor	09/01/2015	06/30/2017	\$0	All staff will be responsible to implement this activity within advisory period, on a scheduled basis throughout the year.
Common Assessments	Mathematics teachers will create and administer a summative unit/chapter common assessments to all students. 2016-2017	Policy and Process	Tier 1	Monitor	09/01/2015	06/30/2017	\$0	All staff and administration
Jigsaw Reading Activities	Students will read an article in one group and then share their information with a second group. Each student is accountable for his/her own piece of information and is responsible for sharing it with the next group to complete the activity.	Other, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	all social studies teachers
Feedback through Online Quizzes and Learning Games	Students receive instant feedback through online quizzes and reviews such as Kahoot, quizlet, socrative, etc.	Direct Instruction, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	all social studies teachers
Big/Power 5	During the 2016-2017 school year, students will study and practice the mathematics power standards in all grades, 5-8. Students will study between 1 and 5 standards each session. After all standards have been reviewed, students will be tested on the power standards. Students will practice the standards and be quizzed. Teachers will monitor their progress.	Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Richmond Middle School math department and administration will be responsible.
Cooperative Learning Strategies	16-17 ELA teachers will utilize cooperative learning strategies in content area instruction on a weekly basis.	Direct Instruction	Tier 1	Implement	09/01/2016	06/30/2017	\$0	ELA staff, administration
ELA Analogy Usage	16-17 ELA teachers will incorporate the use of analogies to check for understanding twice per quarter.	Direct Instruction, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	ELA staff, 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	09/06/2016	06/30/2017	\$0	All Teachers, Administration, School Improvement Team

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Feedback through Online Quizzes and Learning Games	Students receive instant feedback through online quizzes and reviews such as Kahoot, Quizlet, and Socrative, etc.	Direct Instruction, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	all science teachers
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	09/06/2016	06/30/2017	\$0	All Teachers, Administration
Feedback using Rubrics	Rubrics will be used to evaluate student work such as AOW, Content Area Writing, and Projects	Other - using rubrics - student feedback	Tier 1	Implement	09/06/2016	06/30/2017	\$0	all science teachers
Learning Targets	Setting Objectives- Learning target will be displayed in the classroom and discussed during daily lessons. 2016	Academic Support Program, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All staff will be responsible to implement this activity. 2016
Assessing use of RA strategy	16-17 Teachers will assess student use of the RA strategy monthly and input results into Data Director.	Other - Data Collection, Technology	Tier 1	Monitor	09/01/2015	06/30/2017	\$0	Administration, teachers
PBIS Program	Reinforcing Effort/Providing Recognition: Students have the opportunity to earn "SHINE" tickets by displaying characteristics of the school-wide PBIS program inside or outside the classroom. 2016	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All staff will be responsible to promote the PBIS program. 2016
E-mail	All teachers and Administrators communicate with parents and other stakeholders via e-mail whenever necessary.	Teacher Collaboration, Other, Parent Involvement, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All Teachers, Administrators
Retake Procedure	All students will have the opportunity to retake summative assessments. Students will need to follow the guidelines in order to be able to retake assessments. 2016	Academic Support Program, Technology			09/06/2016	06/30/2017	\$0	All staff will be required to follow the guidelines for retakes. 2016
Local Media Sources	Teachers and Administrators notify local media sources of upcoming events at RMS and submit stories about students and events for publication.	Community Engagement	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All Faculty and Staff, Administrators

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Teacher-Student Conferences	Teachers conference with students regarding NWEA online test scores, goal setting and their plan to achieve their goals	Other, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	all science teachers
ELA Cooperative Writing Assignment	16-17 ELA teachers will facilitate one cooperative group writing project per year using technology.	Direct Instruction, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	ELA staff, Administration
School Newspaper	A school newspaper is published on a monthly basis. The newspaper is given to all students at RMS and is available to parents and other stakeholders upon request.	Other, Parent Involvement	Tier 1	Implement	09/06/2016	06/30/2017	\$0	School Newspaper Advisor, Administrators
ELA Genre Units from MISD	16-17 6th - 8th grade ELA teachers will incorporate Macomb Intermediate School District genre units into the literacy curriculum which utilizes many RA strategies.	Direct Instruction, Technology	Tier 1	Monitor	09/01/2015	06/30/2017	\$0	ELA teachers and administration
Cooperative Learning Rubric	Cooperative Learning: staff will clearly explain the expectations for effective cooperative learning groups. 2016-2017	Academic Support Program, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All staff members will be required to implement this activity. 2016-2017
Cooperative Group Projects	Projects with teacher selected groups, balanced with hi, med, lo students with specific rules and accountability.	Other - Cooperative Learning, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	all science teachers
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.	Parent Involvement, Technology, Community Engagement	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All Faculty and Staff, Administrators
Cooperative Group Projects	Projects with teacher selected groups, balanced with hi, med, lo students with specific rules and accountability	Other - Cooperative Learning, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	all social studies teachers
Narrative Writing Unit	16-17 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, Technology	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$0	ELA teachers and administration
Practicing RA Strategies in advisory period	16-17 Students will engage in utilizing the previously modeled RA strategy with an informational text article during advisory period.	Direct Instruction, Technology	Tier 1	Monitor	09/01/2015	06/30/2017	\$0	Administration, teachers

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Conferences	Parent-Teacher Conferences are held every fall. Parents are invited to come in and meet with individual teachers to discuss student progress.	Parent Involvement	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All Teachers, Administrators
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.	Parent Involvement, Technology, Community Engagement	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All Teachers, Administration
Documenting classroom RA utilization	16-17 Teachers will document their use of RA strategies in content area instruction on weekly snapshots. (Began year of 11-12 and continuing)	Technology, Policy and Process	Tier 1	Monitor	09/01/2015	06/30/2017	\$0	Administration, teachers
Feedback using Rubrics	Rubrics will be used to evaluate student work such as AOW, Content Area Writing, and Projects	Other - using rubrics - student feedback	Tier 1	Implement	09/06/2016	06/30/2017	\$0	all social studies teachers
Reading groups with roles	Teachers will place students in reading groups based on skills of high, medium and low readers. Each student will be assigned a specific role as reader, note-taker, or question recorder.	Other, Technology	Tier 1		09/06/2016	06/30/2017	\$0	all social studies teachers
6th Grade Content Area Literacy Class	16-17 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, Technology	Tier 1	Monitor	09/01/2015	06/30/2017	\$0	Sixth Grade Social Studies and/or ELA Teachers, Administration
Sustained Silent Reading	16-17 Students will read self-selected materials for at least 20 minutes daily in all subjects on a rotating schedule.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All teachers and administration
Meet the Teacher Night	At the beginning of each school year, RMS will host a "Meet the Teacher Night". This evening gives parents and students the opportunity to come in and tour the school and meet the classroom teachers.	Parent Involvement, Community Engagement	Tier 1	Monitor	08/30/2016	08/30/2016	\$0	All Teachers, Administration
Practicing RA Strategies in advisory period	16-17 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	06/30/2017	\$0	All teachers, administration, and School Improvement Team

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Sustained Silent Reading	16-17 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	06/30/2017	\$0	Administration, teachers
Teacher-Student Conferences	Teachers conference with students regarding NWEA online test scores, goal setting and their plan to achieve their goals	Other, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	all social studies teachers
Teacher Websites	All classroom teachers will maintain a classroom website for communicating with students and parents.	Other, Parent Involvement, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All Teachers, Administrators
Modeling Note-Taking Strategies	16-17 Teachers will model using a note-taking strategy while reading an informational text article during advisory period.	Direct Instruction, Technology	Tier 1	Implement	09/01/2016	06/30/2017	\$0	teaching staff, administration
Telephone Calls	Teachers and Administrators make individual telephone calls to parents when needed, sharing both positive behaviors and problematic situations involving their child.	Parent Involvement	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All Teachers, 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	09/06/2016	06/30/2017	\$0	Sixth Grade Social Studies and/or ELA Teachers, Administration
Online Formative Assessments	Providing Feedback- students will provide feedback at the end of a lesson to be used to help guide instruction. Possible sites could be: Kahoot.it, ten marks, quizit.com.au, and quizizz.com. 2016	Academic Support Program, Technology	Tier 1		09/06/2016	06/30/2017	\$0	All staff will use an online formative assessment site to help with providing feedback. 2016
Content Area Writing	During 2016-2017 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, Technology	Tier 1	Monitor	09/01/2015	06/30/2017	\$0	All teachers, Administration, and School Improvement Team

School Improvement Plan

Richmond Middle School

Written Communication	Written flyers and other notices are provided for a variety of reasons throughout the year. Flyers for school events are posted in the school, given to students, and posted in the community. Written letters are sent home throughout the year ranging from Progress Reports and Report Cards to testing results to general information regarding school policies and events. Parents of students chosen as "Student of the Month" receive letters that inform them of their child's selection, based on their character and behavior.	Parent Involvement, Community Engagement	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All Teachers, Administrators
ELA Exit ticket feedback	16-17 ELA teachers will provide specific feedback from exit tickets at least once per week.	Direct Instruction, Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	ELA staff, Administration
Jigsaw Reading Activity	Students will read an article in one group and then share their information with a second group. Each student is accountable for his/her own piece of information and is responsible for sharing it with the next group to complete the activity.	Other, Technology	Tier 1		09/06/2016	06/30/2017	\$0	all science teachers
NWEA Reflection Sheets	Reinforcing Effort/Providing Recognition: All students will utilize the NWEA reflection sheets to set goals and track performance for the beginning of the year and mid-year assessments. 2016	Academic Support Program	Tier 1	Implement	10/01/2016	02/01/2017	\$0	All staff will be responsible to have students fill out the NWEA reflection sheets. 2016
Utilizing RA strategies in Content Area Instruction	2016-17: All teachers will utilize RA strategies as part of content area instruction.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All teachers and administration