



School Improvement Plan

Highlander Way Middle School

Howell Public Schools

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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?

Located in Howell, Michigan, Highlander Way Middle School is one of two middle schools within the Howell Public School district in Livingston County. The school serviced 857 students during the 2015-2016 school year. The student population is 92% white. 36% of students are economically disadvantaged and 13% have a disability. The median household income in Howell is \$41,607. The High School graduation rate is 89%, while the percentage of residents with a Bachelor degree or higher is 23%. During the 2015-2016 school year there were 10 schools of choice students first semester and 2 second semester. There have been many changes during the last four years including: reduced funding, declining enrollment, and the continuation of a seven period school day.

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.

On February 8, 2016 the Howell Board of Education approved the Howell Public Schools Strategic Plan which set forth the following mission: Howell Public Schools is an exemplary learning community committed to maximizing every student's success. Highlander Way Middle School supports the district's mission statement and vision: Empowering students to be successful citizens. In addition, at Highlander Way Middle School we believe in the three "R's" ... Rigor, Respect and Responsibility. This motto is embedded in our practices and expectations at HWMS. Throughout the year students and guardians will see this statement painted on the walls, in the signature lines for staff email, in our newsletter and emphasized in each classroom. Describing the three "R's" expectation is a part of our annual orientation for all students. The observation rubric for the teaching staff also includes language about these expectations. Our Positive Behavior Intervention Support Team (PBIS) develops behavior rubrics, interventions, and lessons to support the mission, vision, values and goals of Highlander Way Middle School and Howell Public Schools. Additionally, during 2015-2016 school year we implemented student advisory groups. The school's mission, vision, values and beliefs were reinforced through these groups' norms and learning objectives.

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.

HWMS was not identified as a focus school. We have trained all staff members in Reading Apprenticeship and Formative Assessment and continue to implement Professional Learning Communities. Through PBIS initiatives, behavior referrals and incidents have continued to decline for the past three years. We have successfully implemented instructional rounds through our school improvement plan and continued to roll out Capturing Kids Hearts training (40% of teaching staff have already received this training.) Student Advisory groups were created and met nine times during the school year.

We are working hard to improve student achievement data at HWMS. In order to meet the 85% proficiency level in all tested areas by the school year 2021-2022, we will need to systematically improve in all subject areas; additional emphasis will be placed on closing the achievement gap for our SWD and ED subgroups, although the gap is closing in some areas. Most notably, our NWEA student growth exceeded targets in all grade levels and tested content areas. Staff are working to deepen knowledge of Formative Assessment and instructional strategies.

We will continue to utilize our School Improvement Plan to train staff and increase strategies used in the classroom.

Additional Information

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

N/A

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.

Parent and student representatives are recruited and selected based on recommendations from staff. Every fall the school improvement team develops norms of collaboration and defines each team members roles and responsibilities. Meetings are scheduled after school in the fall of each school year to allow for ample planning and notification.

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

The school improvement team is comprised of teachers, administrators, students and parents, They are responsible for attending meetings, providing input regarding data. The teaching staff is also responsible for leading whole staff groups through implementing activities.

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 as well as updates regarding progress are posted on the website, hard copies are printed and maintained in the main office, they are referenced at open house,they are included in all professional learning time agendas, as well as the weekly staff newsletter and it is the focus for all professional learning time.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Based on the results from the NWEA Reading Test, we can see that 6th-8th grade Literature has proven to be a strength. About 40% of students tested score in the High/Average to High range. Another area of strength is 7th and 8th grade math. Based on NWEA Math scores for 7th and 8th grade more than half our those student are in Average to High Average range.

Describe the area(s) that show a positive trend in performance.

In science looking at cohort groups from 13-14 7th grade to 14-15 8th grade there was a 22% increase in proficiency in the common assessments.

In NWEA data there is a positive trend in proficiency among our current 8th grade students (15-16 SY) as the Mean RIT score is more than one point about the Mean norm score. There is also a positive trend among our 7th grade students in Math NWEA.

Which area(s) indicate the overall highest performance?

As per the 2013-2014 MEAP data, English Language Reading represents the highest levels of student achievement with 79.59% (+3.83% growth from previous year) of all students in grades 6-7-8 either at or above proficient. This is the last state assessment data available. When looking at 2014/15 NWEA Reading data, the Mean RIT scores for our 6th, 7th and 8th grades were all on grade level according to NWEA status norms.

Which subgroup(s) show a trend toward increasing performance?

Due to unavailability of State assessment data we do not currently have accurate sub group trends.

Between which subgroups is the achievement gap closing?

Due to state assessment data being unavailable we currently do not have accurate subgroup data.

Which of the above reported findings are consistent with findings from other data sources?

Due to state assessment data being unavailable we do not have current consistent findings from other data sources.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Based on the results from the NWEA Reading test, we found that in 6th, 7th and 8th grade Language (Vocabulary and Grammar) 35%-40% of students are in the Low-Low Average range.

Describe the area(s) that show a negative trend in performance.

In science on the common assessment the students in 7th grade 14-15 school year had an 8% decrease in proficiency from their common assessments scores in 6th grade.

Which area(s) indicate the overall lowest performance?

As per the 2013-2014 MEAP data, 6th and 7th grade Math, and 6th grade Social Studies represent the lowest levels of student achievement. This is the last state assessment data available.

Which subgroup(s) show a trend toward decreasing performance?

Due to unavailability of State assessment data we do not currently have accurate sub group trends.

Between which subgroups is the achievement gap becoming greater?

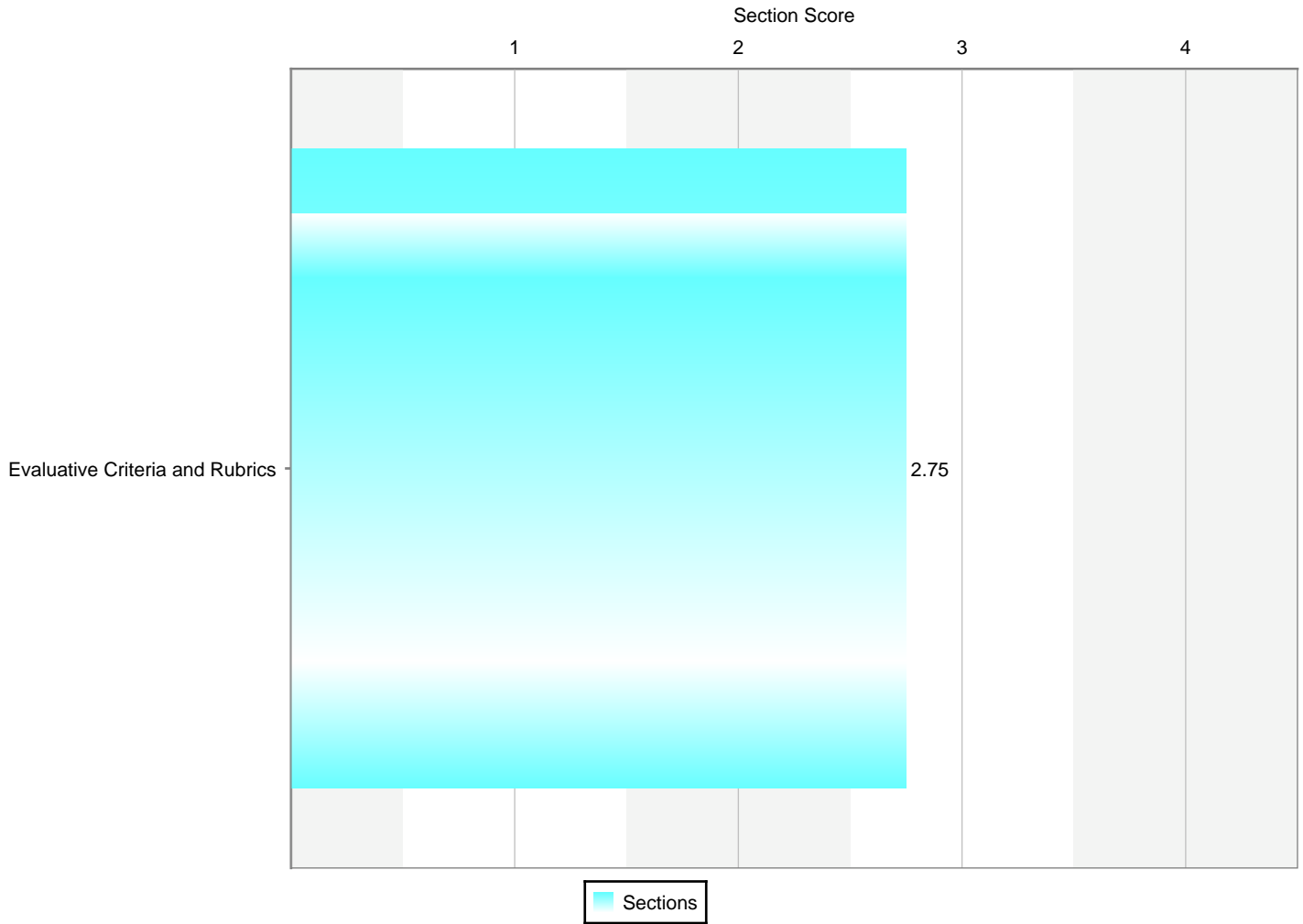
Due to state assessment data being unavailable we currently do not have accurate subgroup data.

Which of the above reported findings are consistent with findings from other data sources?

Due to state assessment data being unavailable we do not have current consistent findings from other data sources.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	All surveys (Parent/Staff/Student) were administered with fidelity. We had Chromebooks available during our Fall Orientations and were able to get 60 parents to respond during this time. then, we placed three Chromebooks in each teacher classroom during our Student-Led Conferences and asked each teacher to get at least three parents to fill out the survey. We were able to get an additional 48 parents to fill it out. Our students filled it out through their tech classes and staff did it on their own.	

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Our School Improvement team looked at this data from over a period of three years and found the following areas of high satisfaction and approval:

Staff: Purpose and Direction 4.1

Parents: Purpose and Direction 4.04

Students: Purpose and direction 3.55

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Our School Improvement team looked at this data from over a period of three years and found the following trends towards increasing satisfaction and approval:

Staff: Purpose and Direction .1 increase

Parents: Purpose and Direction .44

Students: None

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

We are just beginning the process of strategic planning in this district with our new superintendent. We have had over 700 responses to his survey request, but here at HWMS we currently do not have access to those findings.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Our School Improvement team looked at this data from over a period of three years and found the following areas of low satisfaction or approval:

Staff: Resources and Support Systems 3.65/Governance and Leadership 3.86

Parents: Teaching and Assessing for Learning 3.65

Students: Resources and Support Systems 3.22

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Our School Improvement team looked at this data from over a period of three years and found the following trends towards decreasing satisfaction or approval:

Staff: Governance and Leadership 4.093.86 (Down)

Staff: Resources and Support 3.853.65 (Down)

Staff: Using Results for Continuous Improvement 4.09 3.91 (Down)

Parents: No decreases

Students: Everything decreased

Purpose an Direction 3.83.55 (Down)

Governance and Leadership 3.73.55 (Down)

Resources and Support Systems 3.43.22 (Down)

What are the implications for these stakeholder perceptions?

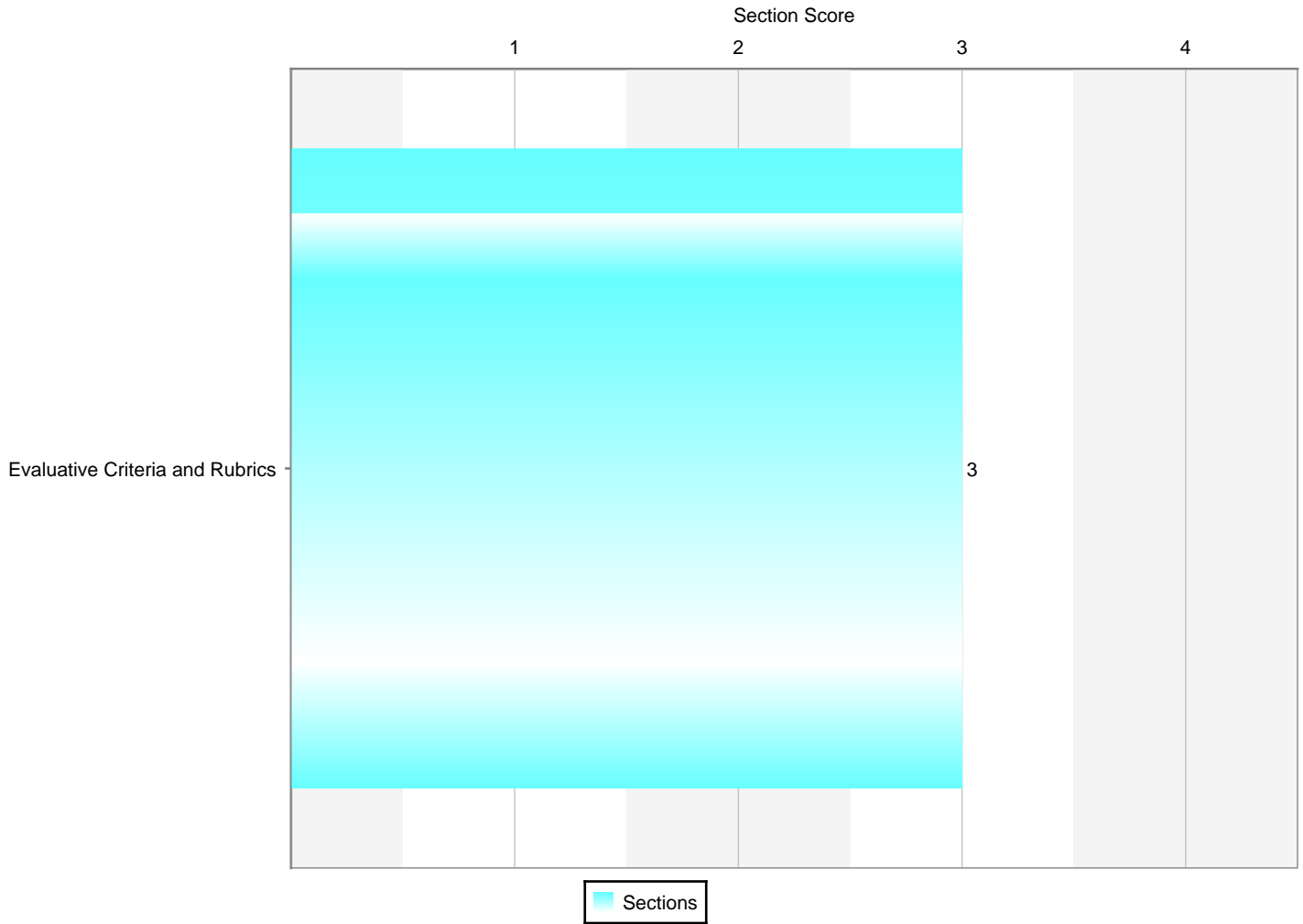
- The last time students took the survey they took the survey in February and this time they took it early in the fall.
- School is really tough. The expectations are increasing every day for what students need to learn and how they prove what they know.
- Students are required to demonstrate higher order thinking skills and application versus rote memorization and this is more difficult for them.
- Students find it difficult to differentiate social behaviors.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

We are just beginning the process of strategic planning in this district with our new superintendent. We have had over 700 responses to his survey request, but here at HWMS we currently do not have access to those findings.

Report Summary

Scores By Section



School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

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

Over the past three years Highlander Way has had a decline in enrollment. The decline is attributed to an overall decline in enrollment district wide and to redistricting for the 2014-2015 school year to even out enrollment between the two district middle schools. The 2016--2017 enrollment should be fairly close to the 2015-2016 enrollment. The impact has been in facility planning and maintenance in that we have needed fewer teachers overall. Some teachers will see a shift in teaching assignments.

Student Demographic Data

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

Over the last three school years there has been a steady increase in truancy filed. The increase is partly due to a more systematic approach to monitoring attendance. As a staff we have worked toward identifying truancy concerns, increase reporting to the county officer and continue to monitor attendance weekly. The challenges include student motivation, parent involvement, timely and accurate documentation and limited county resources. Currently Livingston County only has one part time truancy officers to service all districts.

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?

In reviewing data for the years 2012-2015, the trends related to student behavior data, specifically referrals, suspensions, and expulsions, the following challenges are:

There is a change in reporting categories to reflect our PBIS Aggressive Behavior Rubric which do not align to our Power School categories (i.e. bullying may show up as report "low level 1," Level 2-Moderate Physical contact, intimidation, or threats, or it could rise to a Level 3: Severe Physical Contact, punching, intimidation, or harassment).

Our PBIS reporting for students often includes reports of bullying which are determined to be "false, partially true, retaliation, or social networking dynamics that go beyond the school day."

Student Demographic Data

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

To increase enrollment for the district the following steps are being taken:

District marketing schools of choice

SY 2016-2017

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School Improvement Plan

Highlander Way Middle School

Promoting positive events within our district and building

Inviting parents through multi-media avenues

To decrease truancy the steps are being taken:

Monitor attendance closely

Involve parents

Identify factors that contribute truancy

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?

Highlander Way Middle School currently has 3 administrators. All three current administrators had 9 or more years teaching experience. The range in administrative experience is between 3 and 15+ years. The impact this could have on student achievement is that even though there is a fairly new administrator on board, between the administrators, they have a great many years of experience to share with each other. They . also all have at least 9 years of teaching, individually. All of this means that the administrators are very familiar with students, how to manage students, and how to influence positive student achievement.

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?

HWMS currently has 51 teachers. More than half of the teachers at HWMS have more than 10 years teaching experience. Having a relatively veteran, and experienced staff should have a positive impact on student achievement. Due to the experience of the staff they are knowledgeable and comfortable within their assigned curriculum and that should hopefully translate into a consistently good learning environment for students

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?

Highlander Way has two full time administrators and one half time administrator. The total days absent were 15, this includes both illness and professional learning. Since we have more than one administrator there is always someone available. The fact that our administrative team is out so few days may have a positive impact on student achievement. The administrators are interacting with students and staff on a daily basis and someone is always available.

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?

To date (May 31, 2016) there have been 617 teacher absences.. Any time teachers are away from their classroom, student are being instructed by potentially non-highly qualified personnel. This could affect students understanding of material or not achieving mastery of intended learning targets

Teacher/School Leader(s) Demographic Data

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

To reduce the effects of teacher absences, we could incorporate the following: Train all staff in "Camtasia" software, so that lessons in which the teacher will be absent, can be recorded for students to view in class as well as at home. The benefits to this are that students will be learning in the same manner as the teacher normally teaches. Have a "building sub". This person would be in the school consistently, present in the building, and will have a greater familiarity with the students and teachers than random subs who have never been in the school before.

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?

The standard with highest overall rating was Standard 1: Purpose and Direction. The following indicators were rated high in that Standard:

Indicator 1.1: The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

Indicator 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning

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?

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.33

The following indicators were rated at a 3:

Indicator 2.1: The governing body establishes policies and supports practices that ensure effective administration of the school.

Indicator 2.2: The governing body operates responsibly and functions effectively.

Indicator 2.3: The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

Indicator 2.4: Leadership and staff foster a culture consistent with the school's purpose and direction.

12. How might these challenges impact student achievement?

The overall rating in the Self-Assessment on Process Data is 3.33 out of 5. This indicates that we are 67% confident in our policies and procedures, which could make for more seamless classroom instruction. This could also cause a positive impact on the student achievement, because if the educators are confident in what is expected, then the students will also be confident in what is expected. This could lead to more focused classroom instruction.

However, there is still roughly 20% uncertainty in the processes. If we are to help the students be most effective, we also need to clarify that 20% so we are also the most effective.

What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the

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.

One area that was rated a 3 was indicator 2.1, this has to do with establishing policies and supporting practices. One concern was regarding the student handbook, many students/parents know about the handbook but how do we ensure that students/families read and understand the policies in the handbook.

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?

The criteria used to determine if a student is "at risk" is the same and is applied to all students, including those with disabilities. Preference is not given to students without disabilities, so unless we are following federal criteria or mandates, these intervention programs are open to all students.

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

We currently offer several extended learning opportunities that are available for all students, including core support classes (Reading Destinations, Deciphering Science, Math Power Hour, and Write On), as well as a class called "Create-U" which is specifically designed for "at risk" students. These classes are available for 6th, 7th and 8th grades. We currently offer one Program Success class per grade level. Additionally, students can take online tests and we offer an "at-home" license for the IXL Math program that all students may use at any time. We offer after school tutoring once per week which is facilitated by our high school honor society.

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

We inform both students and parents of the extended learning opportunities in numerous ways, including our course syllabi, district website, and a monthly newsletter that is available in multiple formats (print, online, and through email). Our guidance department also seeks out students who would benefit from participating in the extended learning opportunities on a regular basis. We also participate in and fully comply with the Child Find Program, which helps us to be academic reporters to ensure that students do not fall through the cracks.

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?

The Howell Public School board has approved a curriculum that is based on state content standards. Also all curriculum materials are approved by the curriculum counsel to ensure alignment to the state standards. HWMS ensures that state standards are being implemented with fidelity by observing each teacher multiple times per year. During each observation the lesson plan is reviewed and as required the state standards are outlined in the lesson plan.

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.

WE do not currently use health survey/ screener.

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

See student performance diagnostic

19b. Reading- Challenges

See student performance diagnostic

19c. Reading- Trends

See student performance diagnostic

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

See student performance diagnostic

20a. Writing- Strengths

See student performance diagnostic

20b. Writing- Challenges

See student performance diagnostic

20c. Writing- Trends

See student performance diagnostic

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.

See student performance diagnostic

21a. Math- Strengths

See student performance diagnostic

21b. Math- Challenges

See student performance diagnostic

21c. Math- Trends

See student performance diagnostic

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.

See student performance diagnostic

22a. Science- Strengths

See student performance diagnostic

22b. Science- Challenges

See student performance diagnostic

22c. Science- Trends

See student performance diagnostic

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.

See student performance diagnostic

23a. Social Studies- Strengths

See student performance diagnostic

23b. Social Studies- Challenges

See student performance diagnostic

23c. Social Studies- Trends

See student performance diagnostic

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.

See student performance diagnostic

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?

'See Stakeholder Feedback Diagnostic'

24b. Student Perception Data

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

'See Stakeholder Feedback Diagnostic'

24c. Student Perception Data

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

'See Stakeholder Feedback Diagnostic'

25a. Parent/Guardian Perception Data

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

'See Stakeholder Feedback Diagnostic'

25b. Parent/Guardian Perception Data

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

'See Stakeholder Feedback Diagnostic'

25c. Parent/Guardian Perception Data

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

'See Stakeholder Feedback Diagnostic'

26a. Teacher/Staff Perception Data

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

'See Stakeholder Feedback Diagnostic'

26b. Teacher/Staff Perception Data

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

'See Stakeholder Feedback Diagnostic'

26c. Teacher/Staff Perception Data

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

'See Stakeholder Feedback Diagnostic'

27a. Stakeholder/Community Perception Data

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

'See Stakeholder Feedback Diagnostic'

27b. Stakeholder/Community Perception Data

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

'See Stakeholder Feedback Diagnostic'

27c. Stakeholder/Community Perception Data

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

'See Stakeholder Feedback Diagnostic'

Summary

28a. Summary

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

'See Stakeholder Feedback Diagnostic'

28b. Summary

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

'See Stakeholder Feedback Diagnostic'

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?

'See Stakeholder Feedback Diagnostic'

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	N/A	

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	This document is located on our school website and is housed in our main office.	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Every 8th grade student completes an EDP every year.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	The high school uses the EDP's for scheduling.	

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	Liza Kelly Executive Director of Labor Relations and Personnel 411 N. Highlander Way Howell, MI 48843 (517) 548-6241	

School Improvement Plan

Highlander Way Middle School

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

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Title II excel documents support money allocation for SI plan activities.	

2016-2017 Highlander Way Middle School Improvement Plan

Overview

Plan Name

2016-2017 Highlander Way Middle School Improvement Plan

Plan Description

2016-2017 Highlander Way Middle School Improvement Plan

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 Highlander Way Middle School students will increase proficiency in Social Studies	Objectives: 1 Strategies: 2 Activities: 24	Academic	\$1730
2	All students at Highlander Way Middle School will increase proficiency in Math	Objectives: 1 Strategies: 2 Activities: 24	Academic	\$1730
3	All Highlander Way Middle School students will increase proficiency in Science	Objectives: 1 Strategies: 2 Activities: 24	Academic	\$1730

Goal 1: All Highlander Way Middle School students will increase proficiency in Social Studies

Measurable Objective 1:

85% of 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 at Highlander Way Middle School in Social Studies by 06/14/2017 as measured by NWEA and State Assessments.

Strategy 1:

All staff will continue to apply academic (Tier II) vocabulary through intentional planning and instruction. - Provide collaboration time for planning with coach to: Review vocabulary tiers, develop and maintain common bank of academic vocabulary, review curriculum standards, create driving questions and learning targets, identify intentional instructional and assessment practices

Category: Social Studies

Research Cited: Marano's 9, Reading Apprenticeship/Formative Assessment, FAME Project

Tier: Tier 1

Activity - Getting Ready/Provide collaboration time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with instructional coach	Technology, Professional Learning, Teacher Collaboration, Getting Ready, Curriculum Development, Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$350	Title II Part A	Melanie Post, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair

School Improvement Plan

Highlander Way Middle School

Activity - Getting Ready/Identifying Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with coach	Technology , Other - NWEA specific resources, Getting Ready, Materials	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

Activity - Getting Ready/Self-Assess	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with instructional coach	Technology , Professional Learning, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$600	Title II Part A	Melanie Post, Instructional Coach, all middle school staff

Activity - Implementation/Align vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Highlander Way Middle School

Align vocabulary to driving questions and learning targets	Technology , Implementa tion, Teacher Collaborati on	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
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Activity - Implementation/Intentional Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue implementing intentional vocabulary instructional practices	Technology , Implementa tion, Direct Instruction, Teacher Collaborati on	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, Goal Chairs, SIP Chair, all middle school staff

Activity - Implementation/Assess student learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Highlander Way Middle School

Learn to assess student understanding of vocabulary using grading scales/proficiencies	Technology , Implementa tion, Professiona l Learning, Direct Instruction, Getting Ready, Evaluation, Monitor	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructiona l Coach TEAM STEP (School Improveme nt Team), Goal Chairs, SIP Chair, all middle school staff
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Activity - Implementation/Share common content	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Share common content, vocabulary and best practices through data warehouse	Technology , Implementa tion, Professiona l Learning, Teacher Collaborati on, Materials, Communic ation	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructiona l Coach TEAM STEP (School Improveme nt Team), Goal Chairs, SIP Chair, all middle school staff

Activity - Implementation/Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Highlander Way Middle School

Observe best practices through instructional rounds	Implementation, Teacher Collaboration, Communication, Evaluation, Monitor	Tier 1	Implement	09/06/2016	06/14/2017	\$150	Title II Part A	Melanie Post, Instructional Coach Goal Chairs, SIP Chair, all middle school staff
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Activity - Monitoring/Evaluating/Review rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review instructional rounds outcomes	Professional Learning, Teacher Collaboration, Communication, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

Activity - Monitoring/Evaluating/Analyze data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Highlander Way Middle School

Analyze disaggregated data to monitor vocabulary growth	Technology , Evaluation, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$65	Title II Part A	Melanie Post, Instructional Coach TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
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Activity - Monitoring/Evaluating/Gather evidence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gather evidence and artifacts of best practice implementation	Technology , Evaluation, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

Activity - Monitoring/Evaluating/review outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
review coaching outcomes (time and topic)	Evaluation, Monitor	Tier 1	Evaluate	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach

School Improvement Plan

Highlander Way Middle School

Strategy 2:

All staff will build upon informational reading skills to enhance students' ability to communicate their thinking - All staff will build upon informational reading skills to enhance students' ability to communicate their thinking

Category: Social Studies

Research Cited: Marano's 9, Reading Apprenticeship/Formative Assessment, FAME Project

Tier: Tier 1

Activity - Getting Ready/Provide collaboration time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide collaboration time for planning conversations with coach to: Review vocabulary tiers, Develop and maintain common bank of academic vocabulary, Review curriculum standards. Create driving questions and learning targets, Identify intentional instructional and assessment practices	Technology, Professional Learning, Teacher Collaboration, Getting Ready, Communication	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$350	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

Activity - Getting Ready/Identify NWEA resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Highlander Way Middle School

Identify NWEA specific vocabulary resources	Technology , Supplemental Materials, Getting Ready, Materials	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
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Activity - Getting Ready/Identify PBL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self-assess grading practices to prepare for standards-based grading scales/proficiencies	Technology , Professional Learning, Teacher Collaboration, Getting Ready, Evaluation	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

Activity - Implementation/Share best CER practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Highlander Way Middle School

Share common Claim, Evidence and Reasoning best practices through data warehouse	Technology , Implementation, Teacher Collaborati on, Materials	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
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Activity - Implementation/Learn to assess CER	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn how to assess student understanding of (CER) using grading scales/proficiencies	Technology , Implementation, Professional Learning, Teacher Collaborati on	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, Goal Chairs, SIP Chair, all middle school staff

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

School Improvement Plan

Highlander Way Middle School

Observe best (CER) practices through instructional rounds	Implementation, Professional Learning, Teacher Collaboration, Communication	Tier 1	Implement	09/06/2016	06/14/2017	\$150	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
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Activity - Implementation/Utilize resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize resources that integrate (CER) with informational reading	Technology, Implementation, Professional Learning, Supplemental Materials, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

Activity - Implementation/Driving questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Highlander Way Middle School

Implement driving questions/levels of inquiry for reasoning	Technology, Implementation, Professional Learning, Direct Instruction	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, all middle school staff
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Activity - Monitoring/Evaluating/Review rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review instructional rounds outcomes	Teacher Collaboration, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

Activity - Monitoring/Evaluating/Analyze data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Highlander Way Middle School

Analyze disaggregated assessment data to monitor (CER) growth	Technology , Professional Learning, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$65	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
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Activity - Monitoring/Evaluating/Gather evidence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gather evidence and artifacts of best practice implementation	Technology , Professional Learning, Teacher Collaboration, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

Activity - Monitoring/Evaluating/Review coaching outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review coaching outcomes (time and topics)	Technology , Communication, Evaluation, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach,

Goal 2: All students at Highlander Way Middle School will increase proficiency in Math

Measurable Objective 1:

85% of 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 at Highlander Way Middle School in Mathematics by 06/14/2017 as measured by NWEA and State Assessments.

Strategy 1:

All staff will continue to apply academic (Tier II) vocabulary through intentional planning and instruction. - All staff will continue to apply academic (Tier II) vocabulary through intentional planning and instruction.

Category: Mathematics

Research Cited: Marano's 9, Reading Apprenticeship/Formative Assessment, FAME Project

Tier: Tier 1

Activity - Getting Ready/Provide collaboration time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide collaboration time for planning with coach to: Review vocabulary tiers, develop and maintain common bank of academic vocabulary, review curriculum standards, create driving questions and learning targets, identify intentional instructional and assessment practices	Technology, Professional Learning, Teacher Collaboration, Getting Ready, Curriculum Development, Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$350	Title II Part A	Melanie Post, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair

School Improvement Plan

Highlander Way Middle School

Activity - Getting Ready/Identify NWEA resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify NWEA specific vocabulary resources	Technology , Professional Learning, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

Activity - Getting Ready/Self-Assess	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self-assess grading practices to prepare for standards-based grading/proficiencies	Technology , Professional Learning, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$600	Title II Part A	Melanie Post, Instructional Coach, all middle school staff

Activity - Implementation/Align vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Highlander Way Middle School

Align vocabulary to driving questions and learning targets	Technology , Implementa tion, Teacher Collaborati on	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructiona l Coach, Goal Chairs, SIP Chair, all middle school staff
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Activity - Implementation/Intentional Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue implementing intentional vocabulary instructional practices	Technology , Implementa tion, Direct Instruction, Teacher Collaborati on	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructiona l Coach, Goal Chairs, SIP Chair, all middle school staf

Activity - Implementation/Assess student learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn to assess student understanding of vocabulary using grading scales/proficiencies	Technology , Implementa tion, Professiona l Learning, Direct Instruction, Evaluation, Monitor	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructiona l Coach TEAM STEP (School Improveme nt Team), Goal Chairs, SIP Chair, all middle school staff

School Improvement Plan

Highlander Way Middle School

Activity - Implementation/Share common content	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Share common content, vocabulary and best practices through data warehouse	Technology Implementation, Professional Learning, Teacher Collaboration, Materials, Communication	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

Activity - Implementation/Observe instructional rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Observe best practices through instructional rounds	Implementation, Teacher Collaboration, Communication, Evaluation, Monitor	Tier 1	Implement	09/06/2016	06/14/2017	\$150	Title II Part A	Melanie Post, Instructional Coach Goal Chairs, SIP Chair, all middle school staff

Activity - Monitoring/Evaluating/Review rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Highlander Way Middle School

Review instructional rounds outcomes	Professional Learning, Teacher Collaboration, Communication, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
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Activity - Monitoring/Evaluating/Analyze data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze disaggregated data to monitor vocabulary growth	Technology, Evaluation, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$65	Title II Part A	Melanie Post, Instructional Coach TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

Activity - Monitoring/Evaluating/Gather evidence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Highlander Way Middle School

Gather evidence and artifacts of best practice implementation	Technology, Evaluation, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
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Activity - Monitoring/Evaluating/review outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review coaching outcomes (time and topic)	Evaluation, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach

Strategy 2:

All staff will build upon informational reading skills to enhance students' ability to communicate their thinking - All staff will build upon informational reading skills to enhance students' ability to communicate their thinking - All staff will build upon informational reading skills to enhance students' ability to communicate their thinking - All staff will build upon informational reading skills to enhance students' ability to communicate their thinking

Category: Mathematics

Research Cited: Marano's 9, Reading Apprenticeship/Formative Assessment, FAME Project

Tier: Tier 1

Activity - Getting Ready/Provide collaboration time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Highlander Way Middle School

Provide collaboration time for planning conversations with coach to: Develop a universal Claim, Evidence and Reasoning template, poster and examples, Identify intentional instructional and assessment practices to enhance communication in written, verbal, and graphic form, Align Clami, Evidence and Reasoning with driving questions and learning targets	Technology , Professional Learning, Teacher Collaboration, Getting Ready, Communication	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$350	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
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Activity - Getting Ready/Identify NWEA resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify NWEA specific Claim, Evidence, and Reasoning resources	Technology , Supplemental Materials, Getting Ready, Materials	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

Activity - Getting Ready/Identify PBL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Highlander Way Middle School

Identify opportunities for Project Based Learning across curricula	Technology, Professional Learning, Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
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Activity - Implementation/Share best CER practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Share common Claim, Evidence and Reasoning best practices through data warehouse	Implementation, Curriculum Development, Communication	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

Activity - Implementation/Learn to assess CER	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Highlander Way Middle School

Learn how to assess student understanding of (CER) using grading scales/proficiency	Technology , Implementation, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, Goal Chairs, SIP Chair, all middle school staff
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Activity - Implementation/Observe best (CER) practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Observe best (CER) practices through instructional rounds	Implementation, Professional Learning, Teacher Collaboration, Communication	Tier 1	Implement	09/06/2016	06/14/2017	\$150	Title II Part A	Melanie Post, all middle school staff

Activity - Implementation/Utilize resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize resources that integrate (CER) with informational reading	Technology , Implementation, Professional Learning, Supplemental Materials, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, all middle school staff

School Improvement Plan

Highlander Way Middle School

Activity - Implementation/Driving questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement driving questions/levels of inquiry for reasoning	Technology, Implementation, Professional Learning, Supplemental Materials, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, all middle school staff

Activity - Monitoring/Evaluating/review outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review instructional rounds outcomes	Technology, Professional Learning, Direct Instruction, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

Activity - Monitoring/Evaluating/Analyze data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Highlander Way Middle School

Analyze disaggregated assessment data to monitor (CER) growth	Technology , Professional Learning, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$65	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
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Activity - Monitoring/Evaluating/Gather evidence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gather evidence and artifacts of best practice implementation	Technology , Professional Learning, Teacher Collaboration, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

Activity - Monitoring/Evaluating/Review coaching outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review coaching outcomes (time and topic)	Technology , Evaluation, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach

Goal 3: All Highlander Way Middle School students will increase proficiency in Science

Measurable Objective 1:

85% of 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 at Highlander Way Middle School in Science by 06/14/2017 as measured by NWEA and State Assessments.

Strategy 1:

All staff will continue to apply academic (Tier II) vocabulary through intentional planning and instruction. - All staff will continue to apply academic (Tier II) vocabulary through intentional planning and instruction.

Category: Mathematics

Research Cited: Marano's 9, Reading Apprenticeship/Formative Assessment, FAME Project

Tier: Tier 1

Activity - Getting Ready/Provide collaboration time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide collaboration time for planning with coach to: Review vocabulary tiers, develop and maintain common bank of academic vocabulary, review curriculum standards, create driving questions and learning targets, identify intentional instructional and assessment practices	Technology, Professional Learning, Teacher Collaboration, Getting Ready, Curriculum Development, Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$350	Title II Part A	Melanie Post, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair

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Activity - Getting Ready/Identify NWEA resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify NWEA specific vocabulary resources	Technology , Other - NWEA specific resources, Getting Ready, Materials	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

Activity - Getting Ready/Self-Assess	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self-assess grading practices to prepare for standards-based grading/proficiencies	Technology , Professional Learning, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$600	Title II Part A	Melanie Post, Instructional Coach, all middle school staff

Activity - Implementation/Align vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Align vocabulary to driving questions and learning targets	Technology , Implementation, Teacher Collaborati on	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, Goal Chairs, SIP Chair, all middle school staff
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Activity - Implementation/Intentional Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue implementing intentional vocabulary instructional practices	Technology , Implementation, Direct Instruction, Teacher Collaborati on	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, Goal Chairs, SIP Chair, all middle school staf

Activity - Implementation/Assess student learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn to assess student understanding of vocabulary using grading scales/proficiencies	Technology , Implementation, Professional Learning, Direct Instruction, Getting Ready, Evaluation, Monitor	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staf

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Activity - Implementation/Share common content	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Share common content, vocabulary and best practices through data warehouse	Technology Implementation, Professional Learning, Teacher Collaboration, Materials, Communication	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

Activity - Implementation/Observe instructional rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Observe best practices through instructional rounds	Implementation, Teacher Collaboration, Communication, Evaluation, Monitor	Tier 1	Implement	09/06/2016	06/14/2017	\$150	Title II Part A	Melanie Post, Instructional Coach Goal Chairs, SIP Chair, all middle school staff

Activity - Monitoring/Evaluating/Review rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Review instructional rounds outcomes	Professional Learning, Teacher Collaboration, Communication, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
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Activity - Monitoring/Evaluating/Analyze data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze disaggregated data to monitor vocabulary growth	Technology, Evaluation, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$65	Title II Part A	Melanie Post, Instructional Coach TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

Activity - Monitoring/Evaluating/Gather evidence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Gather evidence and artifacts of best practice implementation	Technology Evaluation, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
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Activity - Monitoring/Evaluating/Review coaching outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review coaching outcomes (time and topic)	Evaluation, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach

Strategy 2:

All staff will build upon informational reading skills to enhance students' ability to communicate their thinking - All staff will build upon informational reading skills to enhance students' ability to communicate their thinking

Category: Science

Research Cited: Marano's 9, Reading Apprenticeship/Formative Assessment, FAME Project

Tier: Tier 1

Activity - Getting Ready/Provide collaboration time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide collaboration time for planning conversations with coach to: Develop a universal Claim, Evidence and Reasoning template, poster and examples, Identify intentional instructional and assessment practices to enhance communication in written, verbal, and graphic form, Align Clami, Evidence and Reasoning with driving questions and learning targets	Technology , Professional Learning, Teacher Collaboration, Getting Ready, Communication	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$350	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
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Activity - Getting Ready/Identify NWEA resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify NWEA specific Claim, Evidence, and Reasoning resources	Technology , Supplemental Materials, Getting Ready, Materials	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

Activity - Getting Ready/Identify PBL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Identify opportunities for Project Based Learning across curricula	Technology, Professional Learning, Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
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Activity - Implementation/Share common (CER) best practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Share common Claim, Evidence and Reasoning best practices through data warehouse	Implementation, Curriculum Development, Communication	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

Activity - Implementation/Learn to assess CER	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Learn how to assess student understanding of (CER) using grading scales/proficiencies	Technology, Implementation, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
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Activity - Implementation/Observe best (CER) practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Observe best (CER) practices through instructional rounds	Implementation, Professional Learning, Teacher Collaboration, Communication	Tier 1	Implement	09/06/2016	06/14/2017	\$150	Title II Part A	Melanie Post, all middle school staff

Activity - Implementation/Utilize resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Utilize resources that integrate (CER) with informational reading	Technology , Implementation, Professional Learning, Supplemental Materials, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, all middle school staff
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Activity - Implementation/Driving questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement driving questions/levels of inquiry for reasoning	Technology , Implementation, Professional Learning, Direct Instruction	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, all middle school staff

Activity - Monitoring/Evaluating/Review rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review instructional rounds outcomes	Technology , Implementation, Professional Learning, Direct Instruction	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

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Activity - Monitoring/Evaluating/Analyze data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze disaggregated assessment data to monitor (CER) growth	Technology , Professional Learning, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$65	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

Activity - Monitoring/Evaluating/Gather evidence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gather evidence and artifacts of best practice implementation	Technology , Professional Learning, Teacher Collaboration, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

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Activity - Monitoring/Evaluating/Review coaching outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review coaching outcomes (time and topics)	Technology Evaluation, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Title II Part A	Melanie Post, Instructional Coach

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Getting Ready/Identify PBL	Identify opportunities for Project Based Learning across curricula	Technology, Professional Learning, Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Implementation/Share best CER practices	Share common Claim, Evidence and Reasoning best practices through data warehouse	Technology, Implementation, Teacher Collaboration, Materials	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

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Implementation/Driving questions	Implement driving questions/levels of inquiry for reasoning	Technology , Implementation, Professional Learning, Supplemental Materials, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, all middle school staff
Monitoring/Evaluating/Analyze data	Analyze disaggregated data to monitor vocabulary growth	Technology , Evaluation, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$65	Melanie Post, Instructional Coach TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Implementation/Intentional Instruction	Continue implementing intentional vocabulary instructional practices	Technology , Implementation, Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, Goal Chairs, SIP Chair, all middle school staff
Implementation/Assess student learning	Learn to assess student understanding of vocabulary using grading scales/proficiencies	Technology , Implementation, Professional Learning, Direct Instruction, Getting Ready, Evaluation, Monitor	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

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Implementation/Observe best (CER) practices	Observe best (CER) practices through instructional rounds	Implementation, Professional Learning, Teacher Collaboration, Communication	Tier 1	Implement	09/06/2016	06/14/2017	\$150	Melanie Post, all middle school staff
Implementation/Driving questions	Implement driving questions/levels of inquiry for reasoning	Technology, Implementation, Professional Learning, Direct Instruction	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, all middle school staff
Implementation/Utilize resources	Utilize resources that integrate (CER) with informational reading	Technology, Implementation, Professional Learning, Supplemental Materials, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Monitoring/Evaluating/review outcomes	review coaching outcomes (time and topic)	Evaluation, Monitor	Tier 1	Evaluate	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach
Getting Ready/Identify NWEA resources	Identify NWEA specific vocabulary resources	Technology, Other - NWEA specific resources, Getting Ready, Materials	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

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Implementation/Share best CER practices	Share common Claim, Evidence and Reasoning best practices through data warehouse	Implementation, Curriculum Development, Communication	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Implementation/Observe best (CER) practices	Observe best (CER) practices through instructional rounds	Implementation, Professional Learning, Teacher Collaboration, Communication	Tier 1	Implement	09/06/2016	06/14/2017	\$150	Melanie Post, all middle school staff
Monitoring/Evaluating/Gather evidence	Gather evidence and artifacts of best practice implementation	Technology, Evaluation, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Monitoring/Evaluating/Review rounds	Review instructional rounds outcomes	Professional Learning, Teacher Collaboration, Communication, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

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Monitoring/Evaluating/Review rounds	Review instructional rounds outcomes	Professional Learning, Teacher Collaboration, Communication, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Getting Ready/Self-Assess	Self-assess grading practices to prepare for standards-based grading/proficiencies	Technology, Professional Learning, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$600	Melanie Post, Instructional Coach, all middle school staff
Monitoring/Evaluating/Review coaching outcomes	Review coaching outcomes (time and topics)	Technology, Evaluation, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach
Getting Ready/Identify NWEA resources	Identify NWEA specific vocabulary resources	Technology, Professional Learning, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

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Getting Ready/Provide collaboration time	Provide collaboration time for planning with coach to: Review vocabulary tiers, develop and maintain common bank of academic vocabulary, review curriculum standards, create driving questions and learning targets, identify intentional instructional and assessment practices	Technology, Professional Learning, Teacher Collaboration, Getting Ready, Curriculum Development, Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$350	Melanie Post, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair
Monitoring/Evaluating/Gather evidence	Gather evidence and artifacts of best practice implementation	Technology, Professional Learning, Teacher Collaboration, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Implementation/Observe instructional rounds	Observe best practices through instructional rounds	Implementation, Teacher Collaboration, Communication, Evaluation, Monitor	Tier 1	Implement	09/06/2016	06/14/2017	\$150	Melanie Post, Instructional Coach, Goal Chairs, SIP Chair, all middle school staff
Implementation/Align vocabulary	Align vocabulary to driving questions and learning targets	Technology, Implementation, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, Goal Chairs, SIP Chair, all middle school staff

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Implementation/Align vocabulary	Align vocabulary to driving questions and learning targets	Technology , Implementation, Teacher Collaborati on	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Implementation/Driving questions	Implement driving questions/levels of inquiry for reasoning	Technology , Implementation, Professional Learning, Direct Instruction	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, all middle school staff
Getting Ready/Identify PBL	Self-assess grading practices to prepare for standards-based grading scales/proficiencies	Technology , Professional Learning, Teacher Collaborati on, Getting Ready, Evaluation	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Monitoring/Evaluating/Gather evidence	Gather evidence and artifacts of best practice implementation	Technology , Professional Learning, Teacher Collaborati on, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

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Getting Ready/Identify NWEA resources	Identify NWEA specific vocabulary resources	Technology , Supplemental Materials, Getting Ready, Materials	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Implementation/Align vocabulary	Align vocabulary to driving questions and learning targets	Technology , Implementation, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, Goal Chairs, SIP Chair, all middle school staff
Getting Ready/Identifying Resources	Work with coach	Technology , Other - NWEA specific resources, Getting Ready, Materials	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Implementation/Intentional Instruction	Continue implementing intentional vocabulary instructional practices	Technology , Implementation, Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, Goal Chairs, SIP Chair, all middle school staff

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Implementation/Learn to assess CER	Learn how to assess student understanding of (CER) using grading scales/proficiency	Technology , Implementation, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, Goal Chairs, SIP Chair, all middle school staff
Implementation/Utilize resources	Utilize resources that integrate (CER) with informational reading	Technology , Implementation, Professional Learning, Supplemental Materials, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, all middle school staff
Monitoring/Evaluating/Analyze data	Analyze disaggregated assessment data to monitor (CER) growth	Technology , Professional Learning, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$65	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Monitoring/Evaluating/Review coaching outcomes	Review coaching outcomes (time and topic)	Technology , Evaluation, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach

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Implementation/Observe instructional rounds	Observe best (CER) practices through instructional rounds	Implementation, Professional Learning, Teacher Collaboration, Communication	Tier 1	Implement	09/06/2016	06/14/2017	\$150	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Implementation/Assess student learning	Learn to assess student understanding of vocabulary using grading scales/proficiencies	Technology, Implementation, Professional Learning, Direct Instruction, Evaluation, Monitor	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Monitoring/Evaluating/Review rounds	Review instructional rounds outcomes	Professional Learning, Teacher Collaboration, Communication, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Implementation/Intentional Instruction	Continue implementing intentional vocabulary instructional practices	Technology, Implementation, Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, Goal Chairs, SIP Chair, all middle school staff

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Getting Ready/Provide collaboration time	Provide collaboration time for planning conversations with coach to: Develop a universal Claim, Evidence and Reasoning template, poster and examples, Identify intentional instructional and assessment practices to enhance communication in written, verbal, and graphic form, Align Clami, Evidence and Reasoning with driving questions and learning targets	Technology, Professional Learning, Teacher Collaboration, Getting Ready, Communication	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$350	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Monitoring/Evaluating/Analyze data	Analyze disaggregated data to monitor vocabulary growth	Technology, Evaluation, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$65	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Implementation/Share common content	Share common content, vocabulary and best practices through data warehouse	Technology, Implementation, Professional Learning, Teacher Collaboration, Materials, Communication	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

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Implementation/Share common (CER) best practices	Share common Claim, Evidence and Reasoning best practices through data warehouse	Implementation, Curriculum Development, Communication	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Monitoring/Evaluating/Gather evidence	Gather evidence and artifacts of best practice implementation	Technology, Evaluation, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Implementation/Share common content	Share common content, vocabulary and best practices through data warehouse	Technology, Implementation, Professional Learning, Teacher Collaboration, Materials, Communication	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Implementation/Learn to assess CER	Learn how to assess student understanding of (CER) using grading scales/proficiencies	Technology, Implementation, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, Goal Chairs, SIP Chair, all middle school staff

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Monitoring/Evaluating/Gather evidence	Gather evidence and artifacts of best practice implementation	Technology, Professional Learning, Teacher Collaboration, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Getting Ready/Provide collaboration time	Provide collaboration time for planning conversations with coach to: Develop a universal Claim, Evidence and Reasoning template, poster and examples, Identify intentional instructional and assessment practices to enhance communication in written, verbal, and graphic form, Align Claim, Evidence and Reasoning with driving questions and learning targets	Technology, Professional Learning, Teacher Collaboration, Getting Ready, Communication	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$350	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Getting Ready/Provide collaboration time	Provide collaboration time for planning conversations with coach to: Review vocabulary tiers, Develop and maintain common bank of academic vocabulary, Review curriculum standards. Create driving questions and learning targets, Identify intentional instructional and assessment practices	Technology, Professional Learning, Teacher Collaboration, Getting Ready, Communication	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$350	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Monitoring/Evaluating/Review coaching outcomes	Review coaching outcomes (time and topic)	Evaluation, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach

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Monitoring/Evaluating/Review rounds	Review instructional rounds outcomes	Technology, Implementation, Professional Learning, Direct Instruction	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Getting Ready/Identify NWEA resources	Identify NWEA specific Claim, Evidence, and Reasoning resources	Technology, Supplemental Materials, Getting Ready, Materials	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Monitoring/Evaluating/review outcomes	Review instructional rounds outcomes	Technology, Professional Learning, Direct Instruction, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

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Implementation/Assess student learning	Learn to assess student understanding of vocabulary using grading scales/proficiencies	Technology, Implementation, Professional Learning, Direct Instruction, Getting Ready, Evaluation, Monitor	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Implementation/Utilize resources	Utilize resources that integrate (CER) with informational reading	Technology, Implementation, Professional Learning, Supplemental Materials, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, all middle school staff
Getting Ready/Provide collaboration time	Provide collaboration time for planning with coach to: Review vocabulary tiers, develop and maintain common bank of academic vocabulary, review curriculum standards, create driving questions and learning targets, identify intentional instructional and assessment practices	Technology, Professional Learning, Teacher Collaboration, Getting Ready, Curriculum Development, Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$350	Melanie Post, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair
Implementation/Observe instructional rounds	Observe best practices through instructional rounds	Implementation, Teacher Collaboration, Communication, Evaluation, Monitor	Tier 1	Implement	09/06/2016	06/14/2017	\$150	Melanie Post, Instructional Coach Goal Chairs, SIP Chair, all middle school staff

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Monitoring/Evaluating/Analyze data	Analyze disaggregated assessment data to monitor (CER) growth	Technology, Professional Learning, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$65	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Monitoring/Evaluating/review outcomes	Review coaching outcomes (time and topic)	Evaluation, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach
Getting Ready/Self-Assess	Work with instructional coach	Technology, Professional Learning, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$600	Melanie Post, Instructional Coach, all middle school staff
Implementation/Learn to assess CER	Learn how to assess student understanding of (CER) using grading scales/proficiencies	Technology, Implementation, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff

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Monitoring/Evaluating/Gather evidence	Gather evidence and artifacts of best practice implementation	Technology, Evaluation, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Getting Ready/Provide collaboration time	Work with instructional coach	Technology, Professional Learning, Teacher Collaboration, Getting Ready, Curriculum Development, Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$350	Melanie Post, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair
Implementation/Share common content	Share common content, vocabulary and best practices through data warehouse	Technology, Implementation, Professional Learning, Teacher Collaboration, Materials, Communication	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Implementation/Instructional Rounds	Observe best practices through instructional rounds	Implementation, Teacher Collaboration, Communication, Evaluation, Monitor	Tier 1	Implement	09/06/2016	06/14/2017	\$150	Melanie Post, Instructional Coach Goal Chairs, SIP Chair, all middle school staff

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Monitoring/Evaluating/Analyze data	Analyze disaggregated data to monitor vocabulary growth	Technology, Evaluation, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$65	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Getting Ready/Self-Assess	Self-assess grading practices to prepare for standards-based grading/proficiencies	Technology, Professional Learning, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$600	Melanie Post, Instructional Coach, all middle school staff
Monitoring/Evaluating/Review rounds	Review instructional rounds outcomes	Teacher Collaboration, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Monitoring/Evaluating/Review coaching outcomes	Review coaching outcomes (time and topics)	Technology, Communication, Evaluation, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach,

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Getting Ready/Identify NWEA resources	Identify NWEA specific Claim, Evidence, and Reasoning resources	Technology , Supplemental Materials, Getting Ready, Materials	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Monitoring/Evaluating/Analyze data	Analyze disaggregated assessment data to monitor (CER) growth	Technology , Professional Learning, Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$65	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff
Getting Ready/Identify PBL	Identify opportunities for Project Based Learning across curricula	Technology , Professional Learning, Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	Melanie Post, Instructional Coach, TEAM STEP (School Improvement Team), Goal Chairs, SIP Chair, all middle school staff