



School Improvement Plan

Parker 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?

Parker Middle School is one of two middle schools within the Howell Public Schools District. The building is a two-story structure that houses our school population, as well as a Community College population. Parker Middle School is a part of a rural community that is a coed school of 6, 7, and 8 grade students. Our school consists of general education students, special education students, and economically disadvantaged students. Our school consists of highly qualified staff members that teach anywhere from 30-35 students in each class period. Parker has a very active Parent-Teacher Organization (PTO) and many advances in technology to keep our community active and informed. The district and Parker as a whole has experienced a fluctuation in its student enrollment/population due to economic and housing issues experienced throughout the state of Michigan.

The unique features of Parker Middle School are that it is a newer building within the district that is two-stories that allows for grade level "wings" for student populations. The site also has a separate field house that contains our gymnasium and swimming pool, and we hope to use the pool in future gymnasium classes; however, it is mainly used for after school hour activities for the high school and community members. The district allows for various other community groups to use our facilities after school hours.

One unique challenge for Parker is meeting the needs of all students at their specific learning levels and providing sufficient support outside of the school day. Another unique challenge for Parker is having a field house structure separate from the main building structure; having students travel to and from both separate structures can be difficult in terms of supervision and having two teachers instructing in a separate structure alienates them somewhat from the rest of the staff.

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.

Parker Middle School shares in the mission of Howell Public Schools which is that Howell Public Schools is an exemplary learning community committed to maximizing every student's success.

Parker has also developed its own mission statement that is to Respect and Achieve.

Our vision statement is S.P.I.R.I.T. = Success.

Our values/belief statement is S.P.I.R.I.T (Safety, Personal Growth, Individual Differences, Responsibility, Integrity, and Teamwork).

The information and expectations are posted on banners throughout our building, on school and teacher webpages and newsletters, and are printed within student planners. This information is also addressed with students and community members during orientation, student-led conferences, and Open Houses. Students have also participated in creating their own poster representations of these expectations in small group classroom settings.

Parker embodies its purpose through programs such as core support classes, offering advanced placement classes, and core enrichment classes. We have also continued programs in data analysis, formative assessment, professional learning communities, Marzano's Instructional Strategies, reading apprenticeship, and offering departmental meeting time for teachers.

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.

Parker Middle School has had notable achievements and areas of improvement in 6th grade mathematics: 63.1% (2012-2013) to 66.4% (2013-2014) and 8th grade reading: 63.3% (2009-2010) to 84.7% (2013-2014).

An area of improvement that Parker Middle School will strive to achieve in the next three years will be to continue to improve the proficiency scores of the students that have been identified in our Bottom 30% in all subject areas and to improve the proficiency scores of all students in Science and Social Studies.

Additional Information

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

Parker Middle School will be using the work or research of John Hattie on what strategies or teacher actions have the greatest impact on student achievement, focusing on student-teacher relationships, vocabulary instruction in all content areas, and visible learning.

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.

Parker Middle School's Improvement planning process engaged a variety of stakeholders from each of our subject areas (Mathematics, Science, Social Studies, English Language Arts), as well as a representative for our at-risk students (R.T.I. Teacher), our Data Team Leader, the School Improvement Chair, and our building administration and teaching staff. Stakeholders were selected based on their commitment to the school improvement process as well as being teacher leaders and active members of their departments. Stakeholders were informed of their roles and responsibilities, which included being representatives for their subject areas/departments, facilitating staff meetings, and attending monthly team meetings after school hours, during one of our monthly building improvement team meetings. School improvement team meetings were held on a monthly basis after school hours in order to accommodate the needs of our team members. Meeting agendas, attendance, and meeting minutes were provided to members on a monthly basis.

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

Parker Middle School's School Improvement plan had representation from school improvement team members (English Language Arts, Science, Social Studies, Mathematics, At-Risk, Data Team Leaders, School Improvement Chair, and Administration) these representatives met on a monthly basis to analyze our student data and to determine needs and activities for our improvement plan. These members were also responsible for facilitating monthly meetings with our teaching staff in order to allow for their involvement in the improvement process. These meetings allowed for analysis of our student data, discussing, learning, and sharing various teaching strategies, and the determination of our improvement needs. All staff members were also involved in development of the improvement plan by communicating their questions and suggestions through email with School Improvement team members and the Data Team Leader on a regular basis. Community and student stakeholders also participated in the involvement of the development of the improvement plan by participating in electronic parent/guardian perception data surveys and electronic student perception data surveys.

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

Parker Middle School stakeholders receive availability to the final improvement plan in various ways parents, staff, and students can view our final improvement plan online on our school webpage. Our staff members also participate in activities that relate to our final improvement plan through professional development and training on a yearly basis. They also receive and review a copy of the Parker Middle School SIP (School Improvement Plan) at a Glance on a yearly basis. Staff members must also show how they implement our activities into their daily teaching activities through our current evaluation process.

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	Parker Middle School's Student Performance Data is based on online NWEA results in Mathematics, Reading, and Language from the Fall 2015 testing sessions. We used Fall 2014 testing results in order to make comparisons in our subgroup data areas.	NWEA Fall 2015 6th Grade Results NWEA Fall 2015 7th Grade Results NWEA Fall 2015 8th Grade Results NWEA Fall 2014 6th Grade Results

Evaluative Criteria and Rubrics

Overall Rating: 2.25

	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 indifferently analyzed and presented with little 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 below what would otherwise be expected.	Level 2

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

At Parker Middle School as identified in our NWEA data, math tends to be our area with above expected levels of performance especially among our eighth grade population.

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

At Parker Middle School as identified in our NWEA data, math is an area that shows positive trends in performance.

Which area(s) indicate the overall highest performance?

At Parker Middle School the area that indicates the overall highest performance is math, specifically the real and complex number systems and geometry, according to previous and current NWEA data.

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

At Parker Middle School our subgroup data is based on our Special Education population of students. A trend towards increasing performance occurs in the area of mathematics, as identified in our NWEA testing data analysis.

Between which subgroups is the achievement gap closing?

At Parker Middle School our achievement gap among our Special Education subgroup population is closing in the area of mathematics, specifically in the areas of operations and algebraic thinking, the real and complex number systems, and statistics and probability.

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

At Parker Middle School the above reported findings are consistent with the findings of other data resources because the other data resources are teacher created assessments where our subgroup population can receive their necessary accommodations.

Areas in Need of Improvement

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

At Parker Middle School as identified in our NWEA data, language usage is an area that is below the expected levels of performance.

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

At Parker Middle School as identified in our NWEA data, language usage is an area shows negative trends in performance.

Which area(s) indicate the overall lowest performance?

At Parker Middle School the area with the overall lowest performance is language usage, specifically in the area of language: understand, edit for grammar, and usage.

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

At Parker Middle School our Special Education subgroup shows a trend towards decreasing performance in the area mathematics specifically in geometry. In the area language there has been a decrease in performance specifically in the areas of understand, edit for grammar and usage, and in writing specifically writing, planning, organizing, develop, revise, and researching. In reading literature and vocabulary is also showing a decline.

Between which subgroups is the achievement gap becoming greater?

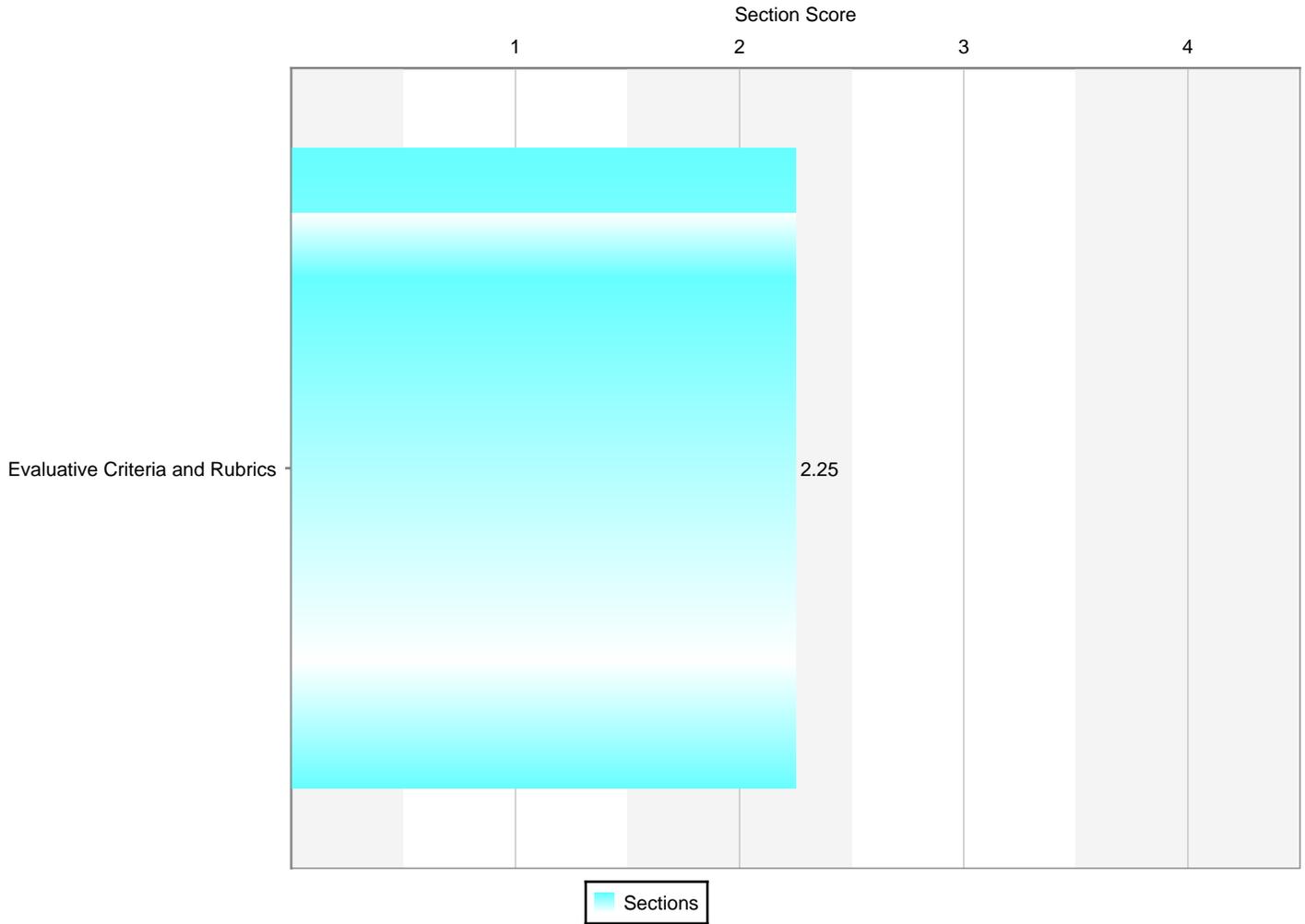
At Parker Middle School the Special Education subgroup achievement gap is becoming greater in the area of geometry. The student population in the low range increased by 8% from 2014-2015 Fall NWEA to the 2015-2016 Fall NWEA testing results.

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

At Parker Middle School the above reported findings are consistent with findings from our teacher created tests and observations that are our 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?	No	Parker Middle School had Stakeholders complete the Stakeholder Survey through the ASSIST program survey option.	

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All 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 complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	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?

Parker Middle School Stakeholder Feedback data showed that our highest levels of satisfaction or approval occurred in our purpose and direction standards two out of three of our Stakeholder Feedback shows this approval rate.

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

Parker Middle School Stakeholder Feedback Data shows a trend towards increasing stakeholder satisfaction or approval in the areas of resources and support systems and using results for continuous improvement. In these standards the following increase among the three consecutive years on the staff survey, our school provides a plan for the acquisition and support of technology to support student learning and our school provides a plan for the acquisition and support of technology to support the school's operational needs, our school maintains facilities that support student learning, our school uses multiple assessment measures to determine student learning and school performance. Our school also ensures that all staff members are trained in the evaluation, interpretation and use of data. On the Student survey our school provides excellent support services, increases have happened three consecutive years in the standard of resources and support systems.

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

Parker Middle School finds that the above information is not consistent with findings from other Stakeholder feedback sources. The highest overall level of satisfaction was purpose and direction by both Staff and Students, while using results for continuous improvement has dropped over the past three years based on the Parent and Student surveys .

Areas in Need of Improvement

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

For Parker Middle School the area that indicates the overall lowest level of satisfaction or approval is using results for continuous improvement.

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

For Parker Middle School the areas showing a trend toward decreasing stakeholder satisfaction are teaching and assessing for learning and governance and leadership. On the student survey, in the area of governance and leadership, in my school, rules are applied equally to all students decreased three consecutive years. Under teaching and assessing for learning, on the student survey all of my teachers change their teaching to meet my learning needs, all of my teachers provide me with information about my learning and grades, decreased three consecutive years. The teacher survey results show that all teachers in our school personalize instructional strategies and interventions to address individual learning needs of students decreased three consecutive years.

What are the implications for these stakeholder perceptions?

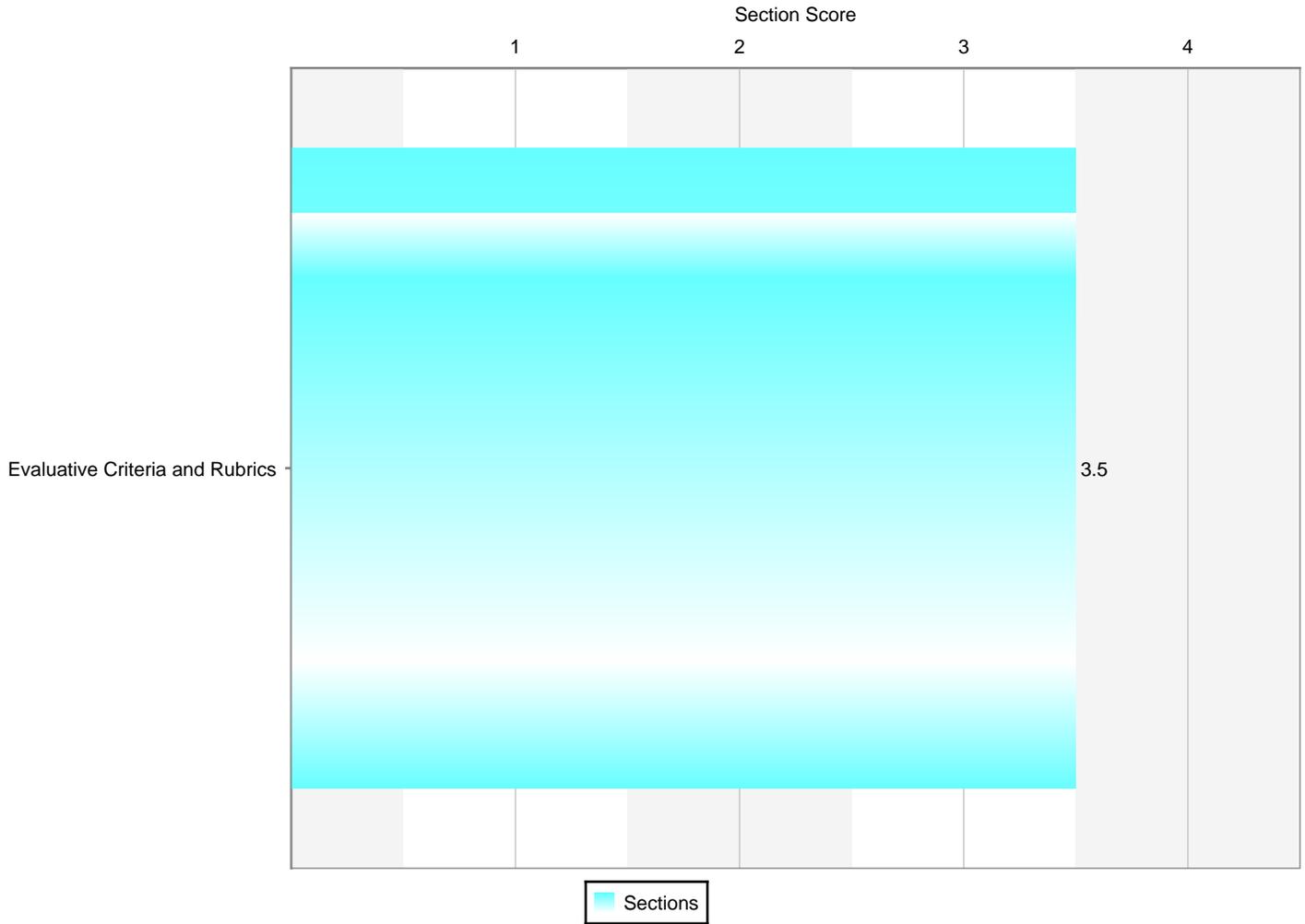
For Parker Middle School the implications of these stakeholder perceptions are that we need to improve on communication between all stakeholders in regards to assessments , data from those assessments, and our direction or action plan based on the results.

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

For Parker Middle School the information is not consistent with other stakeholder feedback sources. Teaching and assessing for learning and governance and leadership dropped each year in the parent and student surveys. Teaching and assessing for learning was the lowest standard from the 2014- 2015 staff survey.

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 3 years, enrollment has stayed fairly consistent. We are expecting a decrease in enrollment as we move forward. This decrease is coming from the elementary level and going to be affecting our middle level.

Student Demographic Data

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

Students need to be in attendance in order to succeed. Attendance has been consistent over the past 3 years. A newer challenge is finding a way to support certain students while keeping them in class as much as possible.

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?

Over the past 3 years, suspensions and expulsions have decreased. With that stated, the amount of discipline logs has increased. We attribute this fact to our belief in "sweating the small stuff" and disciplining low level behaviors.

Student Demographic Data

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

The action that will be taken at Parker Middle School to address the issue with student attendance that extend beyond a certain number of days and without a doctor's note will require students to face stricter consequences, such as being reported to our truancy officer. Parents will be encouraged to avoid student absences that occur due to extended school vacations.

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?

As Parker Middle School staff review the number of years teaching and administrative experience we find that the biggest impact that years of teaching and administrative experience has on our student achievement at Parker Middle School is the wealth of experience that allows staff to alter instruction, assessment, and building protocol to better serve our students. The number of years that our staff have been teaching or been in an administrative role have allowed for us to learn the difference between programs and process. This experience has
SY 2016-2017

also allowed for us to learn to differentiate our instruction and our administrative protocol in order to better serve our students' needs. Our experience also allows for us to anticipate possible problems with content and disciplinary needs in order to make quicker adjustments to meet the needs of our students. We are constantly looking to adjust our content and expectations in order to better refine our students' needs in order to be successful in all aspects of their educational experience. We recognize the need for continual improvement to occur in order to be able to have a positive impact on 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?

Again, as the Parker Middle School staff review the number of years of teaching experience in our building we see that the biggest impact that years of teaching experience has on our student achievement at Parker Middle School is the wealth of experience that allows staff to alter instruction, assessment, and building protocol to better serve students. The number of years that our staff have been teaching or been in an administrative role have allowed for us to learn the difference between programs and process. This experience has also allowed for us to learn to differentiate our instruction and our administrative protocol in order to better serve our students' needs. Our experience also allows for us to anticipate possible problems with content and disciplinary needs in order to make quicker adjustments to meet the needs of our students. We are constantly looking to adjust our content and expectations in order to better refine our students need in order to be successful in all aspects of their educational experience. We recognize the need for continual improvement to occur in order to be able to have a positive impact student achievement.

Teacher/School Leader(s) Demographic Data

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

As Parker Middle School staff review the number of days for school leader absences we note that the majority of their absences are due to school business and professional learning opportunities that positively impact student achievement. The majority of the administrative absences are necessary for them to be informed in regards to District information and to receive additional training opportunities that they can then bring back to our building and share with our building staff in order to positively impact student achievement. Our administrators had very few absences due to illness which allows for consistency and reliability to positively impact our student achievement.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

As Parker Middle School staff review the number of days that teachers are absent due to school business/professional we feel that the absence could likely benefit student achievement, as this is an absence where staff members are receiving information/training that is connected to content and necessary for student achievement to occur. As we review the number of days that teachers are absent due to illness we feel that these types of absences show little impact on student achievement because teachers are required to leave lesson plans that are highly connected to and continue the learning process of what is being taught at the time. If staff members are also absent for an extended period of time they are expected to find a substitute that is qualified to teach in their subject area for an extended period of time and this individual must be administratively approved. Our biggest impact in student achievement due to teacher absences may result from who

the substitute teacher is that is covering the absence, this is due to teachers not being in control of the personnel that is available on the substitute system. While the substitute teacher system does allow for teachers to request substitutes that they know are qualified and reliable enough to teach in the content area, they are not always available. Student achievement can also be impacted if a substitute that fills the teacher absence does not follow the lesson plans that are left for the day.

Teacher/School Leader(s) Demographic Data

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

As Parker Middle School staff look at Teacher/School Leader(s) demographic data we do not believe that teacher/leader absences are a significant challenge for us. We are aware that it is important to ensure that teacher/school leader personnel are present as often as possible to ensure student safety, making positive connections with students, and being available as often as possible in order to positively impact student achievement. We believe that our District has addressed the need for administrative absences to be covered by creating the Dean of Students position. Getting quality substitute teachers to cover classrooms when the need arises for a teacher to be out of school needs to be addressed at the District level. In terms of years teachers/administrators have been at Parker Middle School, we believe that we have a fairly strong balance between veteran teachers and newer teachers to the profession. Our biggest challenge here is to maintain a mentoring system that allows for collaboration and support between these groups of teachers. We also observe the challenge of resources being inadequate between newer teachers and veteran teachers. Veteran teachers have collected and made their own resources over the years, and have been able to improve their resources over time. While newer teachers must spend a disproportionate amount of time creating and finding materials to teach the required curriculum, thus creating the need for more collaboration to occur between veteran and newer teachers.

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?

As Parker Middle School staff members review the results of our Interim Self-Assessment the strands/standards/indicators that stand out as strengths are Teaching and Assessing for Learning (3.33 score by section) and Governance and Leadership (3.17 score by section). All of the other standards scored a 3.0 on the scores by section.

Teaching and Assessing for Learning

3.1 4

3.2 3

3.3 4

3.4 4

3.5 3

3.6 4

3.7 3

3.8 3

3.9 3

3.10 3

3.11 3

3.12 3

Governance and Leadership

2.1 4

2.2 3

2.3 3

2.4 3

2.5 3

2.6 3

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?

As Parker Middle School staff review the results of our Interim Self-Assessment strands/standards/indicators that stand out as challenges are in Purpose and Direction, Resources and Support Systems, and Using Results for Continuous Improvement (3.0 score by section).

Purpose and Direction

1.1 3

1.2 3

1.3 3

Resources and Support Systems

4.1 3

4.2 3

4.3 3

4.4 3

4.5 3

4.6 3

4.7 3

Using Results for Continuous Improvement

5.1 3

5.2 3

5.3 3

5.4 3

5.5 3

12. How might these challenges impact student achievement?

These challenges might impact student achievement at Parker Middle School by the staff feeling the need to work on monitoring and communicating information about student learning, conditions that support learning and the achievement of school improvement goals to all stakeholders (staff, students, and parents). We are also concerned with the supply of appropriate subject area/grade-level resources and support systems being available to meet the needs of all of our students. This definitely impacts the ability of staff to be able to teach and thus impact our student achievement. Our district is also adopting a new system of collecting data in regards to our students standardized testing results. This may cause an issue for us because staff will need to receive new training in regards to how to interpret the data and then use those results for continuous improvement.

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.

The identified challenges for Parker Middle School, from the Interim Self Assessment in the 2015 - 2016 school year, will be addressed by updating our school improvement plan. Teachers will be attending trainings and provided resources on differentiated instruction and Depth of Knowledge along with other MTSS strategies. Teachers will be analyzing individual students' NWEA data and what skill level each are at based on the NWEA Learning Continuum along with each students' class data. A new leadership class as well as a Peer to Peer class will be offered to build positive peer interactions and supports. A variety of online communications will be incorporated to better communicate between school and home.

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?

At Parker Middle School, we ensure students with disabilities have access to the full array of intervention programs through teacher recommendations, monitoring student grades, counselor observations, analysis of assessment scores (e.g. NWEA and Content Area

Common Assessments), and at times through parent concerns.

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

At Parker Middle School, we do not formally provide Extended Learning Opportunities at this time. During sixth grade lunch we offer Patriot Cafe to offer academic support and on Mondays the high school National Honor Society offers after school tutoring to students that choose to attend on a voluntary basis. Also some teachers have specific days that they offer extended times for students.

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

At Parker Middle School, we do not formally provide any extended learning opportunities at this time. Teacher contact is made to parents to request their child stay for supports. Also through the Parker Patriot Newsletter and class course descriptions. The National Honors Tutoring is encouraged through guidance, the Dean of Students, teacher recommendation and the main office. Parent permission is needed to attend.

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 evidence that Parker Middle School uses to indicate the extent of the standards being implemented are: the continuous school improvement method, teacher SMART goals, walkthrough observations, PAT Chat, staff meetings, DataDirector, NWEA, and online testing data.

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.

Our school uses health screener results to improve students learning by identifying areas of need in order to develop appropriate and beneficial curriculum. This allows students to receive appropriate social and emotional supports which allows academic achievement to increase as it can then become a focus for these students.

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.

The 2015 - 2016 strengths for Parker Middle School are culture and climate, our staff consists of highly qualified teachers, and we offer a variety of courses to support and challenge our students through STEM classes as well as core support classes.

The 2015 - 2016 challenges for Parker Middle School are closing the gap for the bottom thirty percent and meeting the instructional needs for all students, having appropriate resources, peer to peer interactions, and parent involvement and communication.

28b. Summary

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

The identified challenges for Parker Middle School during the 2015 - 2016 school year impact student achievement. When the needs of the individual student is not met appropriate growth is unable to occur. When there are limited resources the teachers and students are limited in their work and resources. Again, causing limited growth. Parent support is also an intricate part of student achievement. Through better communication and resources we can better assist parents to support at home.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The identified challenges for Parker Middle School, during the 2015 - 2016 school year, will be addressed by updating our school improvement plan. Teachers will be attending trainings and provided resources on differentiated instruction and Depth of Knowledge along with other MTSS strategies. Teachers will be analyzing individual students' NWEA data and what skill level each are at based on the NWEA Learning Continuum along with each students' class data. A new leadership class as well as a Peer to Peer class will be offered to build positive peer interactions and supports. A variety of online communications will be incorporated to better communicate between school and home.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	Parker Middle School is a grades 6-8 building, so literacy and math in grades 1-5 are not tested at our particular building, but it is done at our elementary levels within our district.	

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	Parker Middle School does publish an annual report on our school webpage. http://www.howellschools.com/Parker Middle School	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Parker Middle School does have its 8th grade parent approved Educational Development Plans (EDPs) on file. This task is completed online using Career Cruiser.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Parker Middle School reviews and updates the EDPs to ensure academic course work alignment. This is embedded into our 8th grade Health Issues course.	

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	Parker Middle School's compliance with all federal laws can be found on record at the district curriculum office.	

School Improvement Plan

Parker Middle School

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Howell Public Schools Human Resources Department Susan Muntz Building Principal 400 Wright Rd. Howell, MI 48843 (517) 552-4600 muntzs@howellschools.com or Liza M. Kelly J.D., PHR Executive Director of Labor Relations and Personnel 411 N. Highlander Way, Suite B Howell, MI 48843 (phone) 517-548-6241 (fax) 517-548-6229 (email) personneloffice@howellschools.com	

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	Written policy, fully implemented.	

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	Our school improvement plan information can be found online at: http://www.howellschools.com/Parker Middle School .	

2016-2017 Parker Middle School School Improvement Plan

Overview

Plan Name

2016-2017 Parker Middle School School Improvement Plan

Plan Description

2016-2017 Parker Middle School 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 Parker Middle School students will increase their proficiency in Math.	Objectives: 1 Strategies: 2 Activities: 37	Academic	\$2402
2	All students at Parker Middle School will increase their proficiency in Science.	Objectives: 1 Strategies: 2 Activities: 37	Academic	\$2402
3	All students at Parker Middle School will increase their proficiency in Social Studies.	Objectives: 1 Strategies: 2 Activities: 37	Academic	\$2402

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

Measurable Objective 1:

75% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in Mathematics in Mathematics by 06/30/2017 as measured by as measured by the FA-SP NWEA Map Assessment..

Strategy 1:

All teachers will implement literature and/or informational text instruction - All staff will participate in professional development opportunities that include: District Professional Development Days, Staff Meeting, Professional Learning Communities, and release time.

Category: Mathematics

Research Cited: The research used to implement literature and/or informational text instruction was based on our NWEA Learning Continuum testing data.

Tier: Tier 1

Activity - Time to collaborate with grade-level subject/area colleagues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will take time to work with one another in their subject areas/grade-levels in order to collaborate with one another.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is Administrators and Teachers.
Activity - Create a differentiated resource bank to enrich/support (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate with a WISD Consultant to create a differentiated resource bank to enrich/support literature and/or informational text instruction.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$334	Title II Part A	The staff responsible is Administrators and Teachers.
Activity - Create scoring rubrics for assessing student learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate to create scoring rubrics for assessing student learning.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is teachers.

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Activity - Create unit word walls/posters to include Tier Two, Tier Three, and Critical Verbs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate to create unit word walls to include Tier Two, Tier Three, and Critical Verbs.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is teaching staff.
Activity - Time to align Common Assessments to curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate to align Common Assessments to curriculum.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$1334	Title II Part A	The staff responsible is Administrators and teaching staff.
Activity - Collaborate and adjust assignments/assessments to address Depth of Knowledge (D.o.K)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate to adjust assignments/assessments to address Depth of Knowledge (D.o.K).	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is Administrators and teaching staff.
Activity - Document and analyze quarterly assessment data using the data dialogue process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will document and analyze quarterly assessment data using the data dialogue process (NWEA Learning Continuum, and/or Common Assessments and/or Subject Area Pre-tests/Post-tests, and/or student rubrics) to determine the effectiveness of the literature and/or informational text instructional strategies.	Professional Learning	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is Administrators and teaching staff.
Activity - Analyze student assessment data through the Learning Continuum to determine the areas of need in regards to literature and/or informational text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Parker Middle School

All staff will analyze student assessment data through the Learning Continuum to determine the areas of need in regards to literature and/or informational text.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is Administrators and teaching staff.
Activity - Utilize the Technology Instructional Coach to support teacher online instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will utilize the Technology Instructional Coach to support teacher online instruction (i.e. Google Classroom, Remind.com, Websites, and Planbook).	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is the Technology Instructional Coach and teaching staff.
Activity - Provide common definitions for textual features, textual structure, central idea and supporting details, critical verbs, resources for successful communication between teachers and parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum Coach will provide common definitions for textual features, textual structure, central idea and supporting details, critical verbs, resources for successful communication between teachers and parents	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is Curriculum Coach.
Activity - Continue to share exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum Coach will continue to share exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is Curriculum Coach and teaching staff.
Activity - Provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Parker Middle School

The Curriculum Coach will provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$200	Title II Part A	Staff responsible is Curriculum Coach and teaching staff.
Activity - Collaborate with teachers to identify strategies for teaching the identification of central idea and supporting details	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum Coach will collaborate with teachers to identify strategies for teaching the identification of central idea and supporting details.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is Curriculum Coach and teaching staff.
Activity - Use of Differentiated resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will provide students with appropriate differentiated resources, from the resource bank, for classroom assignments/activities/assessments. (MTSS)	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Implement instruction on the use of scoring rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement instruction on the use of scoring rubrics.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Implement guided instruction on the use of strategies to successfully identify central idea and supporting details	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement guided instruction on the use of strategies to successfully identify central idea and supporting details.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Implement continued focus on vocabulary instruction (Tier Two and Critical Verbs) in Core Support classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Parker Middle School

All staff will implement continued focus on vocabulary instruction (Tier Two and Critical Verbs) in Core Support classes (MTSS).	Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is RTI and core support teaching staff.
Activity - Surveys and contributions to the Program Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will complete surveys to collect data on the effectiveness of instructional strategies and contribute to the Program Evaluation Tool.	Technology	Tier 1	Evaluate	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is Administrators and teaching staff.
Activity - Implement activities using exemplars with students to self-assess and continue individual growth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement activities using exemplars with students to self-assess and continue individual growth.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is teaching staff.
Activity - Implement activities that require students to cite evidence in order to support their inferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement activities that require students to cite evidence in order to support their inferences.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is teaching Staff.
Activity - Implement activities where students summarize the text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement activities where students summarize the text.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Use Google Classroom to publish and enrich a lesson	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Parker Middle School

All staff will use Google Classroom to publish and enrich a lesson.	Technology	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
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Activity - Record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement.	Technology	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.

Strategy 2:

All staff will implement the analysis of visual information from graphic data displays (i.e. charts, graphs, 2D & 3D models, and drawings). - All staff will implement the analysis of visual information from graphic data displays (i.e. charts, graphs, 2D & 3D models, and drawings).

Category: Mathematics

Research Cited: The research used to implement the analysis of visual information from graphic displays (i.e. charts, graphs, 2D & 3D models, and drawings) was based on our NWEA Learning Continuum testing data.

Tier: Tier 1

Activity - Identify pertinent graphics and applicable graphic data displays	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate to identify pertinent graphics, and applicable graphic displays connected to various grade level/content areas.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible teaching staff.

Activity - Analyze class results on the Statistics and Probability portion of the NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will analyze class results on the Statistics and Probability portion of the NWEA.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is Administrators and teaching staff.

Activity - Create a differentiated resource bank to enrich/support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Parker Middle School

All staff will collaborate with a WISD Consultant to create a differentiated resource bank to enrich/support visual information from graphic data displays (i.e. charts, graphs, 2D & 3D models, and drawings) (MTSS).	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$334	Title II Part A	The staff responsible is Administrators and teaching staff.
Activity - Continue to align and share visual information exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum Coach will continue to align and share visual information exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is Curriculum Coach and teaching staff.
Activity - Provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum Coach will provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$200	Title II Part A	Staff responsible is Curriculum Coach and teaching staff.
Activity - Collaborate with teachers to identify strategies for teaching visual information	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum Coach will collaborate with teachers to identify strategies for teaching visual information.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is Curriculum Coach and teaching staff.
Activity - Teach students how to analyze graphs, data tables, pull important information from text that are at differentiated levels	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will teach students how to analyze graphs, data tables, pull important information from text that are at differentiated levels (MTSS).	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.

School Improvement Plan

Parker Middle School

Activity - Implement activities designed to analyze visual information in their own subject area through guided questioning, discussion, and responses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement activities designed to analyze visual information in their own subject area through guided questioning, discussion, and responses.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Instruct students in interpreting and explaining their own graphic data results	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will instruct students in interpreting and explaining their own graphic data results.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Implement activities where students will analyze differentiated visual information from graphic data displays through activities such as: CER, generating hypothesis, and/or scientific explanation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement activities where students will analyze differentiated visual information from graphic data displays through activities such as: CER, generating hypothesis, and/or scientific explanation (MTSS).	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Use Google Classroom to publish and enrich a lesson	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use Google Classroom to publish and enrich a lesson.	Technology	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement	Technology	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Document and analyze quarterly assessment data using the data dialogue process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Parker Middle School

All staff will document and analyze quarterly assessment data using the data dialogue process (NWEA Learning Continuum, and/or Common Assessments and/or Subject Area Pre-tests/Post-tests, and/or student rubrics) to determine the effectiveness of the analysis of visual information from the graphic data displays strategy.	Professional Learning	Tier 1	Evaluate	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is Administrators and teaching staff.
Activity - Surveys and contributions to the Program Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will complete surveys to collect data on the effectiveness of instructional strategies and contribute to the Program Evaluation Tool.	Technology	Tier 1	Evaluate	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is Administrators and teaching staff.

Goal 2: All students at Parker Middle School will increase their proficiency in Science.

Measurable Objective 1:

73% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in Reading in Reading by 06/30/2017 as measured by as measured by the FA-SP NWEA Map Assessment..

Strategy 1:

All staff will implement literature and/or informational text instruction. - All staff will participate in professional development opportunities that include: District Professional Development Days, Staff Meetings, Professional Learning Communities, and release time.

Category: Science

Research Cited: The research used to implement literature and/or informational text instruction was based on our NWEA Learning Continuum testing data.

Tier: Tier 1

Activity - Time to collaborate with grade-level subject/area colleagues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will take time to work with one another in their subject areas/grade-levels in order to collaborate with one another.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is Administrators and teaching staff.

School Improvement Plan

Parker Middle School

Activity - Create a differentiated resource bank to enrich/support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate with a WISD Consultant to create a differentiated resource bank to enrich/support literature and/or informational text instruction.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$334	Title II Part A	The staff responsible is Administrators and teaching staff.
Activity - Create scoring rubrics for assessing student learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate to create scoring rubrics for assessing student learning.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is teaching staff.
Activity - Create unit word walls/posters to include Tier Two, Tier Three, and Critical Verbs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate to create unit word walls to include Tier Two, Tier Three, and Critical Verbs.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is teaching staff.
Activity - Time to align Common Assessments to curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate to align Common Assessments to curriculum.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$1334	Title II Part A	The staff responsible is Administrators and teaching staff.
Activity - Collaborate and adjust assignments/assessments to address Depth of Knowledge (D.o.K)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate to adjust assignments/assessments to address Depth of Knowledge (D.o.K).	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is Administrators and teaching staff.

School Improvement Plan

Parker Middle School

Activity - Document and analyze quarterly assessment data using the data dialogue process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will document and analyze quarterly assessment data using the data dialogue process (NWEA Learning Continuum, and/or Common Assessments and/or Subject Area Pre-tests/Post-tests, and/or student rubrics) to determine the effectiveness of the literature and/or informational text instructional strategies.	Professional Learning	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is coach, Administrators, and teaching staff.
Activity - Analyze student assessment data through the Learning Continuum to determine the areas of need in regards to literature and/or informational text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will analyze student assessment data through the Learning Continuum to determine the areas of need in regards to literature and/or informational text.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is Administrators and teaching staff.
Activity - Utilize the Technology Instructional Coach to support teacher online instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will utilize the Technology Instructional Coach to support teacher online instruction (i.e. Google Classroom, Remind.com, Websites, and Planbook).	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is the Technology Instructional Coach and teaching staff.
Activity - Provide common definitions for textual features, textual structure, central idea and supporting details, critical verbs, resources for successful communication between teachers and parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum Coach will provide common definitions for textual features, textual structure, central idea and supporting details, critical verbs, resources for successful communication between teachers and parents.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is Curriculum Coach.
Activity - Continue to share exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The Curriculum Coach will continue to share exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is Curriculum Coach and teaching staff.
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Activity - Provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum Coach will provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$200	Title II Part A	Staff responsible is Curriculum Coach and teaching staff.

Activity - Collaborate with teachers to identify strategies for teaching the identification of central idea and supporting details	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum Coach will collaborate with teachers to identify strategies for teaching the identification of central idea and supporting details.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is Curriculum Coach and teaching staff.

Activity - Use of Differentiated resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will provide students with appropriate differentiated resources, from the resource bank, for classroom assignments/activities/assessments. (MTSS)	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.

Activity - Implement instruction on the use of scoring rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement instruction on the use of scoring rubrics.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.

Activity - Implement guided instruction on the use of strategies to successfully identify central idea and supporting details	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All staff will implement guided instruction on the use of strategies to successfully identify central idea and supporting details.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Implement continued focus on vocabulary instruction (Tier Two and Critical Verbs) in Core Support classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement continued focus on vocabulary instruction (Tier Two and Critical Verbs) in Core Support classes (MTSS).	Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is RTI Staff and Core Support teaching staff.
Activity - Surveys and contributions to the Program Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will complete surveys to collect data on the effectiveness of instructional strategies and contribute to the Program Evaluation Tool.	Technology	Tier 1	Evaluate	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is Administrators and teaching staff.
Activity - Implement activities using exemplars with students to self-assess and continue individual growth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement activities using exemplars with students to self-assess and continue individual growth.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is teaching staff.
Activity - Implement activities that require students to cite evidence in order to support their inferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement activities that require students to cite evidence in order to support their inferences.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Implement activities where students summarize the text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All staff will implement activities where students summarize the text.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
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Activity - Use Google Classroom to publish and enrich a lesson	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use Google Classroom to publish and enrich a lesson.	Technology	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.

Activity - Record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement.	Technology	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.

Strategy 2:

All staff will implement the analysis of visual information from graphic data displays (i.e. charts, graphs, 2D & 3D models, and drawings). - All staff will implement the analysis of visual information from graphic data displays (i.e. charts, graphs, 2D & 3D models, and drawings).

Category: Science

Research Cited: The research used to implement the analysis of visual information from graphic displays (i.e. charts, graphs, 2D & 3D models, and drawings) was based on our NWEA Learning Continuum testing data.

Tier: Tier 1

Activity - Identify pertinent graphics and applicable graphic data displays	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate to identify pertinent graphics, and applicable graphic displays connected to various grade level/content areas.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible teaching staff.

Activity - Analyze class results on the Statistics and Probability portion of the NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will analyze class results on the Statistics and Probability portion of the NWEA.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is Administrators and teaching staff.
Activity - Create a differentiated resource bank to enrich/support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate with a WISD Consultant to create a differentiated resource bank to enrich/support visual information from graphic data displays (i.e. charts, graphs, 2D & 3D models, and drawings) (MTSS).	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$334	Title II Part A	The staff responsible is Administrators and teaching staff.
Activity - Continue to align and share visual information exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum Coach will continue to align and share visual information exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is Curriculum Coach and teaching staff.
Activity - Provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum Coach will provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$200	Title II Part A	Staff responsible is Curriculum Coach and teaching staff.
Activity - Collaborate with teachers to identify strategies for teaching visual information	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The Curriculum Coach will collaborate with teachers to identify strategies for teaching visual information.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is Curriculum Coach and teaching staff.
Activity - Teach students how to analyze graphs, data tables, pull important information from text that are at differentiated levels	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will teach students how to analyze graphs, data tables, pull important information from text that are at differentiated levels (MTSS).	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is all teaching staff.
Activity - Implement activities designed to analyze visual information in their own subject area through guided questioning, discussion, and responses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement activities designed to analyze visual information in their own subject area through guided questioning, discussion, and responses.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Instruct students in interpreting and explaining their own graphic data results	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will instruct students in interpreting and explaining their own graphic data results.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Implement activities where students will analyze differentiated visual information from graphic data displays through activities such as: CER, generating hypothesis, and/or scientific explanation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement activities where students will analyze differentiated visual information from graphic data displays through activities such as: CER, generating hypothesis, and/or scientific explanation (MTSS).	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Use Google Classroom to publish and enrich a lesson	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All staff will use Google Classroom to publish and enrich a lesson.	Technology	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement.	Technology	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Document and analyze quarterly assessment data using the data dialogue process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will document and analyze quarterly assessment data using the data dialogue process (NWEA Learning Continuum, and/or Common Assessments and/or Subject Area Pre-tests/Post-tests, and/or student rubrics) to determine the effectiveness of the analysis of visual information from the graphic data displays strategy.	Professional Learning	Tier 1	Evaluate	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is Administrators and teaching staff.
Activity - Surveys and contributions to the Program Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will complete surveys to collect data on the effectiveness of instructional strategies and contribute to the Program Evaluation Tool.	Technology	Tier 1	Evaluate	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is Administrators and teaching staff.

Goal 3: All students at Parker Middle School will increase their proficiency in Social Studies.

Measurable Objective 1:

73% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in Reading in Reading by 06/30/2017 as measured by as measured by the FA-SP NWEA Map Assessment..

Strategy 1:

All staff will implement literature and/or informational text instruction. - All staff will participate in professional development opportunities that include: District Professional Development Days, Staff Meetings, Professional Learning Communities, and release time.

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Category: Social Studies

Research Cited: The research used to implement literature and/or informational text instruction was based on our NWEA Learning Continuum testing data.

Tier: Tier 1

Activity - Time to collaborate with grade-level subject/area colleagues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will take time to work with one another in their subject areas/grade-levels in order to collaborate with one another.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is Administrators and teaching staff.

Activity - Create a differentiated resource bank to enrich/support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate with a WISD Consultant to create a differentiated resource bank to enrich/support literature and/or informational text instruction. (MTSS)	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$334	Title II Part A	The staff responsible is Administrators and teaching staff.

Activity - Create scoring rubrics for assessing student learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate to create scoring rubrics for assessing student learning.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is teaching staff.

Activity - Create unit word walls/posters to include Tier Two, Tier Three, and Critical Verbs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate to create unit word walls to include Tier Two, Tier Three, and Critical Verbs.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is teaching staff.

Activity - Time to align Common Assessments to curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will collaborate to align Common Assessments to curriculum.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$1334	Title II Part A	The staff responsible is Administrators and teaching staff.
Activity - Collaborate and adjust assignments/assessments to address Depth of Knowledge (D.o.K)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate to adjust assignments/assessments to address Depth of Knowledge (D.o.K).	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is Administrators and teaching staff.
Activity - Document and analyze quarterly assessment data using the data dialogue process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will document and analyze quarterly assessment data using the data dialogue process (NWEA Learning Continuum, and/or Common Assessments and/or Subject Area Pre-tests/Post-tests, and/or student rubrics) to determine the effectiveness of the literature and/or informational text instructional strategies.	Professional Learning	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is coach, Administrators, and teaching staff.
Activity - Analyze student assessment data through the Learning Continuum to determine the areas of need in regards to literature and/or informational text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will analyze student assessment data through the Learning Continuum to determine the areas of need in regards to literature and/or informational text.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is teaching staff.
Activity - Utilize the Technology Instructional Coach to support teacher online instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All staff will utilize the Technology Instructional Coach to support teacher online instruction (i.e. Google Classroom, Remind.com, Websites, and Planbook).	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is the Technology Instructional Coach and teaching staff.
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Activity - Provide common definitions for textual features, textual structure, central idea and supporting details, critical verbs, resources for successful communication between teachers and parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum Coach will provide common definitions for textual features, textual structure, central idea and supporting details, critical verbs, resources for successful communication between teachers and parents.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is Curriculum Coach.

Activity - Continue to share exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum Coach will continue to share exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is Curriculum Coach and teaching staff.

Activity - Provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum Coach will provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$200	Title II Part A	Staff responsible is Curriculum Coach and teaching staff.

Activity - Collaborate with teachers to identify strategies for teaching the identification of central idea and supporting details	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Curriculum Coach will collaborate with teachers to identify strategies for teaching the identification of central idea and supporting details.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is Curriculum Coach and teaching staff.
Activity - Use of Differentiated resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will provide students with appropriate differentiated resources, from the resource bank, for classroom assignments/activities/assessments. (MTSS)	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Implement instruction on the use of scoring rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement instruction on the use of scoring rubrics.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Implement guided instruction on the use of strategies to successfully identify central idea and supporting details	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement guided instruction on the use of strategies to successfully identify central idea and supporting details.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Implement continued focus on vocabulary instruction (Tier Two and Critical Verbs) in Core Support classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement continued focus on vocabulary instruction (Tier Two and Critical Verbs) in Core Support classes (MTSS).	Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is RTI Staff and Core Support teaching staff.
Activity - Surveys and contributions to the Program Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All staff will complete surveys to collect data on the effectiveness of instructional strategies and contribute to the Program Evaluation Tool.	Technology	Tier 1	Evaluate	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is Administrators and teaching staff.
Activity - Implement activities using exemplars with students to self-assess and continue individual growth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement activities using exemplars with students to self-assess and continue individual growth.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is teaching staff.
Activity - Implement activities that require students to cite evidence in order to support their inferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement activities that require students to cite evidence in order to support their inferences.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is teaching staff.
Activity - Implement activities where students summarize the text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement activities where students summarize the text.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Use Google Classroom to publish and enrich a lesson	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use Google Classroom to publish and enrich a lesson.	Technology	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All staff will record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement.	Technology	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is Administrators and teaching staff.
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Strategy 2:

All staff will implement the analysis of visual information from graphic data displays (i.e. charts, graphs, 2D & 3D models, and drawings). - All staff will participate in professional development opportunities that include: District Professional Development Days, Staff Meetings, Professional Learning Communities, and release time.

Category: Social Studies

Research Cited: The research used to implement the analysis of visual information from graphic displays (i.e. charts, graphs, 2D & 3D models, and drawings) was based on our NWEA Learning Continuum testing data.

Tier: Tier 1

Activity - Identify pertinent graphics and applicable graphic data displays	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate to identify pertinent graphics, and applicable graphic displays connected to various grade level/content areas.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible teaching staff.

Activity - Analyze class results on the Statistics and Probability portion of the NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will analyze class results on the Statistics and Probability portion of the NWEA.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is Administrators and teaching staff.

Activity - Create a differentiated resource bank to enrich/support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate with a WISD Consultant to create a differentiated resource bank to enrich/support visual information from graphic data displays (i.e. charts, graphs, 2D & 3D models, and drawings) (MTSS).	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$334	Title II Part A	The staff responsible is Administrators and teaching staff.

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Activity - Continue to align and share visual information exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum Coach will continue to align and share visual information exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is Curriculum Coach and teaching staff.
Activity - Provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum Coach will provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$200	Title II Part A	Staff responsible is Curriculum Coach and teaching staff.
Activity - Collaborate with teachers to identify strategies for teaching visual information	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum Coach will collaborate with teachers to identify strategies for teaching visual information.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is Curriculum Coach and teaching staff.
Activity - Teach students how to analyze graphs, data tables, pull important information from text that are at differentiated levels	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will teach students how to analyze graphs, data tables, pull important information from text that are at differentiated levels (MTSS).	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is all teaching staff.
Activity - Implement activities designed to analyze visual information in their own subject area through guided questioning, discussion, and responses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement activities designed to analyze visual information in their own subject area through guided questioning, discussion, and responses.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.

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Activity - Instruct students in interpreting and explaining their own graphic data results	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will instruct students in interpreting and explaining their own graphic data results.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Implement activities where students will analyze differentiated visual information from graphic data displays through activities such as: CER, generating hypothesis, and/or scientific explanation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement activities where students will analyze differentiated visual information from graphic data displays through activities such as: CER, generating hypothesis, and/or scientific explanation (MTSS).	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Use Google Classroom to publish and enrich a lesson	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use Google Classroom to publish and enrich a lesson.	Technology	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is teaching staff.
Activity - Record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement.	Technology	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is Administrators and teaching staff.
Activity - Document and analyze quarterly assessment data using the data dialogue process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will document and analyze quarterly assessment data using the data dialogue process (NWEA Learning Continuum, and/or Common Assessments and/or Subject Area Pre-tests/Post-tests, and/or student rubrics) to determine the effectiveness of the analysis of visual information from the graphic data displays strategy.	Professional Learning	Tier 1	Evaluate	07/01/2016	06/30/2017	\$0	No Funding Required	The staff responsible is Administrators and teaching staff.

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Activity - Surveys and contributions to the Program Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will complete surveys to collect data on the effectiveness of instructional strategies and contribute to the Program Evaluation Tool.	Technology	Tier 1	Evaluate	07/01/2016	06/30/2017	\$0	No Funding Required	Staff responsible is Administrators and teaching staff.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Continue to align and share visual information exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development	The Curriculum Coach will continue to align and share visual information exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	Staff responsible is Curriculum Coach and teaching staff.
Collaborate with teachers to identify strategies for teaching the identification of central idea and supporting details	The Curriculum Coach will collaborate with teachers to identify strategies for teaching the identification of central idea and supporting details.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	Staff responsible is Curriculum Coach and teaching staff.
Implement instruction on the use of scoring rubrics	All staff will implement instruction on the use of scoring rubrics.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Document and analyze quarterly assessment data using the data dialogue process	All staff will document and analyze quarterly assessment data using the data dialogue process (NWEA Learning Continuum, and/or Common Assessments and/or Subject Area Pre-tests/Post-tests, and/or student rubrics) to determine the effectiveness of the literature and/or informational text instructional strategies.	Professional Learning	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	Staff responsible is coach, Administrators, and teaching staff.
Collaborate with teachers to identify strategies for teaching visual information	The Curriculum Coach will collaborate with teachers to identify strategies for teaching visual information.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	Staff responsible is Curriculum Coach and teaching staff.
Implement activities that require students to cite evidence in order to support their inferences	All staff will implement activities that require students to cite evidence in order to support their inferences.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	The staff responsible is teaching Staff.

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Utilize the Technology Instructional Coach to support teacher online instruction	All staff will utilize the Technology Instructional Coach to support teacher online instruction (i.e. Google Classroom, Remind.com, Websites, and Planbook).	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is the Technology Instructional Coach and teaching staff.
Analyze class results on the Statistics and Probability portion of the NWEA	All staff will analyze class results on the Statistics and Probability portion of the NWEA.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is Administrators and teaching staff.
Analyze class results on the Statistics and Probability portion of the NWEA	All staff will analyze class results on the Statistics and Probability portion of the NWEA.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is Administrators and teaching staff.
Utilize the Technology Instructional Coach to support teacher online instruction	All staff will utilize the Technology Instructional Coach to support teacher online instruction (i.e. Google Classroom, Remind.com, Websites, and Planbook).	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is the Technology Instructional Coach and teaching staff.
Continue to align and share visual information exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development	The Curriculum Coach will continue to align and share visual information exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	Staff responsible is Curriculum Coach and teaching staff.
Collaborate and adjust assignments/assessments to address Depth of Knowledge (D.o.K)	All staff will collaborate to adjust assignments/assessments to address Depth of Knowledge (D.o.K).	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is Administrators and teaching staff.
Implement instruction on the use of scoring rubrics	All staff will implement instruction on the use of scoring rubrics.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.

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Use Google Classroom to publish and enrich a lesson	All staff will use Google Classroom to publish and enrich a lesson.	Technology	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Implement activities where students will analyze differentiated visual information from graphic data displays through activities such as: CER, generating hypothesis, and/or scientific explanation	All staff will implement activities where students will analyze differentiated visual information from graphic data displays through activities such as: CER, generating hypothesis, and/or scientific explanation (MTSS).	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Continue to share exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development	The Curriculum Coach will continue to share exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	Staff responsible is Curriculum Coach and teaching staff.
Implement activities designed to analyze visual information in their own subject area through guided questioning, discussion, and responses	All staff will implement activities designed to analyze visual information in their own subject area through guided questioning, discussion, and responses.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Surveys and contributions to the Program Evaluation Tool	All staff will complete surveys to collect data on the effectiveness of instructional strategies and contribute to the Program Evaluation Tool.	Technology	Tier 1	Evaluate	07/01/2016	06/30/2017	\$0	Staff responsible is Administrators and teaching staff.
Implement continued focus on vocabulary instruction (Tier Two and Critical Verbs) in Core Support classes	All staff will implement continued focus on vocabulary instruction (Tier Two and Critical Verbs) in Core Support classes (MTSS).	Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is RTI Staff and Core Support teaching staff.
Use Google Classroom to publish and enrich a lesson	All staff will use Google Classroom to publish and enrich a lesson.	Technology	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.

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Document and analyze quarterly assessment data using the data dialogue process	All staff will document and analyze quarterly assessment data using the data dialogue process (NWEA Learning Continuum, and/or Common Assessments and/or Subject Area Pre-tests/Post-tests, and/or student rubrics) to determine the effectiveness of the analysis of visual information from the graphic data displays strategy.	Professional Learning	Tier 1	Evaluate	07/01/2016	06/30/2017	\$0	The staff responsible is Administrators and teaching staff.
Use of Differentiated resources	All staff will provide students with appropriate differentiated resources, from the resource bank, for classroom assignments/activities/assessments. (MTSS)	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Create unit word walls/posters to include Tier Two, Tier Three, and Critical Verbs	All staff will collaborate to create unit word walls to include Tier Two, Tier Three, and Critical Verbs.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is teaching staff.
Create scoring rubrics for assessing student learning	All staff will collaborate to create scoring rubrics for assessing student learning.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is teachers.
Surveys and contributions to the Program Evaluation Tool	All staff will complete surveys to collect data on the effectiveness of instructional strategies and contribute to the Program Evaluation Tool.	Technology	Tier 1	Evaluate	07/01/2016	06/30/2017	\$0	Staff responsible is Administrators and teaching staff.
Implement activities that require students to cite evidence in order to support their inferences	All staff will implement activities that require students to cite evidence in order to support their inferences.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Provide common definitions for textual features, textual structure, central idea and supporting details, critical verbs, resources for successful communication between teachers and parents	The Curriculum Coach will provide common definitions for textual features, textual structure, central idea and supporting details, critical verbs, resources for successful communication between teachers and parents	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is Curriculum Coach.
Create unit word walls/posters to include Tier Two, Tier Three, and Critical Verbs	All staff will collaborate to create unit word walls to include Tier Two, Tier Three, and Critical Verbs.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is teaching staff.
Collaborate with teachers to identify strategies for teaching the identification of central idea and supporting details	The Curriculum Coach will collaborate with teachers to identify strategies for teaching the identification of central idea and supporting details.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	Staff responsible is Curriculum Coach and teaching staff.

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Document and analyze quarterly assessment data using the data dialogue process	All staff will document and analyze quarterly assessment data using the data dialogue process (NWEA Learning Continuum, and/or Common Assessments and/or Subject Area Pre-tests/Post-tests, and/or student rubrics) to determine the effectiveness of the literature and/or informational text instructional strategies.	Professional Learning	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	Staff responsible is coach, Administrators, and teaching staff.
Implement activities using exemplars with students to self-assess and continue individual growth	All staff will implement activities using exemplars with students to self-assess and continue individual growth.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	The staff responsible is teaching staff.
Analyze student assessment data through the Learning Continuum to determine the areas of need in regards to literature and/or informational text	All staff will analyze student assessment data through the Learning Continuum to determine the areas of need in regards to literature and/or informational text.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is Administrators and teaching staff.
Implement activities where students summarize the text	All staff will implement activities where students summarize the text.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Instruct students in interpreting and explaining their own graphic data results	All staff will instruct students in interpreting and explaining their own graphic data results.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Use Google Classroom to publish and enrich a lesson	All staff will use Google Classroom to publish and enrich a lesson.	Technology	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Surveys and contributions to the Program Evaluation Tool	All staff will complete surveys to collect data on the effectiveness of instructional strategies and contribute to the Program Evaluation Tool.	Technology	Tier 1	Evaluate	07/01/2016	06/30/2017	\$0	Staff responsible is Administrators and teaching staff.
Implement activities designed to analyze visual information in their own subject area through guided questioning, discussion, and responses	All staff will implement activities designed to analyze visual information in their own subject area through guided questioning, discussion, and responses.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.

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Provide common definitions for textual features, textual structure, central idea and supporting details, critical verbs, resources for successful communication between teachers and parents	The Curriculum Coach will provide common definitions for textual features, textual structure, central idea and supporting details, critical verbs, resources for successful communication between teachers and parents.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is Curriculum Coach.
Create scoring rubrics for assessing student learning	All staff will collaborate to create scoring rubrics for assessing student learning.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is teaching staff.
Record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement	All staff will record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement.	Technology	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	Staff responsible is Administrators and teaching staff.
Instruct students in interpreting and explaining their own graphic data results	All staff will instruct students in interpreting and explaining their own graphic data results.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Analyze student assessment data through the Learning Continuum to determine the areas of need in regards to literature and/or informational text	All staff will analyze student assessment data through the Learning Continuum to determine the areas of need in regards to literature and/or informational text.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is teaching staff.
Document and analyze quarterly assessment data using the data dialogue process	All staff will document and analyze quarterly assessment data using the data dialogue process (NWEA Learning Continuum, and/or Common Assessments and/or Subject Area Pre-tests/Post-tests, and/or student rubrics) to determine the effectiveness of the literature and/or informational text instructional strategies.	Professional Learning	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	The staff responsible is Administrators and teaching staff.
Continue to share exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development	The Curriculum Coach will continue to share exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	Staff responsible is Curriculum Coach and teaching staff.

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Implement continued focus on vocabulary instruction (Tier Two and Critical Verbs) in Core Support classes	All staff will implement continued focus on vocabulary instruction (Tier Two and Critical Verbs) in Core Support classes (MTSS).	Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is RTI and core support teaching staff.
Identify pertinent graphics and applicable graphic data displays	All staff will collaborate to identify pertinent graphics, and applicable graphic displays connected to various grade level/content areas.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible teaching staff.
Time to collaborate with grade-level subject/area colleagues	All staff will take time to work with one another in their subject areas/grade-levels in order to collaborate with one another.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is Administrators and teaching staff.
Teach students how to analyze graphs, data tables, pull important information from text that are at differentiated levels	All staff will teach students how to analyze graphs, data tables, pull important information from text that are at differentiated levels (MTSS).	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Identify pertinent graphics and applicable graphic data displays	All staff will collaborate to identify pertinent graphics, and applicable graphic displays connected to various grade level/content areas.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible teaching staff.
Record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement	All staff will record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement.	Technology	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Document and analyze quarterly assessment data using the data dialogue process	All staff will document and analyze quarterly assessment data using the data dialogue process (NWEA Learning Continuum, and/or Common Assessments and/or Subject Area Pre-tests/Post-tests, and/or student rubrics) to determine the effectiveness of the analysis of visual information from the graphic data displays strategy.	Professional Learning	Tier 1	Evaluate	07/01/2016	06/30/2017	\$0	The staff responsible is Administrators and teaching staff.
Record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement	All staff will record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement.	Technology	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	Staff responsible is Administrators and teaching staff.

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Use of Differentiated resources	All staff will provide students with appropriate differentiated resources, from the resource bank, for classroom assignments/activities/assessments. (MTSS)	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Collaborate with teachers to identify strategies for teaching visual information	The Curriculum Coach will collaborate with teachers to identify strategies for teaching visual information.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	Staff responsible is Curriculum Coach and teaching staff.
Continue to align and share visual information exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development	The Curriculum Coach will continue to align and share visual information exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	Staff responsible is Curriculum Coach and teaching staff.
Collaborate with teachers to identify strategies for teaching the identification of central idea and supporting details	The Curriculum Coach will collaborate with teachers to identify strategies for teaching the identification of central idea and supporting details.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	Staff responsible is Curriculum Coach and teaching staff.
Provide common definitions for textual features, textual structure, central idea and supporting details, critical verbs, resources for successful communication between teachers and parents	The Curriculum Coach will provide common definitions for textual features, textual structure, central idea and supporting details, critical verbs, resources for successful communication between teachers and parents.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is Curriculum Coach.
Document and analyze quarterly assessment data using the data dialogue process	All staff will document and analyze quarterly assessment data using the data dialogue process (NWEA Learning Continuum, and/or Common Assessments and/or Subject Area Pre-tests/Post-tests, and/or student rubrics) to determine the effectiveness of the analysis of visual information from the graphic data displays strategy.	Professional Learning	Tier 1	Evaluate	07/01/2016	06/30/2017	\$0	The staff responsible is Administrators and teaching staff.
Collaborate with teachers to identify strategies for teaching visual information	The Curriculum Coach will collaborate with teachers to identify strategies for teaching visual information.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	Staff responsible is Curriculum Coach and teaching staff.

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Implement activities designed to analyze visual information in their own subject area through guided questioning, discussion, and responses	All staff will implement activities designed to analyze visual information in their own subject area through guided questioning, discussion, and responses.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Implement activities where students will analyze differentiated visual information from graphic data displays through activities such as: CER, generating hypothesis, and/or scientific explanation	All staff will implement activities where students will analyze differentiated visual information from graphic data displays through activities such as: CER, generating hypothesis, and/or scientific explanation (MTSS).	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Implement continued focus on vocabulary instruction (Tier Two and Critical Verbs) in Core Support classes	All staff will implement continued focus on vocabulary instruction (Tier Two and Critical Verbs) in Core Support classes (MTSS).	Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is RTI Staff and Core Support teaching staff.
Time to collaborate with grade-level subject/area colleagues	All staff will take time to work with one another in their subject areas/grade-levels in order to collaborate with one another.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is Administrators and Teachers.
Collaborate and adjust assignments/assessments to address Depth of Knowledge (D.o.K)	All staff will collaborate to adjust assignments/assessments to address Depth of Knowledge (D.o.K).	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is Administrators and teaching staff.
Implement activities where students will analyze differentiated visual information from graphic data displays through activities such as: CER, generating hypothesis, and/or scientific explanation	All staff will implement activities where students will analyze differentiated visual information from graphic data displays through activities such as: CER, generating hypothesis, and/or scientific explanation (MTSS).	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Implement activities where students summarize the text	All staff will implement activities where students summarize the text.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.

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Implement activities using exemplars with students to self-assess and continue individual growth	All staff will implement activities using exemplars with students to self-assess and continue individual growth.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	The staff responsible is teaching staff.
Implement guided instruction on the use of strategies to successfully identify central idea and supporting details	All staff will implement guided instruction on the use of strategies to successfully identify central idea and supporting details.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Analyze student assessment data through the Learning Continuum to determine the areas of need in regards to literature and/or informational text	All staff will analyze student assessment data through the Learning Continuum to determine the areas of need in regards to literature and/or informational text.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is Administrators and teaching staff.
Utilize the Technology Instructional Coach to support teacher online instruction	All staff will utilize the Technology Instructional Coach to support teacher online instruction (i.e. Google Classroom, Remind.com, Websites, and Planbook).	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is the Technology Instructional Coach and teaching staff.
Implement guided instruction on the use of strategies to successfully identify central idea and supporting details	All staff will implement guided instruction on the use of strategies to successfully identify central idea and supporting details.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Surveys and contributions to the Program Evaluation Tool	All staff will complete surveys to collect data on the effectiveness of instructional strategies and contribute to the Program Evaluation Tool.	Technology	Tier 1	Evaluate	07/01/2016	06/30/2017	\$0	Staff responsible is Administrators and teaching staff.
Record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement	All staff will record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement.	Technology	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.

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Create scoring rubrics for assessing student learning	All staff will collaborate to create scoring rubrics for assessing student learning.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is teaching staff.
Instruct students in interpreting and explaining their own graphic data results	All staff will instruct students in interpreting and explaining their own graphic data results.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Continue to share exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development	The Curriculum Coach will continue to share exemplars through Google Drive, PAT Chats, Staff Meetings, and Professional Development.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	Staff responsible is Curriculum Coach and teaching staff.
Use of Differentiated resources	All staff will provide students with appropriate differentiated resources, from the resource bank, for classroom assignments/activities/assessments. (MTSS)	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Surveys and contributions to the Program Evaluation Tool	All staff will complete surveys to collect data on the effectiveness of instructional strategies and contribute to the Program Evaluation Tool.	Technology	Tier 1	Evaluate	07/01/2016	06/30/2017	\$0	Staff responsible is Administrators and teaching staff.
Implement activities where students summarize the text	All staff will implement activities where students summarize the text.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Use Google Classroom to publish and enrich a lesson	All staff will use Google Classroom to publish and enrich a lesson.	Technology	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Implement activities using exemplars with students to self-assess and continue individual growth	All staff will implement activities using exemplars with students to self-assess and continue individual growth.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	The staff responsible is teaching staff.
Analyze class results on the Statistics and Probability portion of the NWEA	All staff will analyze class results on the Statistics and Probability portion of the NWEA.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is Administrators and teaching staff.

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Record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement	All staff will record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement.	Technology	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Teach students how to analyze graphs, data tables, pull important information from text that are at differentiated levels	All staff will teach students how to analyze graphs, data tables, pull important information from text that are at differentiated levels (MTSS).	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is all teaching staff.
Record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement	All staff will record and share contributions in Google Docs of professional learning time (PAT Chats, Staff Meetings) to discuss student achievement	Technology	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Identify pertinent graphics and applicable graphic data displays	All staff will collaborate to identify pertinent graphics, and applicable graphic displays connected to various grade level/content areas.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible teaching staff.
Time to collaborate with grade-level subject/area colleagues	All staff will take time to work with one another in their subject areas/grade-levels in order to collaborate with one another.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is Administrators and teaching staff.
Teach students how to analyze graphs, data tables, pull important information from text that are at differentiated levels	All staff will teach students how to analyze graphs, data tables, pull important information from text that are at differentiated levels (MTSS).	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is all teaching staff.
Implement activities that require students to cite evidence in order to support their inferences	All staff will implement activities that require students to cite evidence in order to support their inferences.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	The staff responsible is teaching staff.
Collaborate and adjust assignments/assessments to address Depth of Knowledge (D.o.K)	All staff will collaborate to adjust assignments/assessments to address Depth of Knowledge (D.o.K).	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is Administrators and teaching staff.

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Use Google Classroom to publish and enrich a lesson	All staff will use Google Classroom to publish and enrich a lesson.	Technology	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Create unit word walls/posters to include Tier Two, Tier Three, and Critical Verbs	All staff will collaborate to create unit word walls to include Tier Two, Tier Three, and Critical Verbs.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	The staff responsible is teaching staff.
Implement instruction on the use of scoring rubrics	All staff will implement instruction on the use of scoring rubrics.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Use Google Classroom to publish and enrich a lesson	All staff will use Google Classroom to publish and enrich a lesson.	Technology	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.
Surveys and contributions to the Program Evaluation Tool	All staff will complete surveys to collect data on the effectiveness of instructional strategies and contribute to the Program Evaluation Tool.	Technology	Tier 1	Evaluate	07/01/2016	06/30/2017	\$0	Staff responsible is Administrators and teaching staff.
Implement guided instruction on the use of strategies to successfully identify central idea and supporting details	All staff will implement guided instruction on the use of strategies to successfully identify central idea and supporting details.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Staff responsible is teaching staff.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Create a differentiated resource bank to enrich/support	All staff will collaborate with a WISD Consultant to create a differentiated resource bank to enrich/support literature and/or informational text instruction.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$334	The staff responsible is Administrators and teaching staff.
Create a differentiated resource bank to enrich/support	All staff will collaborate with a WISD Consultant to create a differentiated resource bank to enrich/support visual information from graphic data displays (i.e. charts, graphs, 2D & 3D models, and drawings) (MTSS).	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$334	The staff responsible is Administrators and teaching staff.

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Provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development	The Curriculum Coach will provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$200	Staff responsible is Curriculum Coach and teaching staff.
Create a differentiated resource bank to enrich/support	All staff will collaborate with a WISD Consultant to create a differentiated resource bank to enrich/support visual information from graphic data displays (i.e. charts, graphs, 2D & 3D models, and drawings) (MTSS).	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$334	The staff responsible is Administrators and teaching staff.
Provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development	The Curriculum Coach will provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$200	Staff responsible is Curriculum Coach and teaching staff.
Provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development	The Curriculum Coach will provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$200	Staff responsible is Curriculum Coach and teaching staff.
Create a differentiated resource bank to enrich/support (MTSS)	All staff will collaborate with a WISD Consultant to create a differentiated resource bank to enrich/support literature and/or informational text instruction.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$334	The staff responsible is Administrators and Teachers.
Provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development	The Curriculum Coach will provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$200	Staff responsible is Curriculum Coach and teaching staff.

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Time to align Common Assessments to curriculum	All staff will collaborate to align Common Assessments to curriculum.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$1334	The staff responsible is Administrators and teaching staff.
Create a differentiated resource bank to enrich/support	All staff will collaborate with a WISD Consultant to create a differentiated resource bank to enrich/support visual information from graphic data displays (i.e. charts, graphs, 2D & 3D models, and drawings) (MTSS).	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$334	The staff responsible is Administrators and teaching staff.
Provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development	The Curriculum Coach will provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$200	Staff responsible is Curriculum Coach and teaching staff.
Time to align Common Assessments to curriculum	All staff will collaborate to align Common Assessments to curriculum.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$1334	The staff responsible is Administrators and teaching staff.
Time to align Common Assessments to curriculum	All staff will collaborate to align Common Assessments to curriculum.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$1334	The staff responsible is Administrators and teaching staff.
Provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development	The Curriculum Coach will provide learning opportunities for assistance with instructional strategies/assessments through continuous Professional Development.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$200	Staff responsible is Curriculum Coach and teaching staff.

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<p>Create a differentiated resource bank to enrich/support</p>	<p>All staff will collaborate with a WISD Consultant to create a differentiated resource bank to enrich/support literature and/or informational text instruction. (MTSS)</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$334</p>	<p>The staff responsible is Administrators and teaching staff.</p>
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