

Stout 2015-2020 SIP

Stout Middle School

Dearborn City School District

Mr. Gregory R. Oke, Principal
18500 Oakwood Blvd
Dearborn, MI 48124-4055

TABLE OF CONTENTS

Overview	1
Goals Summary	2
Goal 1: Writing: All students at Stout Middle School will demonstrate growth in becoming proficient writers	3
Goal 2: Reading: All students at Stout Middle School will demonstrate growth in becoming proficient readers	19
Goal 3: Math: All students will demonstrate improved computational and problem solving skills in mathematics.....	63
Activity Summary by Funding Source	88

Overview

Plan Name

Stout 2015-2020 SIP

Plan Description

Updated May 2015

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	Writing: All students at Stout Middle School will demonstrate growth in becoming proficient writers	Objectives: 5 Strategies: 3 Activities: 12	Academic	\$32364
2	Reading: All students at Stout Middle School will demonstrate growth in becoming proficient readers	Objectives: 5 Strategies: 3 Activities: 18	Academic	\$223831
3	Math: All students will demonstrate improved computational and problem solving skills in mathematics.	Objectives: 5 Strategies: 3 Activities: 14	Academic	\$73882

Goal 1: Writing: All students at Stout Middle School will demonstrate growth in becoming proficient writers

Measurable Objective 1:

A 6% increase 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 demonstrate a proficiency in writing competency in English Language Arts by 06/10/2016 as measured by proficiency on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area

Culham, Ruth. 6+1 Writing Traits

Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom

Frey, D., W.C. Frederick and H.J. Klausmeier. A Schema for Testing the Level of Cognitive Mastery.

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Gallagher, Kelly. Teaching Adolescent Writers

Marzano, Robert. Building Background knowledge and Building Academic Vocabulary

Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works

Payne, Ruby. A Framework for Understanding Poverty.

Rice, Lynda. 6 Trait Writing. Tomlinson, Carol. Differentiation of Instruction

Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Wormeli, Rick. Summarization in Any Subject.

Tier:

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructional coach will provide classroom teachers with professional development and ongoing coaching on best practices in writing instruction.	Professional Learning		Implement	09/02/2014	06/10/2016	\$0	Title I Part A	Instructional Coach

Stout 2015-2020 SIP

Stout Middle School

Activity - Professional Development - Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language arts teachers and the Instructional Coach will provide staff development on the informational text structures and the writing process at staff meetings and late start meetings. Staff development will also be provided on argumentative writing, including how to teach students to use evidence when supporting their responses.	Professional Learning	Tier 1	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	Language arts teachers, Instructional Coach, and District Language Arts Coordinator

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A tour of Detroit Parade Co (Writing a proposal for design of a float); Monroe Michigan tour (Written and oral communication regarding French Settlers; St Vincent De Paul community service (problem solving and writing a paper as it relates to the social studies unit on world hunger); Tour of Detroit (history lesson persuasive essay written based on writing stem: The builder Cadillac was a positive/negative influence on the environment); U of M- Dearborn for the "Gulo Gulo" event—a conference designed for middle school students (Students will attend reading, writing, hands on workshops throughout the day); Arab-American Museum (Writing connected to social studies classes).	Field Trip			09/04/2013	07/08/2016	\$0	Title I Part A	Classroom teachers are responsible for planning extend learning opportunities.

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use small group instruction to reteach elements of the writing process to students.	Direct Instruction		Implement	09/02/2014	06/10/2016	\$0	No Funding Required	Classroom Teachers

Activity - Direct Instruction - Revising & Editing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will teach students how to revise and edit their writing. The language arts teachers and instructional coach will train the staff during staff meetings.	Direct Instruction	Tier 1	Implement	08/25/2014	06/10/2016	\$0	No Funding Required	Language arts teachers and the instructional coach.

Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Classroom teachers will implement strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training and coordinate the book study.
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Strategy 2:

Restorative Practices - The most profound learning occurs when there is a healthy relationship between teacher and student.

Restorative Practices assists teachers, students and parents to build, maintain and restore relationships.

Restorative Practices will help build capacity to enable students to self regulate behaviour and contributes to the improvement of learning outcomes.

11 Essential Elements, including affective statements, restorative questions, fair process, small impromptu conferences, proactive circles, responsive circles and restorative conferences. Staff teams, working in small professional learning groups, focus on understanding and using these elements.

Research Cited: Adams, C. (2008 November/December). The talk-it-out solution. Scholastic Administrator, 36–39.

Boulton, J., & Mirsky, L. (2006, February). Restorative practices as a tool for organizational change: The Bessels Leigh School. Restorative Practices eForum. Retrieved April 9, 2009, from <http://www.realjustice.org/library/besselsleigh.html>

Restorative Practices in Schools: Research Reveals Power of Restorative Approach, Part II

Abbey Porter

Tier:

Activity - Professional Development - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on Restorative Practices will be provided for the entire staff prior to the start of the school year.	Behavioral Support Program	Tier 1	Implement	09/13/2013	08/12/2016	\$0	No Funding Required	The restorative practices committee and building principal will be responsible for scheduling this training.

Activity - Restorative Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will use restorative conferences and peacemaking circles to support positive learning environments and to support students in making appropriate behavior choices.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	Restorative practices committee, social worker, counselor, community liaison, social responsibility technician, and building administrators.

Activity - Social Responsibility Technician	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A social responsibility technician will provide lessons on appropriate behavior to students in a variety of settings including in a responsibility room and in regular classrooms. The social responsibility technician will work directly with students having difficulty making appropriate behavior choices.	Behavioral Support Program	Tier 3	Implement	08/25/2014	06/10/2016	\$0	Title I Part A	The restorative practices committee and building administrators will support the social responsibility technician.

Measurable Objective 2:

A 13% increase of Students with Disabilities students will demonstrate a proficiency in writing competency in English Language Arts by 06/10/2016 as measured by proficiency on on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

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 Culham, Ruth. 6+1 Writing Traits
 Fisher , Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom
 Frayer, D., W.C. Frederick and H.J. Klausmeier. A Schema for Testing the Level of Cognitive Mastery.
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 Payne, Ruby. A Framework for Understanding Poverty.
 Rice, Lynda. 6 Trait Writing. Tomlinson, Carol. Differentiation of Instruction
 Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1
 Wormeli, Rick. Summarization in Any Subject.
 Tier:

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructional coach will provide classroom teachers with professional development and ongoing coaching on best practices in writing instruction.	Professional Learning		Implement	09/02/2014	06/10/2016	\$0	Title I Part A	Instructional Coach

Activity - Professional Development - Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language arts teachers and the Instructional Coach will provide staff development on the informational text structures and the writing process at staff meetings and late start meetings. Staff development will also be provided on argumentative writing, including how to teach students to use evidence when supporting their responses.	Professional Learning	Tier 1	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	Language arts teachers, Instruction Coach, and District Language Arts Coordinator

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

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Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use small group instruction to reteach elements of the writing process to students.	Direct Instruction		Implement	09/02/2014	06/10/2016	\$0	No Funding Required	Classroom Teachers

Activity - Direct Instruction - Revising & Editing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will teach students how to revise and edit their writing. The language arts teachers and instructional coach will train the staff during staff meetings.	Direct Instruction	Tier 1	Implement	08/25/2014	06/10/2016	\$0	No Funding Required	Language arts teachers and the instructional coach.

Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training and coordinate the book study.

(shared) Strategy 2:

Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book
 Friend, Marilyn. The Power of Two DVD series Co-Teaching!
 Payne, Ruby. A Framework for Understanding Poverty.
 Tier:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities and English language learners will be placed in co-taught language arts classes utilizing technology such as promethean boards, ipads and various applications.	Direct Instruction	Tier 3	Implement	09/04/2013	06/10/2016	\$32364	Title I Part A	Special education teachers, ESL teachers, and counselor.

Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Academic Support Program			10/14/2013	06/10/2016	\$0	Title I Part A	Extended day program teachers and language arts teachers.

Activity - Intervention Classes during the school day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities and English Language Learners will be placed in intervention classes as needed utilizing program such as Successmaker.	Academic Support Program			09/04/2013	06/10/2016	\$0	Title I Part A	Special education teachers, ESL teachers, and counselor.

Measurable Objective 3:

A 13% increase of Economically Disadvantaged students will demonstrate a proficiency in writing competency in English Language Arts by 06/10/2016 as measured by by proficiency on on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and

Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book
 Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area
 Culham, Ruth. 6+1 Writing Traits
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 Frayer, D., W.C. Frederick and H.J. Klausmeier. A Schema for Testing the Level of Cognitive Mastery.
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 Gallagher, Kelly. Teaching Adolescent Writers
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 Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works
 Payne, Ruby. A Framework for Understanding Poverty.
 Rice, Lynda. 6 Trait Writing. Tomlinson, Carol. Differentiation of Instruction
 Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1
 Wormeli, Rick. Summarization in Any Subject.

Tier:

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructional coach will provide classroom teachers with professional development and ongoing coaching on best practices in writing instruction.	Professional Learning		Implement	09/02/2014	06/10/2016	\$0	Title I Part A	Instructional Coach

Activity - Professional Development - Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language arts teachers and the Instructional Coach will provide staff development on the informational text structures and the writing process at staff meetings and late start meetings. Staff development will also be provided on argumentative writing, including how to teach students to use evidence when supporting their responses.	Professional Learning	Tier 1	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	Language arts teachers, Instruction Coach, and District Language Arts Coordinator

Stout 2015-2020 SIP

Stout Middle School

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A tour of Detroit Parade Co (Writing a proposal for design of a float); Monroe Michigan tour (Written and oral communication regarding French Settlers; St Vincent De Paul community service (problem solving and writing a paper as it relates to the social studies unit on world hunger); Tour of Detroit (history lesson persuasive essay written based on writing stem: The builder Cadillac was a positive/negative influence on the environment); U of M- Dearborn for the "Gulo Gulo" event—a conference designed for middle school students (Students will attend reading, writing, hands on workshops throughout the day); Arab-American Museum (Writing connected to social studies classes).	Field Trip			09/04/2013	07/08/2016	\$0	Title I Part A	Classroom teachers are responsible for planning extend learning opportunities.
Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use small group instruction to reteach elements of the writing process to students.	Direct Instruction		Implement	09/02/2014	06/10/2016	\$0	No Funding Required	Classroom Teachers
Activity - Direct Instruction - Revising & Editing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will teach students how to revise and edit their writing. The language arts teachers and instructional coach will train the staff during staff meetings.	Direct Instruction	Tier 1	Implement	08/25/2014	06/10/2016	\$0	No Funding Required	Language arts teachers and the instructional coach.
Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training and coordinate the book study.

(shared) Strategy 2:

Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Payne, Ruby. A Framework for Understanding Poverty.

Tier:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities and English language learners will be placed in co-taught language arts classes utilizing technology such as promethean boards, ipads and various applications.	Direct Instruction	Tier 3	Implement	09/04/2013	06/10/2016	\$32364	Title I Part A	Special education teachers, ESL teachers, and counselor.

Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Academic Support Program			10/14/2013	06/10/2016	\$0	Title I Part A	Extended day program teachers and language arts teachers.

Activity - Intervention Classes during the school day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities and English Language Learners will be placed in intervention classes as needed utilizing program such as Successmaker.	Academic Support Program			09/04/2013	06/10/2016	\$0	Title I Part A	Special education teachers, ESL teachers, and counselor.

Measurable Objective 4:

A 13% increase of Black or African-American students will demonstrate a proficiency in writing competency in English Language Arts by 06/10/2016 as measured by proficiency on on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

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Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Gallagher, Kelly. Teaching Adolescent Writers

Marzano, Robert. Building Background knowledge and Building Academic Vocabulary

Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works

Payne, Ruby. A Framework for Understanding Poverty.

Rice, Lynda. 6 Trait Writing. Tomlinson, Carol. Differentiation of Instruction

Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Wormeli, Rick. Summarization in Any Subject.

Tier:

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructional coach will provide classroom teachers with professional development and ongoing coaching on best practices in writing instruction.	Professional Learning		Implement	09/02/2014	06/10/2016	\$0	Title I Part A	Instructional Coach
Activity - Professional Development - Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Stout 2015-2020 SIP

Stout Middle School

Language arts teachers and the Instructional Coach will provide staff development on the informational text structures and the writing process at staff meetings and late start meetings. Staff development will also be provided on argumentative writing, including how to teach students to use evidence when supporting their responses.	Professional Learning	Tier 1	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	Language arts teachers, Instruction Coach, and District Language Arts Coordinator
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A tour of Detroit Parade Co (Writing a proposal for design of a float); Monroe Michigan tour (Written and oral communication regarding French Settlers; St Vincent De Paul community service (problem solving and writing a paper as it relates to the social studies unit on world hunger); Tour of Detroit (history lesson persuasive essay written based on writing stem: The builder Cadillac was a positive/negative influence on the environment); U of M- Dearborn for the "Gulo Gulo" event—a conference designed for middle school students (Students will attend reading, writing, hands on workshops throughout the day); Arab-American Museum (Writing connected to social studies classes).	Field Trip			09/04/2013	07/08/2016	\$0	Title I Part A	Classroom teachers are responsible for planning extend learning opportunities.

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use small group instruction to reteach elements of the writing process to students.	Direct Instruction		Implement	09/02/2014	06/10/2016	\$0	No Funding Required	Classroom Teachers

Activity - Direct Instruction - Revising & Editing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will teach students how to revise and edit their writing. The language arts teachers and instructional coach will train the staff during staff meetings.	Direct Instruction	Tier 1	Implement	08/25/2014	06/10/2016	\$0	No Funding Required	Language arts teachers and the instructional coach.

Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Classroom teachers will implement strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training and coordinate the book study.
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(shared) Strategy 2:

Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

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Payne, Ruby. A Framework for Understanding Poverty.

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Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities and English language learners will be placed in co-taught language arts classes utilizing technology such as promethean boards, ipads and various applications.	Direct Instruction	Tier 3	Implement	09/04/2013	06/10/2016	\$32364	Title I Part A	Special education teachers, ESL teachers, and counselor.

Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Academic Support Program			10/14/2013	06/10/2016	\$0	Title I Part A	Extended day program teachers and language arts teachers.

Activity - Intervention Classes during the school day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities and English Language Learners will be placed in intervention classes as needed utilizing program such as Successmaker.	Academic Support Program			09/04/2013	06/10/2016	\$0	Title I Part A	Special education teachers, ESL teachers, and counselor.

Measurable Objective 5:

A 13% increase of English Learners students will demonstrate a proficiency in writing competency in English Language Arts by 06/10/2016 as measured by proficiency on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

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Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Wormeli, Rick. Summarization in Any Subject.

Tier:

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

An instructional coach will provide classroom teachers with professional development and ongoing coaching on best practices in writing instruction.	Professional Learning		Implement	09/02/2014	06/10/2016	\$0	Title I Part A	Instructional Coach
Activity - Professional Development - Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language arts teachers and the Instructional Coach will provide staff development on the informational text structures and the writing process at staff meetings and late start meetings. Staff development will also be provided on argumentative writing, including how to teach students to use evidence when supporting their responses.	Professional Learning	Tier 1	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	Language arts teachers, Instruction Coach, and District Language Arts Coordinator
Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A tour of Detroit Parade Co (Writing a proposal for design of a float); Monroe Michigan tour (Written and oral communication regarding French Settlers; St Vincent De Paul community service (problem solving and writing a paper as it relates to the social studies unit on world hunger); Tour of Detroit (history lesson persuasive essay written based on writing stem: The builder Cadillac was a positive/negative influence on the environment); U of M- Dearborn for the "Gulo Gulo" event—a conference designed for middle school students (Students will attend reading, writing, hands on workshops throughout the day); Arab-American Museum (Writing connected to social studies classes).	Field Trip			09/04/2013	07/08/2016	\$0	Title I Part A	Classroom teachers are responsible for planning extend learning opportunities.
Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use small group instruction to reteach elements of the writing process to students.	Direct Instruction		Implement	09/02/2014	06/10/2016	\$0	No Funding Required	Classroom Teachers
Activity - Direct Instruction - Revising & Editing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will teach students how to revise and edit their writing. The language arts teachers and instructional coach will train the staff during staff meetings.	Direct Instruction	Tier 1	Implement	08/25/2014	06/10/2016	\$0	No Funding Required	Language arts teachers and the instructional coach.

Stout 2015-2020 SIP

Stout Middle School

Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training and coordinate the book study.

(shared) Strategy 2:

Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Payne, Ruby. A Framework for Understanding Poverty.

Tier:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities and English language learners will be placed in co-taught language arts classes utilizing technology such as promethean boards, ipads and various applications.	Direct Instruction	Tier 3	Implement	09/04/2013	06/10/2016	\$32364	Title I Part A	Special education teachers, ESL teachers, and counselor.

Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Academic Support Program			10/14/2013	06/10/2016	\$0	Title I Part A	Extended day program teachers and language arts teachers.

Activity - Intervention Classes during the school day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities and English Language Learners will be placed in intervention classes as needed utilizing program such as Successmaker.	Academic Support Program			09/04/2013	06/10/2016	\$0	Title I Part A	Special education teachers, ESL teachers, and counselor.

Goal 2: Reading: All students at Stout Middle School will demonstrate growth in becoming proficient readers

Measurable Objective 1:

A 2% increase 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 demonstrate a proficiency in reading comprehension in English Language Arts by 06/10/2016 as measured by proficiency on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

Research Cited: Arter, Judith and McTighe, Jay. Scoring Rubrics in the Classroom

Beers, Kylee. When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12

Beaver, Joetta. Directed Reading Assessment 2

Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area

Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Garner, Betty. Getting to Got It

Marzano, Robert. Building Background knowledge and Building Academic Vocabulary

Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works

National Reading Panel, "Teaching Children to Read"

Payne, Ruby. A Framework for Understanding Poverty.

Tomlinson, Carol. Differentiation of Instruction

Tovani, Chris and Ellin Oliver Keene. I Read It but I Don't Get It and Do I Really have To Teach Reading

Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Tier:

Activity - Informational Text Structures and Features	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use informational text structures and features as part of reading instruction.	Direct Instruction	Tier 1	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	The language arts department instructional coach, and district language arts coordinator will provide any necessary training to staff. The building administrators and instructional coach will monitor implementation.

Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

Parent education classes will be held to educate and inform the parents about how they can support their children's learning. Resources will be provided to parents that support the instruction provided in the classes. The building community liaison will support parents and families throughout the school year.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$57383	Title I Part A, Title I Part A, Title I Part A	The community liaison, school counselor, district parent coordinator, and building administrators will be responsible to scheduling the classes.
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Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments using Building Academic Vocabulary by Marzano	Direct Instruction	Tier 1	Monitor	09/09/2013	06/12/2015	\$0	No Funding Required	The reading committee, language arts department, instructional coach, language arts coordinator, and principal will be responsible for any additional training that is needed. The building administrators and instructional coach will monitor implementation.

Stout 2015-2020 SIP

Stout Middle School

Activity - Language & Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.

Activity - Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science, Social Studies, and Language Arts teachers will implement Reading Apprenticeship strategies. Additional seventh and eighth grade teachers that have yet to be trained in Reading Apprenticeship will go through a series of workshops provided by the district language arts coordinators.	Implementation	Tier 2	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	The district language arts coordinators are responsible for training staff with support from the instructional coach and principal. The building administrators and instructional coach will monitor implementation.

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

<p>All teachers will assign reading assignments bi-weekly, using close and critical reading strategies, using all 4 areas of Question Answer Response (QAR) questions that ask 'right there', 'think and search', 'author and you' and 'on my own' information.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/09/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>The reading committee, language arts department, instructional coach, and district language arts coordinator will provide any necessary training. The building administrators and instructional coach will monitor implementation.</p>
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A tour of Detroit Parade Co (Writing a proposal for design of a float); Monroe Michigan tour (Written and oral communication regarding French Settlers; St Vincent De Paul community service (problem solving and writing a paper as it relates to the social studies unit on world hunger); Tour of Detroit (history lesson persuasive essay written based on writing stem: The builder Cadillac was a positive/negative influence on the environment); U of M- Dearborn for the "Gulo Gulo" event—a conference designed for middle school students (Students will attend reading, writing, hands on workshops throughout the day); Arab American Museum (Writing connected to social studies classes).</p>	<p>Field Trip</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/13/2013</p>	<p>06/10/2016</p>	<p>\$296</p>	<p>Title I Part A</p>	<p>Classroom teachers will support from building administration and office staff will coordinate these extend learning opportunities.</p>

Activity - Daily 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

Sixth grade language arts teachers will use the Daily 5 to structure their lessons.	Monitor	Tier 2	Monitor	09/03/2013	06/12/2015	\$0	No Funding Required	The district language arts coordinator, instructional coach, and building principal will provide any necessary training and will monitor implementation.
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Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training, coordinate the book study, and along with the assistant principal, monitor implementation.

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

One teacher will have half of their time assigned to instructional coaching. The instructional coach will support the implementation of the strategies and activities in the school improvement plan. The coach will provide training for teachers and model strategies in their classrooms.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$65343	Title I Part A	The building principal is responsible for selecting and supervising an instructional coach.
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Activity - Reading Intervention Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned to reading intervention classes depending upon their level and area of need in reading. The intervention classes will be smaller than regular language arts classes and will use research-based programs including, but not limited to, Corrective Reading, Read 180, and Success Maker.	Direct Instruction	Tier 3	Implement	09/02/2014	06/10/2016	\$5000	Title I Part A	The building principal, instructional coach, and language arts teachers will identify students needing intervention. The building principal, instructional coach, and teacher providing the intervention will monitor the effectiveness of the interventions.

Strategy 2:

Restorative Practices - The most profound learning occurs when there is a healthy relationship between teacher and student. Restorative Practices assists teachers, students and parents to build, maintain and restore relationships. Restorative Practices will help build capacity to enable students to self regulate behavior and contributes to the improvement of learning outcomes. Staff will study the essential elements of Restorative Practices, including affective statements, restorative questions, fair process, small impromptu conferences, proactive circles, responsive circles and restorative conferences. Staff members will use Restorative Practices in

the their classrooms and in their interactions with students.

Research Cited: Wachtel, T., O'Connell, T., & Wachtel, B. (2010). Restorative Justice Conferencing.

Adams, C. (2008 November/December). The talk-it-out solution. Scholastic Administrator, 36–39.

Boulton, J., & Mirsky, L. (2006, February). Restorative practices as a tool for organizational change: The Bessels Leigh School. Restorative Practices eForum.

Retrieved April 9, 2009, from <http://www.realjustice.org/library/besselsleigh.html> Restorative Practices in Schools: Research Reveals Power of Restorative Approach, Part II Abbey Porter

Tier: Tier 1

Activity - Professional Development - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on Restorative Practices will be provided for the entire staff prior to the start of the school year.	Behavioral Support Program	Tier 1	Implement	08/25/2014	06/10/2016	\$1100	Title I Part A	The restorative practices committee and building principal will be responsible for scheduling this training.

Activity - Restorative Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

Building staff will use restorative conferences and peacemaking circles to support positive learning environments and to support students in making appropriate behavior choices.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	The restorative practices committee, social worker, counselor, community liaison, social responsibility technician, and building administrators are responsible for the implementation and monitoring of this activity.
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Activity - Social Responsibility Technician	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A social responsibility technician will provide lessons on appropriate behavior to students in a variety of settings including in a responsibility room and in regular classrooms. The social responsibility technician will work directly with students having difficulty making appropriate behavior choices.	Behavioral Support Program	Tier 3	Implement	08/25/2014	06/10/2016	\$54431	Title I Part A	The restorative practices committee and building administrators will support the social responsibility technician. Building administrators will monitor this activity.

Measurable Objective 2:

A 11% increase of Students with Disabilities students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/10/2016 as measured by proficiency on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

Research Cited: Arter, Judith and McTighe, Jay. Scoring Rubrics in the Classroom
Beers, Kylene. When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12
Beaver, Joetta. Directed Reading Assessment 2
Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area
Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom
Friend, Marilyn. The Power of Two DVD series Co-Teaching!
Garner, Betty. Getting to Got It
Marzano, Robert. Building Background knowledge and Building Academic Vocabulary
Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works
National Reading Panel, "Teaching Children to Read"
Payne, Ruby. A Framework for Understanding Poverty.
Tomlinson, Carol. Differentiation of Instruction
Tovani, Chris and Ellin Oliver Keene. I Read It but I Don't Get It and Do I Really have To Teach Reading
Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Tier:

Activity - Informational Text Structures and Features	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

All teachers will use informational text structures and features as part of reading instruction.	Direct Instruction	Tier 1	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	The language arts department, instructional coach, and district language arts coordinator will provide any necessary training to staff. The building administrators and instructional coach will monitor implementation.
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Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent education classes will be held to educate and inform the parents about how they can support their children's learning. Resources will be provided to parents that support the instruction provided in the classes. The building community liaison will support parents and families throughout the school year.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$57383	Title I Part A, Title I Part A, Title I Part A	The community liaison, school counselor, district parent coordinator, and building administrators will be responsible to scheduling the classes.

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments using Building Academic Vocabulary by Marzano	Direct Instruction	Tier 1	Monitor	09/09/2013	06/12/2015	\$0	No Funding Required	The reading committee, language arts department, instructional coach, language arts coordinator, and principal will be responsible for any additional training that is needed. The building administrators and instructional coach will monitor implementation.
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Activity - Language & Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.

Stout 2015-2020 SIP

Stout Middle School

Activity - Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Science, Social Studies, and Language Arts teachers will implement Reading Apprenticeship strategies. Additional seventh and eighth grade teachers that have yet to be trained in Reading Apprenticeship will go through a series of workshops provided by the district language arts coordinators.</p>	Implementation	Tier 2	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	<p>The district language arts coordinators are responsible for training staff with support from the instructional coach and principal. The building administrators and instructional coach will monitor implementation.</p>
Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Stout 2015-2020 SIP

Stout Middle School

<p>All teachers will assign reading assignments bi-weekly, using close and critical reading strategies, using all 4 areas of Question Answer Response (QAR) questions that ask 'right there', 'think and search', 'author and you' and 'on my own' information.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/09/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>The reading committee, language arts department, instructional coach, and district language arts coordinator will provide any necessary training. The building administrators and instructional coach will monitor implementation.</p>
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A tour of Detroit Parade Co (Writing a proposal for design of a float); Monroe Michigan tour (Written and oral communication regarding French Settlers; St Vincent De Paul community service (problem solving and writing a paper as it relates to the social studies unit on world hunger); Tour of Detroit (history lesson persuasive essay written based on writing stem: The builder Cadillac was a positive/negative influence on the environment); U of M- Dearborn for the "Gulo Gulo" event—a conference designed for middle school students (Students will attend reading, writing, hands on workshops throughout the day); Arab American Museum (Writing connected to social studies classes).</p>	<p>Field Trip</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/13/2013</p>	<p>06/10/2016</p>	<p>\$296</p>	<p>Title I Part A</p>	<p>Classroom teachers will support from building administration and office staff will coordinate these extend learning opportunities.</p>

Activity - Daily 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

Sixth grade language arts teachers will use the Daily 5 to structure their lessons.	Monitor	Tier 2	Monitor	09/03/2013	06/12/2015	\$0	No Funding Required	The district language arts coordinator, instructional coach, and building principal will provide any necessary training and will monitor implementation.
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Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training, coordinate the book study, and along with the assistant principal, monitor implementation.

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

One teacher will have half of their time assigned to instructional coaching. The instructional coach will support the implementation of the strategies and activities in the school improvement plan. The coach will provide training for teachers and model strategies in their classrooms.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$65343	Title I Part A	The building principal is responsible for selecting and supervising an instructional coach.
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Activity - Reading Intervention Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned to reading intervention classes depending upon their level and area of need in reading. The intervention classes will be smaller than regular language arts classes and will use research-based programs including, but not limited to, Corrective Reading, Read 180, and Success Maker.	Direct Instruction	Tier 3	Implement	09/02/2014	06/10/2016	\$5000	Title I Part A	The building principal, instructional coach, and language arts teachers will identify students needing intervention. The building principal, instructional coach, and teacher providing the intervention will monitor the effectiveness of the interventions.

(shared) Strategy 2:

Extended Time and Intervention - Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Payne, Ruby. A Framework for Understanding Poverty.

Tier:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.	Direct Instruction	Tier 2	Monitor	09/09/2013	06/10/2016	\$0	No Funding Required	Co-teachers, counselors, and administration are responsible for implementing this activity.
Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of students who are reading below grade level will attend educational meetings to learn strategies and sign contracts indicating what the school and home will do to help their child improve.	Parent Involvement	Tier 3		09/09/2013	06/10/2016	\$0	No Funding Required	Community Liaison, Counselor, Administration, and Office Staff are responsible for coordinating this activity.
Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Stout 2015-2020 SIP

Stout Middle School

Students reading below grade level will receive small group instruction in their language arts class a minimum of 2 times per week for at least 10 minutes.	Direct Instruction	Tier 2	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	Special education teachers, ESL teachers, and language arts teachers are responsible for implementing this activity. The building administrators are responsible for monitoring this activity.
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Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Direct Instruction	Tier 2	Monitor	10/14/2013	06/10/2016	\$40278	Title I Part A	Teachers in the extended day program are responsible for this activity. Building administrators will monitor this activity.

Measurable Objective 3:

A 11% increase of Economically Disadvantaged students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/10/2016 as measured by proficiency on on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social

support.

Research Cited: Arter, Judith and McTighe, Jay. Scoring Rubrics in the Classroom
Beers, Kylene. When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12
Beaver, Joetta. Directed Reading Assessment 2
Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area
Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom
Friend, Marilyn. The Power of Two DVD series Co-Teaching!
Garner, Betty. Getting to Got It
Marzano, Robert. Building Background knowledge and Building Academic Vocabulary
Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works
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Tomlinson, Carol. Differentiation of Instruction
Tovani, Chris and Ellin Oliver Keene. I Read It but I Don't Get It and Do I Really have To Teach Reading
Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Tier:

Activity - Informational Text Structures and Features	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

All teachers will use informational text structures and features as part of reading instruction.	Direct Instruction	Tier 1	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	The language arts department, instructional coach, and district language arts coordinator will provide any necessary training to staff. The building administrators and instructional coach will monitor implementation.
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Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent education classes will be held to educate and inform the parents about how they can support their children's learning. Resources will be provided to parents that support the instruction provided in the classes. The building community liaison will support parents and families throughout the school year.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$57383	Title I Part A, Title I Part A, Title I Part A	The community liaison, school counselor, district parent coordinator, and building administrators will be responsible to scheduling the classes.

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments using Building Academic Vocabulary by Marzano	Direct Instruction	Tier 1	Monitor	09/09/2013	06/12/2015	\$0	No Funding Required	The reading committee, language arts department, instructional coach, language arts coordinator, and principal will be responsible for any additional training that is needed. The building administrators and instructional coach will monitor implementation.
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Activity - Language & Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.

Stout 2015-2020 SIP

Stout Middle School

Activity - Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Science, Social Studies, and Language Arts teachers will implement Reading Apprenticeship strategies. Additional seventh and eighth grade teachers that have yet to be trained in Reading Apprenticeship will go through a series of workshops provided by the district language arts coordinators.</p>	Implementation	Tier 2	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	<p>The district language arts coordinators are responsible for training staff with support from the instructional coach and principal. The building administrators and instructional coach will monitor implementation.</p>
Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Stout 2015-2020 SIP

Stout Middle School

<p>All teachers will assign reading assignments bi-weekly, using close and critical reading strategies, using all 4 areas of Question Answer Response (QAR) questions that ask 'right there', 'think and search', 'author and you' and 'on my own' information.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/09/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>The reading committee, language arts department, instructional coach, and district language arts coordinator will provide any necessary training. The building administrators and instructional coach will monitor implementation.</p>
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A tour of Detroit Parade Co (Writing a proposal for design of a float); Monroe Michigan tour (Written and oral communication regarding French Settlers; St Vincent De Paul community service (problem solving and writing a paper as it relates to the social studies unit on world hunger); Tour of Detroit (history lesson persuasive essay written based on writing stem: The builder Cadillac was a positive/negative influence on the environment); U of M- Dearborn for the "Gulo Gulo" event—a conference designed for middle school students (Students will attend reading, writing, hands on workshops throughout the day); Arab American Museum (Writing connected to social studies classes).</p>	<p>Field Trip</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/13/2013</p>	<p>06/10/2016</p>	<p>\$296</p>	<p>Title I Part A</p>	<p>Classroom teachers will support from building administration and office staff will coordinate these extend learning opportunities.</p>

Activity - Daily 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

Sixth grade language arts teachers will use the Daily 5 to structure their lessons.	Monitor	Tier 2	Monitor	09/03/2013	06/12/2015	\$0	No Funding Required	The district language arts coordinator, instructional coach, and building principal will provide any necessary training and will monitor implementation.
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Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training, coordinate the book study, and along with the assistant principal, monitor implementation.

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>One teacher will have half of their time assigned to instructional coaching. The instructional coach will support the implementation of the strategies and activities in the school improvement plan. The coach will provide training for teachers and model strategies in their classrooms.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/12/2015</p>	<p>\$65343</p>	<p>Title I Part A</p>	<p>The building principal is responsible for selecting and supervising an instructional coach.</p>
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Activity - Reading Intervention Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students will be assigned to reading intervention classes depending upon their level and area of need in reading. The intervention classes will be smaller than regular language arts classes and will use research-based programs including, but not limited to, Corrective Reading, Read 180, and Success Maker.</p>	<p>Direct Instruction</p>	<p>Tier 3</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/10/2016</p>	<p>\$5000</p>	<p>Title I Part A</p>	<p>The building principal, instructional coach, and language arts teachers will identify students needing intervention. The building principal, instructional coach, and teacher providing the intervention will monitor the effectiveness of the interventions.</p>

(shared) Strategy 2:

Extended Time and Intervention - Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Payne, Ruby. A Framework for Understanding Poverty.

Tier:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.	Direct Instruction	Tier 2	Monitor	09/09/2013	06/10/2016	\$0	No Funding Required	Co-teachers, counselors, and administration are responsible for implementing this activity.
Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of students who are reading below grade level will attend educational meetings to learn strategies and sign contracts indicating what the school and home will do to help their child improve.	Parent Involvement	Tier 3		09/09/2013	06/10/2016	\$0	No Funding Required	Community Liaison, Counselor, Administration, and Office Staff are responsible for coordinating this activity.
Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students reading below grade level will receive small group instruction in their language arts class a minimum of 2 times per week for at least 10 minutes.	Direct Instruction	Tier 2	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	Special education teachers, ESL teachers, and language arts teachers are responsible for implementing this activity. The building administrators are responsible for monitoring this activity.
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Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Direct Instruction	Tier 2	Monitor	10/14/2013	06/10/2016	\$40278	Title I Part A	Teachers in the extended day program are responsible for this activity. Building administrators will monitor this activity.

Measurable Objective 4:

A 11% increase of Black or African-American students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/10/2016 as measured by proficiency on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social

support.

Research Cited: Arter, Judith and McTighe, Jay. Scoring Rubrics in the Classroom
Beers, Kylene. When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12
Beaver, Joetta. Directed Reading Assessment 2
Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area
Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom
Friend, Marilyn. The Power of Two DVD series Co-Teaching!
Garner, Betty. Getting to Got It
Marzano, Robert. Building Background knowledge and Building Academic Vocabulary
Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works
National Reading Panel, "Teaching Children to Read"
Payne, Ruby. A Framework for Understanding Poverty.
Tomlinson, Carol. Differentiation of Instruction
Tovani, Chris and Ellin Oliver Keene. I Read It but I Don't Get It and Do I Really have To Teach Reading
Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Tier:

Activity - Informational Text Structures and Features	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

All teachers will use informational text structures and features as part of reading instruction.	Direct Instruction	Tier 1	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	The language arts department, instructional coach, and district language arts coordinator will provide any necessary training to staff. The building administrators and instructional coach will monitor implementation.
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Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent education classes will be held to educate and inform the parents about how they can support their children's learning. Resources will be provided to parents that support the instruction provided in the classes. The building community liaison will support parents and families throughout the school year.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$57383	Title I Part A, Title I Part A, Title I Part A	The community liaison, school counselor, district parent coordinator, and building administrators will be responsible to scheduling the classes.

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments using Building Academic Vocabulary by Marzano	Direct Instruction	Tier 1	Monitor	09/09/2013	06/12/2015	\$0	No Funding Required	The reading committee, language arts department, instructional coach, language arts coordinator, and principal will be responsible for any additional training that is needed. The building administrators and instructional coach will monitor implementation.
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Activity - Language & Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.

Stout 2015-2020 SIP

Stout Middle School

Activity - Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Science, Social Studies, and Language Arts teachers will implement Reading Apprenticeship strategies. Additional seventh and eighth grade teachers that have yet to be trained in Reading Apprenticeship will go through a series of workshops provided by the district language arts coordinators.</p>	Implementation	Tier 2	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	<p>The district language arts coordinators are responsible for training staff with support from the instructional coach and principal. The building administrators and instructional coach will monitor implementation.</p>
Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Stout 2015-2020 SIP

Stout Middle School

<p>All teachers will assign reading assignments bi-weekly, using close and critical reading strategies, using all 4 areas of Question Answer Response (QAR) questions that ask 'right there', 'think and search', 'author and you' and 'on my own' information.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/09/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>The reading committee, language arts department, instructional coach, and district language arts coordinator will provide any necessary training. The building administrators and instructional coach will monitor implementation.</p>
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A tour of Detroit Parade Co (Writing a proposal for design of a float); Monroe Michigan tour (Written and oral communication regarding French Settlers; St Vincent De Paul community service (problem solving and writing a paper as it relates to the social studies unit on world hunger); Tour of Detroit (history lesson persuasive essay written based on writing stem: The builder Cadillac was a positive/negative influence on the environment); U of M- Dearborn for the "Gulo Gulo" event—a conference designed for middle school students (Students will attend reading, writing, hands on workshops throughout the day); Arab American Museum (Writing connected to social studies classes).</p>	<p>Field Trip</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/13/2013</p>	<p>06/10/2016</p>	<p>\$296</p>	<p>Title I Part A</p>	<p>Classroom teachers will support from building administration and office staff will coordinate these extend learning opportunities.</p>

Activity - Daily 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

Sixth grade language arts teachers will use the Daily 5 to structure their lessons.	Monitor	Tier 2	Monitor	09/03/2013	06/12/2015	\$0	No Funding Required	The district language arts coordinator, instructional coach, and building principal will provide any necessary training and will monitor implementation.
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Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training, coordinate the book study, and along with the assistant principal, monitor implementation.

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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One teacher will have half of their time assigned to instructional coaching. The instructional coach will support the implementation of the strategies and activities in the school improvement plan. The coach will provide training for teachers and model strategies in their classrooms.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$65343	Title I Part A	The building principal is responsible for selecting and supervising an instructional coach.
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Activity - Reading Intervention Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned to reading intervention classes depending upon their level and area of need in reading. The intervention classes will be smaller than regular language arts classes and will use research-based programs including, but not limited to, Corrective Reading, Read 180, and Success Maker.	Direct Instruction	Tier 3	Implement	09/02/2014	06/10/2016	\$5000	Title I Part A	The building principal, instructional coach, and language arts teachers will identify students needing intervention. The building principal, instructional coach, and teacher providing the intervention will monitor the effectiveness of the interventions.

(shared) Strategy 2:

Extended Time and Intervention - Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Payne, Ruby. A Framework for Understanding Poverty.

Tier:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.	Direct Instruction	Tier 2	Monitor	09/09/2013	06/10/2016	\$0	No Funding Required	Co-teachers, counselors, and administration are responsible for implementing this activity.
Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of students who are reading below grade level will attend educational meetings to learn strategies and sign contracts indicating what the school and home will do to help their child improve.	Parent Involvement	Tier 3		09/09/2013	06/10/2016	\$0	No Funding Required	Community Liaison, Counselor, Administration, and Office Staff are responsible for coordinating this activity.
Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students reading below grade level will receive small group instruction in their language arts class a minimum of 2 times per week for at least 10 minutes.	Direct Instruction	Tier 2	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	Special education teachers, ESL teachers, and language arts teachers are responsible for implementing this activity. The building administrators are responsible for monitoring this activity.
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Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Direct Instruction	Tier 2	Monitor	10/14/2013	06/10/2016	\$40278	Title I Part A	Teachers in the extended day program are responsible for this activity. Building administrators will monitor this activity.

Measurable Objective 5:

A 11% increase of English Learners students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/10/2016 as measured by proficiency on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social

support.

Research Cited: Arter, Judith and McTighe, Jay. Scoring Rubrics in the Classroom
Beers, Kylene. When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12
Beaver, Joetta. Directed Reading Assessment 2
Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area
Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom
Friend, Marilyn. The Power of Two DVD series Co-Teaching!
Garner, Betty. Getting to Got It
Marzano, Robert. Building Background knowledge and Building Academic Vocabulary
Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works
National Reading Panel, "Teaching Children to Read"
Payne, Ruby. A Framework for Understanding Poverty.
Tomlinson, Carol. Differentiation of Instruction
Tovani, Chris and Ellin Oliver Keene. I Read It but I Don't Get It and Do I Really have To Teach Reading
Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Tier:

Activity - Informational Text Structures and Features	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

All teachers will use informational text structures and features as part of reading instruction.	Direct Instruction	Tier 1	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	The language arts department, instructional coach, and district language arts coordinator will provide any necessary training to staff. The building administrators and instructional coach will monitor implementation.
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Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent education classes will be held to educate and inform the parents about how they can support their children's learning. Resources will be provided to parents that support the instruction provided in the classes. The building community liaison will support parents and families throughout the school year.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$57383	Title I Part A, Title I Part A, Title I Part A	The community liaison, school counselor, district parent coordinator, and building administrators will be responsible to scheduling the classes.

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments using Building Academic Vocabulary by Marzano	Direct Instruction	Tier 1	Monitor	09/09/2013	06/12/2015	\$0	No Funding Required	The reading committee, language arts department, instructional coach, language arts coordinator, and principal will be responsible for any additional training that is needed. The building administrators and instructional coach will monitor implementation.
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Activity - Language & Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.

Stout 2015-2020 SIP

Stout Middle School

Activity - Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Science, Social Studies, and Language Arts teachers will implement Reading Apprenticeship strategies. Additional seventh and eighth grade teachers that have yet to be trained in Reading Apprenticeship will go through a series of workshops provided by the district language arts coordinators.</p>	Implementation	Tier 2	Implement	09/09/2013	06/12/2015	\$0	No Funding Required	<p>The district language arts coordinators are responsible for training staff with support from the instructional coach and principal. The building administrators and instructional coach will monitor implementation.</p>
Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Stout 2015-2020 SIP

Stout Middle School

<p>All teachers will assign reading assignments bi-weekly, using close and critical reading strategies, using all 4 areas of Question Answer Response (QAR) questions that ask 'right there', 'think and search', 'author and you' and 'on my own' information.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/09/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>The reading committee, language arts department, instructional coach, and district language arts coordinator will provide any necessary training. The building administrators and instructional coach will monitor implementation.</p>
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A tour of Detroit Parade Co (Writing a proposal for design of a float); Monroe Michigan tour (Written and oral communication regarding French Settlers; St Vincent De Paul community service (problem solving and writing a paper as it relates to the social studies unit on world hunger); Tour of Detroit (history lesson persuasive essay written based on writing stem: The builder Cadillac was a positive/negative influence on the environment); U of M- Dearborn for the "Gulo Gulo" event—a conference designed for middle school students (Students will attend reading, writing, hands on workshops throughout the day); Arab American Museum (Writing connected to social studies classes).</p>	<p>Field Trip</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/13/2013</p>	<p>06/10/2016</p>	<p>\$296</p>	<p>Title I Part A</p>	<p>Classroom teachers will support from building administration and office staff will coordinate these extend learning opportunities.</p>

Activity - Daily 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

Sixth grade language arts teachers will use the Daily 5 to structure their lessons.	Monitor	Tier 2	Monitor	09/03/2013	06/12/2015	\$0	No Funding Required	The district language arts coordinator, instructional coach, and building principal will provide any necessary training and will monitor implementation.
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Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training, coordinate the book study, and along with the assistant principal, monitor implementation.

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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One teacher will have half of their time assigned to instructional coaching. The instructional coach will support the implementation of the strategies and activities in the school improvement plan. The coach will provide training for teachers and model strategies in their classrooms.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$65343	Title I Part A	The building principal is responsible for selecting and supervising an instructional coach.
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Activity - Reading Intervention Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned to reading intervention classes depending upon their level and area of need in reading. The intervention classes will be smaller than regular language arts classes and will use research-based programs including, but not limited to, Corrective Reading, Read 180, and Success Maker.	Direct Instruction	Tier 3	Implement	09/02/2014	06/10/2016	\$5000	Title I Part A	The building principal, instructional coach, and language arts teachers will identify students needing intervention. The building principal, instructional coach, and teacher providing the intervention will monitor the effectiveness of the interventions.

(shared) Strategy 2:

Extended Time and Intervention - Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Payne, Ruby. A Framework for Understanding Poverty.

Tier:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.	Direct Instruction	Tier 2	Monitor	09/09/2013	06/10/2016	\$0	No Funding Required	Co-teachers, counselors, and administration are responsible for implementing this activity.
Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of students who are reading below grade level will attend educational meetings to learn strategies and sign contracts indicating what the school and home will do to help their child improve.	Parent Involvement	Tier 3		09/09/2013	06/10/2016	\$0	No Funding Required	Community Liaison, Counselor, Administration, and Office Staff are responsible for coordinating this activity.
Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students reading below grade level will receive small group instruction in their language arts class a minimum of 2 times per week for at least 10 minutes.	Direct Instruction	Tier 2	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	Special education teachers, ESL teachers, and language arts teachers are responsible for implementing this activity. The building administrators are responsible for monitoring this activity.
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Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Direct Instruction	Tier 2	Monitor	10/14/2013	06/10/2016	\$40278	Title I Part A	Teachers in the extended day program are responsible for this activity. Building administrators will monitor this activity.

Goal 3: Math: All students will demonstrate improved computational and problem solving skills in mathematics.

Measurable Objective 1:

A 12% increase 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 demonstrate a proficiency computation and problem solving in Mathematics by 06/10/2016 as measured by proficiency on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

Research Cited: Arter, Judith and McTighe, Jay. Scoring Rubrics in the Classroom Beers, Kylene. When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12 Beaver, Joetta. Directed Reading Assessment 2 Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom Friend, Marilyn. The Power of Two DVD series Co-Teaching! Garner, Betty. Getting to Got It Marzano, Robert. Building Background knowledge and Building Academic Vocabulary Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works National Reading Panel, "Teaching Children to Read" Payne, Ruby. A Framework for Understanding Poverty. Tomlinson, Carol. Differentiation of Instruction Tovani, Chris and Ellin Oliver Keene. I Read It but I Don't Get It and Do I Really have To Teach Reading Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Tier:

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments.	Direct Instruction			09/09/2013	06/10/2016	\$0	No Funding Required	Math teachers will be responsible for developing the vocabulary lists for mathematics with support from the district math coordinator. Building administrators will monitor this activity.

Activity - Language & Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.

Activity - Data, Graphs and Charts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data, graphs, and charts across the curriculum. Students will have classroom activities in all content areas that deal with data, graphs and charts at least once per marking period. Students will interpret, create and solve problems using visual representation with supplemental manipulatives. Students will use an interactive notebook for many of these activities.	Implementation	Tier 1	Implement	09/09/2013	06/10/2016	\$4000	Title I Part A	Classroom teachers.

Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Implementa tion	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training, coordinate the book study, and along with the assistant principal monitor implementation.
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Activity - Hands on Science Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will implement at least one hands-on science lab per unit of study. Students will use the scientific process, graph and interpret data using supplemental science materials.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The science department is responsible for this activity. Building administrators will monitor the implementation of this activity.

Activity - Sustained Learning Over Time (SLOTS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Math teachers will use daily bell work to practice computation and/or review recently learned concepts and skills. Teachers will use bell work as formative assessments and adjust instruction accordingly.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The math department is responsible for this activity with support from the district math coordinator. Building administrators will monitor the implementation of this activity.
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Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will use student assessment data to differentiate instruction by providing extra materials, providing small group tutoring, providing students with access to technology, re-teaching, using small group and one-on-one instruction for struggling students, and scheduling extended instructional sessions.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$10000	Title I Part A	Math teachers are responsible for this activity. Building administrators and the instructional coach will provide support.

Strategy 2:

Restorative Practices - The most profound learning occurs when there is a healthy relationship between teacher and student. Restorative Practices assists teachers, students and parents to build, maintain and restore relationships. Restorative Practices will help build capacity to enable students to self regulate behaviour and contributes to the improvement of learning outcomes. 11 Essential Elements, including affective statements, restorative questions, fair process, small impromptu conferences, proactive circles, responsive circles and restorative conferences. Staff teams, working in small professional learning groups, focus on understanding and using these elements.

Research Cited: Adams, C. (2008 November/December). The talk-it-out solution. Scholastic Administrator, 36–39. Boulton, J., & Mirsky, L. (2006, February).

Restorative practices as a tool for organizational change: The Bessels Leigh School. Restorative Practices eForum. Retrieved April 9, 2009, from

<http://www.realjustice.org/library/besselsleigh.html> Restorative Practices in Schools: Research Reveals Power of Restorative Approach, Part II Abbey Porter

Tier:

Stout 2015-2020 SIP

Stout Middle School

Activity - Professional Development - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on Restorative Practices will be provided for the entire staff prior to the start of the school year.	Behavioral Support Program	Tier 1	Implement	08/25/2014	06/10/2016	\$0	Title I Part A	The restorative practices committee and building principal will be responsible for scheduling this training.

Activity - Restorative Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will use restorative conferences and peacemaking circles to support positive learning environments and to support students in making appropriate behavior choices.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	The restorative practices committee, social worker, counselor, community liaison, social responsibility technician, and building administrators are responsible for the implementation and monitoring of this activity.

Activity - Social Responsibility Technician	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>A social responsibility technician will provide lessons on appropriate behavior to students in a variety of settings including in a responsibility room and in regular classrooms. The social responsibility technician will work directly with students having difficulty making appropriate behavior choices.</p>	<p>Behavioral Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>08/25/2014</p>	<p>06/10/2016</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>The restorative practices committee and building administrators will support the social responsibility technician. Building administrators will monitor this activity.</p>
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Measurable Objective 2:

A 17% increase of Students with Disabilities students will demonstrate a proficiency in problem solving in Mathematics by 06/10/2016 as measured by proficiency in problem solving on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

Research Cited: Arter, Judith and McTighe, Jay. Scoring Rubrics in the Classroom Beers, Kylee. When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12 Beaver, Joetta. Directed Reading Assessment 2 Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom Friend, Marilyn. The Power of Two DVD series Co-Teaching! Garner, Betty. Getting to Got It Marzano, Robert. Building Background knowledge and Building Academic Vocabulary Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works National Reading Panel, "Teaching Children to Read" Payne, Ruby. A Framework for Understanding Poverty. Tomlinson, Carol. Differentiation of Instruction Tovani, Chris and Ellin Oliver Keene. I Read It but I Don't Get It and Do I Really have To Teach Reading Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Tier:

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments.	Direct Instruction			09/09/2013	06/10/2016	\$0	No Funding Required	Math teachers will be responsible for developing the vocabulary lists for mathematics with support from the district math coordinator. Building administrators will monitor this activity.
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Activity - Language & Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.

Activity - Data, Graphs and Charts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

Teachers will use data, graphs, and charts across the curriculum. Students will have classroom activities in all content areas that deal with data, graphs and charts at least once per card marking period. Students will interpret, create and solve problems using visual representation with supplemental manipulatives. Students will use an interactive notebook for many of these activities.	Implementa tion	Tier 1	Implement	09/09/2013	06/10/2016	\$4000	Title I Part A	Classroom teachers.
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Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Implementa tion	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The building principal and instructiona l coach will provide any necessary training, coordinate the book study, and along with the assistant principal monitor implementa tion.

Activity - Hands on Science Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Science teachers will implement at least one hands-on science lab per unit of study. Students will use the scientific process, graph and interpret data using supplemental science materials.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The science department is responsible for this activity. Building administrat ors will monitor the implementa tion of this activity.

Activity - Sustained Learning Over Time (SLOTS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will use daily bell work to practice computation and/or review recently learned concepts and skills. Teachers will use bell work as formative assessments and adjust instruction accordingly.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The math department is responsible for this activity with support from the district math coordinator. Building administrators will monitor the implementation of this activity.

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will use student assessment data to differentiate instruction by providing extra materials, providing small group tutoring, providing students with access to technology, re-teaching, using small group and one-on-one instruction for struggling students, and scheduling extended instructional sessions.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$10000	Title I Part A	Math teachers are responsible for this activity. Building administrators and the instructional coach will provide support.

(shared) Strategy 2:

Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Payne, Ruby. A Framework for Understanding Poverty.

Tier:

Stout 2015-2020 SIP

Stout Middle School

Activity - Intervention Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities and English Language Learners will be placed in intervention classes as needed utilizing programs such as Successmaker and IXL Math. Additional students struggling in math as identified by assessment data may also be placed in intervention classes.	Direct Instruction	Tier 3	Implement	09/09/2013	06/10/2016	\$59632	Title I Part A	Special education teachers, ESL teachers, math teachers, and counselor.
Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.	Direct Instruction			09/04/2013	06/10/2016	\$0	No Funding Required	Special Education teachers, ESL teachers, and counselor.
Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of students who are reading below grade level will attend educational meetings to learn strategies and sign contracts indicating what the school and home will do to help their child improve.	Parent Involvement	Tier 3	Implement	09/09/2013	06/10/2016	\$250	Title I Part A	Community Liaison, Counselor, and office staff.
Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Academic Support Program			09/09/2013	06/10/2016	\$0	No Funding Required	Fatima Tekko, Community Liaison, Elaine Fleezanis, Instructional Coach, Mike Tindall, Counselor

Measurable Objective 3:

A 17% increase of Black or African-American students will demonstrate a proficiency in problem solving in Mathematics by 06/10/2016 as measured by proficiency on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

Research Cited: Arter, Judith and McTighe, Jay. Scoring Rubrics in the Classroom Beers, Kylene. When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12 Beaver, Joetta. Directed Reading Assessment 2 Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom Friend, Marilyn. The Power of Two DVD series Co-Teaching! Garner, Betty. Getting to Got It Marzano, Robert. Building Background knowledge and Building Academic Vocabulary Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works National Reading Panel, "Teaching Children to Read" Payne, Ruby. A Framework for Understanding Poverty. Tomlinson, Carol. Differentiation of Instruction Tovani, Chris and Ellin Oliver Keene. I Read It but I Don't Get It and Do I Really have To Teach Reading Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Tier:

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments.	Direct Instruction			09/09/2013	06/10/2016	\$0	No Funding Required	Math teachers will be responsible for developing the vocabulary lists for mathematics with support from the district math coordinator. Building administrators will monitor this activity.

Activity - Language & Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.

Activity - Data, Graphs and Charts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data, graphs, and charts across the curriculum. Students will have classroom activities in all content areas that deal with data, graphs and charts at least once per marking period. Students will interpret, create and solve problems using visual representation with supplemental manipulatives. Students will use an interactive notebook for many of these activities.	Implementation	Tier 1	Implement	09/09/2013	06/10/2016	\$4000	Title I Part A	Classroom teachers.

Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Implementa tion	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training, coordinate the book study, and along with the assistant principal monitor implementation.
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Activity - Hands on Science Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will implement at least one hands-on science lab per unit of study. Students will use the scientific process, graph and interpret data using supplemental science materials.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The science department is responsible for this activity. Building administrators will monitor the implementation of this activity.

Activity - Sustained Learning Over Time (SLOTS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

Math teachers will use daily bell work to practice computation and/or review recently learned concepts and skills. Teachers will use bell work as formative assessments and adjust instruction accordingly.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The math department is responsible for this activity with support from the district math coordinator. Building administrators will monitor the implementation of this activity.
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Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will use student assessment data to differentiate instruction by providing extra materials, providing small group tutoring, providing students with access to technology, re-teaching, using small group and one-on-one instruction for struggling students, and scheduling extended instructional sessions.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$10000	Title I Part A	Math teachers are responsible for this activity. Building administrators and the instructional coach will provide support.

(shared) Strategy 2:

Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Payne, Ruby. A Framework for Understanding Poverty.

Tier:

Activity - Intervention Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

Students with disabilities and English Language Learners will be placed in intervention classes as needed utilizing programs such as Successmaker and IXL Math. Additional students struggling in math as identified by assessment data may also be placed in intervention classes.	Direct Instruction	Tier 3	Implement	09/09/2013	06/10/2016	\$59632	Title I Part A	Special education teachers, ESL teachers, math teachers, and counselor.
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Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.	Direct Instruction			09/04/2013	06/10/2016	\$0	No Funding Required	Special Education teachers, ESL teachers, and counselor.

Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of students who are reading below grade level will attend educational meetings to learn strategies and sign contracts indicating what the school and home will do to help their child improve.	Parent Involvement	Tier 3	Implement	09/09/2013	06/10/2016	\$250	Title I Part A	Community Liaison, Counselor, and office staff.

Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Academic Support Program			09/09/2013	06/10/2016	\$0	No Funding Required	Fatima Tekko, Community Liaison, Elaine Fleezanis, Instructional Coach, Mike Tindall, Counselor

Measurable Objective 4:

A 17% increase of Economically Disadvantaged students will demonstrate a proficiency in math problem solving in Mathematics by 06/10/2016 as measured by proficiency on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

Research Cited: Arter, Judith and McTighe, Jay. Scoring Rubrics in the Classroom Beers, Kylee. When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12 Beaver, Joetta. Directed Reading Assessment 2 Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom Friend, Marilyn. The Power of Two DVD series Co-Teaching! Garner, Betty. Getting to Got It Marzano, Robert. Building Background knowledge and Building Academic Vocabulary Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works National Reading Panel, "Teaching Children to Read" Payne, Ruby. A Framework for Understanding Poverty. Tomlinson, Carol. Differentiation of Instruction Tovani, Chris and Ellin Oliver Keene. I Read It but I Don't Get It and Do I Really have To Teach Reading Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Tier:

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments.	Direct Instruction			09/09/2013	06/10/2016	\$0	No Funding Required	Math teachers will be responsible for developing the vocabulary lists for mathematics with support from the district math coordinator. Building administrators will monitor this activity.

Activity - Language & Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.
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Activity - Data, Graphs and Charts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data, graphs, and charts across the curriculum. Students will have classroom activities in all content areas that deal with data, graphs and charts at least once per card marking period. Students will interpret, create and solve problems using visual representation with supplemental manipulatives. Students will use an interactive notebook for many of these activities.	Implementation	Tier 1	Implement	09/09/2013	06/10/2016	\$4000	Title I Part A	Classroom teachers.

Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Implementation	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The building principal and instructional coach will provide any necessary training, coordinate the book study, and along with the assistant principal monitor implementation.

Stout 2015-2020 SIP

Stout Middle School

Activity - Hands on Science Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will implement at least one hands-on science lab per unit of study. Students will use the scientific process, graph and interpret data using supplemental science materials.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The science department is responsible for this activity. Building administrators will monitor the implementation of this activity.
Activity - Sustained Learning Over Time (SLOTS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will use daily bell work to practice computation and/or review recently learned concepts and skills. Teachers will use bell work as formative assessments and adjust instruction accordingly.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The math department is responsible for this activity with support from the district math coordinator. Building administrators will monitor the implementation of this activity.
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Math teachers will use student assessment data to differentiate instruction by providing extra materials, providing small group tutoring, providing students with access to technology, re-teaching, using small group and one-on-one instruction for struggling students, and scheduling extended instructional sessions.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$10000	Title I Part A	Math teachers are responsible for this activity. Building administrators and the instructional coach will provide support.
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(shared) Strategy 2:

Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Payne, Ruby. A Framework for Understanding Poverty.

Tier:

Activity - Intervention Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities and English Language Learners will be placed in intervention classes as needed utilizing programs such as Successmaker and IXL Math. Additional students struggling in math as identified by assessment data may also be placed in intervention classes.	Direct Instruction	Tier 3	Implement	09/09/2013	06/10/2016	\$59632	Title I Part A	Special education teachers, ESL teachers, math teachers, and counselor.

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.	Direct Instruction			09/04/2013	06/10/2016	\$0	No Funding Required	Special Education teachers, ESL teachers, and counselor.

Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of students who are reading below grade level will attend educational meetings to learn strategies and sign contracts indicating what the school and home will do to help their child improve.	Parent Involvement	Tier 3	Implement	09/09/2013	06/10/2016	\$250	Title I Part A	Community Liaison, Counselor, and office staff.
Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Academic Support Program			09/09/2013	06/10/2016	\$0	No Funding Required	Fatima Tekko, Community Liaison, Elaine Fleezanis, Instructional Coach, Mike Tindall, Counselor

Measurable Objective 5:

A 17% increase of English Learners students will demonstrate a proficiency in math problem solving in Mathematics by 06/10/2016 as measured by proficiency on state and local assessments.

(shared) Strategy 1:

Multi-Tiered System of Support - Staff will implement a multi-tiered system for support to facilitate the academic and social growth of all students. Tier 1 instruction will emphasize best practices for teaching the Common Core State Standards and will include professional development on best practices for staff members. Tier 2 and Tier 3 instruction will emphasize additional intervention. A variety of models will be used to provide intervention to students requiring additional academic and/or social support.

Research Cited: Arter, Judith and McTighe, Jay. Scoring Rubrics in the Classroom Beers, Kylene. When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12 Beaver, Joetta. Directed Reading Assessment 2 Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area Fisher, Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom Friend, Marilyn. The Power of Two DVD series Co-Teaching! Garner, Betty. Getting to Got It Marzano, Robert. Building Background knowledge and Building Academic Vocabulary Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works National Reading Panel, "Teaching Children to Read" Payne, Ruby. A Framework for Understanding Poverty. Tomlinson, Carol. Differentiation of Instruction Tovani, Chris and Ellin Oliver Keene. I Read It but I Don't Get It and Do I Really have To Teach Reading Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Tier:

Stout 2015-2020 SIP

Stout Middle School

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments.	Direct Instruction			09/09/2013	06/10/2016	\$0	No Funding Required	Math teachers will be responsible for developing the vocabulary lists for mathematics with support from the district math coordinator. Building administrators will monitor this activity.

Activity - Language & Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.

Activity - Data, Graphs and Charts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

Teachers will use data, graphs, and charts across the curriculum. Students will have classroom activities in all content areas that deal with data, graphs and charts at least once per card marking period. Students will interpret, create and solve problems using visual representation with supplemental manipulatives. Students will use an interactive notebook for many of these activities.	Implementa tion	Tier 1	Implement	09/09/2013	06/10/2016	\$4000	Title I Part A	Classroom teachers.
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Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Implementa tion	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The building principal and instructiona l coach will provide any necessary training, coordinate the book study, and along with the assistant principal monitor implementa tion.

Activity - Hands on Science Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Science teachers will implement at least one hands-on science lab per unit of study. Students will use the scientific process, graph and interpret data using supplemental science materials.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The science department is responsible for this activity. Building administrat ors will monitor the implementa tion of this activity.

Activity - Sustained Learning Over Time (SLOTS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will use daily bell work to practice computation and/or review recently learned concepts and skills. Teachers will use bell work as formative assessments and adjust instruction accordingly.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	No Funding Required	The math department is responsible for this activity with support from the district math coordinator. Building administrators will monitor the implementation of this activity.

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will use student assessment data to differentiate instruction by providing extra materials, providing small group tutoring, providing students with access to technology, re-teaching, using small group and one-on-one instruction for struggling students, and scheduling extended instructional sessions.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$10000	Title I Part A	Math teachers are responsible for this activity. Building administrators and the instructional coach will provide support.

(shared) Strategy 2:

Extended Time and Intervention - Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.

Research Cited: Castillo and Seidlitz, "Language and Literacy for ELLs Creating Systematic Change for Academic Achievement" Book

Friend, Marilyn. The Power of Two DVD series Co-Teaching!

Payne, Ruby. A Framework for Understanding Poverty.

Tier:

Stout 2015-2020 SIP

Stout Middle School

Activity - Intervention Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities and English Language Learners will be placed in intervention classes as needed utilizing programs such as Successmaker and IXL Math. Additional students struggling in math as identified by assessment data may also be placed in intervention classes.	Direct Instruction	Tier 3	Implement	09/09/2013	06/10/2016	\$59632	Title I Part A	Special education teachers, ESL teachers, math teachers, and counselor.
Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.	Direct Instruction			09/04/2013	06/10/2016	\$0	No Funding Required	Special Education teachers, ESL teachers, and counselor.
Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of students who are reading below grade level will attend educational meetings to learn strategies and sign contracts indicating what the school and home will do to help their child improve.	Parent Involvement	Tier 3	Implement	09/09/2013	06/10/2016	\$250	Title I Part A	Community Liaison, Counselor, and office staff.
Activity - Extended Time and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Academic Support Program			09/09/2013	06/10/2016	\$0	No Funding Required	Fatima Tekko, Community Liaison, Elaine Fleezanis, Instructional Coach, Mike Tindall, Counselor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Intervention Classes	Students will be assigned to reading intervention classes depending upon their level and area of need in reading. The intervention classes will be smaller than regular language arts classes and will use research-based programs including, but not limited to, Corrective Reading, Read 180, and Success Maker.	Direct Instruction	Tier 3	Implement	09/02/2014	06/10/2016	\$5000	The building principal, instructional coach, and language arts teachers will identify students needing intervention. The building principal, instructional coach, and teacher providing the intervention will monitor the effectiveness of the interventions.

Stout 2015-2020 SIP

Stout Middle School

Social Responsibility Technician	A social responsibility technician will provide lessons on appropriate behavior to students in a variety of settings including in a responsibility room and in regular classrooms. The social responsibility technician will work directly with students having difficulty making appropriate behavior choices.	Behavioral Support Program	Tier 3	Implement	08/25/2014	06/10/2016	\$54431	The restorative practices committee and building administrators will support the social responsibility technician. Building administrators will monitor this activity.
Co-Teaching	Students with disabilities and English language learners will be placed in co-taught language arts classes utilizing technology such as promethean boards, ipads and various applications.	Direct Instruction	Tier 3	Implement	09/04/2013	06/10/2016	\$32364	Special education teachers, ESL teachers, and counselor.
Professional Development - Restorative Practices	Professional development on Restorative Practices will be provided for the entire staff prior to the start of the school year.	Behavioral Support Program	Tier 1	Implement	08/25/2014	06/10/2016	\$1100	The restorative practices committee and building principal will be responsible for scheduling this training.
Differentiated Instruction	Math teachers will use student assessment data to differentiate instruction by providing extra materials, providing small group tutoring, providing students with access to technology, re-teaching, using small group and one-on-one instruction for struggling students, and scheduling extended instructional sessions.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$10000	Math teachers are responsible for this activity. Building administrators and the instructional coach will provide support.

<p>Extended Learning Opportunities</p>	<p>A tour of Detroit Parade Co (Writing a proposal for design of a float); Monroe Michigan tour (Written and oral communication regarding French Settlers; St Vincent De Paul community service (problem solving and writing a paper as it relates to the social studies unit on world hunger); Tour of Detroit (history lesson persuasive essay written based on writing stem: The builder Cadillac was a positive/negative influence on the environment); U of M- Dearborn for the "Gulo Gulo" event—a conference designed for middle school students (Students will attend reading, writing, hands on workshops throughout the day); Arab-American Museum (Writing connected to social studies classes).</p>	<p>Field Trip</p>			<p>09/04/2013</p>	<p>07/08/2016</p>	<p>\$0</p>	<p>Classroom teachers are responsible for planning extend learning opportunities.</p>
<p>Parent Education</p>	<p>Parent education classes will be held to educate and inform the parents about how they can support their children's learning. Resources will be provided to parents that support the instruction provided in the classes. The building community liaison will support parents and families throughout the school year.</p>	<p>Parent Involvement</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/02/2014</p>	<p>06/12/2015</p>	<p>\$200</p>	<p>The community liaison, school counselor, district parent coordinator, and building administrators will be responsible to scheduling the classes.</p>
<p>Instructional Coach</p>	<p>One teacher will have half of their time assigned to instructional coaching. The instructional coach will support the implementation of the strategies and activities in the school improvement plan. The coach will provide training for teachers and model strategies in their classrooms.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/12/2015</p>	<p>\$65343</p>	<p>The building principal is responsible for selecting and supervising an instructional coach.</p>
<p>Data, Graphs and Charts</p>	<p>Teachers will use data, graphs, and charts across the curriculum. Students will have classroom activities in all content areas that deal with data, graphs and charts at least once per marking period. Students will interpret, create and solve problems using visual representation with supplemental manipulatives. Students will use an interactive notebook for many of these activities.</p>	<p>Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/09/2013</p>	<p>06/10/2016</p>	<p>\$4000</p>	<p>Classroom teachers.</p>

Parent Education	Parent education classes will be held to educate and inform the parents about how they can support their children's learning. Resources will be provided to parents that support the instruction provided in the classes. The building community liaison will support parents and families throughout the school year.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$250	The community liaison, school counselor, district parent coordinator, and building administrators will be responsible to scheduling the classes.
Social Responsibility Technician	A social responsibility technician will provide lessons on appropriate behavior to students in a variety of settings including in a responsibility room and in regular classrooms. The social responsibility technician will work directly with students having difficulty making appropriate behavior choices.	Behavioral Support Program	Tier 3	Implement	08/25/2014	06/10/2016	\$0	The restorative practices committee and building administrators will support the social responsibility technician.
Parent Education	Parents of students who are reading below grade level will attend educational meetings to learn strategies and sign contracts indicating what the school and home will do to help their child improve.	Parent Involvement	Tier 3	Implement	09/09/2013	06/10/2016	\$250	Community Liaison, Counselor, and office staff.
Professional Development - Restorative Practices	Professional development on Restorative Practices will be provided for the entire staff prior to the start of the school year.	Behavioral Support Program	Tier 1	Implement	08/25/2014	06/10/2016	\$0	The restorative practices committee and building principal will be responsible for scheduling this training.

Stout 2015-2020 SIP

Stout Middle School

Intervention Classes during the school day	Students with disabilities and English Language Learners will be placed in intervention classes as needed utilizing program such as Successmaker.	Academic Support Program			09/04/2013	06/10/2016	\$0	Special education teachers, ESL teachers, and counselor.
Extended Time and Intervention	Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Academic Support Program			10/14/2013	06/10/2016	\$0	Extended day program teachers and language arts teachers.
Extended Time and Intervention	Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.	Direct Instruction	Tier 2	Monitor	10/14/2013	06/10/2016	\$40278	Teachers in the extended day program are responsible for this activity. Building administrators will monitor this activity.
Extended Learning Opportunities	A tour of Detroit Parade Co (Writing a proposal for design of a float); Monroe Michigan tour (Written and oral communication regarding French Settlers; St Vincent De Paul community service (problem solving and writing a paper as it relates to the social studies unit on world hunger); Tour of Detroit (history lesson persuasive essay written based on writing stem: The builder Cadillac was a positive/negative influence on the environment); U of M- Dearborn for the "Gulo Gulo" event—a conference designed for middle school students (Students will attend reading, writing, hands on workshops throughout the day); Arab American Museum (Writing connected to social studies classes).	Field Trip	Tier 1	Monitor	09/13/2013	06/10/2016	\$296	Classroom teachers will support from building administration and office staff will coordinate these extend learning opportunities.
Instructional Coaching	An instructional coach will provide classroom teachers with professional development and ongoing coaching on best practices in writing instruction.	Professional Learning		Implement	09/02/2014	06/10/2016	\$0	Instructional Coach

Stout 2015-2020 SIP

Stout Middle School

Parent Education	Parent education classes will be held to educate and inform the parents about how they can support their children's learning. Resources will be provided to parents that support the instruction provided in the classes. The building community liaison will support parents and families throughout the school year.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$56933	The community liaison, school counselor, district parent coordinator, and building administrators will be responsible to scheduling the classes.
Social Responsibility Technician	A social responsibility technician will provide lessons on appropriate behavior to students in a variety of settings including in a responsibility room and in regular classrooms. The social responsibility technician will work directly with students having difficulty making appropriate behavior choices.	Behavioral Support Program	Tier 3	Implement	08/25/2014	06/10/2016	\$0	The restorative practices committee and building administrators will support the social responsibility technician. Building administrators will monitor this activity.
Intervention Classes	Students with disabilities and English Language Learners will be placed in intervention classes as needed utilizing programs such as Successmaker and IXL Math. Additional students struggling in math as identified by assessment data may also be placed in intervention classes.	Direct Instruction	Tier 3	Implement	09/09/2013	06/10/2016	\$59632	Special education teachers, ESL teachers, math teachers, and counselor.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Stout 2015-2020 SIP

Stout Middle School

Sustained Learning Over Time (SLOTS)	Math teachers will use daily bell work to practice computation and/or review recently learned concepts and skills. Teachers will use bell work as formative assessments and adjust instruction accordingly.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	The math department is responsible for this activity with support from the district math coordinator. Building administrators will monitor the implementation of this activity.
Restorative Conferences	Building staff will use restorative conferences and peacemaking circles to support positive learning environments and to support students in making appropriate behavior choices.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/10/2016	\$0	Restorative practices committee, social worker, counselor, community liaison, social responsibility technician, and building administrators.

Vocabulary Instruction	Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments using Building Academic Vocabulary by Marzano	Direct Instruction	Tier 1	Monitor	09/09/2013	06/12/2015	\$0	The reading committee, language arts department, instructional coach, language arts coordinator, and principal will be responsible for any additional training that is needed. The building administrators and instructional coach will monitor implementation.
Classroom Instruction That Works	Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	The building principal and instructional coach will provide any necessary training, coordinate the book study, and along with the assistant principal, monitor implementation.

Stout 2015-2020 SIP

Stout Middle School

Classroom Instruction That Works	Classroom teachers will implement the strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Implementation	Tier 1	Implement	09/09/2013	06/10/2016	\$0	The building principal and instructional coach will provide any necessary training, coordinate the book study, and along with the assistant principal monitor implementation.
Language & Literacy Strategies	The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/09/2013	06/10/2016	\$0	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.
Parent Education	Parents of students who are reading below grade level will attend educational meetings to learn strategies and sign contracts indicating what the school and home will do to help their child improve.	Parent Involvement	Tier 3		09/09/2013	06/10/2016	\$0	Community Liaison, Counselor, Administration, and Office Staff are responsible for coordinating this activity.
Small Group Instruction	Teachers will use small group instruction to reteach elements of the writing process to students.	Direct Instruction		Implement	09/02/2014	06/10/2016	\$0	Classroom Teachers

Stout 2015-2020 SIP

Stout Middle School

Hands on Science Labs	Science teachers will implement at least one hands-on science lab per unit of study. Students will use the scientific process, graph and interpret data using supplemental science materials.	Direct Instruction	Tier 1	Implement	09/09/2013	06/10/2016	\$0	The science department is responsible for this activity. Building administrators will monitor the implementation of this activity.
Small Group Instruction	Students reading below grade level will receive small group instruction in their language arts class a minimum of 2 times per week for at least 10 minutes.	Direct Instruction	Tier 2	Implement	09/09/2013	06/10/2016	\$0	Special education teachers, ESL teachers, and language arts teachers are responsible for implementing this activity. The building administrators are responsible for monitoring this activity.
Co-Teaching	Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.	Direct Instruction			09/04/2013	06/10/2016	\$0	Special Education teachers, ESL teachers, and counselor.

Restorative Conferences	Building staff will use restorative conferences and peacemaking circles to support positive learning environments and to support students in making appropriate behavior choices.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/10/2016	\$0	The restorative practices committee, social worker, counselor, community liaison, social responsibility technician, and building administrators are responsible for the implementation and monitoring of this activity.
Informational Text Structures and Features	All teachers will use informational text structures and features as part of reading instruction.	Direct Instruction	Tier 1	Implement	09/09/2013	06/12/2015	\$0	The language arts department, instructional coach, and district language arts coordinator will provide any necessary training to staff. The building administrators and instructional coach will monitor implementation.

Stout 2015-2020 SIP

Stout Middle School

Professional Development - Writing	Language arts teachers and the Instructional Coach will provide staff development on the informational text structures and the writing process at staff meetings and late start meetings. Staff development will also be provided on argumentative writing, including how to teach students to use evidence when supporting their responses.	Professional Learning	Tier 1	Implement	09/02/2014	06/10/2016	\$0	Language arts teachers, Instruction Coach, and District Language Arts Coordinator
Professional Development - Restorative Practices	Professional development on Restorative Practices will be provided for the entire staff prior to the start of the school year.	Behavioral Support Program	Tier 1	Implement	09/13/2013	08/12/2016	\$0	The restorative practices committee and building principal will be responsible for scheduling this training.
Vocabulary Instruction	Teachers will create a list of academic and content specific vocabulary, explicitly teach vocabulary and incorporate words in instruction and assessments.	Direct Instruction			09/09/2013	06/10/2016	\$0	Math teachers will be responsible for developing the vocabulary lists for mathematics with support from the district math coordinator. Building administrators will monitor this activity.

Stout 2015-2020 SIP

Stout Middle School

<p>Extended Time and Intervention</p>	<p>Students falling within the bottom 30% of proficiency will be expected to join an extended day program focused on the areas in which they exhibit underdeveloped skills.</p>	<p>Academic Support Program</p>			<p>09/09/2013</p>	<p>06/10/2016</p>	<p>\$0</p>	<p>Fatima Tekko, Community Liaison, Elaine Fleezanis, Instructional Coach, Mike Tindall, Counselor</p>
<p>Direct Instruction - Revising & Editing</p>	<p>Classroom teachers will teach students how to revise and edit their writing. The language arts teachers and instructional coach will train the staff during staff meetings.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2014</p>	<p>06/10/2016</p>	<p>\$0</p>	<p>Language arts teachers and the instructional coach.</p>
<p>Close and Critical Reading</p>	<p>All teachers will assign reading assignments bi-weekly, using close and critical reading strategies, using all 4 areas of Question Answer Response (QAR) questions that ask 'right there', 'think and search', 'author and you' and 'on my own' information.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/09/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>The reading committee, language arts department, instructional coach, and district language arts coordinator will provide any necessary training. The building administrators and instructional coach will monitor implementation.</p>

Stout 2015-2020 SIP

Stout Middle School

Classroom Instruction That Works	Classroom teachers will implement strategies from Classroom Instruction That Works in their classrooms. Teachers will complete a book study on the text during the school year coordinated by the building principal and instructional coach.	Direct Instruction	Tier 1	Implement	09/02/2014	06/10/2016	\$0	The building principal and instructional coach will provide any necessary training and coordinate the book study.
Daily 5	Sixth grade language arts teachers will use the Daily 5 to structure their lessons.	Monitor	Tier 2	Monitor	09/03/2013	06/12/2015	\$0	The district language arts coordinator, instructional coach, and building principal will provide any necessary training and will monitor implementation.
Language & Literacy Strategies	The district ELL coordinator will provide training to staff on Language & Literacy strategies.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	The district ELL coordinator, instructional coach, and building administrators are responsible for scheduling training and monitoring implementation.

Restorative Conferences	Building staff will use restorative conferences and peacemaking circles to support positive learning environments and to support students in making appropriate behavior choices.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/10/2016	\$0	The restorative practices committee, social worker, counselor, community liaison, social responsibility technician, and building administrators are responsible for the implementation and monitoring of this activity.
Co-Teaching	Students with underdeveloped skills will receive extra time and instruction. Both are offered to our Special Education (SE) students, Economically Disadvantaged (ED), and English Language Learners (ELL). This will also benefit students in our bottom 30%.	Direct Instruction	Tier 2	Monitor	09/09/2013	06/10/2016	\$0	Co-teachers, counselors, and administration are responsible for implementing this activity.

Stout 2015-2020 SIP

Stout Middle School

Reading Apprenticeship	Science, Social Studies, and Language Arts teachers will implement Reading Apprenticeship strategies. Additional seventh and eighth grade teachers that have yet to be trained in Reading Apprenticeship will go through a series of workshops provided by the district language arts coordinators.	Implementation	Tier 2	Implement	09/09/2013	06/12/2015	\$0	The district language arts coordinators are responsible for training staff with support from the instructional coach and principal. The building administrators and instructional coach will monitor implementation.
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