

School Improvement Plan

School Year: 2011-2012

School District: Romulus Community Schools

ISD/RESA: Wayne RESA

School Name: Romulus Middle School

Grades Served: 6,7,8

Principal: Mr. Jason Salhaney

Building Code: 06678

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

School Information

School:	Romulus Middle School
District:	Romulus Community Schools
Public/Non-Public:	Public
Grades:	6,7,8
School Code Number:	06678
City:	Romulus
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

The members of the Romulus Middle School community will become exceptional models of respect, responsibility and resourcefulness, creating a culture of academic excellence in a global society.

Mission Statement

Romulus Middle School staff, students, parents and members of the community constitute a community of learners dedicated to preparing each individual student for success, academically and socially, in order to meet the challenges of the twenty-first century.

Beliefs Statement

Given the opportunity and resources, all children can learn. All children can reach their own personal level of success in life. The focus and direction of education at Romulus Middle School is to provide the resources and guidance necessary to meet the needs of each individual student, so that they can achieve success.

Goals

Name	Development Status	Progress Status
Math	Complete	Open
Writing	Complete	In Progress
Reading	Complete	Open

Goal 1: Math

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will increase mathematics skills across the curriculum.

Gap Statement: According to a review of the math assessments, 59% of our eighth grade students are proficient on the MEAP test. Male students are 55% proficient as a subgroup, and African American students 54%. Of seventh grade students, 76% are proficient on the MEAP test; 33% of male students were proficient and 45% of African American students. On the ACT Explorer test, 11% of students demonstrated they were on path towards college math readiness.

NWEA test data show that for 6th grade students 39% are equivalent to proficient. For 7th grade students 46% are equivalent to proficient, and for 8th grade students 42% are equivalent to proficient.

Cause for Gap: On the MEAP test 41% of our students are not proficient in math at the eighth grade level; male students demonstrate that 45% are lacking proficiency and 56% of African American students are not proficient in math. At the seventh grade level, 24% of students are not proficient. Of male students, 67% do not demonstrate proficiency and 55% of African American students are not proficient. On the ACT Explorer, 89% of students demonstrated they were not yet on the path towards college math readiness.

NWEA test data show that for 6th grade students 61% are not equivalent to proficient. For 7th grade students 54% of students are not equivalent to proficient. For 8th grade students 78% are not equivalent to proficient.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP Math test

Explore test (8th grade)

NWEA Map

Local math tests

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Information on the implementation of this strategy will be collected during the school year as delineated above. Evidence collected will include: workshop attendance by classroom teachers, demonstration of integration (i.e., lesson plans), student attendance at after school workshops (tutoring), and student scoring on local assessments (midterms, pre-post tests, etc.). The school improvement committee will review the evidence of activity success for each strategy listed in order to determine progress.

Contact Name: Sharon Grandell

List of Objectives:

Name	Objective
Increase student overall mathematics performance	76% of students will be proficient on the MEAP test, including 60% for the male subgroup and 60% of black students. This will be attained by the end of the school improvement cycle (2011).

1.1. Objective: Increase student overall mathematics performance

Measurable Objective Statement to Support Goal: 76% of students will be proficient on the MEAP test, including 60% for the male subgroup and 60% of black students. This will be attained by the end of the school improvement cycle (2011).

List of Strategies:

Name	Strategy
Mathematics Institute	Deploy Mathematics Institute which focuses school improvement on deep mathematical content knowledge for teaching and on finding ways to collaborate on their mathematics instruction. These institutes teach staff how to analyze student work and understand their thinking to see how to adjust and improve their teaching methods. Technology, as an instructional tool is also included (document camera and projector). A coach is used to help staff implement strategies in the classroom and meets with teachers individually. This math cohort will meet for 8 full day professional development sessions. Additionally, they facilitate monthly after school meetings to plan and collaborate.
Pearson Learning Teams	Incorporate and support a well-defined and fully articulated school improvement model (PLC Learning Teams) with explicit framework and a support system that guides the teacher collaboration efforts and builds leadership capacity of administrators and teacher leaders. This process will help strengthen relationships among their colleagues and provide a safe place to share ideas and teaching strategies.
Reading Apprenticeship	Deploy Reading Apprenticeship as a Tier 1 intervention, an instructional approach designed to help middle school students become successful readers and learners, particularly in content area classrooms. Its mission is to develop literacy skills of adolescents by expanding the academic, creative, career, and civic opportunities of young people through higher-level literacy development.

1.1.1. Strategy: Mathematics Institute

Strategy Statement: Deploy Mathematics Institute which focuses school improvement on deep mathematical content knowledge for teaching and on finding ways to collaborate on their mathematics instruction. These institutes teach staff how to

analyze student work and understand their thinking to see how to adjust and improve their teaching methods. Technology, as an instructional tool is also included (document camera and projector). A coach is used to help staff implement strategies in the classroom and meets with teachers individually. This math cohort will meet for 8 full day professional development sessions. Additionally, they facilitate monthly after school meetings to plan and collaborate.

Selected Target Areas

2.5 Fosters a learning community
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

Other Required Information for Strategy

Wayne RESA

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Mathematics Modeling	2010-09-07	2011-06-30	Math Department

1.1.1.1. Activity: Mathematics Modeling

Activity Type: Professional Development

Activity Description: Teachers will learn various techniques to approach math learning for different modes. Modeling various strategies for solving problems is a focus of professional development. The use of specific technology, ie. N'spire calculators.

Planned staff responsible for implementing activity: Math Department

Actual staff responsible for implementing activity: Janel Hoskins

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

Actual Timeline: Begin Date - 09/07/2010, End Date - 06/30/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Mathematics Coach	Other	94,960.00	

1.1.2. Strategy: Pearson Learning Teams

Strategy Statement: Incorporate and support a well-defined and fully articulated school improvement model (PLC Learning Teams) with explicit framework and a support system that guides the teacher collaboration efforts and builds leadership capacity of administrators and teacher leaders. This process will help strengthen relationships among their colleagues and provide a safe place to share ideas and teaching strategies.

Selected Target Areas

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Other Required Information for Strategy

Pearson Learning Teams-<http://pearsonlt.com/>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Bi-monthly meetings	2010-09-01	2011-06-12	Math Department

1.1.2.1. Activity: Bi-monthly meetings

Activity Description: Staff will meet as a department to identify a student need and development an objective to meet that need. Staff will then research a strategy to teach a lesson to measure the effectiveness of the strategy based on the stated objective.

Planned staff responsible for implementing activity: Math Department

Actual staff responsible for implementing activity: Janel Hosking, Jason Salhaney

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-12

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Pearson Learning Team Service Provider	Other	96,269.00	

1.1.3. Strategy: Reading Apprenticeship

Strategy Statement: Deploy Reading Apprenticeship as a Tier 1 intervention, an instructional approach designed to help middle school students become successful readers and learners, particularly in content area classrooms. Its mission is to develop literacy skills of adolescents by expanding the academic, creative, career, and civic opportunities of young people through higher-level literacy development.

Selected Target Areas

2.5 Fosters a learning community
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice
3.9 Maintains a system-wide climate that supports student learning

Other Required Information for Strategy

West/ED

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Reading Apprenticeship Professional Development	2010-09-01	2011-06-12	Math Department
Talking to the Text	2010-09-01	2011-06-12	Math Department

1.1.3.1. Activity: Reading Apprenticeship Professional Development

Activity Type: Professional Development

Activity Description: Year 1 includes 5 days of PD for all staff and administrators; On-site coaching

total of 50 days per school per year (Oct-May, with more days in early part of year less in October due to testing and Dec because of shortened school month); includes on-site work with district instructional coaches, administrators, meeting with teams of teachers to look at student work, to assist with fidelity of implementation, and using Reading Apprenticeship protocols. Also included are regular (quarterly or more) meetings of WestEd/SLI staff with Romulus Community School staff for program updates and alignment with other district efforts.

Planned staff responsible for implementing activity: Math Department

Actual staff responsible for implementing activity: Janel Hoskins

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-12

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
RA Professional Development and Service Provider	Other	119,500.00	

1.1.3.2. Activity: Talking to the Text

Activity Type: Professional Development

Activity Description: Talking to the text is a scaffold that provides students with an opportunity to engage with the text independently before sharing their process.

Planned staff responsible for implementing activity: Math Department

Actual staff responsible for implementing activity: Janel Hoskins

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-12

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Textbooks	Other	0.00	

Goal 2: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All Romulus Middle School students will be proficient writers.

Gap Statement: Of Romulus Middle School eighth graders, 61% were found to be proficient in writing on the MEAP. In the subgroups, male students had a 54% rate of proficiency and black students were 61% proficient. Of Romulus Middle School seventh graders, 68% were found to be proficient in writing on the MEAP. In the subgroups, male students had a 66% rate of proficiency and black students were 66% proficient. On the writing portion of the ACT Explorer test, 11% of eighth graders were on the path for success in college writing.

Cause for Gap: 39% of eighth graders were not proficient on the writing portion of the MEAP - 46% of male students and 39% of black students. 32% of seventh graders were not proficient - 34% of male students and 34% of black students. 89% of eighth graders were found to be not on the pathway towards successful college writing on the ACT Explorer.

Multiple measures/sources of data you used to identify this gap in student achievement: 7th and eighth grade MEAP data
 ACT Explorer
 Local assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Information on the implementation of this strategy will be collected during the school year as delineated above. Evidence collected will include: workshop attendance by classroom teachers, demonstration of integration (i.e., lesson plans), student attendance at after school workshops (tutoring), and student scoring on local assessments (midterm, pre-post tests, etc.). The school improvement committee will review the evidence of activity success for each strategy listed in order to determine progress.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2009	Phyllis Adkins	In Progress	Progress Status changed from Open to In Progress

Contact Name: Sharon Grandell

List of Objectives:

Name	Objective
Increase student performance in writing.	68% of students will be proficient on the MEAP writing test, including 60% for the male subgroup, an

2.1. Objective: Increase student performance in writing.

Measurable Objective Statement to Support Goal: 68% of students will be proficient on the MEAP writing test, including 60% for the male subgroup, an

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2009	Phyllis Adkins	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Writing across the curriculum	All teachers will incorporate the 6+1 writing process into their daily lessons.

2.1.1. Strategy: Writing across the curriculum

Strategy Statement: All teachers will incorporate the 6+1 writing process into their daily lessons.

Selected Target Areas

2.5 Fosters a learning community
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.9 Maintains a system-wide climate that supports student learning

Other Required Information for Strategy

Best Practices: New standards for teaching and learning in America's schools.
Classroom Instruction That Works, Marzano.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2009	Phyllis Adkins	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Across the Curriculum Writing Process	2010-09-06	2011-06-01	All staff
Organization Strategies	2010-09-06	2011-06-01	all staff
The Writing Process	2010-09-06	2011-06-01	All Staff

2.1.1.1. Activity: Across the Curriculum Writing Process

Activity Description: Teachers will have students use the writing process to construct a term paper once per semesters.

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity: Classroom Teachers

Planned Timeline: Begin Date - 2010-09-06, End Date - 2011-06-01

Actual Timeline: Begin Date - 09/06/2010, End Date - 06/01/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Basic classroom supplies	General Funds	200.00	200.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2009	Phyllis Adkins	In Progress	Progress Status changed from Open to In Progress

2.1.1.2. Activity: Organization Strategies

Activity Description: Teachers will offer writing organization strategies (e.g. hamburger, four blocks, outlines, webs, inspiration software, etc.)

Planned staff responsible for implementing activity: all staff

Actual staff responsible for implementing activity: Classroom Teachers

Planned Timeline: Begin Date - 2010-09-06, End Date - 2011-06-01

Actual Timeline: Begin Date - 09/06/2010, End Date - 06/01/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Inspiration software	No Funds Required	0.00	0.00
Organization samples (webs, flow charts, concept maps)	General Funds	200.00	200.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2009	Phyllis Adkins	In Progress	Progress Status changed from Open to In Progress

2.1.1.3. Activity: The Writing Process

Activity Description: Teachers will read "Classroom Instruction That Works" by Robert Marzano.

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity: Principal, assistant principal

Planned Timeline: Begin Date - 2010-09-06, End Date - 2011-06-01

Actual Timeline: Begin Date - 09/06/2010, End Date - 06/01/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Instruction That Works, 1 copy per teacher	Title II Part A	875.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2009	Phyllis Adkins	In Progress	Progress Status changed from Open to In Progress

Goal 3: Reading

Content Area: English Language Arts
Development Status: Complete

Student Goal Statement: All students will show improvement in reading comprehension across the curriculum.

Gap Statement: For grade 8 students 68% were proficient on the MEAP reading comprehension test. For the male subgroup 62% were proficient and for African American students 57% were proficient.

For grade 7 students 73% were proficient. For the male subgroup 70% were proficient, and for the African American subgroup 66% were proficient.

On the ACT Explore 9% of grade 8 students were on the path for college success in reading comprehension.

For the NWEA Map test 6th grade African American students 51% were equivalent to proficient. For 7th grade African American students 56% were equivalent to proficient, and for 8th grade African American students 46% were equivalent to proficient.

Cause for Gap: Grade 8 reading MEAP data showed that 32% of students were not proficient. For males 38% were not proficient and for the black subgroup 43% were not proficient.

Grade 7 reading MEAP data showed that 27% of students were not proficient. For males 30% were not proficient and for the black subgroup 34% were not proficient.

On the ACT Explore test 91% of grade 8 students were not on the path to college success in reading comprehension.

NWEA 6th grade African American students 49% were not equivalent to proficient. For 7th grade African American students 44% were not equivalent to proficient, and for 8th grade African American students 54% were not equivalent to proficient.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP Reading test
 ACT Explore (grade 8)
 Local pre/post assessment
 NWEA Map

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? 72% of students will be proficient on the MEAP Reading test, including 72% for the male subgroup and 62% of black students. This will be attained by the end of the school improvement cycle (2013).

Contact Name: Sharon Grandell

List of Objectives:

Name	Objective
Increase student performance in reading comprehension	Increase the percent of all students scoring proficient levels on the reading portion of the MEAP to meet or to exceed the annual measurable objective of 80%.

3.1. Objective: Increase student performance in reading comprehension

Measurable Objective Statement to Support Goal: Increase the percent of all students scoring proficient levels on the reading portion of the MEAP to meet or to exceed the annual measurable objective of 80%.

List of Strategies:

Name	Strategy
Pearson Learning Teams	Incorporate and support a well-defined and fully articulated school improvement model (PLC Learning Teams) with explicit framework and a support system that guides the teacher collaboration efforts and builds leadership capacity of administrators and teacher leaders. This process will help strengthen relationships among their colleagues and provide a safe place to share ideas and teaching strategies.
Reading Apprenticeship	Deploy Reading Apprenticeship as a Tier 1 intervention, an instructional approach designed to help middle school students become successful readers and learners, particularly in content area classrooms. Its mission is to develop literacy skills of adolescents by expanding the academic, creative, career, and civic opportunities of young people through higher-level literacy development.

3.1.1. Strategy: Pearson Learning Teams

Strategy Statement: Incorporate and support a well-defined and fully articulated school improvement model (PLC Learning Teams) with explicit framework and a support system that guides the teacher collaboration efforts and builds leadership capacity of administrators and teacher leaders. This process will help strengthen relationships among their colleagues and provide a safe place to share ideas and teaching strategies.

Selected Target Areas

2.5 Fosters a learning community
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free

Other Required Information for Strategy

Pearson Learning Teams-<http://pearsonlt.com/>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Bi-monthly meetings	2010-09-01	2011-06-01	All staff
Concept Mapping	2010-09-01	2011-06-01	All staff
Modeling Think Aloud Strategy	2010-09-01	2011-06-01	All staff
Reading Across the Curriculum	2010-09-01	2011-06-01	All staff

3.1.1.1. Activity: Bi-monthly meetings

Activity Description: Staff will meet as a department to identify a student need and develop an objective to meet that need. Staff will then research a strategy to teach a lesson to measure the effectiveness of the strategy based on the stated objective.

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity: Classroom teachers

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-01

Actual Timeline: Begin Date - 09/08/2010, End Date - 06/12/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Pearson Learning Team Service Provider	Other	96,269.00	0.00

3.1.1.2. Activity: Concept Mapping

Activity Description: Teachers will read and refer to "Classroom Instruction That Works" (Marzano)

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity: Classroom teachers

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-01

Actual Timeline: Begin Date - 09/01/2010, End Date - 06/01/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Instruction That Works, 1 copy per teacher	Title II Part A	875.00	

3.1.1.3. Activity: Modeling Think Aloud Strategy

Activity Description: All teachers will model the Think-aloud strategy using content area text at least once per semester.

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity: classroom teachers

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-01

Actual Timeline: Begin Date - 09/01/2010, End Date - 06/01/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Think Aloud Strategy Guide - presented by ELA staff	No Funds Required	0.00	0.00

3.1.1.4. Activity: Reading Across the Curriculum

Activity Description: Teachers will model and direct students to use SQW3R and /or KWL strategies at the beginning of selected units.

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity: Classroom teachers

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-01

Actual Timeline: Begin Date - 09/01/2010, End Date - 06/01/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
ELA staff will give professional development	No Funds Required	0.00	0.00

3.1.2. Strategy: Reading Apprenticeship

Strategy Statement: Deploy Reading Apprenticeship as a Tier 1 intervention, an instructional approach designed to help middle school students become successful readers and learners, particularly in content area classrooms. Its mission is to develop literacy skills of adolescents by expanding the academic, creative, career, and civic opportunities of young people through higher-level literacy development.

Selected Target Areas

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Other Required Information for Strategy

West/ED

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
RA Professional Development	2010-09-01	2011-06-12	ELA Department

3.1.2.1. Activity: RA Professional Development

Activity Type: Professional Development

Activity Description: Year 1 includes 5 days of PD for all staff and administrators; On-site coaching total of 50 days per school per year (Oct-May, with more days in early part of year less in October due to testing and Dec because of shortened school month); includes on-site work with district instructional coaches, administrators, meeting with teams of teachers to look at student work, to assist with fidelity of implementation, and using Reading Apprenticeship protocols. Also included are regular (quarterly or more) meetings of WestEd/SLI staff with Romulus Community School staff for program updates and alignment with other district efforts.

Planned staff responsible for implementing activity: ELA Department

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-12

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
RA Professional Development and Service Provider	Other	119,500.00	

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$400.00	\$400.00
No Funds Required	\$0.00	\$0.00
Title II Part A	\$1,750.00	\$0.00
Other	\$526,498.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

Romulus Middle School has not completed a comprehensive needs assessment in the past, as we are not a Title I school.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

Content area curriculum guides have been developed by each department. Curriculum guides are aligned to state standards and include pacing guides and timelines. Departments meet monthly as Professional Learning Teams to review student data, and develop standards-based lessons and assessments. Departmental Professional Learning Teams have had professional development in, and use the Pearson Learning Teams protocol to assess students' needs, and to develop lessons and assessments.

2. Describe how decisions about curriculum, instruction and assessment are made at this school, and how all stakeholders are involved in the process.

Curriculum is aligned with the Michigan Grade Level Content Expectations for 7th grade and/or the High School Essential Content Expectations. Each course has a curriculum guide, designed by department members, in which the pace and content of each class is delineated. Also included in each curriculum guide are specific strategies for teaching taken from the school improvement plan, including Reading Apprenticeship, and the Math Institute. Goals have been determined based on MEAP, local assessment and Iowa test scores, strategies and activities have been researched and ongoing professional development is provided to all teaching staff.

Staff Development

Use the results of the comprehensive needs assessment to create a written professional development plan that

identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

Professional Learning Teams in each department follow the Pearson Learning Teams protocol for the development of assessments and lessons. CLASS A Assessment has been implemented and all staff have received professional development in the administration of CLASS A Assessment and analysis of test data. CLASS A Assessment provides test questions and data directly derived from the Michigan Grade Level Content Expectations, and High School Content Expectations.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

Smart Boards have been installed in each classroom. All staff have been trained in the use of Smart Board technology and are teaching interactive lessons with Smart Board. Document cameras have been installed in each classroom and attached to the Smart Board. All teachers have been trained in the use of the document camera and have developed lessons for their use. All teachers have been trained in the use of Study Island and are utilizing the computer labs and media center to assign lessons in Study Island for each content area.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

MEAP and NWEA Map test data are evaluated each school year to determine the level of student achievement in each subject area. These data are analyzed by Professional Learning Teams in each department in order to determine student needs and develop lessons and assessments to meet those needs. Romulus Middle School has hired a technology/data coach to help organize and analyze test data. The Technology coach provides professional development in data analysis to all teachers. CLASS A Assessment is used to provide data for chapter and unit assessments. All staff has had professional development in the use of CLASS A Assessment.

2. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

Year end reports have been provided to all stakeholders and includes test score data, with comparison

graphs from prior years, so that increases toward meeting our goals can be easily observed. These results are communicated via newsletter to members of the community.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

This school improvement plan was a collaborative effort by teachers, and administrators, and ancillary staff members of the school improvement team. The team met once per month to disaggregate data, determine goals to be set, identify resources and strategies, design professional development, and anything else required to meet our school's goals for success.

Assurances

EdYES! (pending statutory approval to be changed to MI-SAAS) (EdYES!)

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *N/A (our school does not have grades 1-5)*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *No*

Comments: *Not applicable*

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *Yes*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *Yes*

Comments: *Our school conducts EDP's with each 8th grade student. Each student develops a 4 year plan for High School course work. The plan may be revisited by parents, students and counselors as necessary during a students High School career.*

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written Policy, but not fully implemented*

Comments: *Positive Behavior Support (PBS) has been written by the PBS committee, and is ready to be implemented. It has not been fully implemented as of this date. Peer Mediation has been implemented and is being used to promote and support resolution of student conflicts, helping to maintain a safe learning environment.*

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *Yes*

Comments: *Data from a student survey at the beginning of the school year was used to inform all stakeholders of student attitudes toward their school and its environment. Parents and staff completed the same perception survey.*

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Reviewed policy, but not yet adopted*

Comments: *Michigan Model Comprehensive School Reform. Health Education Class for 7th and 8th grade. District Healthy Living Committee.*

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *Yes*

Comments: *Teachers have certification Physical Education/Health.*

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *Yes*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Adopted policy, but not fully implemented*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Exemplary Physical Education Curriculum (EPEC)*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Adopted policy, but not fully implemented*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *No*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *Yes, we have a health services provider or school nurse for every 650 students*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, but not fully implemented*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *Yes*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments: *Counselors and the Michigan State Attorney General's office presented an anti-bullying/cyber-bullying curriculum to all students.*

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments: *Counselors and the Michigan State Attorney General's office presented an anti-bullying/cyber-bullying curriculum to all students.*

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written Policy, but not fully implemented*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments: *We have just implemented a program called "Power tools for Parents", which will educate parents on how to help their students.*

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *No*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to all indoor facilities*

Comments:

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mr.	Jason	Salhaney	Principal	jpsalhaney@romulus.k12.mi.us
Mr.	Christopher	Parker	Assistant Principal	parkercc@romulus.k12.mi.us
Ms.	Sharon	Grandell	Teacher	slgrandell@romulus.k12.mi.us
Mr.	Scott	Roark	Technology/Data Coach	scroark@romulus.k12.mi.us
Mrs.	Amy	Kapala	teacher	amkapala@romulus.k12.mi.us

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Rebecca Pek/Director of Human Resources
Address:	36540 Grant Road, Romulus, MI 48174
Telephone Number:	734.532.1600

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Supporting Documentation

No documentation was attached.