



# **School Improvement Plan**

**F. C. Reed Middle School**

**Bridgman Public Schools**

10254 California Road  
Bridgman, MI 49106-9750

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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.

# **Improvement Plan Assurance**

## **Introduction**

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST"	

# **2019 - 2020 F.C. Reed Middle School School Improvement Plan**

## **Overview**

### **Plan Name**

2019 - 2020 F.C. Reed Middle School School Improvement Plan

### **Plan Description**

The RMS School Improvement Plan for the 2019 - 2020 school year.



## 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	Per the Aimsweb Plus benchmark assessment, during the 2019 - 2020 school year, the student population of the Tier 1 (Low Risk) Math group will increase by at least 15 percentage points on average (across grades 5 - 8) by June 10, 2020.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$10000
2	Per the Aimsweb Plus benchmark assessment, during the 2019 - 2020 school year, the student population of the Tier 1 (Low Risk) ELA group will increase by at least 15 percentage points on average (across grades 5 - 8) by June 10, 2020.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$10000
3	During the 2019 - 2020 school year, 93% of all RMS eighth grade students will demonstrate a level of academic proficiency that meets the standards for High School Readiness, per the criteria outlined in the RMS Student Handbook, by June 10, 2020.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2500

**Goal 1: Per the Aimsweb Plus benchmark assessment, during the 2019 - 2020 school year, the student population of the Tier 1 (Low Risk) Math group will increase by at least 15 percentage points on average (across grades 5 - 8) by June 10, 2020.**

**Measurable Objective 1:**

demonstrate student proficiency (pass rate) in the Aimsweb Plus benchmark assessment by increasing the total student population in the Tier 1 (Low Risk) Math group by 15 percentage points when comparing the fall and spring benchmark assessment results by 06/10/2020 as measured by the Group Tier Transition Report in Aimsweb Plus.

**Strategy 1:**

Student Achievement Framework - RMS students will receive an additional 45 minutes of instruction each day during a "Bonus" intervention/extension period. This RTI period will allow students to get assistance on school work and develop foundational skills in the core curricular areas (emphasis on Math and Reading). Aimsweb Plus data will be utilized to identify at risk students, review their strengths/weaknesses, and develop individualized intervention programming for learners in these Bonus periods. Teachers and students will utilize intervention programs such as ALEKS and Reading Plus during this time and assess student growth via progress monitoring data. In addition, students will participate in a weekly school counseling lesson to nurture proper social and emotional development.

Category: Learning Support Systems

Research Cited: School Wide Positive Behavior Behavior Supports to Increase Student Learning by Bob McLaughlin, April 24, 2013 (BRESA Training)

Visible Learning for Teachers by Hattie (2012)

Pre-Referral Intervention Manual by Mccarney et. al. (2014)

The Perfect Assessment System by Stiggins (2017)

Tier: Tier 2

Activity - Bonus Period	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teachers will assist students during each bonus period based on students' needs. RMS students will receive an additional 45 minutes of instruction each day during bonus period. This RTI period will allow students to get assistance on school work and improve foundational skills in the core curricular areas by utilizing the AIMSWEB Plus screening tool and intervention systems (such as ALEKS and Reading Plus) built into the building's math and ELA curriculum.	Implementation	Tier 2	Implement	09/03/2019	06/10/2020	\$2500	General Fund	All RMS teachers, paraprofessionals, and school counselors. The RMS Principal.

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### Strategy 2:

ALEKS - In addition to the district Math curriculum, all RMS students in grades 6 - 8 will utilize the ALEKS math intervention program during Math class, Bonus period, and as homework. The program will use knowledge check assessments to customize the instruction and support that the student receives in order to work towards grade level mastery of Math concepts and applications.

Category: Mathematics

Research Cited: The Perfect Assessment System by Stiggins (2017)

Tier: Tier 2

Activity - ALEKS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize the ALEKS math intervention tool.	Academic Support Program, Technology Implementation	Tier 1	Implement	09/03/2019	06/10/2020	\$2500	General Fund	RMS Teachers

### Strategy 3:

Professional Learning Communities - Math teachers will have the opportunity to work in structured Professional Learning Communities with their grade level teams every day to review student progress data and design intervention systems, communicate with parents/guardians, and review student behavior.

Category: Learning Support Systems

Research Cited: Research Cited: Richard DeFour, Rebecca DeFour, Robert Eacker, Gayle Karhanek. Whatever it Takes: How Professional Learning Communities respond When Kids

Don't Learn. Bloomington, IN: Soutlion Tree 2004

Richard DeFour, Rebecca DeFour, Robert Eacker. Professional Learning Communities At Work. Bloomington, IN: Soutlion Tree 2008

Richard DeFour, Rebecca DeFour, Robert Eacker, Thomas Many. Learning By Doing, A Handbook for Professional Learning Communities At Work. Bloomington, IN: Soutlion Tree 2006

Tier: Tier 2

Activity - PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet daily in Professional Learning Communities.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/03/2019	06/10/2020	\$2500	General Fund	RMS Teachers

**Strategy 4:**

School Counseling Program - Recognized ASCA Model Program (RAMP) - F.C. Reed Middle School implements a RAMP certified comprehensive school counseling program annually. The

RMS School Counselor provides Tier 1 support to students by teaching whole group counseling lessons to each grade level regarding concepts related to positive learning behaviors, social/emotional development, and time management. The RMS School Counselor also operates Tier 2 data driven small groups that promote student

success and support the social/emotional development of middle school students. The RMS Counselor also provides Tier 3 individual academic, social, and emotional support and intervention for some students. Finally, the RMS School Counselor monitors and communicates student attendance and academic information to the RMS teaching staff and RMS Principal to assist with intervention efforts.

Category: Other - School Counseling

Research Cited: Wilkerson, K. (2012). Comprehensive school counseling programs and student achievement outcomes: A comparative analysis of RAMP versus NonRAMP Schools.

Tier: Tier 3

Activity - RAMP Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
F.C. Reed Middle School implements a RAMP certified comprehensive school counseling program annually. The RMS School Counselor provides Tier 1 support to students by teaching whole group counseling lessons to each grade level regarding concepts related to positive learning behaviors, social/emotional development, and time management. The RMS School Counselor also operates Tier 2 data driven small groups that promote student success and support the social/emotional development of middle school students. The RMS Counselor also provides Tier 3 individual academic, social, and emotional support and intervention for some students. Finally, the RMS School Counselor monitors and communicates student attendance and academic information to the RMS teaching staff and RMS Principal to assist with intervention efforts.	Direct Instruction, Academic Support Program, Community Engagement, Parent Involvement, Behavioral Support Program	Tier 3	Implement	09/03/2019	06/10/2020	\$2500	General Fund	RMS School Counselor

**Goal 2: Per the Aimsweb Plus benchmark assessment, during the 2019 - 2020 school year, the student population of the Tier 1 (Low Risk) ELA group will increase by at least 15 percentage points on average (across grades 5 - 8) by June 10, 2020.**

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### Measurable Objective 1:

demonstrate student proficiency (pass rate) in the Aimsweb Plus benchmark assessment by increasing the total student population in the Tier 1 (Low Risk) ELA group by 15 percentage points when comparing the fall and spring benchmark assessment results by 06/10/2020 as measured by the Group Tier Transition Report in Aimsweb Plus.

### Strategy 1:

Student Achievement Framework - RMS students will receive an additional 45 minutes of instruction each day during a "Bonus" intervention/extension period. This RTI period will allow students to get assistance on school work and develop foundational skills in the core curricular areas (emphasis on Math and Reading). Aimsweb Plus data will be utilized to identify at risk students, review their strengths/weaknesses, and develop individualized intervention programming for learners in these Bonus periods. Teachers and students will utilize intervention programs such as ALEKS and Reading Plus during this time and assess student growth via progress monitoring data. In addition, students will participate in a weekly school counseling lesson to nurture proper social and emotional development.

Category: Learning Support Systems

Research Cited: School Wide Positive Behavior Behavior Supports to Increase Student Learning by Bob McLaughlin, April 24, 2013 (BRESA Training)

Visible Learning for Teachers by Hattie (2012)

Pre-Referral Intervention Manual by Mccarney et. al. (2014)

The Perfect Assessment System by Stiggins (2017)

Tier: Tier 2

Activity - Bonus Period	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teachers will assist students during each bonus period based on students needs. RMS students will receive an additional 45 minutes of instruction each day during bonus period. This RTI period will allow students to get assistance on school work and improve foundational skills in the core curricular areas by utilizing the AIMSWEB Plus screening tool and intervention systems (such as ALEKS and Reading Plus) built into the building's math and ELA curriculum.	Implementation	Tier 2	Implement	09/03/2019	06/10/2020	\$2500	General Fund	All RMS teachers, parprofessionals, and school counselors. The RMS Principal.

### Strategy 2:

Reading Plus - In addition to the district ELA curriculum, All RMS students will utilize the Reading Plus reading intervention tool. This tool develops silent reading fluency, vocabulary, and reading comprehension skills with students. RMS teachers and students will set goals for learners and will monitor their goals throughout the year. Teachers will also utilize the data to design 1:1 and small group, skill based intervention lessons. This program will be completed by students in class, during Bonus, and as homework.

Category: English/Language Arts

Research Cited: The Perfect Assessment System by Stiggins (2017)

Tier: Tier 2

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Activity - Reading Plus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize the Reading Plus ELA intervention tool.	Academic Support Program, Implementation, Behavioral Support Program	Tier 2	Implement	09/03/2019	06/10/2020	\$2500	General Fund	RMS Teachers

### Strategy 3:

Professional Learning Communities - ELA teachers will have the opportunity to work in structured Professional Learning Communities with their grade level teams every day to review student progress data and design intervention systems, communicate with parents/guardians, and review student behavior.

Category: Learning Support Systems

Research Cited: Richard DeFour, Rebecca DeFour, Robert Eacker, Gayle Karhanek. Whatever it Takes: How Professional Learning Communities respond When Kids Don't Learn. Bloomington, IN: Soutlion Tree 2004

Richard DeFour, Rebecca DeFour, Robert Eacker. Professional Learning Communities At Work. Bloomington, IN: Soutlion Tree 2008

Richard DeFour, Rebecca DeFour, Robert Eacker, Thomas Many. Learning By Doing, A Handbook for Professional Learning Communities At Work. Bloomington, IN: Soutlion Tree 2006

Tier: Tier 2

Activity - PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet daily in Professional Learning Communities.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/03/2019	06/10/2020	\$2500	General Fund	RMS Teachers

### Strategy 4:

School Counseling Program - Recognized by ASCA Model Program (RAMP) - F.C. Reed Middle School implements a RAMP certified comprehensive school counseling program annually. The

RMS School Counselor provides Tier 1 support to students by teaching whole group counseling lessons to each grade level regarding concepts related to positive learning behaviors, social/emotional development, and time management. The RMS School Counselor also operates Tier 2 data driven small groups that promote student

success and support the social/emotional development of middle school students. The RMS Counselor also provides Tier 3 individual academic, social, and emotional

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support and intervention for some students. Finally, the RMS School Counselor monitors and communicates student attendance and academic information to the RMS teaching staff and RMS Principal to assist with intervention efforts.

Category: Other - School Counseling

Research Cited: Wilkerson, K. (2012). Comprehensive school counseling programs and student achievement outcomes: A comparative analysis of RAMP versus NonRAMP Schools.

Tier: Tier 3

Activity - RAMP Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
F.C. Reed Middle School implements a RAMP certified comprehensive school counseling program annually. The RMS School Counselor provides Tier 1 support to students by teaching whole group counseling lessons to each grade level regarding concepts related to positive learning behaviors, social/emotional development, and time management. The RMS School Counselor also operates Tier 2 data driven small groups that promote student success and support the social/emotional development of middle school students. The RMS Counselor also provides Tier 3 individual academic, social, and emotional support and intervention for some students. Finally, the RMS School Counselor monitors and communicates student attendance and academic information to the RMS teaching staff and RMS Principal to assist with intervention efforts.	Academic Support Program, Community Engagement, Parent Involvement, Behavioral Support Program, Communication	Tier 3	Implement	09/03/2019	06/10/2020	\$2500	General Fund	RMS School Counselor

**Goal 3: During the 2019 - 2020 school year, 93% of all RMS eighth grade students will demonstrate a level of academic proficiency that meets the standards for High School Readiness, per the criteria outlined in the RMS Student Handbook, by June 10, 2020.**

### Measurable Objective 1:

demonstrate student proficiency (pass rate) by verifying that at least 93% of all RMS eighth grade students demonstrate a level of academic proficiency that meets the standards for High School Readiness, per the criteria outlined in the RMS Student Handbook by 06/10/2020 as measured by students' S1 and S2 Product grades in PowerSchool.

### Strategy 1:

B.E.E. Ready Program - All RMS eighth grade students will be notified that they must meet expectations for High School Readiness, per the criteria outlined in the RMS Student Handbook, on their S1 and/or S2 report card in order to be eligible for promotion to Bridgman High School.

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Students who fail to meet this expectation will be enrolled in the B.E.E. Ready Program, which is outlined below:

### STEP 1: First Marking Period - Regular Academic Period

Normal 8th grade classroom programs & interventions are implemented by RMS teachers.

All students attend weekly School Counseling lessons taught by Mrs. Fast.

No extra RMS office interventions are implemented.

Mrs. Fast runs core class “F” report at end of Q1.

Principal Truesdell & Mrs. Fast meet at end of Q1 to identify at risk students (any learners with one or more “Fs” in core classes) & assess why they are struggling.

Principal Truesdell & Mrs. Fast develop a list of at risk 8th grade students at the end of Q1.

### STEP 2: Second Marking Period - School Counselor Intervention Period

Mrs. Fast meets with each at risk 8th grade student identified at the end of Q1.

Mrs. Fast implements individualized social, emotional, and academic interventions to support each at risk student.

Mrs. Fast meets one on one with at risk students throughout Q2.

Mrs. Fast communicates and collaborates with classroom teachers weekly during PLC time to discuss at risk students’ performance/progress.

Mrs. Fast communicates with parents/guardians of at risk students throughout Q2.

Mrs. Fast monitors and tracks students’ grades each week to track at risk students and identify potential new at risk students.

### STEP 3: End of Semester One - RMS & BHS Principal Student/Parent Conferences

Mrs. Fast develops a report of all 8th grade students who failed one or more core academic classes during the first semester (S1) of the school year.

Principal Truesdell & Principal Heath schedule a parent/student conference with each 8th grade student who is identified as at risk by the RMS School Counseling Department:

Current student performance and high school readiness expectations are defined and explained to students and parents/guardians at the meeting.

The RMS 8th grade retention policy is explained to students and parents/guardians.

Students and parents/guardians are interviewed and asked to identify necessary social, economic, and academic supports needed for learners to be successful in Q3 of S2.

Principal Truesdell places each at risk student on “academic probation” and develops an individualized Q3 academic action plan for each at risk student.

### STEP 4: Third Marking Period - High School Readiness Academic Probation Period

At risk 8th grade students are given a nine week probationary period to demonstrate academic proficiency in all core academic classes during the third marking period.

Mrs. Fast continues to monitor at risk 8th grade students during the third marking period and continues to provide individual support to students.

At the end of the third marking period, Mrs. Fast runs a report focused on probationary students:

Students who demonstrate sufficient academic proficiency in core classes (D- or higher) continue to be on academic probation and are monitored throughout the rest of S2. If a student’s grades severely decline afterwards, a parent/guardian meeting is immediately scheduled. If students sustain sufficient academic performance throughout S2, they are promoted to BHS.



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Students who continue to fail core academic classes after the nine week probationary period are referred to the RMS Principal for a schedule modification intervention.

### STEP 5: Fourth Marking Period - Schedule Modification Intervention Period

Students who failed core academic courses during the nine week Q3 probationary period will be removed from all Encore and Elective course options and be given two supervised study hall periods to complete coursework, finish homework and projects, and study for assessments. If students are able to demonstrate sufficient academic proficiency in core classes, students can earn the privilege to return to Encore and Elective courses (as deemed appropriate by the RMS Principal).

### STEP 6: End of Semester Two - Retention Committee Decisions

At the end of the second semester, students (and their parents/guardians) who were referred to the RMS Principal for a schedule modification intervention will be required to meet with the RMS Retention Committee (Members: RMS Principal, RMS School Counselor, BHS School Counselor, BHS Principal, and RMS/BHS Teacher Representative).

If the student demonstrates the academic proficiency necessary for high school readiness (passing all S2 core classes) the committee will consider whether it is appropriate to promote the student to BHS without further intervention.

If the student DOES NOT demonstrate the academic proficiency necessary for high school readiness (fails one or more S2 core classes) the committee will consider whether it is appropriate to retain the student to RMS and require the student to repeat 8th grade at F.C. Reed Middle School or implement other “bridge” intervention programs during the summer before 9th grade at BHS.

Principal Truesdell & Mrs. Fast will meet with members of the BHS 9th grade teaching team prior to the next school year to brief them on at risk students.

Category: Learning Support Systems

Research Cited: Visible Teaching for Teachers by Hattie (2012)

Pre-Referral Intervention Manual by McCarney et. al. (2014)

Enhancing Professional Practice: A Framework for Teaching (2nd Edition) by Danielson (2007)

The Perfect Assessment System by Stiggins (2017)

Wilkerson, K. (2012). Comprehensive school counseling programs and student achievement outcomes: A comparative analysis of RAMP versus NonRAMP Schools.

Tier: Tier 2

Activity - B.E.E. Ready Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan

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Click the link for a full outline of the program: <a href="https://docs.google.com/document/d/1_MLI-g8B1DJONCBC3MjNEgcSdWpaT0ozF4IkT5CsP3U/edit?usp=sharing">https://docs.google.com/document/d/1_MLI-g8B1DJONCBC3MjNEgcSdWpaT0ozF4IkT5CsP3U/edit?usp=sharing</a>	Academic Support Program, Parent Involvement, Behavioral Support Program, Communication	Tier 2	Implement	09/03/2019	06/10/2020	\$2500	General Fund	RMS Teachers, RMS School Counselor, and RMS Principal
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Bonus Period	Certified teachers will assist students during each bonus period based on students needs. RMS students will receive an additional 45 minutes of instruction each day during bonus period. This RTI period will allow students to get assistance on school work and improve foundational skills in the core curricular areas by utilizing the AIMSWEB Plus screening tool and intervention systems (such as ALEKS and Reading Plus) built into the building's math and ELA curriculum.	Implementation	Tier 2	Implement	09/03/2019	06/10/2020	\$2500	All RMS teachers, parprofessionals, and school counselors. The RMS Principal.
Reading Plus	Students will utilize the Reading Plus ELA intervention tool.	Academic Support Program, Implementation, Behavioral Support Program	Tier 2	Implement	09/03/2019	06/10/2020	\$2500	RMS Teachers
PLCs	Teachers will meet daily in Professional Learning Communities.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/03/2019	06/10/2020	\$2500	RMS Teachers

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B.E.E. Ready Intervention Program	Click the link for a full outline of the program: <a href="https://docs.google.com/document/d/1_MLI-g8B1DJONCBC3MjNEgcSdWpaT0ozF4IkT5CsP3U/edit?usp=sharing">https://docs.google.com/document/d/1_MLI-g8B1DJONCBC3MjNEgcSdWpaT0ozF4IkT5CsP3U/edit?usp=sharing</a>	Academic Support Program, Parent Involvement, Behavioral Support Program, Communication	Tier 2	Implement	09/03/2019	06/10/2020	\$2500	RMS Teachers, RMS School Counselor, and RMS Principal
RAMP Program	F.C. Reed Middle School implements a RAMP certified comprehensive school counseling program annually. The RMS School Counselor provides Tier 1 support to students by teaching whole group counseling lessons to each grade level regarding concepts related to positive learning behaviors, social/emotional development, and time management. The RMS School Counselor also operates Tier 2 data driven small groups that promote student success and support the social/emotional development of middle school students. The RMS Counselor also provides Tier 3 individual academic, social, and emotional support and intervention for some students. Finally, the RMS School Counselor monitors and communicates student attendance and academic information to the RMS teaching staff and RMS Principal to assist with intervention efforts.	Direct Instruction, Academic Support Program, Community Engagement, Parent Involvement, Behavioral Support Program	Tier 3	Implement	09/03/2019	06/10/2020	\$2500	RMS School Counselor
PLCs	Teachers will meet daily in Professional Learning Communities.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/03/2019	06/10/2020	\$2500	RMS Teachers
Bonus Period	Certified teachers will assist students during each bonus period based on students' needs. RMS students will receive an additional 45 minutes of instruction each day during bonus period. This RTI period will allow students to get assistance on school work and improve foundational skills in the core curricular areas by utilizing the AIMSWEB Plus screening tool and intervention systems (such as ALEKS and Reading Plus) built into the building's math and ELA curriculum.	Implementation	Tier 2	Implement	09/03/2019	06/10/2020	\$2500	All RMS teachers, paraprofessionals, and school counselors. The RMS Principal.

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ALEKS	Students will utilize the ALEKS math intervention tool.	Academic Support Program, Technology Implementation	Tier 1	Implement	09/03/2019	06/10/2020	\$2500	RMS Teachers
RAMP Program	F.C. Reed Middle School implements a RAMP certified comprehensive school counseling program annually. The RMS School Counselor provides Tier 1 support to students by teaching whole group counseling lessons to each grade level regarding concepts related to positive learning behaviors, social/emotional development, and time management. The RMS School Counselor also operates Tier 2 data driven small groups that promote student success and support the social/emotional development of middle school students. The RMS Counselor also provides Tier 3 individual academic, social, and emotional support and intervention for some students. Finally, the RMS School Counselor monitors and communicates student attendance and academic information to the RMS teaching staff and RMS Principal to assist with intervention efforts.	Academic Support Program, Community Engagement, Parent Involvement, Behavioral Support Program, Communication	Tier 3	Implement	09/03/2019	06/10/2020	\$2500	RMS School Counselor