



# **School Improvement Plan**

**Spring Lake Middle School**

**Spring Lake Public Schools**

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Spring Lake Middle School is located in the Village of Spring Lake, Michigan and services approximately 385 students in grades 7 and 8. Year in and year out, SLMS has been recognized as one of the top performing middle schools in Ottawa County, as well as the entire state of Michigan. Approximate demographic information for our student body is as follows:

Economically disadvantaged: 19%

White: 93%

Black: 2%

Multiethnic: 2%

Asian: 1%

Hispanic 2%

General Education: 89%

Special Education: 11%

Homeless: 1%

Spring Lake Middle School employs 1 principal, 1 administrative assistant, 1 guidance counselor, 1 school psychologist, 1 social worker, a 23 member teaching staff, and 1 paraprofessional.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### **Vision Statement**

At Spring Lake Middle School we focus on three things. First, all students will treat one another with respect. Second, despite typically strong performance on standardized tests, we will continue to push students academically. Lastly, we also have a number of interventions in place for students that need academic assistance and support.

### **Mission Statement**

Our mission is to challenge all students with educational experiences that enable them to become literate, responsible, productive citizens and to create an environment which fosters high expectations, a positive self-image, and a belief in the value of learning.

### **Beliefs Statement**

We at Spring Lake Middle School believe that:

Every student can learn.

Teaching makes a difference in learning.

Planning for instruction improves student opportunities to learn.

Frequent monitoring of student progress contributes to effective teaching and learning.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

### Notable Achievements

For the past four years, Spring Lake Middle School has achieved well above the county (ISD) and state average in the content areas of math, reading, writing, and science. This pertains to proficiency rates on the annual state level standardized tests. As a general rule, SLMS tends to be at least 10 percentage points higher than the ISD average, and approximately 20 points above the state average. When we examine our ACT EXPLORE results, our students score approximately 20 points higher in the areas of English, math, reading, and science, than their peers around the country. A specific example would include 67% of Spring Lake 8th grade students were at or above benchmark, with score of 17 or better, in math for the March 2013 administration. This can be compared to 41% of the students who were at or above benchmark, nationally. As we move forward, we will begin to incorporate Discovery Ed. data.

### Areas of Improvement

As can be derived for the passage above, our students typically achieve at a high level when compared with their peers both in Michigan and around the country. With the start of the 2013-2014 school year, we will be working to provide Title 1 assistance to students that are at or below benchmark in the content areas of reading, writing, or math, for the third year. As this is a relatively new endeavor for us, we are still attempting to become more effective and efficient with all facets of implementation. We will also strive to remove a somewhat negative perception that some of our students and/or families have of this programming.

### Three Year Achievement Goals

In each respective content area, we will do our best to demonstrate a proficiency rate of 85% by 2021. With this in mind, we will need to improve each year by the amount listed below, based on MEAP scores from the fall of 2012:

8th grade reading: N/A (already at 88%)

8th grade math: 1.7%

8th grade science: 6%

7th grade reading: N/A (already at 84%)

7th grade writing: .5%

7th grade math: 1.6%

Note: a transition is currently taking place to the M-Step standardized assessment that will be administered annually each spring.

## **Additional Information**

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

Finding gain areas in a school that has had such high achievement results over time is challenging and requires managed persistence. Parents and community members have historically been very strong supporters of the school system in Spring Lake. Their commitment to this endeavor, combined with the efforts of an outstanding teaching staff and a diligent student body, will allow SLMS to ultimately reach new heights in the future.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Our stakeholders (members of our core team) were selected with the two primary objectives in mind. One area of emphasis is related to diversification. Our goal was to form a team that would represent a variety of content areas, beliefs, values, and experience levels. Secondly, the objective is to target parents, staff, and Board members that have leadership skills and are effective with communication. Additionally, we brought a parent of a student that receives Title 1 services into the fold. These stakeholders will meet regularly to study achievement data, school climate concerns, policies, technology, curriculum alignment, pedagogy, etc.

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

Aaron West, Principal

The principal is responsible for collaborating with the various stakeholders to collectively develop a vision, mission, and the academic goals for the building, based on multiple sources of data and information. Once established, he is also responsible for helping everyone work toward attainment of those goals, while also monitoring student achievement.

Heather Brewer, English Language Arts Department Chair

As a leader among her peers, Mrs. Brewer is responsible for assisting with the implementation of the vision, mission, and goals of the school improvement plan. Additionally, she will offer insight on research based best practices that will assist students as they work to attain proficiency in each respective content area. She will also help communicate specifics of the SI Plan to staff members that are not a part of the core team.

Bill Core, 7th Grade Representative

As a leader among his peers, Mr. Core is responsible for assisting with the implementation of the vision, mission, and goals of the school improvement plan. Additionally, he will offer insight on research based best practices that will assist students as they work to attain proficiency in each respective content area. He will also help communicate specifics of the SI Plan to staff members that are not a part of the core team.

Rich Hyde, Math Department Chair

As a leader among his peers, Mr. Hyde is responsible for assisting with the implementation of the vision, mission, and goals of the school improvement plan. Additionally, he will offer insight on research based best practices that will assist students as they work to attain proficiency in each respective content area. He will also help communicate specifics of the SI Plan to staff members that are not a part of the core team.

Debra Pruitt, Parent

While helping implement the vision, mission, and goals of this plan, Mrs. Pruitt will serve as a community leader that articulates the specifics of this program other parents and community members. She will also provide feedback specifically related to Title 1 programming.

## School Improvement Plan

Spring Lake Middle School

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Chad Wahlberg, Science Teacher

As a leader among his peers, Mr. Wahlberg is responsible for assisting with the implementation of the vision, mission, and goals of the school improvement plan. Additionally, he will offer insight on research based best practices that will assist students as they work to attain proficiency in each respective content area. He will also help communicate specifics of the SI Plan to staff members that are not a part of the core team.

Keith Frifeldt, Board of Education Member

While helping implement the vision, mission, and goals of this plan. Mr. Frifeldt will serve as a liaison to the Board of Education and the community that articulates the specifics of this endeavor to others.

Eric Kipling, Social Studies Instructor

As a leader among his peers, Mr. Kipling is responsible for assisting with the implementation of the vision, mission, and goals of the school improvement plan. Additionally, he will offer insight on research based best practices that will assist students as they work to attain proficiency in each respective content area. He will also help communicate specifics of the SI Plan to staff members that are not a part of the core team.

Naomi Van Singel, Physical Education Instructor

As a leader among her peers, Mrs. Van Singel is responsible for assisting with the implementation of the vision, mission, and goals of the school improvement plan. Additionally, she will offer insight on research based best practices that will assist students as they work to attain proficiency in each respective content area. She will also help communicate specifics of the SI Plan to staff members that are not a part of the core team.

Shana Woodwyk, Guidance Counselor

As a leader among her peers, Mrs. Woodwyk is responsible for assisting with the implementation of the vision, mission, and goals of the school improvement plan. Additionally, she will offer insight on research based best practices that will assist students as they work to attain proficiency in each respective content area. She will also help communicate specifics of the SI Plan to staff members that are not a part of the core team.

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

Going forward, copies of this plan will be provided to all staff members at the first Staff Learning Session each school year (in August). The contents of this plan will be thoroughly reviewed at this time. Thereafter, the plan will be discussed and monitored at least one time each month with the entire staff. Additionally, at least one time each trimester, the core team will get together to collectively progress monitor the implementation process. As the current school year comes to a close, the entire staff will make an assessment of how successful we were achieving the established goals.

# School Data Analysis

## **Introduction**

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

## **Demographic Data**

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

### **Student Demographic Data**

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

As listed below, our enrollment data indicates a definite trend toward the increasing size of our student population. Additionally, it should be noted that our non-resident population is growing as well. These individual students may not feel as connected to the school as students who have been a part of the system since the onset of their school experience. Our staff members need to be mindful of these trends.

Enrollment data is as follows:

2007 = 317

2008 = 305

2009 = 324

2010 = 338

2011 = 368

2012 = 380

2013 = 385

2014 = 412

2015 = 382

2016 = 373

### **Student Demographic Data**

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

The average daily attendance rate at Spring Lake Middle School is currently 97% or above. With this in mind absenteeism presents our school with very few challenges. This point can be emphasized by knowing that it is common for us to file formal truancy charges on behalf of only a few students each year.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

With the onset of the 2013-2014 school year, we implemented Rachel's Challenge programming at our school. This opportunity was the result of a very generous donor coming forward. As a result of this endeavor our overall discipline referrals decreased by one-third. Our specific harassment related referrals dropped by nearly 50%.

### **Student Demographic Data**

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

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As has been previously stated, our enrollment figures indicate that our total student population has increased steadily the past several years. This presents challenges in terms of facility use, class size, etc. At least one additional hurdle has surfaced as well. This relates directly to the percentage of economically disadvantaged students increasing. The number has nearly double in the past 5-10 years. Our current figure is 17%. Helping these students become college and career ready can be both challenging and demanding. Recently, during our Title 1 audit, it was noted that we need to be more deliberate about assisting our students that receive free or reduced lunch. The district has developed a Strategic Plan that has three primary objectives:

1. All graduates will be academically prepared for a wide range of post-secondary experiences.
2. All graduates will be equipped to compete in and contribute to a global community.
3. All graduates will be technologically literate.

Parents, Board members, teachers, support staff, and administrators sit on the committee that will work to implement this plan throughout the district. As this becomes a reality, the challenges that our district faces will be addressed.

### Teacher/School Leader(s) Demographic Data

**5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**

If and when hiring is necessary we are fortunate enough to have dozens, if not hundreds, of highly capable applicants for the specific opening. However, the majority of our staff members have been in the district and/or their current positions for many years. This allows them to be very familiar with the social-emotional aspects of dealing with students that are a part of the middle school age group. Additionally, they are well versed/experienced in the curriculum and content that they need to deliver.

### Teacher/School Leader(s) Demographic Data

**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

The response that was listed for item #5 would be applicable here as well.

### Teacher/School Leader(s) Demographic Data

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

School leaders have experienced very few absences due to illness and/or professional learning. We have placed an emphasis on professional development opportunities that are after hours or at times when students are not scheduled to be in attendance. Illness has been very minimal or even non-existent.

### Teacher/School Leader(s) Demographic Data

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

We have placed an emphasis on professional development opportunities that do not require instructors to be away from their rooms when students are present. Time away for illness has also been minimized as a result of some accountability measures that have been brought fourth through the teacher evaluation process.

### Teacher/School Leader(s) Demographic Data

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

As you may realize from reading the narrative passages that were previously listed, the challenges that we face that pertain directly to teacher/school leader demographics are very few in number. If this becomes more of an issue in the future, we will be certain to react accordingly.

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

### **10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

At Spring Lake Middle School, we feel that we have sustained implementation in the area of learning environment as it is related to instruction. We also feel that in regards to a culture for learning, we have a safe and supportive environment. The vast majority of the other indicators would be considered at the level of full implementation, but the two listed above really stand out.

### **11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

Four different areas stood out as challenges. They are as follows: effective instructional practices, data analysis and decision making, student involvement in the assessment process, and collaborative teams.

### **12. How might these challenges impact student achievement?**

As a building, if we become stronger in terms of instructional practices and combine this with data analysis and decision making, while ultimately involving students in the assessment process, the achievement levels of our students would certainly increase.

### **13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

We could consider incorporating strategies that pertain to technology implementation to improve our instructional practices. We could do something very similar to become more efficient and effective with data analysis. Lastly, involving students in the assessment process and promoting collaborative teams would enhance our environment as well.

### **14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

Even though it has been previously mentioned that our school could improve in the area of data analysis, we are still doing a fair amount in that regard. We review state level standardized testing on a regular basis. We also have Discovery Education data that we review thoroughly. Additionally, for our students that are struggling academically, we look at letter grades in the core content areas and an additional assessment known as the Scholastic Reading Inventory is also utilized. With all of this in mind, our struggling learners are identified and offered the support that they need to get to benchmark status.

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

Students receive "push in" classroom support in their assigned class from a certified adult. Others may be offered math lab and/or reading workshop as they miss a specified class on a given day to report to the interventionists. Title 1 classes are also offered that become a part of the student's schedule. Additionally, we make morning focus available for 40 minutes each day, along with after-school homework help on Tuesday, Wednesday, and Thursday.

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

Through a process of triangulating data, it is determined that a child is presenting signs of a gap in one or more foundational skills in reading, writing, or math. Any interventions that are applied during the day are a result of this process. We take this all one step further and offer morning focus or homework help to any member of the student body that may be interested.

**17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

In the areas of math and language arts, we are fully aligned to the Common Core State State Standards. A few years ago, each member of those respective department designed a scope and sequence that led them down the path of full implementation. As for the content areas of science and social studies, we are waiting for the Michigan Department of Education to adopt next generation science standards and the C3 Framework for social studies. Once this action is formally taken, we will work through the same process that math and ELA has done.

**18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

This item is not applicable for SLMS.

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

7th grade reading proficiency in the fall of 2013 was 85% on MEAP.

7th grade ELA results were tops in the Ottawa ISD on M-Step in the spring of 2015.

8th grade reading proficiency in the fall of 2013 was 89% on MEAP.

8th grade ELA results were such that SLMS was part of a four way tie for #2 in the Ottawa ISD on M-Step in the spring of 2015.

### **19b. Reading- Challenges**

At the elementary level in our district the reading proficiency levels are 90% or greater on state level standardized tests. One challenge that we could embrace would be to match these results at the middle school level.

### **19c. Reading- Trends**

It will be difficult to make a specific determination in reference to reading trends, as we recently transitioned from the MEAP state level standardized assessment to a different form of an online assessment, known as the M-Step, in the spring of 2015. Item analysis was not available at the time of this submission.

**19d. Reading- Summary**

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

Our current school improvement goal is such that all students will be proficient in reading by the year 2022. Our intervention plan will be of vital importance as we will need to move the roughly 10% of our population that is not currently proficient, up to benchmark status.

**20a. Writing- Strengths**

7th grade writing proficiency in the fall of 2013 was 77% on MEAP.

7th grade ELA results were tops in the Ottawa ISD on M-Step in the spring of 2015.

There was no writing component on the 8th grade MEAP assessment in the fall of 2013.

8th grade ELA results were such that SLMS was part of a four way tie for #2 in the Ottawa ISD on M-Step in the spring of 2015.

**20b. Writing- Challenges**

Roughly 23% of our 7th grade students were not proficient in writing on the state level standardized assessment in the fall of 2013. With this in mind, we need to increase our proficiency rate in this area by approximately 3% each year, between now and 2022, to hit the mark of 100% proficiency.

**20c. Writing- Trends**

It will be difficult to make a specific determination in reference to writing trends, as we recently transitioned from the MEAP state level standardized assessment to a different form of an online assessment, known as the M-Step, in the spring of 2015. Once we can complete an item analysis, after detailed data reports become available, we will be able to determine some trends.

**20d. Writing- Summary**

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

Our current school improvement goal is currently such that all students will be proficient in writing by the year 2022. Our intervention plan will be of vital importance as we will need to move the roughly 23% of our population that is not currently proficient, up to benchmark status.

**21a. Math- Strengths**

7th grade math proficiency in the fall of 2013 was 70% on MEAP.

7th grade math results were tops in the Ottawa ISD on M-Step in the spring of 2015.

8th grade math proficiency in the fall of 2013 was 60% on MEAP.

8th grade math results were such that SLMS was #1 in the Ottawa ISD on M-Step in the spring of 2015.

**21b. Math- Challenges**

Between 30 and 40 percent of our students were not proficient in math on the state level standardized assessments in the fall of 2013. With this in mind, we need to increase our proficiency rate in this area by approximately 5% each year, between now and 2022, to hit the mark of 100% proficiency.

**21c. Math- Trends**

It will be difficult to make a specific determination in reference to math trends, as we recently transitioned from the MEAP state level standardized assessment to a different form of an online assessment, known as the M-Step, in the spring of 2015. Once we can complete an item analysis, after detailed data reports become available, we will be able to determine some trends.

**21d. Math- Summary**

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

Our current school improvement goal is currently such that all students will be proficient in math by the year 2022. Our intervention plan will be of vital importance as we will need to move between 30 and 40 percent of our population that is not currently proficient, up to benchmark status.

**22a. Science- Strengths**

8th grade science proficiency in the fall of 2013 was 36% on MEAP.

Science was not a part of the 8th grade M-Step in the spring of 2015.

The science content area was not measured on the 7th grade MEAP in the fall of 2013.

7th grade science results were such that SLMS was part of a two way tie for #3 in the Ottawa ISD on M-Step in the spring of 2015.

**22b. Science- Challenges**

Roughly 64% of our students were not proficient in science on the state level standardized assessment in the fall of 2013. With this in mind, we need to increase our proficiency rate in this area by approximately 7% each year, between now and 2022, to hit the mark of 100% proficiency.

**22c. Science- Trends**

It will be difficult to make a specific determination in reference to science trends, as we recently transitioned from the MEAP state level standardized assessment to a different form of an online assessment, known as the M-Step, in the spring of 2015. Once we can complete an item analysis, after detailed data reports become available, we will be able to determine some trends.

**22d. Science- Summary**

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

**tiered instruction if appropriate.**

Our current school improvement goal is currently such that all students will be proficient in science by the year 2022. Our intervention plan will be of vital importance as we will need to move nearly 65 percent of our population that is not currently proficient, up to benchmark status.

### **23a. Social Studies- Strengths**

As we analyze our most recent social studies results, it would be difficult to determine that we currently have strengths in the social studies content area. In the fall of 2013, our 9th grade students were 33% proficient on the state level standardized assessment. With this in mind, the ISD average was 36%. In the spring of 2015, we were part of a two tie for the 7th best proficiency rate in the Ottawa ISD on M-Step.

### **23b. Social Studies- Challenges**

It is common to be among the leaders in the ISD in reference to the proficiency rate in a respective content area. In turn, to be in the "middle of the pack" would indicate that this is an area of needed improvement for our school.

### **23c. Social Studies- Trends**

It will be difficult to make a specific determination in reference to social studies trends, as we recently transitioned from the MEAP state level standardized assessment to a different form of an online assessment, known as the M-Step, in the spring of 2015. Once we can complete an item analysis, after detailed data reports become available, we will be able to identify some trends.

### **23d. Social Studies- Summary**

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

Our current school improvement goal is such that all students will be proficient in social studies by the year 2022. Our intervention plan will be of vital importance as we will need to move nearly 65 percent of our population that is not currently proficient, up to benchmark status.

## **Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### **24a. Student Perception Data**

#### **Which area(s) indicate the overall highest level of satisfaction among students?**

After reviewing the results of the most recent student survey, the areas of highest overall satisfaction are as follows:

A high quality education is offered

The principal and teachers have high expectations

A variety of resources are available to help me succeed

I have access to counseling and career planning

I am being prepared for success next year

### **24b. Student Perception Data**

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

After reviewing the results of the most recent student survey, the areas of lowest overall satisfaction are as follows:

In my school, all students are treated with respect

My school makes sure at least one adult knows me well and shows an interest in my education and future

All teachers change their teaching to meet my learning needs

Students respect the property of others

Students help each other even if they are not friends

### **24c. Student Perception Data**

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

We will continue to promote the Rachel's Challenge initiative throughout the 2015-2016 school year. This should allow for progress to be made in terms of improving student to student respect. Additionally, we will make staff aware of the results of the student survey that indicated areas of lowest overall satisfaction. This will prompt them to be more relational with their students, especially those that may need adult level intervention the the most.

**25a. Parent/Guardian Perception Data**

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

As per our annual parent survey, the following are areas with the overall highest levels of satisfaction:

- High expectations for all students in all classes
- Our school provides qualified staff members to promote student learning
- Providing a safe and orderly environment
- Teachers report on my child's progress in easy to understand language
- My child knows the expectations for learning in all classes

**25b. Parent/Guardian Perception Data**

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

There are multiple areas that stood out in our parent survey that they would like to see targeted and improved upon. They are as follows:

- The purpose statement is formally reviewed and revised with involvement from parents
- All of my child's teachers meet his/her needs by individualizing instruction
- My child sees a relationship between what is being taught and everyday life
- My child has access to support services based on his/her identified needs
- My child's teachers work as a team to help my child learn

**25c. Parent/Guardian Perception Data**

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

One possible cause for the current level of dissatisfaction that our parents are indicating with a lack of individualized instruction in our building may correlate to something that is currently being done extensively, and rather well, elsewhere in our district. The workshop method of instruction is being used on a daily basis at the elementary levels. This ultimately results in more individualized instruction in the areas of ELA and math. Our language arts instructors are involved with this strategy on a limited basis. However, our math teachers are not engaging as much in this type of methodology. This should be recognized as an area of needed improvement in each of these respective content areas.

**26a. Teacher/Staff Perception Data**

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

The following areas indicate the highest level of satisfaction among the teachers/staff:

## School Improvement Plan

Spring Lake Middle School

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Our school board complies with all policies, procedures, laws, and regulations

Our school's leaders expect staff members to hold all students to high academic standards

Our school provides qualified staff members to support student learning

Our school provides protected instructional time

Our school provides opportunities for students to participate in activities that interest them

### 26b. Teacher/Staff Perception Data

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

Multiple areas of emphasis indicate the lowest overall sanctification among the teachers/staff. They would include the items listed below:

All teachers in our school use a variety of technologies as instructional resources

All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (peer coaching)

In our school a formal structure exists so that each student is well know by at least one adult advocate in the school who supports that student's educational experience

In our school, staff members provide peer coaching to teachers

Our school provides a plan for the acquisition and support of technology to support the school's operational needs

### 26c. Teacher/Staff Perception Data

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

The causes for patterns that have been identified in the staff perception data are primarily related to a lack funding. Many of the items that staff are concerned about could be addressed if there was a more significant revenue stream into this building. With bond funds becoming available in the near future, many of the concerns may be addressed. The challenge will be to do so efficiently and effectively, and with the best interest of our students in mind.

### 27a. Stakeholder/Community Perception Data

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

Two areas stand out in terms of stakeholders expressing a high level of overall satisfaction. This includes consensus being reached in regards to a high quality education being offered to the students that attend our school. Furthermore, the precursor for this are the high academic expectations that are firmly in place throughout our building and our district.

### 27b. Stakeholder/Community Perception Data

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

Both students and parents indicate that individualized instruction is not being readily offered within our instructional setting. Also, staff are concerned that not every student is known well by at least one adult advocate within our school .

**27c. Stakeholder/Community Perception Data**

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

The implementation of one to one technology should help staff members individualize instruction. An instructional management system will be fully implemented. This should readily promote in-depth interactions between individual students and their instructors. As for the concern related to each student having at least one caring adult monitoring their progress closely, we will need to present that to that staff as a whole and collectively come up with possible solutions that could be embarked upon.

## **Summary**

### **28a. Summary**

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

The challenges that need to be addressed on behalf of our school would include each of the following: an increasing number of student enrollments, needed improvement in the area of overall data analysis, and specifically the social studies and science content areas. As for identifiable strengths, behavior and harassment referrals are decreasing, the school climate and learning environment is well established, and our proficiency rates for ELA and math are trending upward.

### **28b. Summary**

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

Each of the challenges that have been identified would have some type of impact on student achievement. As our enrollment is increasing, average class size often grows as well. This may minimize the amount of "individual attention" that students feel that they are receiving. Additionally, if we are not as efficient as we could be with data analysis, we won't be fully aware of both strengths and areas of needed improvement. Lastly, it is the norm for our achievement results to be among the best in the ISD and well above the state average. In the social studies and science content areas, we need to move in a positive direction to meet this expectation.

### **28c. Summary**

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

Our staff members will be asked to be mindful of our enrollment trends and do what they can to minimize the impact of this on our learning environment. The educational leaders (department chairs, principal, curriculum director, etc.), will be assertive about putting data in front of our staff members on a regular basis. Classroom teachers will then be able to address the deficiencies that have been identified. Specifically, the social studies and science content areas will be focused upon and improvements that relate to curriculum alignment will be made accordingly.

# **School Additional Requirements Diagnostic**

## **Introduction**

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Our district adheres to assessment mandates for the Michigan Department of Education.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	<a href="http://www.spring-lake.k12.mi.us/publications/annual-education-report">http://www.spring-lake.k12.mi.us/publications/annual-education-report</a>	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	When our students transition to 9th grade, the reports follow along with them.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	This process is completed with the assistance of our guidance counselor.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	The following office has been designated to handle related inquiries:  Spring Lake Public Schools Director of Curriculum 345 Hammond Street Spring Lake, MI 49456 616-846-5500	

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Spring Lake Public Schools Director of Curriculum 345 Hammond Street Spring Lake, MI 49456 616-846-5500	

**School Improvement Plan**Spring Lake Middle School

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Please use the link below to access the School-Parent Involvement Plan:  <a href="http://www.spring-lake.k12.mi.us/publications/annual-education-report">http://www.spring-lake.k12.mi.us/publications/annual-education-report</a>	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Please see attached.	parent compactRev2014

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
9.	The School has additional information necessary to support your improvement plan (optional).	No		

# **Title I Targeted Assistance Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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 Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Needs Assessment

### 1. How was the comprehensive needs assessment process conducted?

The staff members of Spring Lake Middle worked together to complete the comprehensive needs assessment throughout the 2014-2015 school year. Reports, that include data sets for individual students, from the BAA Secure Site, ACT EXPLORE, IRIS, MI School Data, and PowerSchool were analyzed at staff sessions. They were also reviewed during times when the School Improvement core team gathered together. Furthermore, the School Data Analysis diagnostic was completed at the ASSIST/AdvancED site. The process of determining whether or not a student is eligible for Title 1 math intervention always includes the triangulation of data. With this in mind, we utilize Discovery Education, MEAP, and ACT EXPLORE. When determining if a reading intervention is appropriate, Discovery Education, MEAP, ACT EXPLORE, and Scholastic Reading Inventory are analyzed. Additionally, it should be mentioned that we have a Title 1 parent on our school improvement core team. It has been extremely valuable to gain their perspective as it pertains to our programming. Lastly, it should be noted that we collect feedback from students, parents, and staff on an annual basis by utilizing an online survey template that is available to us through ASSIST/AdvancED.

### 2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

Each student's data is entered in a spreadsheet that is maintained by the Title 1 teacher and the paraprofessional. Standardized test data, local assessment information, economically disadvantaged status, and possibly even classroom instructor recommendations, are taken into account. The type of support and the frequency/duration of intervention is also entered. Ultimately, students are formally placed into and exited from the program at the appropriate times. The process is consistent for each grade level. Additionally, it is uniform for each respective content area. The data reports, that include information that pertains to individual students, are reviewed by the Title 1 instructors, classroom teachers, the guidance counselor, and the principal.

### 3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Reading/Language Arts

Grade Span: 7th and 8th

Identification/Criteria for Selection: Students are selected based on the analysis of multiple data sources (triangulation). MEAP, Discovery Education, EXPLORE, Scholastic Reading Inventory, local assessments, and teacher input, were used to identify students that need additional support and assistance. A spreadsheet indicating each child's status is readily available in both hard copy and electronic form.

Math

Grade Span: 7th and 8th

Identification/Criteria for Selection: Students are selected based on the analysis of multiple data sources (triangulation). MEAP, Discovery Education, EXPLORE, local assessments, and teacher input, were used to identify students that need additional support and assistance. A

spreadsheet indicating each child's status is readily available in both hard copy and electronic form.

Social Studies

Grade Span: 7th and 8th

Identification/Criteria for Selection: Students are identified based on MEAP scores. Additionally, students were also thought to be in jeopardy based on common grade level assessments. Teacher input was also taken into consideration.

Science

Social Studies

Grade Span: 7th and 8th

Identification/Criteria for Selection: Students are identified based on MEAP scores. Additionally, students were also thought to be in jeopardy based on common grade level assessments. Teacher input was also taken into consideration.

**4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.**

Spring Lake Middle School does not house any students in preschool through grade 2.

## **Component 2: Services to Eligible Students**

### **1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.**

A point system helps us determine which students have the most significant need for intervention. An eligibility criteria worksheet is created that includes, standardized test information, local assessment data, and teacher recommendation (when applicable). The frequency and duration of direct support is determined by identifying those with the highest scores (most points). The Title 1 staff members then annotate the services provided and students are assigned and entry and exit date. This process is consistent for both 7th and 8th grade students. The data entries for each individual student are reviewed by the Title 1 instructors, classroom teachers, the guidance counselor, and the principal. Services include, Homeroom Help (before school), Reading and Math Connections class, Extended Learning class, math or reading lab during the day (not during core instruction), and/or Homework Help Club (after school).

### **Component 3: Incorporated Into Existing School Program Planning**

#### **1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

All services are coordinated between the Title 1 and general education staff members. The Target Assistance plan is aligned with the Michigan Department of Education Framework and Public Act 25. Spring Lake Middle School has a process for the review and revision of curriculum on a regular basis. A review cycle is set and monitored by the district curriculum director. This multi-year planning document is on file at the district office. Our building has been involved with the ASSIST/AdvancED school improvement process for the past several years. The members of the building's school improvement core team are involved with both creating and revising the plan as needed. This is a collaborative effort between staff, administration, and parents. Standardized tests, local assessments, perception data, and demographic information are all evaluated and analyzed.

## **Component 4: Instructional Strategies**

### **1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?**

The staff members at Spring Lake Middle School will incorporate multiple strategies in the core content areas to help students that need additional support to meet the content expectations, and/or the Common Core State Standards:

#### Economically Disadvantaged Students

Activity Description: Staff will participate in a number of activities, throughout the upcoming school year, that focus on understanding students that experience poverty. Ruby Payne's resources will be utilized.

#### Tier 1 Intervention

Activity Description: Staff will participate in various professional activities related to applying Tier 1 support, for struggling learners, at the classroom level.

#### Professional Development

Activity Description: Staff will attend various professional development sessions which will be geared toward effective and efficient implementation of the Common Core State Standards.

#### Family Involvement

Activity Description: Teachers will prepare activities and information for parents that make it clear to them how their children are being taught. Strategies that are utilized in the classroom setting will be modeled for parents. This in conjunction with promoting the use of the PowerSchool Parent Portal, will help parents understand what they can do to help their child succeed.

### **2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.**

The instructors at Spring Lake Middle School incorporate multiple research-based strategies that are fully intended to help students improve their performance levels.

Specific strategies include each of the following:

#### Economically Disadvantaged Learners

Our staff members will engage in professional development activities that enhance their repertoire of instructional strategies when working with students that experience poverty outside of the school setting.

#### Informational Text Initiative

All staff members in each respective content area will work to increase the exposure of each individual student to non-fiction/informational literature.

### Before School Math Lab

Students that are struggling academically, will be "strongly encouraged" to meet with the Title 1 interventionists each day before school, to receive support and assistance that will aid with assignment completion and overall mastery.

### Work Shop Approach

Staff members will confer with students, while individualizing instruction, in the areas of reading/language arts and math.

### Citations:

<http://www.ahaprocess.com/the-model/>

<http://www.corestandards.org/ELA-Literacy/introduction/key-design-consideration/>

<http://www.nctm.org/resources/content.aspx?id=13198>

<http://schools.nyc.gov/documents/elementarymath/Differentiation/conferring.htm>

### **3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.**

The ultimate goal of our Title 1 Targeted Assistance Program is to reduce or eliminate the achievement gap between struggling learners and our students that are mastering the content expectations and/or the common core standards. Students are able to be fluid with their movement in and out of the targeted assistance program as entry and exit dates, along with academic progress, are recorded and maintained on spreadsheets. Evidence of growth is easily shown as we triangulate our data sources for each young person. We are also being intentional about involving parents in the Title 1 process. This has been embraced by both the individual student and their family members.

### **4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**

The Title 1 interventionists devote a great deal of time and energy to developing plans and schedules that do not interfere with core content instruction for any student that is receiving support services. Pull out takes place from elective (art, music, technology, business, etc.) classes. We are fully aware that the four core content areas are not an option for this. Also, push in support may be provided in the core content area that the student is experiencing difficulties with.

## **Component 5: Title I and Regular Education Coordination**

**1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?**

Title 1 staff members attend all of our staff learning sessions, that are held each month. They are then listed on the agenda and will present information, and receive feedback and insight from the teaching staff as needed. Additional meetings with the interventionists, guidance counselor, curriculum director, and principal will be scheduled as needed. LEP students will receive Title 1 support if they qualify as per our point system, through the triangulation of their achievement data.

**2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.**

SLMS does not service kindergarten students.

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**Component 6: Instruction by Highly Qualified Staff**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All of the paraprofessional staff members at SLMS are highly qualified.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All members of the SLMS teaching staff meet the NCLB requirements for highly qualified status.	

## Component 7: High Quality and Ongoing Professional Development/Learning

**1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

Tier 1 interventions, that can be offered to struggling learners at the classroom level, will be a focus during the 2015-2016 school year. Additionally, we will continue to receive training that will help us become more efficient with the use of formative assessments in conjunction with Discovery Education. Another initiative that was started during the previous school year, Depth of Knowledge, will continue to be addressed. Staff and students alike will embrace an informational text endeavor that will increase the amount of exposure that our students have to this medium. Our staff will also be exposed to Ruby Payne's work to understand more readily how to reach out to students from an impoverished background. Lastly, we will continue to move forward with direct reading and writing instruction in all content areas throughout the building. The ELA instructors from around the district in-serviced our staff in the past and well will continue to promote reading and writing across the curriculum.

**2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

Parent learning opportunities will be available at our fall open house. There will also be an opportunity at our annual Title 1 meeting, which is held shortly after the school year begins. Additionally, we will offer parent-teacher conferences at least two times each year. The district curriculum director provides frequent updates to parents both electronically and in person, related to the process of teaching and learning. A more detailed overview of parent professional development opportunities is noted in our Title 1 Targeted Assistance Parent Involvement Policy.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	The 2015-2016 professional development calendar/plan is currently being developed and finalized.	

## Component 8: Strategies to Increase Parental Involvement

### 1. How are parents involved in the design of the Targeted Assistance program plan?

One of the members of our building level school improvement team is a Title 1 parent. With this in mind, an information exchange takes place in each direction and Title 1 remains on the front burner here at SLMS. Furthermore, the building principal and the Title 1 staff members host an annual meeting each fall. At a point during this session, parents are provided with an opportunity to express their thoughts and concerns at it pertains to the programming. Once their student is slated for Title 1 assistance, parents are offered a chance to request specific forms of assistance. For some this may include before school, pull out, push in, after school, or monitor only, assistance and support.

### 2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents are involved in implementation of the Targeted Assistance program in a variety of ways. We review the School Parent Involvement Policy at our fall open house. This same policy is available at our August orientation, as well as on the district web site. Parent compacts are distributed to each family in conjunction with a significant August mailing into each home. An ASSIST/AdvancED survey is administered each spring for parents (electronically). We will then review and revise our policies based on the survey results. We also provide additional opportunities for parents to receive communication. These include SchoolMessenger updates via email, the district website, and individual teacher blogs and websites.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents are offered an opportunity to assess and evaluate the Targeted Assistance program at the fall open house. Our interventionists are also available at our parent-teacher conference sessions. Furthermore, parents can elect to receive daily or weekly updates in reference to their child's academic standing via email. They can then bring any concerns to the attention of the Title 1 staff members, the guidance counselor, or the principal.	

### 4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

It should be noted that parents are provided with copies of the policies in a language that they can understand. If needed, interpreters will be utilized. As the Board of Education sets a parent involvement policy for the entire district, it then is disseminated out from there. The curriculum director facilitates a district level committee, and receives input from the group, that ultimately guides our programming throughout. On a micro level, the SLMS school improvement team then applies and reviews this policy as it relates to our building. This includes all aspects of the educational process. Parents are able to raise concerns, or receive clarification at the annual Title 1 meeting.

**5. Describe how the parent involvement activities are evaluated.**

Parent involvement activities are evaluated on a frequent basis and in real time, when possible. An ASSIST/AdvancED survey is distributed each year. A Title 1 meeting is held each fall and parents are encouraged to offer recommendations and suggestions. Parent-teacher conferences are held two times each year, with additional sessions available upon request. Telephone and/or email correspondence transpires between staff and parents on a very regular basis (in many instances, this happens daily).

**6. Describe how the school-parent compact is developed.**

The school-parent compact is reviewed on an annual basis at the district level by our curriculum director and a parent advisory group that is assembled. Necessary revisions are then made after input is received from the group.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	Please see attached.	parent compactRev2014

**8. How does the school provide individual student academic assessment results in a language parents can understand?**

Assessment results, including M-Step and EXPLORE, will be mailed home in a timely fashion. If needed individualized data analysis will be provide in a language that the family members can easily understand.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	Please see attached.	SLMS Parent Inv Plan

**10. Describe how the parent compact is used at elementary-level parent teacher conferences.**

N/A

## **Component 9: Coordination of Title I and Other Resources**

### **1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.**

Our staff members that are a part of state and federal programs meet multiple times each year to review, revise, and ultimately improve program implementation. The building level budget/funds provide supplemental support for eligible students. Our food service staff members offer a federally subsidized breakfast and/or lunch option to students that are eligible. Title II A funds are utilized to make professional development opportunities available to staff members that align with district level goals. Parents have multiple opportunities to suggest improvements through the process of being involved with scheduled parent involvement activities. Our Title 1 interventionists provide support and assistance to the students that are most in need before, during, and after the school day.

### **2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

All programs and resources are coordinated and allocated in a manner that provide assistance to students that are most in need of the respective offering. Our building takes advantage of assistance from the Ottawa Area Intermediate School District, Tri-Cities Ministries, the Tri-Cities College Access Network, and a district level homeless liaison. With this in mind, our students and families have a wide variety of support personnel to choose from when looking for assistance.

## **Component 10: Ongoing Review of Student Progress**

### **1. Describe how the progress of participating students is reviewed on an ongoing basis.**

Struggling learners are monitored on a very regular basis at Spring Lake Middle school (multiple times each trimester). Interventions are then applied accordingly. Additionally, the staff members use a significant number of data sources, such as Discovery Education, MEAP, EXPLORE, Scholastic Reading Inventory, etc., to determine the level of progress that students are making. In the end, this is all a part of the ASSIST/AdvancED school improvement process/cycle, with an element of continuous review being emphasized.

### **2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.**

The students that are the most needy will receive supplemental instruction in any of the four content areas that are determined to be applicable. Data sources such as MEAP (M-Step), EXPLORE, Discovery Education, Scholastic Reading Inventory, etc., are utilized to make these determinations. Teachers, the interventionists, the guidance counselor, and the principal, then meet to determine to effectiveness of the offerings for individual students.

### **3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.**

All of our department chairs have been trained on the IRIS data warehouse program . This allows them to review a significant number of data sets for individual students. Once it is determined that a young person is in need of intervention, the Title 1 staff members, the classroom teacher, the counselor, the school social worker, and the principal may all get together to determine the specifics of the supplemental offerings that a student will receive.

## **Evaluation**

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

### **1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.**

We utilize the template surveys that are available from ASSIST/AdvancEd on an annual basis. This opportunity to provide feedback is made available to students, staff, and parents, and all three groups then respond accordingly. Additionally, the interventionists evaluate the effectiveness of the program by gathering data (assessment results) that either indicate student growth, or a lack thereof.

### **2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.**

During the 2013-2014 school year, we started to utilize Discovery Education to administer comprehensive formative assessments to our students and then make instructional decisions based on the results. This happened during the 2014-2015 school year as well. Additionally, data from the MEAP, and EXPLORE tests are reviewed as well. Even though these standardized tests are more summative in nature they still help determine the level of intervention needed for certain individuals.

### **3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.**

The students that are furthest from achieving mastery (being at benchmark) typically receive Title 1 support for the longest duration of time. With this in mind, they will have multiple opportunities to be involved with the data collection process. As a result, the Title 1 staff members will know if they are making progress in terms of providing assistance to the student in question. Additional, more rigorous levels of intervention can then be applied as needed.

### **4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.**

The survey results are analyzed after being collected at the end of each school year. Student achievement data is also reviewed and the Title 1 staff members can then determine if their points of emphasis, and the forms of intervention offered, achieved the desired outcomes. The programming is then revised based on the amount of student growth obtained and the areas of concern are formally noted by students, staff and parents.

## **SLMS Goals for 15-16**

## **Overview**

### **Plan Name**

SLMS Goals for 15-16

### **Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Spring Lake Middle School will become proficient in science.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$2700
2	All students at Spring Lake Middle School will become proficient in math.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$22050
3	All students at Spring Lake Middle School will become proficient in reading.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$1250
4	All students at Spring Lake Middle School will become proficient in social studies.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$1000

## Goal 1: All students at Spring Lake Middle School will become proficient in science.

### Measurable Objective 1:

85% of 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 science standards in Science by 06/30/2022 as measured by state level assessment (currently M-Step). Students will increase 5.5% annually with a baseline of 36% proficiency in 2013. .

### Strategy 1:

Battle Creek Science Implementation - Staff will implement the Battle Creek science program/kits in 7th grade to improve continuity. Teachers will also increase the use of visual data (graphs, charts, diagrams, etc.) to improve science reasoning skills. Instructors will utilize outside resources of informational texts to help students analyze, summarize, and determine the validity of the concepts presented in the narrative.

Category:

Research Cited: Brown, B. A., & Ryoo, K. (2008). Teaching science as a language: A content-first approach to science teaching. *Journal of Research in Science Teaching*, 45(5): 529–553.

Encouraging girls in math and science. Diane F. Halpern and others. Washington, Institute of Education Sciences of the National Center for Education Research, 2007.

The Third Teacher: The 79 Ways You Can Use Design to Transform Teaching & Learning, OWP/P Architects, VS Furniture, and Bruce Mau Design.

Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education

by: Peter M. Senge, Nelda H. Cambron McCabe, Timothy Lucas, Art Kleiner, Janis Dutton, Bryan Smith.

Tier: Tier 1

Activity - Informational Text Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize informational text in conjunction with their methodology as it pertains to science instruction. A significant grant was provided to our school on behalf of the Spring Lake Schools' Foundation to promote this initiative.	Direct Instruction	Tier 1	Implement	09/08/2015	06/09/2016	\$0	General Fund	Laura Molyneux Stacey Peterson Bree Breuker
Activity - Use of Visual Data - Battle Creek Activity Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Spring Lake Middle School

SLMS science instructors will increase the use of visual data (graphs, charts, diagrams, etc.) to improve science reasoning skills. Visual data will be a point of emphasis that is added to lessons throughout the 2013-2014 school year	Direct Instruction	Tier 1	Monitor	09/08/2015	06/09/2016	\$1000	Title II Part A	Laura Molyneux Stacey Peterson Bree Breuker Chad Wahlberg
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### Strategy 2:

Next Generation Science Standards Implementation - The SLMS science instructors will incorporate content and methodology that is fully aligned with the Van Andel Education Institute and Inquiry Based Learning. The investigations, along with the formative and summative assessments that are utilized, will be fully aligned with this model.

Category:

Research Cited: <http://www.vai.org/en/vaei/science-academy.aspx>

<http://www.vai.org/en/vaei.aspx>

Tier: Tier 1

Activity - Professional Development Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of the SLMS science department will attend sessions at both the Ottawa Area ISD and the Van Andel Institute that will help them acquire the knowledge necessary to fully implement this inquiry based concept.	Professional Learning	Tier 1	Implement	09/08/2015	06/09/2016	\$1200	Title II Part A	Scott Ely Laura Molyneux Stacey Peterson Bree Breuker Chad Wahlberg

Activity - Inquiry-based Methodology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All of the science instructors at SLMS will incorporate inquiry-based methodology into their classroom settings on a regular basis. In conjunction with this initiative, they will nurture the scientific habits of mind.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/09/2016	\$500	Title II Part A	Scott Ely Laura Molyneux Chad Wahlberg Stacey Peterson Bree Breuker

## Goal 2: All students at Spring Lake Middle School will become proficient in math.

### Measurable Objective 1:

85% of 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 math standards in Mathematics by 06/30/2022 as measured by state level assessment (currently M-Step). 7th grade students will increase 1.7% annually with a baseline of 70% in 2013. 8th grade students will increase by 2.8% annually with a baseline of 60% in 2013. .

### Strategy 1:

Provide additional math support for students outside of the regular classroom and/or instructional day. - Members of the SLMS math department, Title 1 staff, and classroom teachers will identify students that are in need of remediation and coordinate activities and instruction that will reduce their gaps and deficiencies. This will occur outside their typical math class and will include before school, after school, and pull out time during elective classes.

Category:

Research Cited: The Third Teacher: 79 Ways You Can Use Design to Transform Teaching & Learning by Inc. OWP/P Cannon Design, VS Furniture, Bruce Mau Design.

Schools That Learn (Updated and Revised): A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education, Peter M. Senge, Nelda Cambron-McCabe, Timothy Lucas, Bryan Smith, Janis Dutton

Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform by National Association of Secondary School Principals

Tier: Tier 2

Activity - Additional math support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through a process of triangulating data, individual students will be identified that need remediation so that their individual gap areas can be addressed and ultimately minimized. Once the proficiency rate/mastery level of an individual student is such that they are considered to be at "benchmark", they will be exited from the program.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/09/2016	\$1750	Title II Part A	Marisa Doane Rich Hyde Keli Olsen Chad Wahlberg Shana Woodwyk Bree Breuker Krystal Lawton

## School Improvement Plan

Spring Lake Middle School

Activity - Tier 2 and 3 Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once students are identified that are in need of support, tier 2 and tier 3 interventions will be applied. This will transpire intermittently or on a daily basis. As was previously mentioned, once a student has moved to benchmark status, they will be exited from the program.	Academic Support Program	Tier 3	Evaluate	09/08/2015	06/09/2016	\$17000	Title I Part A	Keli Olson Krystal Lawton Shana Woodwyk Aaron West

### Strategy 2:

Common Core State Standards Implementation - Staff will place an emphasis on CCSS areas that have been determined to be deficient based on data analysis. Additionally, we will become even more efficient with the implementation of newly acquired resources (Big Ideas) that are fully aligned with the CCSS.

Category:

Research Cited: Breaking Ranks in the Middle Strategies for Leading Middle Level Reform

by National Association of Secondary School Principals

Tier: Tier 1

Activity - Vocabulary Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of the math department will increase the emphasis placed on common core vocabulary awareness.	Direct Instruction	Tier 1	Implement	09/08/2015	06/09/2016	\$300	Title II Part A	Marisa Doane Rich Hyde Keli Olsen Chad Wahlberg Bree Breuker Krystal Lawton

### Strategy 3:

Resource Allocation - SLMS recently obtained curriculum materials that are fully aligned to the Common Core State Standards. Big Ideas is the resource provider that will allow our students to be exposed to this content. With this in mind, a greater number students should achieve the status of being college and/or workplace ready. Additionally, we are now utilizing Discovery Education to guide our instruction as we will analyze formative assessment data three times this year, at a minimum, for each individual student.

Category:

Research Cited: <http://www.corestandards.org/Math>

Tier: Tier 1

## School Improvement Plan

Spring Lake Middle School

Activity - Fully utilize updated materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The new materials and resources, Big Ideas and Discovery Education, will make it much easier to deliver the standards to students in both the 7th and the 8th grades.	Curriculum Development	Tier 1	Monitor	09/08/2015	06/09/2016	\$3000	General Fund	Scott Ely Marisa Doane Rich Hyde Chad Wahlberg Bree Breuker

### Goal 3: All students at Spring Lake Middle School will become proficient in reading.

#### Measurable Objective 1:

85% of 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 standards in English Language Arts by 06/30/2022 as measured by state level assessment (currently M-Step). Students will need to maintain their current proficiency rates with a baseline of 85% for 7th grade and 89% for 8th grade in 2013. .

#### Strategy 1:

Enhance instruction, teaching practices, and teacher training in reading. - Staff will explicitly teach comprehension strategies. They will also implement think-aloud and interactive reading strategies.

Category:

Research Cited: The Literature Workshop: Teaching Texts and Their Readers by Sheridan Blau

Literature Circles by Harvey Daniels

Deeper Reading by Kelly Gallagher

Tier: Tier 1

Activity - Comprehension Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SLMS ELA staff will teach comprehension strategies. This will include think aloud and interactive strategies.	Direct Instruction	Tier 1	Implement	09/08/2015	06/09/2016	\$500	General Fund	Heather Brewer Greg Brown Audrey Chambers Shelly Ellingboe Keli Olson

## School Improvement Plan

Spring Lake Middle School

Activity - Reading Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle school language arts instructors will provide opportunities for additional reading support to students outside of scheduled class time.	Academic Support Program	Tier 2	Implement	09/08/2015	06/09/2016	\$500	General Fund	Heather Brewer Greg Brown Audrey Chambers Shelly Ellingboe Keli Olson Krystal Lawton

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The language arts staff members will expand their knowledge of current reading research. They will meet with and observe expert teachers from within and/or outside the district to observe and discuss research based practices. An example of this may be sitting in on elementary classrooms, in our own district, to gain additional perspective related to the instructional strategy of conferring (with students).	Professional Learning	Tier 1	Implement	09/08/2015	06/09/2016	\$250	General Fund	Heather Brewer Greg Brown Audrey Chambers Shelly Ellingboe

### Strategy 2:

Informational Reading - Staff members within the ELA department will help facilitate a building wide informational text initiative, that was made possible as a result of sizable grant from the Spring Lake Schools Foundation. This will help students, regardless of content area, be involved with more informational reading. Specifically, we will be increasing the amount of exposure that the students have to this medium as to be more aligned with the Common Core State Standards.

Category:

Research Cited: <http://www.engageny.org/resource/selection-of-authentic-texts-for-common-core-instruction-guidance-and-a-list-of-resources>

<http://booklistonline.com/ProductInfo.aspx?pid=5641482&AspxAutoDetectCookieSupport=1>

Tier: Tier 1

Activity - Assess the amount of informational reading throughout the school	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Spring Lake Middle School

The ELA department will assist non-language arts staff members with the attainment of informational text resources . They will also help guide instructors that need to enhance their comfort level related to teaching reading strategies in a setting other than an English classroom.	Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2016	\$0	No Funding Required	Heather Brewer Greg Brown Audrey Chambers Shelly Ellingboe Aaron West Scott Ely Laurie Draeger
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## Goal 4: All students at Spring Lake Middle School will become proficient in social studies.

### Measurable Objective 1:

85% of 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 social studies standards in Social Studies by 06/30/2022 as measured by state level assessment (currently M-Step). Students will increase 6% annually with a baseline of 33% in 2013. .

### Strategy 1:

Improve Reading Skills in Social Studies - Students will improve their reading skills in the social studies content area as they pertain specifically to locating information when they analyze charts, graphs, maps, and diagrams. Students will also have increased exposure to informational text material, as a result of our building wide initiative.

Category:

Research Cited: Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening by Heidi Hayes Jacobs

Building Literacy in Social Studies by Donna Ogle, Ron Klemp and Bill McBride

Tier:

Activity - SPEC (social, political, economic, and cultural) Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In conjunction with the SPEC initiative that the SLMS social studies department has already received training on and implemented, members of the department will push students to be engaged with higher order thinking that involves analysis, synthesis, and evaluation. Additionally, Depth of Knowledge (DOK) concepts and principles will be incorporated when applicable.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/09/2016	\$0	No Funding Required	Eric Kipling Tammy Kuhlman Stacey Peterson Jeremy Thelen

## School Improvement Plan

Spring Lake Middle School

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### Strategy 2:

Align the use of Document Based Questions with the common core. - The DBQ strategy will incorporate rigorous reading and writing for all students. With this in mind, higher level thinking skills will be emphasized. Ultimately, students will combine the use of reading, deep thinking, and writing clearly.

Category:

Research Cited: <http://www.dbqproject.com/index.php>

<http://www.loc.gov/teachers/usingprimarysources/>

Tier: Tier 1

Activity - Build knowledge from multiple sources.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By being involved with DBQ's, students will analyze a variety of non-fiction texts and documents. They will examine maps, letters, charts, political cartoons, diaries, advertisements, photographs, and flyers. If the opportunity presents itself for members of the social studies department to attend one or more professional development sessions related to DBQ's, they will be encouraged to do so.	Direct Instruction	Tier 1	Implement	09/08/2015	06/09/2016	\$1000	Title II Part A	Eric Kipling Tammy Kuhlman Stacey Peterson Jeremy Thelen

## 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
Tier 2 and 3 Intervention	Once students are identified that are in need of support, tier 2 and tier 3 interventions will be applied. This will transpire intermittently or on a daily basis. As was previously mentioned, once a student has moved to benchmark status, they will be exited from the program.	Academic Support Program	Tier 3	Evaluate	09/08/2015	06/09/2016	\$17000	Keli Olson Krystal Lawton Shana Woodwyk Aaron West

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development Activities	Members of the SLMS science department will attend sessions at both the Ottawa Area ISD and the Van Andel Institute that will help them acquire the knowledge necessary to fully implement this inquiry based concept.	Professional Learning	Tier 1	Implement	09/08/2015	06/09/2016	\$1200	Scott Ely Laura Molyneux Stacey Peterson Bree Breuker Chad Wahlberg
Build knowledge from multiple sources.	By being involved with DBQ's, students will analyze a variety of non-fiction texts and documents. They will examine maps, letters, charts, political cartoons, diaries, advertisements, photographs, and flyers. If the opportunity presents itself for members of the social studies department to attend one or more professional development sessions related to DBQ's, they will be encouraged to do so.	Direct Instruction	Tier 1	Implement	09/08/2015	06/09/2016	\$1000	Eric Kipling Tammy Kuhlman Stacey Peterson Jeremy Thelen

## School Improvement Plan

Spring Lake Middle School

Inquiry-based Methodology	All of the science instructors at SLMS will incorporate inquiry-based methodology into their classroom settings on a regular basis. In conjunction with this initiative, they will nurture the scientific habits of mind.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/09/2016	\$500	Scott Ely Laura Molyneux Chad Wahlberg Stacey Peterson Bree Breuker
Additional math support	Through a process of triangulating data, individual students will be identified that need remediation so that their individual gap areas can be addressed and ultimately minimized. Once the proficiency rate/mastery level of an individual student is such that they are considered to be at "benchmark", they will be exited from the program.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/09/2016	\$1750	Marisa Doane Rich Hyde Keli Olsen Chad Wahlberg Shana Woodwyk Bree Breuker Krystal Lawton
Vocabulary Awareness	Members of the math department will increase the emphasis placed on common core vocabulary awareness.	Direct Instruction	Tier 1	Implement	09/08/2015	06/09/2016	\$300	Marisa Doane Rich Hyde Keli Olsen Chad Wahlberg Bree Breuker Krystal Lawton
Use of Visual Data - Battle Creek Activity Books	SLMS science instructors will increase the use of visual data (graphs, charts, diagrams, etc.) to improve science reasoning skills. Visual data will be a point of emphasis that is added to lessons throughout the 2013-2014 school year	Direct Instruction	Tier 1	Monitor	09/08/2015	06/09/2016	\$1000	Laura Molyneux Stacey Peterson Bree Breuker Chad Wahlberg

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

Spring Lake Middle School

Reading Support	Middle school language arts instructors will provide opportunities for additional reading support to students outside of scheduled class time.	Academic Support Program	Tier 2	Implement	09/08/2015	06/09/2016	\$500	Heather Brewer Greg Brown Audrey Chambers Shelly Ellingboe Keli Olson Krystal Lawton
Professional Development	The language arts staff members will expand their knowledge of current reading research. They will meet with and observe expert teachers from within and/or outside the district to observe and discuss research based practices. An example of this may be sitting in on elementary classrooms, in our own district, to gain additional perspective related to the instructional strategy of conferring (with students).	Professional Learning	Tier 1	Implement	09/08/2015	06/09/2016	\$250	Heather Brewer Greg Brown Audrey Chambers Shelly Ellingboe
Informational Text Analysis	Teachers will utilize informational text in conjunction with their methodology as it pertains to science instruction. A significant grant was provided to our school on behalf of the Spring Lake Schools' Foundation to promote this initiative.	Direct Instruction	Tier 1	Implement	09/08/2015	06/09/2016	\$0	Laura Molyneux Stacey Peterson Bree Breuker
Comprehension Strategies	SLMS ELA staff will teach comprehension strategies. This will include think aloud and interactive strategies.	Direct Instruction	Tier 1	Implement	09/08/2015	06/09/2016	\$500	Heather Brewer Greg Brown Audrey Chambers Shelly Ellingboe Keli Olson
Fully utilize updated materials	The new materials and resources, Big Ideas and Discovery Education, will make it much easier to deliver the standards to students in both the 7th and the 8th grades.	Curriculum Development	Tier 1	Monitor	09/08/2015	06/09/2016	\$3000	Scott Ely Marisa Doane Rich Hyde Chad Wahlberg Bree Breuker

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**School Improvement Plan**

Spring Lake Middle School

SPEC (social, political, economic, and cultural) Initiative	In conjunction with the SPEC initiative that the SLMS social studies department has already received training on and implemented, members of the department will push students to be engaged with higher order thinking that involves analysis, synthesis, and evaluation. Additionally, Depth of Knowledge (DOK) concepts and principles will be incorporated when applicable.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/09/2016	\$0	Eric Kipling Tammy Kuhlman Stacey Peterson Jeremy Thelen
Assess the amount of informational reading throughout the school	The ELA department will assist non-language arts staff members with the attainment of informational text resources . They will also help guide instructors that need to enhance their comfort level related to teaching reading strategies in a setting other than an English classroom.	Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2016	\$0	Heather Brewer Greg Brown Audrey Chambers Shelly Ellingboe Aaron West Scott Ely Laurie Draeger