School Improvement Plan

Spring Lake Intermediate School

Spring Lake Public Schools

Mr. Ben Lewakowski
345 HAMMOND ST
SPRING LAKE, MI 49456-2064

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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 is a village in Ottawa County in the U.S. state of Michigan. The population was 2,323 at the 2010 census. The village is located within Spring Lake Township. The school remains relatively stable in enrollment.

Our demographics is stable as is the academic progress of the students which can be viewed at:

http://springlakeschools.org/sites/default/files/district%20combined%20report.pdf

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.

SLIS MISSION

Bridging the gap from childhood to adolescence as we educate and inspire each student to live, learn, and lead with excellence.

SLIS VISION

Spring Lake Intermediate School is a community of students, parents, and staff where we…

show integrity by respecting ourselves, others and our surroundings,

celebrate diversity and treat others equally by showing compassion to all,

motivate each other to achieve personal excellence through perseverance,

develop friendships with our peers and relationships in our community,

AND

children always come first.

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.

Our school has shown academic improvement in math, reading, social studies and science over the past 3 years as evidenced in the annual report MEAP score reporting.

Spring Lake Intermediate has been identified as one of the 344 Rewards schools of the 4247 schools in Michigan.

Spring Lake Intermediate has been recognized as a Green School for the past 3 years.

Additional Information

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

Spring Lake Intermediate School annually houses approximately 330-375 students.

The Intermediate School is traditionally home to six two-person teams at each grade level with Special Education services for those students who require it.

Each student receives a challenging, well-planned, and fun education in our Core areas of instruction: Mathematics, Science, Integrated Language Arts (Reading and Writing), and Social Studies. Our Encore classes enrich the students learning process. These classes are: Technology, Physical Education, Health, Art, Music, and Band.

The Spring Lake Intermediate School Parent Club is a very active part of our school. This association plans Family Nights, coordinates many events within the school, provides the school with volunteers, and financially helps supplement many opportunities for the Intermediate School.

At the Intermediate School, we feel very passionate about enhancing each child's educational experience by blending academics with three main areas. These are: Co-curricular Activities, Academic Enrichment, and Working Together (Service).

Co-Curricular Activities

Intramural Sports

Student Council

Drama Club

Chess Club

Ski Club

Art Club

Boy Scouts/Girl Scouts

Spelling Bee

Student Operated School Store

Family Nights

Activity Nights

Total Trek Quest

Girls on the Run

Academic Enrichment

Fifth Grade Science Camp

Career Speakers

Career Awareness Programs

Accelerated Reader Program

Study Table ("Breakfast Club")

After school Math Lab

Working Together

Active Parent Club

Volunteer work at Central Park

Beautification of School Entrance and Grounds

97-99% participation at Fall/Spring Parent-Teacher Conferences

STARS

Other Points of Interest

We have 12-week marking periods with students grade available online daily.

An Assignment Line is available nightly for parents and students to call.

Students use daily planners at school.

The Intermediate Insights, our newsletter, goes home every other Friday. It is also posted on the school web site for reference as well.

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.

School improvement meetings are held monthly (minimum) with all members of the school staff. Professional development was made available to the staff for database usage and data analysis. This was used in several meetings as staff members reviewed former school improvement goals and data from the previous years to create new two-year school improvement goals. Title1 personnel was present at these opportunities and meetings.

Parent input for was gathered during the revision of the school's mission and vision statements. Three additional opportunities were offered to parents to attend evening sessions on Title 1 services and curriculum input.

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

Teachers: data analysis, goal creation, implementation
Parents: input
Interventionists: at-risk student interventions
Principal: accountability

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

The final school improvement plan was posted on the school website. It was also referenced in school newsletters.
A time to discuss the plan and the annual report was made available to parents at the Open House before the start of school.

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?

There currently exist no challenges. Enrollment has been, and continues to be, high for a number of years. The number of out of district students that want to attend our school continues to be high as well.

Student Demographic Data

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

There currently exist no challenges.

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?

There currently exist no challenges. We will continue to promote our school-wide culture program (Rachel's Challenge) to emphasize kindness to all.

Student Demographic Data

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

We will continue to examine our population especially in the area of student poverty and achievement.

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?

We have a veteran administrator of fifteen years (22 in education) who has been the sole principal of the school. This has help create a cohesive staff that works very well together.

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?

We have a veteran staff that translates into excellent collaboration and high student achievement.

Teacher/School Leader(s) Demographic Data

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

The school administrator has been absent from the school a minimal amount of time.

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?

Staff absence rate is very low.

Teacher/School Leader(s) Demographic Data

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

No challenges currently exist no action at this time is not necessary.

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?

Every strand indicates strength within the school.

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?

No strands/standards/indicators stand out as challenges currently.

12. How might these challenges impact student achievement?

n/a

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.

n/a

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?

We assess our students formally twice a year, using a triangulation of data in core subject areas, to identify students with disabilities for Title I, Title III, Section 31a, IDEA, and extended learning opportunities

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

Students have extended learning opportunities before school twice a week and the option to miss their encore classes to get extra help (50 minutes per day in both 5th and 6th grade).

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

The process for identifying students for Extended Learning Opportunities is outlined in our policies for Title 1 and 31a identification, and parents notified of these opportunities via letter and at Parent/Teacher conferences.

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?

Evidence found in curriculum maps, posted learning targets, and daily lesson plans.

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.

n/a

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

All-reading remains a strength across the grade levels as evidence by Discovery Education and MEAP assessment results.
Comprehension; critical thinking.
Stamina, reading more genres, fluency is increasing

19b. Reading- Challenges

Curriculum is broad--lacks depth.
Deeper level discussions, written responses do not demonstrate deeper reflection

19c. Reading- Trends

Reading has plateaued at a high success rate for our school.

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.

n/a

20a. Writing- Strengths

Variety of pieces
Understanding or essay/narrative/informational structure

20b. Writing- Challenges

Grammar/mechanics; Curriculum is broad.
Capitalization, punctuation, paragraph structure

20c. Writing- Trends

We have not had to test our student in writing at our grade level.

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.

NA

21a. Math- Strengths

Algebra

Usage of math vocabulary

21b. Math- Challenges

Number sense and computation; Curriculum contains too much.

Basic facts, mental math, application/problem solving, time limitations

21c. Math- Trends

Math overall results are trending upwards including subgroups.

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.

We will review our data at the end of the school year, along with M-STEP results to adjust our math SI goals as needed.

22a. Science- Strengths

Integrated curriculum; QPOEE

Understanding differences in disciplines of science, hands on learning

22b. Science- Challenges

Curriculum is broad--lacks depth.

Completion of full investigations, time limitations

22c. Science- Trends

NA

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.

NA

23a. Social Studies- Strengths

Government and economics

Connecting past issues to current issues

23b. Social Studies- Challenges

No set/dated curriculum.

Lack of geographic knowledge, time limitations

23c. Social Studies- Trends

This is the first year with M-STEP testing in social studies. We will look to identify trends after we get the results.

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.

NA

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?

Not required to give student survey.

24b. Student Perception Data

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

Not required to give student survey.

24c. Student Perception Data

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

Not required to give student survey.

25a. Parent/Guardian Perception Data

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

Of the questions of which parents were surveyed, all of the questions received an average rating of Effective or better. Some of the questions with the highest scores were:
I found my child's teacher approachable and easy to partner with this year.
Overall, I feel that I am kept informed about what is going on at my child's school.
My child's school supports students so they can succeed.
My child feels safe at school.
I feel my child is prepared to succeed on state and academic tests.
I believe my child has been prepared to succeed in the next grade or school setting.
I am glad my child attends SLIS.

25b. Parent/Guardian Perception Data

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

While the results of the parent survey were very positive overall, some of the areas receiving lower percentages (as compared to the other questions) were:

Career awareness/exploration is part of the curriculum at my child's school.

My child has a wide range of activities to meet his/her interests and talents at school (for example, clubs, music, sports).

Teachers provide for my child's individual needs by modifying instruction.

I know what to do in the event of an emergency at school.

Our school provides after school, weekend or summer school programs for students

who need them.

I actively work with my child's school to improve student learning.

25c. Parent/Guardian Perception Data

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

Our school will examine the results and investigate ways to improve each area. This will be done at staff meeting, parent meetings, and through surveys.

26a. Teacher/Staff Perception Data

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

The results of the staff survey found that the staff was pleased with every aspect of the school. These areas included staff environment, student environment, curriculum, instruction, professional development, and administration.

26b. Teacher/Staff Perception Data

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

None

26c. Teacher/Staff Perception Data

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

n/a

27a. Stakeholder/Community Perception Data

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

See Parent/Guardian Perception Data. Stakeholder/Community survey not required at this time.

27b. Stakeholder/Community Perception Data

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

See Parent/Guardian Perception Data. Stakeholder/Community survey not required at this time.

27c. Stakeholder/Community Perception Data

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

See Parent/Guardian Perception Data. Stakeholder/Community survey not required at this time.

Summary

28a. Summary

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

Our school continues to function at a high level in all four given areas.

28b. Summary

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

We believe that monitoring these four areas, while continuing to deliver robust instruction, we will continue to function at a high level.

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?

If identified, these challenges will be addressed in the SI plan through instruction adjustment, identifying best practices in the identified areas, implementation and monitoring.

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		

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	http://springlakeschools.org/publications/annual-education-report	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Our school is a 5th and 6th grade building only.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Our school is a 5th and 6th grade building only. We do not use EDPs.	

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		

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	Dennis Furton, Superintendent 345 Hammond Spring Lake, MI 49456 (616) 846-5500	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

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?

Our staff collaboratively participated in the comprehensive needs assessment during weekly staff meetings during the 2013-2014 school year. Data reports were accessed either electronically or in paper from IRIS, MI School Data and PowerSchool. The school staff identified achievement gaps in all content areas for all students and sub groups with multiple test results. Staff then looked for connections/themes that aligned with staff/parent/student, program, demographic input. Finally, staff prioritized the areas of greatest need for all and identified sub groups and preliminary priority goals. Staff worked together to develop strategies and activities to obtain our goals. The staff used the results to complete a final alignment to ensure that all data results aligned with the priority goals. Additionally, the team completed the School Data Analysis diagnostic in AdvancED.

The process of determining whether or not a student is eligible for Title 1 math interventions begins with looking at MEAP scores. Students are immediately identified if they earned a score of 3 or 4. Students with a 2 on the MEAP may qualify depending on other scores. Student's Moby Max and Discovery Education scores are also factored in for triangulation. Those students identified within these groups then have their year end math test added to the equation. These combined results provide us with a triangulation of data to create a Title 1 qualifying list prioritized by degree of need. The process of determining whether or not a student is eligible for Title 1 reading interventions begins with looking at MEAP scores. Students are identified if they earned a score of 3 or 4. Students scoring a 2 on the MEAP may qualify depending on other scores. Discovery Education and Fountas and Pinnell scores are also considered and results are triangulated to identify students. Parent representative(s) are invited to be members of the school improvement team by the principal. The principal explains the process for the SIP meetings during a face-to-face meeting with each parent. Parents who accept attend as many meeting as possible. We encourage parents to ask questions anytime during the meeting so there is no confusion. They are helpful in providing the parent perspective. Parents worked specifically on the parent involvement plan and activities, and reviewing parent and student survey data. Parent representatives are encouraged to share updates at Parent Club meetings.

We sought additional input regarding the school culture, curriculum, Title I program, and specific parent concerns from parents through on line surveys. Surveys were available for parents to complete at home or in the computer lab following parent-teacher conferences. Parent input was also welcome at Parent Club meetings or through conferences with teachers and/or the principal.

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 on the eligibility criteria worksheet. The data collected on that sheet includes State Assessment data, local assessment data, socio-economic need and teacher recommendation if applicable. We monitor supplementary services, and an enter/exit date of service. This is consistent by grade level and content subject. Worksheets are reviewed by Title I staff, teachers, and building principal during staff/grade level meetings as well as during SIP meetings if necessary.

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:

Grade Span: 5th and 6th

Identification/Criteria for Selection: Students were identified as "at risk" based on triangulating their scores on a data rubric throughout the school year during staff, grade level, and data meetings. MEAP, Discovery Education, Fountas and Pinnell, progress monitoring tools, and local assessments are used in both 5th and 6th grade to identify students using a common, triangulated data rubric.Teacher input was also considered when identifying students as at risk of failing based on completion/challenges of daily classroom activities.

Math

Grade Span: 5th and 6th

Identification/Criteria for Selection: Identification/Criteria for Selection: Students were identified as "at risk" based on triangulating their scores on a data rubric throughout the school year during staff, grade level, and data meetings. MEAP, Discovery Education, Moby Max, progress monitoring tools, and local assessments are used in both 5th and 6th grade to identify students using a common, triangulated data rubric.Teacher input was also considered when identifying students as at risk of failing based on completion/challenges of daily classroom activities.

Science

Grade Span: 5th and 6th

Identification/Criteria for Selection: Students were identified as "at risk" based on MEAP scores. Students also qualified as at-risk based on common grade level assessments. Teacher input was also considered based on completion of daily activities as well as daily observation.

Social Studies

Grade Span: 5th and 6th

Identification/Criteria for Selection: Students were identified as "at risk" based on MEAP scores. Students also qualified as at-risk based on common grade level assessments. Teacher input was also considered based on completion of daily activities as well as daily observation.

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 Intermediate does not have grades P-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.

Each student's data is entered on the eligibility criteria worksheet. The data collected on that sheet includes state assessment data, local assessment data, socioeconomic need and teacher recommendation if applicable. This is a point system rubric that helps us determine the students with the highest needs. Time and intensity of interventions is determined by level of need. The staff tracks supplementary services, and an enter/exit date of service. This is consistent by grade level and content subject. Worksheets are reviewed by Title I staff, teachers, and building principal during staff/grade level/data meetings as well as during SIP meetings if necessary. Services include, but are not limited to, intervention services during the school day (not during core instruction), before school Breakfast Club, and after school math lab. Interventions are started with the classroom teacher, but include our intervention teachers and paraprofessionals (which are certified teachers). Push in, pull out, and extended day opportunities are available.

Component 3: Incorporated Into Existing School Program Planning

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

Spring Lake Intermediate has been involved with the AdvancED School Improvement Process for many years. The members of the school improvement team were involved in all aspects of the plan. School improvement meetings were held to provide opportunities for collaboration between staff, administration, and parents. The principal and grade level teacher representatives each took a portion of the plan to work on and gather data. Staff examine student achievement data (state and local assessments), school programs/process data (progress monitoring results, self-assessments), perceptions data (various stakeholder surveys), and demographic data throughout the year during weekly staff meeting time.

All staff is involved in the SIP process and all students are represented with the goals we write. when we review our data we are looking at trends in gaps and where we can provide additional support to close the gap. As a collective staff we review this information and the majority of our conversations, plans and strategies written are about how we can close the gap for our lowest learners. However, when we write our goals we do so to incorporate the growth of all our students. Even students who are showing great progress, we have expectations that they will maintain their rate of growth throughout the year. Therefore, our goal is very comprehensive and we get more specific in addressing deficit areas when we write our strategies and activities. All students can and will benefit from the goals we have written for the students but they are more directly targeted toward our struggling population.

The Targeted Assistance Plan is aligned with the Michigan State Framework (GLCES, now transitioning to the Common Core), and Public Act 25. Spring Lake Intermediate has a process for the review and revision of curriculum on a timely basis. Curriculum teams, which include the Curriculum Director, administrators and teachers, meet to review and revise curriculum in accordance with State and district timelines. A Curriculum Review multi-year planning calendar is on file in the Curriculum and Instruction Office.
All services are coordinated between Title 1 and general education staff.

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 at Spring Lake Intermediate School implements multiple strategies in the core subject areas that help eligible Targeted Assistance students to reach State standards:

Strategy: Cross curricular teaching science with language arts

Activities: Students will read and discuss non fiction texts related to grade level science concepts

Research Cited: nsta.org/ngss

Calkins, Lucy, Mary Ehrenworth, and Christopher Lehman. Pathways to the Common Core: Accelerating Achievement. Portsmouth, NH: Heinemann, 2012.

Strategy: Math Fact Fluency

Activities: students will complete at least 3 days a week to fact fluency activities

Research Cited: Visible Learning by John Hattie

Strategy: Cross curricular teaching social studies with language arts

Activities: Students will read and discuss non fiction texts related to grade level social studies concepts

Research Cited: NCSS www.socialstudies.org

Fountas, Irene, and Gay Su Pinnell. When Readers Struggle: Teaching That Works. Portsmouth, NH: Heinemann, 2008.

Strategy: Response to Intervention Support - Tier II and Tier III

Activities: Staff will use the Fountas & Pinnell LLI Kit to enhance student learning

Research Cited: Fountas & Pinnell,

Richard Allington - What Really Matters in Response to Intervention

Tim Rasinski - Implementing Readers Theater as an Approach to Classroom Fluency Instruction

Routman, Regie. Reading Essentials: The Specifics You Need to Teach Reading Well. Portsmouth, NH: Heinemann, 2003.

Sanden, Sherry. "Independent Reading." The Reading Teacher 66, no. 3 (2012): 222-31.

Allington, Richard. "You Can't Learn Much From Books You Can't Read." Educational Leadership 60, no. 3 (November 2002): 16-19.

Fountas, Irene C., and Gay Su Pinnell. The Continuum of Literacy Learning, Grades PreK-2, Second Edition: A Guide to Teaching, Second Edition. 2 edition. Portsmouth, NH: Heinemann, 2010.

Strategy: Understanding the unique learning challenges of economically disadvantaged children

Activities: Staff training on Understanding Poverty by Ruby Payne

Payne, Ruby K. Framework for Understanding Poverty. 3rd edition. Highlands, TX: Aha Process Inc, 2003.
Strategy: Family Involvement

Strategy Statement: Staff will support opportunities for family involvement.

Activities within this strategy include:

Parent Curriculum Night

Activity Description: Curriculum nights will be designed by the classroom teachers within each grade level. Teachers will prepare activities for parents to participate in to show them how their children are being taught. Strategies that are modeled in the classroom will be modeled for the parents. This will give parents the tools to help their child succeed at home with their homework.

Strategy: Professional Development

Strategy Statement: Staff will participate in research-based instructional professional development. Activities within this strategy include:

Math Common Core Standards Professional Development

Activity Description: Staff will attend various professional development aimed at ensuring the effective implementation of the Common Core State Standards.

Tier 1 Intervention Services
Activity Description: Staff will participate in professional development around how to intervene appropriately at the the Tier 1 level..
subject area or content expectations.

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 staff at Spring Lake Intermediate implements multiple strategies that increase the quality and quantity of instruction for eligible students including:

Intervention Strategies

Strategy Statement: Staff will implement research-based intervention strategies.

Activities within this strategy include:

Manipulatives

Activity Description: Manipulatives will be used throughout lessons to provide a hands-on experience for students. Offering students differentways to explore concepts being taught allows for true mastery. Manipulatives may include, but are not limited to math versatiles, base ten blocks, sorting squares, scales, clocks, tangrams, solid figures, Hands-On Algebra, etc.

Research-Based Math Instruction

Activity Description: Staff will instruct using research-based strategies (context-rich activities, problem solving using multiple representations and technology, development of cognitively demanding mathematical thought, and developing academic vocabulary.)

Small Group Activities

Activity Description: Students will work in small groups on activities that will help them master concepts being taught. Small group activities may include but are not limited to math games, math facts practice, working on whiteboards, and computer based learning activities.

After School Math Lab

Activity Description: After School Math Lab will be available for eligible students who need additional assistance in math. Students will meet with teachers two times per week for one hour and work on instructional activities that will promote mastery of concepts that students are struggling with in the classroom.

Reading Across the Curriculum

Activity Description: Teachers and support staff will incorporate non-fiction, multi-curricular leveled books, high interest books, and technology resources to enhance reading comprehension across all curricular areas.

Lower Socioeconomic Learners

The staff will engage in learning opportunities to explore how students who come from lower socioeconomic conditions best learn.

Citations:

http://www.corestandards.org/assets/Math_Publishers_Criteria_K-8_Spring%202013_FINAL.pdf

http://www.borenson.com/ResearchBased/ResearchStudies/tabid/857/Default.aspx

http://books.google.com/books?hl=en&lr=&id=ZKa46ZItQ4cC&oi=fnd&pg=PP1&dq=cross+curricular+learning+benefits&ots=sprsbgTJaq&sig=riRYi-

f77tzgO6saIPCArMDsxEI#v=onepage&q=cross%20curricular%20learning%20benefits&f=false

http://www.rtinetwork.org/learn/what/rtiandmath

http://www.readwritethink.org/classroom-resources/lesson-plans/author-study-improving-reading-906.html#resources

http://www.corestandards.org/ELA-Literacy/RI/6

http://nichcy.org/schools-administrators/rti

http://www.ahaprocess.com/store/research-based-strategies-book/

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

Since the implementation of the TA program at Spring Lake Intermediate, we have seen evidence that supports the effectiveness of

extended, supplemental learning opportunities. Our data Spreadsheets show evidence of growth within our triangulation of data.

Parent involvement has increased with at-risk students since the implementation of the TA program.

This is assessed through the tracking of parent participation at Title I parent events. Student movement in the TA program is another indication that supplemental learning time leads to student success, which is tracked by the Title I teacher with entrance and exit dates. Ultimately, the effectiveness of supplemental learning time will continue to be assessed by monitoring the achievement gap between academically at-risk students and those who meet the state standards.

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

In order to interfere as little as possible with classroom instruction, the Title I teacher creates a schedule that coordinates as much as possible with the classroom teachers' instruction. Interventionists work with teachers in order to reduce any loss of instructional time. Our pull-out times are scheduled around homeroom time, classroom target time and silent reading time to the best of our ability.The Title I teacher provides supplemental, small group language arts services during times that are most conducive to the classroom teachers. In addition, the Title I teacher works with the classroom teachers to provide push-in support for the remaining core subject areas as needed. We also pull students from Encore (art, music, PE, health, band, and technology) classes v. core classes. These schedules and lesson plan are available for review.

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?

Through the weekly staff/grade level meetings, teacher teams meet with Title I staff to coordinate student services. Additional grade-level meetings also occur with the Title I staff and building principal as needed. In addition, services are coordinated at these times with language acquisition staff. Title I staff representatives serve on the school improvement team and participate in the coordinated planning, implementation, monitoring and evaluation of the School Improvement Plan and Title I Components.

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.

Spring Lake Intermediate does not have a kindergarten.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	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 SLIS paraprofessionals are highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All SLIS teachers meet NCLB requirements.	

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?

At the district level, the staff receives training throughout the school year on a regular basis, which focuses on differentiating reading instruction. Areas of focus for the upcoming school year are: Lucy Caulkins writing units, use informational, non-fiction texts across the core areas or instruction, utilizing the Fountas and Pinnell continuum to address DOK needs of students, creating probes and better understanding use of data reports in Discovery Education, better delivery of Tier 1 intervention at the classroom level, and a study to better understand the learning methodology or lower socioeconomic students.

Illustrations of sustained, ongoing professional development can be viewed in several areas. First, we started providing professional development in expanded writing units in 2011-12. We continued that training with Teacher's college writing units training in 2012-13 ans furthered this endeavor with K-5 writing units training in 2013-14. In 2014-15, we have two trainings scheduled; the first will be through a professional writing units trainer and all K-6 teachers will participate. The second will include grade level team training as a more targeted follow-up to the professional training.

Second, we have also embedded math standards training for four consecutive years. We started in 2012-13 with transitional training to provide support for the new Common Core State Standards. We continued in 2013-14 with training to interpret data and adjust instruction in math based on interim assessment/student performance. Based on what our teachers found in the data review training, we will focus on mathematical process training in 2014-15. We also have preliminary plans in place to expand training to the mathematical practice concepts (from the CCSS) in 2015-16.

Third, the building has also been embedded in sustained, ongoing Fountas & Pinnell training since 2009. In 2009, the F & P system was initiated. The initiation included comprehensive training. We have sustained training in F & P for six consecutive years. The most recent training was conducted during the August 27, 2014 professional development training and included all K-6 staff. Training was focused on the F & P continuum, which focuses teachers on moving students to a greater depth of knowledge in reading. This is an important illustration of the metamorphism of this training because we started in 2009 with the basic shell of what F & P is. Because of the sustained, ongoing PD we have maintained, teachers are now learning and employing this reading system at a very high depth of knowledge.

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 continue to be available during student Activity Nights and during newly established curriculum nights.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	2014-2015 PD calendar is under review.	PDplan PDlisting

Component 8: Strategies to Increase Parental Involvement

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

As an effort to provide parents with the opportunity to contribute to the design of the Targeted Assistance program, the Title I teacher holds an introductory fall Title I meeting. This meeting presents a background of the TA program at SLIS and provides parents with the opportunity to express their needs and desires for the program. Parent surveys serve as a guide for program design for the upcoming year. Over the past two years, evening meetings were scheduled during student activity nights to allow for parents to provide input and receive information on Title I. Parents were also given a menu of program options to pick from in designing targeted assistance for their child. (i.e. interventions in math, during school, after school, and/or in lieu of electives)

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

All teaching staff and support staff are responsible to support the improvement of parent involvement.
The principal is responsible for ensuring adequate release time, funds, and promotion of parent involvement events. After each event or activity, parents complete a survey so that staff can gauge the future needs and wants for more activities and events.
Based on the information gathered at the Title I fall parent meeting, the Title I teacher implements a program that is designed to meet the needs of the TA families. Within this program, the Title I teacher provides suggestions and materials for parents to use at home to support student learning. The parent compact serves as an agreement between the regular education classroom teacher, the parent, the Title I teacher, the student, and the administrator. Based on this document, parents pledge to implement strategies at home to support the efforts of the TA staff and to contribute to student success. The parent compact is revisited with parents at parent-teacher conferences and as necessary throughout the school year as an effort to maintain parent involvement in the implementation of the TA program.

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 communicate regularly with the classroom teachers as well as the Title I teacher to express any comments or concerns with the TA program. This communication serves as an informal evaluation to help provide guidance for the TA program. Formally, the Title I teacher conducts parent surveys that provide parents with an opportunity to evaluate the TA program. Parents were also invited to meet at Open House and at various times throughout the year while a student activity night was being held but no parents took advantage of that offer.	

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

Written Policy Development and Distribution and Title I program Development and Planning:

Section 1118 (b), Section 1118 (c) (3), Section 1118 (c) (5), Section 1118 (e) (12)

Spring Lake Public Schools has a parent involvement policy and the Board of Education sets the policy but the school carries out all activities outlined in the policy and required by Title I. As a district, the SLPS has created a partnership that involves all stakeholders in the decision making process at each building and level. SLIS has a Parent Club that gives input into all aspects of the educational process, including the development of the parent involvement policy. Members of PAC are invited to attend the district Parent Advisory Council meetings (PreK-12) as well. The district wide Parent Advisory Council gives input to the Curriculum Director related to district wide educational issues and concerns.

The parent involvement policy for SLIS was developed in collaboration with staff and parents. Each shared ideas to include and then worked to synthesize the thoughts and prepare a completed policy. Efforts were made by all stakeholders to prepare a policy that did not contain educational jargon but that would be accessible to all parents.

Spring Lake Intermediate School will encourage and invite the involvement of parents in planning and reviewing the Title 1 program by: Reviewing the School Parent Involvement Policy at Open House, Posting the Parent Involvement Policy for parents to review during Fall Parent Teacher conferences in a visible location and on school website, placing a suggestion box located under the visible plan for parents to make suggestions during the fall Parent Teacher conferences, distributing Parent Compacts at fall Open House and conferences, conducting a Parent Survey in spring for all parents. Reviewing and revising the Parent Involvement Policy to incorporate suggestions based on the Parent Survey results. Provide all avenues of communication with parents (school newsletter, classroom newsletters, District publications and website, blogs, Parent Club website) to increase parent involvement in the Title 1 program

In the future, SLIS's parent involvement policy will be annually reviewed at a building meeting and the annual Title I meeting, providing parents an opportunity to express dissatisfaction or concerns related to the policy. In addition, all parents will receive a copy of the policy each year at parent-teacher conferences at the same time that the classroom teacher and parent discuss and complete the parent compact. As needed, parents will receive information related to the policy in a language that they can understand, through the use of interpreters or an updated policy that is in a language that parents are able to understand.

5. Describe how the parent involvement activities are evaluated.

SLIS evaluates parent involvement activities based on multiple criteria. The parent involvement team is responsible for evaluating each parent activity. This team consists of the Title I teacher, the school improvement leadership team, and the principal. First, parent participation is monitored through attendance at individual events. This information helps the SIP team to identify which programs are well received by TA parents. Specific feedback questionnaires are used as "exit tickets" to elicit immediate responses from parents regarding particular events. In addition, the Title I teacher collects data through surveys to determine the needs and wants of parents regarding additional activities.

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

It was originally developed by the school and given to parents to review and offer suggestions. This past year a review was completed by a group consisting of staff and parents.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	Attached	parent_compact

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

Data will be distributed and explained at parent/teacher conferences in the form of a parent report. A key will be developed if parents cannotunderstand the results.

We have no ELL learners enrolled at this time.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		SLIS_PIP

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

It was discussed and signed at parent teacher conferences. Primary points of the compact are discussed at parent teacher conferences (i.e. reviewing strategies for improvement, detailing methods of how parents can support students at home, and the review of data).

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.

We review data then blend some parts of all resources to service eligible students. Our Title I teacher provides supplemental and timely instructional support to students during the school day. Title I staff work collaboratively with general education staff during regular weekly meetings to monitor and support students in meeting eligible students' academic goals.

Parent involvement activities are designed and implemented throughout the year. Parents have multiple opportunities for providing input into school and Title I program.

Title IIa funds provide professional development to our teachers based on district and school improvement goals.

Our Department of Nutrition Services provides Federally subsidized nutritious breakfast, lunch, and after school snacks during the school year and in the summer at no or low cost to eligible students.

Building-level budget: Provides resources for additional instructional materials to be used for supplemental learning with at-risk TA students.

Our district is not eligible for Section 31a, state grant for neither at-risk students nor other Title I grants.

Finally, all State and Federal program staff meet consistently to discuss, create, comply with and upgrade program implementation.

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 integrated towards the achievement of the school goals.

Our school is involved with additional programming available through Tri-Cities College Access Network, Tri-Cities Ministries, and we will begin implementing Rachel's Challenge (anti-bullying program) this Fall. WE have explored the use of high school HOST volunteers to supplement our intervention program. Additionally, our homeless liaison has coordinated help within our building.

Component 10: Ongoing Review of Student Progress

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

Spring Lake Intermediate will evaluate the implementation of the Title I plan through a continuous-cycle model of the AdvancED school improvement process. The staff use data from multiple sources--MEAP, Discover y Education, Fountas and Pinnell. Moby Max, District and Building Common Assessments, and staff, parent and student perceptual and implementation surveys and focus groups to determine the level of progress being made on the school goals during our weekly staff meetings. Implementation of instructional strategies is monitored by the SIP team on a quarterly basis through a review of lesson plans and questionnaires to ensure strategies are being implemented with fidelity. Our staff has an opportunity to discuss the results' during data review time. Students who continue to need additional academic support will be identified and provided supplemental instruction through extended learning programs. At risk students will be monitored a minimum of eight times per year by the intervention staff to determine the appropriateness and effectiveness of interventions utilized.

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.

Based on continuous the review of student achievement, the Title I teacher works collaboratively with the staff and administration to provide supplemental instruction in whatever core subject areas need improvement as determined by Discovery Education testing, the MEAP, and common assessments. Teachers meet weekly in grade level meetings to collaborate, discuss, analyze and plan for guided instruction for students that demonstrate an area of need. Once a trimester, grade level teams meet with the principal and Title I interventionist to collaborate on a variety of strategies for in-class instruction such as guided instruction using the workshop model and response to intervention and multi-tier interventions. The needs of TA eligible students as well as input from staff and parents shape the Title I program at SLIS. The effectiveness of the current targeted assistance plan will be reviewed by our stakeholders in the Spring. Stakeholders have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year by attending a Title I Spring Review meeting, The staff team will consider all ideas when updating the plan for the new school year.

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.

Teachers have been trained to use the data management system to locate data graphs and analyze the scores of their students. There has been RtI training available each year in the district for the past 5 years. Individual students are discussed often. These discussions include,at any given time: at-risk instructors, classroom teacher, special education teachers, school psychologists, and the building principal. The Title I teacher also relies on teacher input regarding struggles of students in their home lives or in completion of their daily work.

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.

The staff team creates surveys at least once every year, which includes the evaluation of the Title I program. These surveys are provided for parents, students, and teachers. These surveys help the staff to understand how the TA program can be used to better support parents, students and staff. In addition to the general surveys, the Title I teacher also surveys the TA parents separately in order to gain information to help revise the TA program as needed.
In regards to academic support, the Title I teacher evaluates effectiveness of the program based on student growth as measured by the student assessment scores.

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.

Common assessment data, MEAP data, Discovery Education scores and various student assessment data are regularly evaluated during weekly staff/grade level meetings. Teaching staff use data to differentiate instruction and identify where services for students need to be revised. The TA program is revised based on the data of these assessments as well as input from the classroom teachers.
Additional support is provided a variety of forms. Interventions occur in the classroom from the classroom teacher, with the Title I, or Special Education Teacher, as well as during the Encore classes (Music, Physical Education, Music, and Art).

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.

Classroom teachers and the Title I teacher meet regularly to discuss who will be best served by the TA program. Based on the evaluation and analysis of MEAP scores, Discovery Education, and academic improvement in the classroom, the staff determines if the TA program has been beneficial in closing the gap for students who were furthest from meeting state standards.

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.

At the end of every year, the Title I teacher considers survey results from the staff and parents to help determine how to structure the TA program for the upcoming fall. In addition, the academic focus of the program is revised to meet the needs of students as determined by the results of their Discovery Education, MEAP, and Fountas and Pinnell scores. The program is altered throughout the school year as needed based on what areas the students are showing growth and deficiencies in as well as what areas of concerns are expressed by the teachers.

SLIS School Improvment Plan

Overview

Plan Name

SLIS School Improvment Plan

Plan Description

The plan addresses the needs of all students including Title 1.

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 will be proficient in math.	Objectives: 3 Strategies: 4 Activities: 5	Academic	$41000
2	All students will be proficient in reading.	Objectives: 2 Strategies: 3 Activities: 3	Academic	$40000

Goal 1: All students will be proficient in math.

Measurable Objective 1:

A 10% increase of Fifth and Sixth 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 as well as score above the 80% accuracy mark in Mathematics by 06/01/2016 as measured by common assessments, MEAP/Smarter Balanced Assessment, and Discovery Education..

Strategy 1:

Fifth Grade Addition and Subtraction of Fractions - Teachers/Staff will utilize strategies for instruction for student improvement in the area of addition and subtraction of fractions that are aligned to the CCSS.

Category:

Research Cited: http://www.corestandards.org/assets/Math_Publishers_Criteria_K-8_Spring%202013_FINAL.pdf

Tier:

Activity - New Math Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 5th grade staff will receive professional development, then implement, the new math curriculum that is aligned to the CCSS.	Implementation			08/26/2013	06/06/2014	$1000	Title II Part A	Scott Ely Ben Lewakowski 5th grade Staff (teachers, paraprofessionals. interventionist)

Activity - Use of Manipulatitves	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement and document the use of, and assessment of, instrcution using manipulatives when teaching the addition and subtraction of fractions.	Direct Instruction			09/03/2013	06/06/2014	$0	No Funding Required	5th grade staff (teachers, paraprofessionals, and interventionists) Ben Lewakowski, Principal

Strategy 2:

Sixth Grade Using Adding and Subtracting to Solve Algebraic Equations - Teachers/staff will utilize hands-on equations and manipulatives while instructing and implementing the CCSS in mathematics.

Category:

Research Cited: http://www.borenson.com/ResearchBased/ResearchStudies/tabid/857/Default.aspx

Tier:

Activity - Direct Instriction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation and instruction.	Implementation			09/03/2013	06/06/2014	$0	No Funding Required	6th grade teachers and building principal

Measurable Objective 2:

100% of Fifth and Sixth 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 collaborate to use tables, charts, and graphs when learning in all four core areas of instruction in Mathematics by 05/30/2014 as measured by a pre and post test..

Strategy 1:

Cross-curricular implementation - Teachers will incorporate the use of tables, charts, and graphs in all four core areas of instruction.

Category:

Research Cited: http://books.google.com/books?hl=en&lr=&id=ZKa46ZItQ4cC&oi=fnd&pg=PP1&dq=cross+curricular+learning+benefits&ots=sprsbgTJaq&sig=riRYi-f77tzgO6saIPCArMDsxEI#v=onepage&q=cross%20curricular%20learning%20benefits&f=false

Tier:

Activity - Grade Level Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate in grade level meetings monthly to develop learning opportunities for all students using charts, tables, and graphs across all four core areas of instruction.	Professional Learning			09/03/2013	05/05/2014	$0	No Funding Required	Grade level teachers, at-risk instructors, building principal

Measurable Objective 3:

100% of Fifth and Sixth 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 complete a portfolio or performance in receipt of timely intervention services if they are identifed as at-risk. in Mathematics by 05/30/2014 as measured by Discovery Education and/or Inquizit math screener..

Strategy 1:

RtI Identification and Intervention Services - Early identification of students using a point system.

Category:

Research Cited: http://www.rtinetwork.org/learn/what/rtiandmath

Tier:

Activity - Tier 1, 2, and 3 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Service for students who qualify.	Academic Support Program			09/03/2013	05/30/2014	$40000	Title I Part A	Classroom teachers, intervention services staff, building principal

Goal 2: All students will be proficient in reading.

Measurable Objective 1:

A 10% increase of Fifth and Sixth 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 as well as score above the 80% accuracy mark. in English Language Arts by 06/06/2016 as measured by common assessments, MEAP/Smarter Balanced Assessment, and Discovery Education..

Strategy 1:

Cross-curricular implementation - Teachers/staff will implement and document best practices in inferring throughout all areas of instruction.

Category:

Research Cited: http://www.readwritethink.org/classroom-resources/lesson-plans/author-study-improving-reading-906.html#resources

Tier:

Activity - Grade Level Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of inferring with Battle Creek Science kits, Oakland SS curriculum, and Making Meaning.	Professional Learning			09/03/2013	06/06/2014	$0	No Funding Required	Grade level staff and building principal

Strategy 2:

Citing Textual Evidence - Teachers will continue to encourage students to cite textual evidence to support analysis of what the text says explicitly as well as inferences

drawn from the text.

Category:

Research Cited: http://www.corestandards.org/ELA-Literacy/RI/6

Tier:

Activity - Compare and Contrast Texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Comparing and contrasting texts in different forms or genres in terms of their approaches to similar themes and topics.	Direct Instruction			09/03/2013	05/30/2014	$0	No Funding Required	All staff.

Measurable Objective 2:

100% of Fifth and Sixth 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 complete a portfolio or performance in receipt of timely intervention services if they are identifed as at-risk. in English Language Arts by 05/30/2014 as measured by common assessments, MEAP/Smarter Balanced Assessment, and Discovery Education..

Strategy 1:

RtI Identification and Intervention Services - At-risk students will be identified using a point system.These students will receive timely interventions to increase success in learning.

Category:

Research Cited: http://nichcy.org/schools-administrators/rti

Tier:

Activity - Tier 1, 2, and 3 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various intervention services for at-risk 5th and 6th grade students.	Academic Support Program			09/03/2013	05/30/2014	$40000	Title I Part A	All staff.

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 1, 2, and 3 Interventions	Various intervention services for at-risk 5th and 6th grade students.	Academic Support Program			09/03/2013	05/30/2014	$40000	All staff.
Tier 1, 2, and 3 Interventions	Intervention Service for students who qualify.	Academic Support Program			09/03/2013	05/30/2014	$40000	Classroom teachers, intervention services staff, building principal

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Collaboration	Use of inferring with Battle Creek Science kits, Oakland SS curriculum, and Making Meaning.	Professional Learning			09/03/2013	06/06/2014	$0	Grade level staff and building principal
Grade Level Collaboration	Teachers will collaborate in grade level meetings monthly to develop learning opportunities for all students using charts, tables, and graphs across all four core areas of instruction.	Professional Learning			09/03/2013	05/05/2014	$0	Grade level teachers, at-risk instructors, building principal
Compare and Contrast Texts	Comparing and contrasting texts in different forms or genres in terms of their approaches to similar themes and topics.	Direct Instruction			09/03/2013	05/30/2014	$0	All staff.
Direct Instriction	Implementation and instruction.	Implementation			09/03/2013	06/06/2014	$0	6th grade teachers and building principal

| Use of Manipulatitves | Teachers will implement and document the use of, and assessment of, instrcution using manipulatives when teaching the addition and subtraction of fractions. | Direct Instruction | | | 09/03/2013 | 06/06/2014 | $0 | 5th grade staff (teachers, paraprofessionals, and interventionists) Ben Lewakowski, Principal |

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
New Math Curriculum	The 5th grade staff will receive professional development, then implement, the new math curriculum that is aligned to the CCSS.	Implementation			08/26/2013	06/06/2014	$1000	Scott Ely Ben Lewakowski 5th grade Staff (teachers, paraprofessionals. interventionist)