Single Building District Improvement Plan

Chatfield School

Chatfield School

Mr. Matt Young
231 LAKE DR
LAPEER, MI 48446-1661

TABLE OF CONTENTS

Single Building District Additional Requirements Diagnostic

Title I Targeted Assistance Diagnostic

Single Building District Improvment Plan 2016-17

Introduction

The Single Building District Improvement Plan is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the Single Building District Improvement Plan 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?

Chatfield School is a Public School Academy located on 10 acres in Lapeer, Michigan. Chatfield has 474 students from the surrounding communities. Our schools demographic makeup is mostly white of non- Hispanic origin and is a mirror image of our county. We have a very diverse socio-economic range represented within our school. The biggest challenges associated with our community have been financial challenges and parents struggling to keep employment. Our free and reduced lunch student's percentages have increased from 5% to 30% in the past few years.

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.

Chatfield School is a Public School Academy with the purpose of providing Lapeer County students highest quality educational opportunity. Chatfield School is a partnership of teachers, parents, and children dedicated to learning. Chatfield schools operational philosophy for adults, parents and staff, and for children is that a child learns best and that each child can be successful when a community of caring, support, and encouragement is created by everyone acting as partners responsible for the success of each child.

Parents who enroll their child are expected to become active learners, seeking more knowledge of their child, children, the school, and the learning process. Teachers must not only be instructional leaders of the content and process of a child's education, but also must incorporate the parent as an equal partner in setting goals, assessing progress, and solving problems.

Educational Goals shall be established for all Partners, and a continuous school improvement process shall be in place to review the educational goals, to determine measurement standards for assessing each child's progress on student goals. Parents who are all Partners at Chatfield School will pursue specific educational goals which can empower them to most effectively assist their child to be successful. Staff members are role models for children and parents. Staff members model a commitment to continuous learning and improvement. Chatfield School provides parents and students a wide variety of opportunities to work together with the school to educate everyone. Parents are encouraged to be involved in all educational experiences. Each student is taught at the level and in the style that is best for his or her individual needs. Chatfield School believes that all children can achieve their highest potential if they are educated in ways that employ best practices and meet the student's individual needs. The school individualizes instruction for the student's ability. The school has high expectations for students and staff to work with parents to ensure that the every student succeeds.

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

Chatfield School was named a National School to Watch by the National Forum to Reform Middle Grades Education, the Michigan Association of Middle School Educators, and the Institute for Excellence in Education.

Chatfield School was named a State School of Excellence in 2012.

Chatfield School made Adequate Yearly Progress all three years.

Chatfield School was named a State School of Character.

Chatfield teachers have been invited to speak at state and national conferences.

Chatfield School students consistently score above state and county averages on the M-Step .

Chatfield School student enrollment is stable and we have wait lists for most grades.

Chatfield School has received the Best of the Best Award for schools in Lapeer County voted on by the community.

Areas of Improvement

Improvement in the core academic areas of Reading, Writing, Math, Science, and Social Studies.

Align our curriculum with the Common Core State Standards.

Upgrade our technology.

Upgrade and modernize our school building and playground.

All students 5th -8th grade are provided a laptop computer to take to and from school allowing for extended learning opportunities and improved technology skills.

Additional Information

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

Chatfield School is a Public School Academy that is authorized by Saginaw Valley State University and has been in existence since 1997. The Chatfield School Board of Directors has a contract with Chatfield Management Corporation a non-profit corporation to be the Educational Service Provider. Chatfield School has the Willows Outdoor Science Education Center which provides relevant Science and Social Studies curriculum to the Chatfield students and other student from surrounding school districts.

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.

All teachers are assigned a role on the school improvement team. Many of our teachers are also parents that are active within the school community. School improvement teacher groups are formed based on grade level taught and areas of expertise. Parents are also included in the process with evening meeting for our parent sounding board (PTO) which are attended by teachers as well.Groups meet regularly to analyze student performance data and progress on school improvement goals. The progress on school improvement goals and analysis of standardized testing data is shared with parents, and the school board. The school directors comment at regularly scheduled meetings regarding student progress.

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

All classroom teachers and administrators are very involved in the planning and implementation of the improvement plan. Responsibilities for this group include sharing perceptions, analyzing data, analyzing needs, researching, writing goals and strategies, and ultimately implementing the school improvement plan. The school board and staff parents offer insight on standardized test data and possible direction for the improvement plan. The school board which has parent participation also reviews the school improvement plan.

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 school improvement plan is presented to the staff at a regular staff meeting. The staff reviews the plan and its progress during professional development days and at monthly staff meetings throughout the course of the school year. The school improvement plan is posted in the staff lounge. The school improvement plan is presented to the school board. Progress is constantly being monitored by school directors. The school improvement plan is posted on the school website.

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?

Enrollment has been stable at the school. One area of concern is the eighth grade level. A small number of students do not stay at the school to complete eighth grade because of the local school districts configuration that has an eighth and ninth grade. Another area to watch is the number of free and reduced students has increased over the past several years and has begun to stablilize. At-risk population has increased and the number of students eligible for Title 1 services has increased as a trend.

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

Attendance rates are very stable and 95% - 100% attendance is maintained normally.

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?

Discipline referrals and suspensions have decreased over the past three years. Male students tend to have more serious behavior issues that result in a referral to the principal.

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

We have worked to develop relationships with students, link students, provide leadership opportunities, and a 1 to 1 technology program, to encourage enrollment through 8th grade.
Teachers could seek ways to learn more effective strategies for working with boys related to discipline.

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?

The Chatfield School is fortunate to have on staff teachers and administrators that have master's degrees and ten or more years experience in education. This has a positive impact on student achievement because there is stability in teaching methods and a desire to continue to improve as quality, experienced educators.

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?

Most of the teachers in the building have more than 10 years of experience teaching in the building. This is a benefit to student achievement because curriculum and methods have been honed over the years. The staff is committed to learning new and effective methods of instruction. New teachers are embraced and their ideas are welcomed as they receive professional development and mentoring from experienced teachers.

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 number of school leader absences that were personal are minimal. This is a positive for student achievement as the school functions in a smooth way and staff and students may be more on task when school leaders are present. Time that the school leaders were not in the building is minimized as much as possible.

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?

Teacher absence increased a bit this year due to personal absences. Time spent on professional learning during scheduled school days is minimized to maximize on the number of on task teaching hours students receive.

Teacher/School Leader(s) Demographic Data

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

While there are no areas of weakness in this area, school leaders do monitor staff attendance and professional development closely.

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?

The strands that stand out as strengths are the school, family, and community relations and professional learning culture. Indicators that stand out are instructional staff collaboration, the collaborative culture that exists in the school and school and family involvement and communication.

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?

Student involvement in the assessment process is an area that was partially implemented. The school is working on developing new strategies for portfolio assessment and how students can be involved in the assessment process including setting goals. Another area of partial implementation is intentional practices. The school is working to develop strategies for documentation of the decision making process utilized in the school program.

12. How might these challenges impact student achievement?

These challenges do not have significant impact on student achievement. However, students keeping assessment data and using the assessment data to create goals may be a powerful tool in increasing student achievement. Teacher input in decision making is also beneficial to student achievement.

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 have incorporated the process that students will analyze their data in reading and writing to create goals. This will require teacher training and is part of the school improvement plan.

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?

Each school year each teacher identifies students who may be eligible for services using the at risk identification forms. These lists are compared to students receiving special education services, students on free and reduced lunch, students identified as homeless, and students that are simply on the radar of school administration. These students are then compiled a master list of students is kept. The list is reviewed regularly by the school leader.

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

Reading and math tutoring is offered to eligible students in grades K-8.

Online courses are available for students in grades 6-8.

A library summer program is offered at the school.

Beyond the school day fine arts courses are offered at grades 6-8.

Various technology camps and ecology camps are offered throughout the summer months.

Family literacy tutoring is available to select grades depending on needs and the number of volunteers available.

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

The process for identifyng students for extended learning opportunity depends on the type of program that is offered. Title 1 programs are offered to all students that are eligible within the grade range that the program is being offered. These students are initially identified as at risk by the teachers and then must meet eligiblity requirements as defined by the school. All of these students are invited to participate in the program in writing and when possible by phone call.

Additional extended learning opportunities made possible by the family literacy center, or from the school's general fund are offered in a way to insure that all students have equal opportunity to participate.

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?

We have curriculum guides, examples of teacher lesson plans, and teacher reviews/observation documents that indicate the state content standards are being implemented with fidelity. Analysis of state standardized tests also indicate areas of weakness related to mastery of standards and the staff works to address those identified standards.

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.

The school has not completed a health survey this year.

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

Overall strengths include comprehension/ reading for meaning of narrative texts. Teachers have implemented specific reading strategies including reading workshop. Anecdotally there is an overall school atmosphere of increased independent reading expectations and performance. Many teachers have received additional training in AARI reading training and the school has invested in a comprehensive ELA program.

19b. Reading- Challenges

Historically, and data confirms, informational reading is a challenge area. Specifically drawing conclusions and making inferences from both text and graphic features like charts, graphs, and caption is a weakness. Supporting conclusions with specific information from text has been an area of weakness. Implementing new expectations of common core especially at the early levels has been a challenge.

19c. Reading- Trends

Trends indicate at the K-3 level a shift in expectations with a specific emphasis on comprehension of informational text is a need. Trends also indicate that at the 7th/8th grade level we have an increase in reading level and overall comprehension.

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.

With an emphasis at the K-2 level, but at all levels a reading consultant will work with teachers to introduce new strategies to meet new common core state standards. The consultant will work at all levels with the RTI process of data analysis, identification, and intervention to support stuggling readers. Additional training for teaching informational reading strategies will be provided to teachers. Successful strategies that have shown positive results like reading workshop and increased reading time on task will be taught to all teachers.

20a. Writing- Strengths

Teachers have successfully implemented quality writing programs that are research based. The staff is currently working to align writing expectations to CCSS. Data indicates that students are strong in the area of voice in their writing. Anecdotally, teachers express satisfaction in their instruction of writing. Students participate in writing contests and are identified as quality writers.

20b. Writing- Challenges

Based on NWEA evidence grammar and mechanics are an area of challenge for students. Students are able to identify errors in others writing but often struggle to identify grammatical or mechanic errors in their own writing.

20c. Writing- Trends

Many aspects of teaching writing are taught well. Mechanics and grammar are an area of challenge and have been over the course of several years.

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.

The school improvement plan calls for teachers to align their teaching of writing vocabulary which will include grammar and mechanics. This alignment will help to ensure that all students are learning the required material.

21a. Math- Strengths

Data indicates that algebraic thinking, equations,and word problems are strengths in mathematics. Overall performance of students on past M-Step indicate steady growth in mathematics.

21b. Math- Challenges

Some areas of improvement have been identified. At the k-2 level number concept and visual representation of number process is a weakness. At the upper elementary understanding fractions and processes that include fractions is an area of challenge.

21c. Math- Trends

Overall math data indicates an upward trend in performance as students reach 7th and 8th grade. Scores at the third grade indicate that students are plateauing. We do not see increases in scores at that level. Conceptually number concept and fractions are two challenges that are noted. Additionally, memorization of basic facts is a concern.

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.

The school improvement plan call for a math coach/consultant to work with teachers to provide supplements to our current math program as needed to support common core state standards. The math coach/consultant will work in the RTI process to analyze data and provide intervention. Teachers have identified activities to implement with all students to review certain concepts related to number concept and fractions.

22a. Science- Strengths

A strength of the science program is the hands on inquiry that teachers have implemented over the past two years and the unique hands on activities that are part of the school program. The entire staff worked to revise units and curriculum maps to align with NGSS.

22b. Science- Challenges

Challenges in science include reading and comprehending informational text and reading and drawing conclusions of graphs, charts, and maps.

22c. Science- Trends

Reading graphs, charts, and maps is a weakness.

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.

The science committee has specifically identified increased instruction in drawing conclusions from maps, charts, and graphs. Additionally, the plan focuses on teacher training for teaching informational text strategies.

23a. Social Studies- Strengths

Strengths include a rich program with unique hands on learning experiences that are aligned to state social studies content expectations.

23b. Social Studies- Challenges

An identified challenge students have is reading maps, charts, and graphs and drawing conclusions on them.

23c. Social Studies- Trends

Analyzing maps, charts and graphs is an area of weakness.

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.

Teachers will specifically teach strategies and expose students to more examples so that students can gain more experience with drawing conclusions from maps, charts and graphs.

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?

Students are most satisfied with the large amount of course offerings and educational opportunities at the school. Students also are satisfied with the student gradebook program. Students indicate satisfaction in the quality of their teachers.

24b. Student Perception Data

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

Students are least satisfied with the lunch program that is federally mandated.

24c. Student Perception Data

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

Unfortunately we do not have much control over our lunch program as it is federally mandated. We have worked with our Food Service vendor to provide a larger variety of options for the students.

25a. Parent/Guardian Perception Data

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

Parents are satisfied with the level of communication in the school. Parents are satisfied with the quality of instruction and the educational programs offered at the school.

25b. Parent/Guardian Perception Data

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

While no specific dissatisfaction was addressed, some indicators suggest how discipline is handled in the school as an area of concern.

25c. Parent/Guardian Perception Data

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

Parent nights in which issues of concern like how discipline issues are handled are beneficial. The school has a parent organization that meets monthly were an educational component is presented to parents by the school leaders.

26a. Teacher/Staff Perception Data

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

Teacher involvement in curriculum decisions and collaboration among the staff are considered strength by the teachers.

26b. Teacher/Staff Perception Data

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

Communication is considered an area for improvement according to survey results. Specifically teachers want better communication related to discipline and interactions that occur between the school leaders and students/parents.

26c. Teacher/Staff Perception Data

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

The school leaders are working on a new method of communicating with teachers regarding discipline. Communication is something that the school leaders work on consistently.

27a. Stakeholder/Community Perception Data

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

Stakeholders/community indicate that the school program, high expectations and involvement in the community are strengths of the school.

27b. Stakeholder/Community Perception Data

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

Stakeholders indicate that communication of events in the community could be increased.

27c. Stakeholder/Community Perception Data

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

The school will continue to reach out to the community through an updated website, social media, press releases and advertising as appropriate.

Summary

28a. Summary

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

Strengths abound for the school in all four areas. More specifically, in data and demographics enrollment and teacher retention rates are a strength. In process teacher input and involvement in developing curriculum and teaching methods is a strength. Student achievement and outcomes are strong. Student, parent, staff and community perceptions of the school are that the school provides a high quality educational program and choice in Lapeer County. In terms of challenges, communication can be improved in relation to perception and to some school processes like the handling of discipline. These challenges are addressed by the school leaders.

28b. Summary

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

Increased communication between staff, school leaders, parents, and the community will benefit students as expectations and requirements are clearly understood by all parties.

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?

Communication and expectations for student performance are addressed in several ways in the school improvement plan. For instance, teachers will align expectations for writing samples and communicate those expectations clearly to students and parents. In all six of the school improvement goals there is an emphasis on addressing the challenges identified from all stake holders.

Single Building District Additional Requirements Diagnostic

Introduction

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

Single Building District 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://www.chatfieldschool.org/Docs/Administration/AnnualEducationReportCoverLetter2014-15.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Our students complete the EDP's in the 8th grade and then go to a different school for 9th grade because we are a K-8 school.	

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	Matthew Young & Bill Kraly School Directors 231 Lake Drive Lapeer, MI 48446 810-667-8970	

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.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	The School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	CIMS data is used to prepare our Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	The district has an Internet Safety Policy in place.	Yes		

Label	Assurance	Response	Comment	Attachment
15.	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	Yes	Software for Tech Lab Upgrading the Wireless network Professional development regarding Google Doc's	

Label	Assurance	Response	Comment	Attachment
19.	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	Our K-8 Technology specials are co-taught with a regular education teacher and a technology teacher who has a Masters Degree in Technology Education. The technology teacher has release time to work with staff to help implement technology.	

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	In 5-8th grade we have a one to one lap top to student ratio and the students in 6-8 grades can take their laptop home.	

Label	Assurance	Response	Comment	Attachment
22.	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.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	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	Matt Young and Bill Kraly School Directors 231 Lake Drive Lapeer MI 48446 810-667-8970	

Label	Assurance	Response	Comment	Attachment
24.	The District has a District Board Policy that is related to Parent Involvement.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	The District has additional information necessary to support your improvement plan.	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?

The comprehensive needs assessment was conducted by identifying all student who met the At-risk criteria as identified by the Department of Education. Teacher, Specialists, and Administrators identified the students. Teachers and support staff conduct data drops to identify At-risk students. Then needs assessment was further refined by identifying the at risk students who had scored below average on NWEA and locally developed assessments. In NWEA and STAR assessments were used to identify at risk students.

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?

All homeroom teachers identified their at risk students using the MDE At risk rubrics. Teachers used NEWA, Star Math and Reading, assessment data to identify students at risk of failing to meet the state core curriculum standards in the four core areas. Staff conducts Data Drops three times per year analyzing student performance data.

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.

All students had to meet the eligibility for 31a services using the Office of Field Services Identification of Eligible Section 31a Student Worksheets. Of the students who met these requirements the students that had to be identified as having performed below average on the Reading NEWA and Math NWEA. MDE stated the M-Step should not be utilized as and evaluation tool in 2016.

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.

We do not have a preschool. The Office of Field Services Identification of Eligible Section 31a Student Worksheet, Teacher created grade level assessment, Houghton-Miffilin Reading assessments, Saxon Math Assessments, Star Math and Reading Assessments, NWEA MAP Testing in reading and mathematics assessments were used to identify students most at risk of failing to meet the state's content and performance standards.

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 reading specialist is on staff to provide additional instruction for eligible students. A Mathematics Coach is on staff to provide additional instruction for eligible students. All eligible students are invited to participate in afterschool tutoring taught by certified teachers. Parents are invited to attend workshops and meetings geared toward supporting student learning at home and 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?

The program planning for Title 1 eligible students is written directly into our school improvement plan. Our school improvement teams, one per goal, use data to focus on our lowest performing student and our Title 1 students in developing the strategies and activities. Data Drop meeting are held multiple times per you to track student progress and growth.

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 instructional strategies that focus on helping Title 1 eligible students in the 5 core academic areas are:

Mathematics: Response to Intervention, Mathematics Vocabulary, Fraction Concepts, Number Fluency

Reading: Reading Consultant, Parent Education, After School Tutoring

Writing: Improving Writing Skills, Goal Setting

Social Studies: Analyzing Maps, Graphs and Charts, Analyzing non-fiction text.

Science: Inquiry based Instruction, Informational Reading

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

All strategies that are included in the school improvement plan are research based best practices and have been successful in educational setting.

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

Our extended learning program is taught by Highly Qualified Teachers who work with the students regular homeroom teacher to provide focused instruction on areas of weakness as identified by assessment data.

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

Our intervention coaches work with the classroom teachers providing them with strategies that can be implemented by the homeroom teacher in the regular instruction. Other learning opportunities occur during non instructional times and during summer.

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 Part A programming and regular education programming are linked because our Title 1 Part A staff work with the regular education teachers in planning tutoring, developing intervention strategies ect. Our regular education staff are the highly qualified teachers who provide the Title 1 Part A tutoring.

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.

Our school does not have a preschool age program.

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		

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 staff participating and receiving Title 1 Part A funding are Highly Qualified and their status is checked by the district on a yearly basis.	

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?

Our Title 1 Part A staff attend conferences and workshops to remain current and up to date with recent trends. Our regular staff participate in district developed professional development.

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?

Our family education nights will continued to be offered and provided to all Title 1 Part A eligible students.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		

Component 8: Strategies to Increase Parental Involvement

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

Parents are involved in the school improvement team which works to develop the Targeted Assistance program.

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

Parents are contacted about the programing that is available to their Title 1 Part A student. Parent education nights are also scheduled at a time that most parents attend. Childcare and food is also provided.

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	Parent surveys are conducted at the conclusion of programs and parent education nights.	

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

The parent activities involve every Title 1 Part A student and parents are mailed letters inviting them to the programs. Food and child care is also made available to the families. Some activities the school provides a dinner for the family at no cost.

5. Describe how the parent involvement activities are evaluated.

Parent involvement activities have a participant evaluation. School directors also evaluate the success of each activity.

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

The school parent compact is developed by our parent group, school administration and staff.

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

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

If needed the school will provide all student academic assessment information in the native language of the students parents.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	We are in the process of developing this rubric.	

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

The parent compact is given to every family in the parent student handbook. It is also reviewed by school directors with parents at curriculum nights.

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.

All federal and state programs are overseen by the school directors and the two individuals monitor the implementation of the programs.

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.

The SIP utilizes Federal, State and local funds to improve the quality of education for all Title 1 students.

Component 10: Ongoing Review of Student Progress

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

Several times during the year Data Drops are conducted by teachers and Title 1 staff to review student assessment data. At that time student progress is reviewed.

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.

After Data Drops and student data is reviewed by staff and school administration student programing needs are assessed by our RTI team to see if additional programing is need and is meeting the needs of students. All assessments used are aligned with Common Core State Standards.

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 received professional development to interpret assessment data to identify low performing students and to provide targeted instruction to meet student needs.

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 school directors and teaching staff evaluate the Targeted Assistance Program and the SIP during the school year and during the SIP development process.

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.

The staff and school leaders evaluate the effectiveness of the Targeted Assistance programing using data from NWEA, M-Step, Star Math and Reading, Locally developed assessments.

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.

During the data drop process student progress is monitored. When a student improves the staff evaluate the reasons for these changes. Parents are also included in the discussion regarding the students improvement.

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.

Using the RTI Tier process students are monitored during the Targeted Assistance Program. Students remain on watch and all students assessment data is reviewed at the Data Drops.

Single Building District Improvment Plan 2016-17

Overview

Plan Name

Single Building District Improvment Plan 2016-17

Plan Description

Single Building District Improvement Plan 2016-17

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 Chatfield School will become proficient in Mathematics.	Objectives: 1 Strategies: 4 Activities: 5	Academic	$56000
2	All students at Chatfield School will become proficient in Social Studies.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0
3	All students at Chatfield School will become proficient readers.	Objectives: 1 Strategies: 3 Activities: 4	Academic	$40500
4	All students at Chatfield School will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 9	Academic	$0
5	All students at Chatfield School will be proficient in Science.	Objectives: 1 Strategies: 2 Activities: 4	Academic	$2000
6	All Chatfield Students will recieve social and emotional support.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$35000

Goal 1: All students at Chatfield School will become proficient in Mathematics.

Measurable Objective 1:

A 3% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency Level 1 or 2 in Mathematics by 06/15/2017 as measured by State Assessment..

Strategy 1:

Mathematics Response to Intervention. - Students who have been identified in the bottom 30% or in need of additional support in Mathematics will receive additional

support from a Mathematics Coach during the school day. The Mathematics Coach will provide the staff with training and strategies that will be student specific. The

Mathematics Coach will work with the staff in the collection and analysis of student data.

Category: Mathematics

Research Cited: "Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle School." National Center for Education

Evaluation and Regional Assistance, 2009

Tier: Tier 2

Activity - Screen all students and identify students performing below grade level on the NWEA MAP Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students take NWEA MAP Math screening assessment. Teachers and Mathematics Coach identify students performing below grade level in math.	Academic Support Program, Technology, Teacher Collaboration	Tier 1	Monitor	08/29/2016	06/15/2017	$26000	Title I Part A, Section 31a	Directors, Math School Improvement Committee, all homeroom teachers, Mathematics Coach

Activity - Plan, develop and implement interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers use NWEA MAP Math test data and additional student data to create interventions and instructional groupings. An intervention will be working in small groups with the Mathematics Coach.	Academic Support Program, Technology, Teacher Collaboration	Tier 1	Monitor	08/29/2016	06/15/2017	$30000	Section 31a, Title I Part A	Directors, Math School Improvement Committee, Homeroom teachers. Mathematics Coach

Strategy 2:

Mathematics Vocabulary - Teachers will receive professional development in the strategy of A Six Step Process for Teaching Vocabulary. All teachers will implement this process into their everyday instruction. Students will gain greater knowledge of math vocabulary and be able to demonstrate knowledge on Mathematics State Assessment.

Category: Mathematics

Research Cited: Based on the work of Robert J. Marzano, Ph.D. Building Academic Vocabulary, ASCD

Tier: Tier 1

Activity - Building Academic Vocabulary Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math School Improvement Team and Mathematics Coach will provide professional development to all Middle School Teachers (6-8) to develop consistent vocabulary and Algebraic concepts.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	08/29/2016	06/15/2017	$0	No Funding Required	Directors, Math School Improvement Team, All 6-8 Middle School Teachers, Mathematics Coach

Strategy 3:

Fraction Concepts - Every week the 3-5 grade teachers and Mathematics Coach will plan and conduct a fractions activity or lessons. Manuplitives and pictures will be utilized. Teachers will include fraction practice in the weekly Mathematics instruction.

Category: Mathematics

Research Cited: National Council of Teachers of Mathematics, "Professional Standards for teaching Math."

Tier: Tier 1

Activity - Fraction Intensive Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The 3-5 grade teachers will provide additional instruction on fraction concepts in the Mathematics instruction on a weekly basis. For example Fraction Friday's in the Fall of 2016 focused on fractions. Teachers will utilize technology (I-pads, Laptops) along with Manipulatives to teach concepts. | Technology, Direct Instruction | Tier 1 | Monitor | 08/29/2016 | 06/15/2017 | $0 | No Funding Required | Directors, All 3-5 grade homeroom teachers, Mathematics School Improvment Team, Mathematics Coach. |

Strategy 4:

Number Fluency - Teachers will use morning meeting time to work with their homeroom students in order to have a better understanding of Number Fluency.

Category: Mathematics

Research Cited: Using Research to Develop Computational Fluency in Young Mathematician. Tricia O'Loughlin

October 2007, Volume 14, Issue 3, Page 132

Tier: Tier 1

Activity - Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Manipulatives will be used by the K-2 teachers to demonstrate number concepts. Technology applications and I pads will be used to reinforce skills.	Technology, Materials, Direct Instruction	Tier 1	Monitor	08/29/2016	06/15/2017	$0	No Funding Required	Directors, All K-2 teachers, Mathematics School Improvment Team, Mathematics Coach

Goal 2: All students at Chatfield School will become proficient in Social Studies.

Measurable Objective 1:

A 3% increase of Fifth and Eighth grade students will demonstrate a proficiency of level 1 or 2 in Social Studies by 06/15/2017 as measured by the 2017 Social Studies State Assessment..

Strategy 1:

Analyzing Maps, Graphs and Charts - To provide more opportunities for students to improve their ability to use critical thinking skills when reading and analyzing

various types of maps, graphs and charts.

Category: Social Studies

Research Cited: Making Sense of Graphs:Critical Factors Influencing Comprehension and Instructional Implications, Friel, Susan N., Curcio, Frances R., Bright, George W., Journal for Reserach in Mathematics Education 2001.

Tier: Tier 1

Activity - Analyzing maps, Charts and Graphs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homeroom teachers will provide students with a mapping, chart/graph analysis lesson in which students will be asked to collect data, analyze, and interpret information.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/15/2017	$0	No Funding Required	Homeroom Teachers, Directors, Social Studies School Improvment Team

Strategy 2:

Analyzing Non-Fiction Text - To provide more opportunities to dissect informational text utilizing the four elements of non-fiction text: Author's purpose, major ideas, supporting aids and vocabulary.

Category: Social Studies

Research Cited: "Ways to Teach About Informational Text" by Barbara A. Marinak and Linda B. Gambrell/ National Council for the Social Studies

Tier: Tier 1

Activity - Analyzing Non-Fiction Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use text mapping to make meaning of informational text, to identify author's purpose and important vocabulary.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/15/2017	$0	No Funding Required	Directors, Social Studies School Improvement Committee and all Teachers

Goal 3: All students at Chatfield School will become proficient readers.

Measurable Objective 1:

A 3% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of level 1 or 2 in English Language Arts by 06/15/2017 as measured by on the 2017 ELA State Assessment in reading for grades 3-8 and reading at grade level in grades K-2.

Strategy 1:

Reading Consultant - The Reading Consultant will provide the staff with training and strategies that will be student specific and provide assistance focusing on intervention for at risk readers. The Reading Consultant will work with the Response to Intervention team to provide additional services to the students. The Reading Consultant will help train staff in the collection and analysis of student data. The Reading Consultant will work with students identified as at risk readers in individual or small group meetings.

Category: English/Language Arts

Research Cited: Standards and roles of the Elementary and Middle School Literacy Coach, International Reading Association 2006

Tier: Tier 1

Activity - Reading Consultant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Reading Consultant will assist staff in identification of struggling readers across the grade levels. Reading Consultant will provide staff with ongoing professional development and strategies to utilize in the classroom with individual students based upon student need. Consultant will provide pull out program and service students identified as most at risk by our Response to Intervention team.	Academic Support Program, Teacher Collaboration	Tier 2	Monitor	08/29/2016	06/15/2017	$22500	Title I Part A	Directors, ELA School Improvement Team, All teachers, Reading Consultant

Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Consultant will assist staff in meeting with parents of at risk readers to develop plans to help students improve. Reading Consultant will provide parents with strategies on how to work with the individual student. Reading Consultant will bring in presenters to work with parents and students to provide them with reading strategies and parent education.	Parent Involvement	Tier 2	Monitor	08/29/2016	06/15/2017	$0	No Funding Required	Directors, ELA School Improvement Team, All teachers and Reading Consultant

Strategy 2:

Additional Instruction/RTI - Students who are identified as being at risk readers will be invited to receive additional instruction time in an after school/summer tutoring program. NWEA testing, local developed and state assessments will be utilized to identify at risk readers.

Category: English/Language Arts

Research Cited: "Assisting Students Struggling with Reading:Response to Intervention for Elementary and Middle Schools" National Center for Education Evaluation

and Regional Assistance, 2009

Tier: Tier 2

Activity - After School /Summer Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified as at risk readers will be invited to participate in an after school/summer tutoring program in which they will receive additional reading instruction.	Academic Support Program	Tier 2	Monitor	08/29/2016	06/15/2017	$10000	Title I Part A	Directors, ELA School Improvement Team, All teachers

Strategy 3:

Text Analysis - Teachers will provide students with strategies to analyze informational text.

Category: English/Language Arts

Research Cited: Challenging Task in Appropriate Text: Designing Discourse Communities to Increase the Literacy Growth of Adolescent Struggling Readers, Russell 2005

Tier: Tier 1

Activity - Text Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select staff have received Adolescent Accelerated Reading Initiative AARI training. Trained staff members will provide training for all teachers. Training will continue through the school year at staff meetings and on professional development days.	Professional Learning		Monitor	08/29/2016	06/15/2017	$8000	General Fund	Directors, ELA School Improvement Team, All teachers

Goal 4: All students at Chatfield School will become proficient writers.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency of level 1 or 2 in Writing by 06/15/2017 as measured by on the 2016 ELA State Assessment in Writing..

Strategy 1:

Improving Writing Skills - Teachers will provide direct instruction and curriculum alignment to improve areas of weakness that have been identified by analysis of NWEA data in the areas of Spelling, Personal Style, Writing Process.

Category: English/Language Arts

Research Cited: Best practices in Writing Instruction Graham, Steve, Charles A. MacArther, and Jill Fitzgerald, eds. Best practices in writing instruction. Guilford Press, 2013

Single Building District Improvement Plan
Chatfield School

Tier: Tier 1

Activity - Best Practices in Spelling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in grade level teams during the course of the 2015-16 school year to develop strategies to properly implement Houghton Mifflin Spelling K-5 and Nancy Atwell's individual word study in grades 6-8.	Professional Learning	Tier 1	Monitor	08/29/2016	06/15/2017	$0	No Funding Required	Directors, ELA School Improvement Team, All teachers

Activity - Students will learn to write and identify Authors Purpose	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn how to identify author's purpose in various genres of writing and learn to write for specific purposes. Students will produce writing pieces that meet the criteria for each purpose that authors write according to CCSS.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/15/2017	$0	No Funding Required	Directors, Writing School Improvement Committee, all teachers

Activity - Vocabulary Terms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-8 will develop a list of specific Writing and Spelling Vocabulary terms to use in instruction.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/15/2017	$0	No Funding Required	Directors, All homeroom teachers, Writing School Improvment Commitee.

Activity - Writing Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will create writing project maps and ensure that they are aligned to Common Core State Standards.	Curriculum Development		Monitor	08/29/2016	06/15/2017	$0	No Funding Required	Directors, All homeroom teachers, Writing School Improvment Team

Single Building District Improvement Plan

Chatfield School

Activity - Writing Stamina	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will compose written responses resembling M-Step written responses at least once per quarter. Students will practice keyboarding skills to compose written responses using computers.	Technology, Direct Instruction	Tier 1	Implement	08/29/2016	06/15/2017	$0	No Funding Required	Directors, Writing School Improvement Team, All Homeroom Teachers.

Activity - Multiple Sources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read informational text on a computer and cite sources using the informational text. Citing will be done in a written response. K-2 students will receive instruction on how to identify and cite evidence to support a written response.	Technology, Direct Instruction	Tier 1	Implement	08/29/2016	06/15/2017	$0	No Funding Required	Directors, Writing School Improvement Team, All Teachers

Strategy 2:

Goal Setting - Teachers and students will evaluate student writing and data to set goals and improve instruction.

Category: English/Language Arts

Research Cited: Rader, Laura A. "Goal Setting for Students and Teachers Six Steps to Success." The Clearing House: A Journal of Educational Strategies, Issues and Ideas 78.3 (2005): 123-126

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a professional development session to evaluate student writing samples, compare with colleagues, and identify instructional plans.	Professional Learning	Tier 1	Monitor	08/29/2016	06/15/2017	$0	No Funding Required	Directors, All homeroom teachers. Writing School Improvement Team

Activity - Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will meet with students to set instructional goals using NWEA Language MAP Data and Student Goal Setting Sheets twice per school year.	Technology, Teacher Collaboration, Direct Instruction		Monitor	09/08/2015	06/10/2016	$0	No Funding Required	Directors, All homeroom teachers, Writing School Improvment Team.

Activity - Three Writing Prompts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide at least three opportunities per year for students to evaluate students writing samples. Students will justify their reasons for revision and editing in the following areas: conventions, spelling, usage, organization, style and voice.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/15/2017	$0	No Funding Required	Directors, All homeroom teachers, Writing School Improvment Team.

Goal 5: All students at Chatfield School will be proficient in Science.

Measurable Objective 1:

A 3% increase of Fourth and Seventh grade students will demonstrate a proficiency of level 1 or 2 in Science by 06/15/2017 as measured by the Science State Assessment..

Strategy 1:

Lab/inquiry based instruction - Teacher will incorporate lab based and inquiry based instruction allowing data collection, graphing and drawing conclusions by analyzing

data within instructional units.

Category: Science

Research Cited: Scientific and Engineering Practices in the K-12 Classroom. Rodger Bybee December 2011 NSTA Journal

Tier: Tier 1

Activity - Teaching Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with six hands on lab experiments in grades K-5 and ten hands on lab experiments in grades 6-8 that allow for student inquiry, data collection, analysis and to draw conclusions. Teacher will utilize technology into their lab instruction.	Technology, Materials, Direct Instruction	Tier 1	Monitor	08/29/2016	06/15/2017	$2000	General Fund	Directors, Science School Improvment Team, All homeroom teachers

Strategy 2:

Infromational Reading Instruction - Teachers will provide students with reading strategies to comprehend and use informational text.

Category: English/Language Arts

Research Cited: Challenging Task in Appropriate Text: Designing Discourse Communities to Increase the Literacy Growth of Adolescent Struggling Readers. Sharron Lynn Russell March 2005

Tier: Tier 1

Activity - Text Analysis Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff who have received Adolescent Accelerated Reading Initiative AARI training will provide training for all teachers. Training will continue through the school year.	Professional Learning			08/29/2016	06/15/2017	$0	No Funding Required	Directors, Science School Improvment Team, All teachers

Activity - Instructional Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase Science Instructional time in the K-4th grades. Four Science instruction sessions are to be taught each week. These sessions will including informational reading, informational writing, and inquiry based instruction.	Direct Instruction	Tier 1	Implement	08/29/2016	06/15/2017	$0	No Funding Required	Directors, Science School Improvment Team, All K-4 homeroom teachers.

Activity - Test Taking Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach at least one test taking strategy per week. For example Science Wizards, SVSU Assessments, MAISA Assessments	Direct Instruction		Monitor	08/29/2016	06/15/2017	$0	No Funding Required	Directors, All homeroom teachers, Science School Improvment Team

Goal 6: All Chatfield Students will recieve social and emotional support.

Measurable Objective 1:

increase student growth by providing a liscensed school counselor to meet the social and emotional needs of students. by 06/15/2017 as measured by decress in student discipline referrals and negitive student behaviors..

Strategy 1:

Character Education - The school counselor will help teachers implement Smart Character Choices Curriculum.

Category: School Culture

Research Cited: Punished by Rewards, Alfie Kohn

Control Theory, William Glasser

Teaching with the Brain in the Middle, Eric Jensen

The Classroom of Choice, Jonathan Erwin

Tier: Tier 1

Activity - Morning Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselor and classroom teachers will implement morning meetings to demonstrate, practice or model positive behaviors.	Behavioral Support Program	Tier 1	Monitor	08/29/2016	06/15/2017	$35000	Section 31a	School Directors, School Counselor

Activity - Character Ed Classroom Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When specific Character Education issues arise in specific classrooms the school counselor will go into the classroom and work with the teacher and all students.	Behavioral Support Program	Tier 1	Monitor	08/29/2016	06/15/2017	$0	No Funding Required	School Directors, School Counselor, Classroom Teachers

Activity - Individual/Small Group Counseling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Any student who needs social or emotional support can request to meet with the school counselor, individually or in a small group setting.	Behavioral Support Program	Tier 1	Monitor	08/29/2016	06/15/2017	$0	No Funding Required	School Directors, School Counselor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Text Analysis	Select staff have received Adolescent Accelerated Reading Initiative AARI training. Trained staff members will provide training for all teachers. Training will continue through the school year at staff meetings and on professional development days.	Professional Learning		Monitor	08/29/2016	06/15/2017	$8000	Directors, ELA School Improvement Team, All teachers
Teaching Labs	Teachers will provide students with six hands on lab experiments in grades K-5 and ten hands on lab experiments in grades 6-8 that allow for student inquiry, data collection, analysis and to draw conclusions. Teacher will utilize technology into their lab instruction.	Technology, Materials, Direct Instruction	Tier 1	Monitor	08/29/2016	06/15/2017	$2000	Directors, Science School Improvment Team, All homeroom teachers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Screen all students and identify students performing below grade level on the NWEA MAP Math	All students take NWEA MAP Math screening assessment. Teachers and Mathematics Coach identify students performing below grade level in math.	Academic Support Program, Technology, Teacher Collaboration	Tier 1	Monitor	08/29/2016	06/15/2017	$6000	Directors, Math School Improvement Committee, all homeroom teachers, Mathematics Coach
Morning Meetings	The counselor and classroom teachers will implement morning meetings to demonstrate, practice or model positive behaviors.	Behavioral Support Program	Tier 1	Monitor	08/29/2016	06/15/2017	$35000	School Directors, School Counselor

| Plan, develop and implement interventions | Teachers use NWEA MAP Math test data and additional student data to create interventions and instructional groupings. An intervention will be working in small groups with the Mathematics Coach. | Academic Support Program, Technology, Teacher Collaboration | Tier 1 | Monitor | 08/29/2016 | 06/15/2017 | $20000 | Directors, Math School Improvement Committee, Homeroom teachers. Mathematics Coach |

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Consultant	The Reading Consultant will assist staff in identification of struggling readers across the grade levels. Reading Consultant will provide staff with ongoing professional development and strategies to utilize in the classroom with individual students based upon student need. Consultant will provide pull out program and service students identified as most at risk by our Response to Intervention team.	Academic Support Program, Teacher Collaboration	Tier 2	Monitor	08/29/2016	06/15/2017	$22500	Directors, ELA School Improvement Team, All teachers, Reading Consultant
Plan, develop and implement interventions	Teachers use NWEA MAP Math test data and additional student data to create interventions and instructional groupings. An intervention will be working in small groups with the Mathematics Coach.	Academic Support Program, Technology, Teacher Collaboration	Tier 1	Monitor	08/29/2016	06/15/2017	$10000	Directors, Math School Improvement Committee, Homeroom teachers. Mathematics Coach
Screen all students and identify students performing below grade level on the NWEA MAP Math	All students take NWEA MAP Math screening assessment. Teachers and Mathematics Coach identify students performing below grade level in math.	Academic Support Program, Technology, Teacher Collaboration	Tier 1	Monitor	08/29/2016	06/15/2017	$20000	Directors, Math School Improvement Committee, all homeroom teachers, Mathematics Coach

| After School /Summer Tutoring | Students who are identified as at risk readers will be invited to participate in an after school/summer tutoring program in which they will receive additional reading instruction. | Academic Support Program | Tier 2 | Monitor | 08/29/2016 | 06/15/2017 | $10000 | Directors, ELA School Improvement Team, All teachers |

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocabulary Terms	Teachers K-8 will develop a list of specific Writing and Spelling Vocabulary terms to use in instruction.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/15/2017	$0	Directors, All homeroom teachers, Writing School Improvment Commitee.
Building Academic Vocabulary Professional Development	Math School Improvement Team and Mathematics Coach will provide professional development to all Middle School Teachers (6-8) to develop consistent vocabulary and Algebraic concepts.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	08/29/2016	06/15/2017	$0	Directors, Math School Improvement Team, All 6-8 Middle School Teachers, Mathematics Coach
Best Practices in Spelling	Teachers will meet in grade level teams during the course of the 2015-16 school year to develop strategies to properly implement Houghton Mifflin Spelling K-5 and Nancy Atwell's individual word study in grades 6-8.	Professional Learning	Tier 1	Monitor	08/29/2016	06/15/2017	$0	Directors, ELA School Improvement Team, All teachers
Professional Development	Teachers will participate in a professional development session to evaluate student writing samples, compare with colleagues, and identify instructional plans.	Professional Learning	Tier 1	Monitor	08/29/2016	06/15/2017	$0	Directors, All homeroom teachers. Writing School Improvement Team

Analyzing Non-Fiction Text	Use text mapping to make meaning of informational text, to identify author's purpose and important vocabulary.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/15/2017	$0	Directors, Social Studies School Improveme nt Committee and all Teachers
Instructional Time	Teachers will increase Science Instructional time in the K-4th grades. Four Science instruction sessions are to be taught each week. These sessions will including informational reading, informational writing, and inquiry based instruction.	Direct Instruction	Tier 1	Implement	08/29/2016	06/15/2017	$0	Directors, Science School Improvment Team, All K-4 homeroom teachers.
Students will learn to write and identify Authors Purpose	Students will learn how to identify author's purpose in various genres of writing and learn to write for specific purposes. Students will produce writing pieces that meet the criteria for each purpose that authors write according to CCSS.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/15/2017	$0	Directors, Writing School Improveme nt Committee, all teachers
Fraction Intensive Study	The 3-5 grade teachers will provide additional instruction on fraction concepts in the Mathematics instruction on a weekly basis. For example Fraction Friday's in the Fall of 2016 focused on fractions. Teachers will utilize technology (I-pads, Laptops) along with Manipulatives to teach concepts.	Technology , Direct Instruction	Tier 1	Monitor	08/29/2016	06/15/2017	$0	Directors, All 3-5 grade homeroom teachers, Mathematic s School Improvment Team, Mathematic s Coach.
Writing Maps	Each grade level will create writing project maps and ensure that they are aligned to Common Core State Standards.	Curriculum Developme nt		Monitor	08/29/2016	06/15/2017	$0	Directors, All homeroom teachers, Writing School Improvment Team

Test Taking Strategies	Teachers will teach at least one test taking strategy per week. For example Science Wizards, SVSU Assessments, MAISA Assessments	Direct Instruction		Monitor	08/29/2016	06/15/2017	$0	Directors, All homeroom teachers, Science School Improvment Team
Analyzing maps, Charts and Graphs	Homeroom teachers will provide students with a mapping, chart/graph analysis lesson in which students will be asked to collect data, analyze, and interpret information.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/15/2017	$0	Homeroom Teachers, Directors, Social Studies School Improvment Team
Manipulatives	Manipulatives will be used by the K-2 teachers to demonstrate number concepts. Technology applications and I pads will be used to reinforce skills.	Technology , Materials, Direct Instruction	Tier 1	Monitor	08/29/2016	06/15/2017	$0	Directors, All K-2 teachers, Mathematic s School Improvment Team, Mathematic s Coach
Individual/Small Group Counseling	Any student who needs social or emotional support can request to meet with the school counselor, individually or in a small group setting.	Behavioral Support Program	Tier 1	Monitor	08/29/2016	06/15/2017	$0	School Directors, School Counselor
Three Writing Prompts	Teachers will provide at least three opportunities per year for students to evaluate students writing samples. Students will justify their reasons for revision and editing in the following areas: conventions, spelling, usage, organization, style and voice.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/15/2017	$0	Directors, All homeroom teachers, Writing School Improvment Team.
Parent Education	Reading Consultant will assist staff in meeting with parents of at risk readers to develop plans to help students improve. Reading Consultant will provide parents with strategies on how to work with the individual student. Reading Consultant will bring in presenters to work with parents and students to provide them with reading strategies and parent education.	Parent Involvemen t	Tier 2	Monitor	08/29/2016	06/15/2017	$0	Directors, ELA School Improveme nt Team, All teachers and Reading Consultant

Goal Setting	Teachers will meet with students to set instructional goals using NWEA Language MAP Data and Student Goal Setting Sheets twice per school year.	Technology, Teacher Collaboration, Direct Instruction		Monitor	09/08/2015	06/10/2016	$0	Directors, All homeroom teachers, Writing School Improvment Team.
Character Ed Classroom Lessons	When specific Character Education issues arise in specific classrooms the school counselor will go into the classroom and work with the teacher and all students.	Behavioral Support Program	Tier 1	Monitor	08/29/2016	06/15/2017	$0	School Directors, School Counselor, Classroom Teachers
Text Analysis Training	Staff who have received Adolescent Accelerated Reading Initiative AARI training will provide training for all teachers. Training will continue through the school year.	Professional Learning			08/29/2016	06/15/2017	$0	Directors, Science School Improvment Team, All teachers
Multiple Sources	Students will read informational text on a computer and cite sources using the informational text. Citing will be done in a written response. K-2 students will receive instruction on how to identify and cite evidence to support a written response.	Technology, Direct Instruction	Tier 1	Implement	08/29/2016	06/15/2017	$0	Directors, Writing School Improvement Team, All Teachers
Writing Stamina	Students will compose written responses resembling M-Step written responses at least once per quarter. Students will practice keyboarding skills to compose written responses using computers.	Technology, Direct Instruction	Tier 1	Implement	08/29/2016	06/15/2017	$0	Directors, Writing School Improvement Team, All Homeroom Teachers.