



School Improvement Plan

LakeVille Middle School

LakeVille Community Schools

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

The LakeVille Community School District came to exist in 1956 when the Villages of Otisville, Otter Lake and Columbiaville and surrounding townships consolidated their school districts to form LakeVille Community Schools. The district is 102 square miles with area split between Genesee and Lapeer Counties. The District is twenty-five miles from the cities of Flint and Saginaw, our closest metropolitan areas. The area is picturesque and includes many lakes, rivers and campgrounds but few employment or cultural opportunities. Due to our geographic isolation, the District is the center of entertainment, enrichment and cultural activity for many of our families.

The remoteness of the District also contributes to a lack of ethnic and cultural diversity and an aging population. The current population of the District is 12,580. 98.5% of our residents are white, while the remaining 1.5% are African American, Native American and Asian. 99.5% of our families report that they speak only English in their homes. Residents tend to be multi-generational families. 90% of our families live in owner occupied homes. 30% of the homes in our District are occupied by individuals over 62 years of age while 23% have children under 18.

Approximately 50% of our staff members across all job categories live in the District. The majority of these are District graduates. We are a community that is outspoken and loyal but often distrustful of government and institutions. Parents want their children to have more opportunity than they had, but often lack the knowledge or sophistication necessary to access the systems that could help them achieve their goals.

We struggled to form a sense of District unity following consolidation. A resident who was a high school student in one of our Villages when the District formed recently explained that students struggled with the consolidation as the Villages were their own athletic league and played against each other, and then became teammates overnight. We have made great progress in this area in the past several years due to new initiatives.

In the fall of 2009 we executed an elementary grade/building realignment. All District students in a grade are now together in the same building. Students begin school as LakeVille students. In the distant past students went to their Village school through eighth grade and first came together as LakeVille students in high school. The realignment also allowed us to implement a full academic day kindergarten program.

LakeVille Middle School serves approximately 300 students in grades 6, 7, and 8. We have approximately fifteen (15) full time teachers and seven (7) teachers who are shared with other buildings in the District. We have one full time school counselor, one school secretary, and one building principal. The librarian works one day per week. (Teachers are allowed to use the library and check out books with their students as they wish.) Due to declining enrollment, the size of the staff continues to shrink. Because of this, most of our teachers have more than one certification and often teach more than one core content during the school day.

Our building enrollment has declined each year as the cohort leaving has more students than the cohort coming in. Building enrollment has also declined due to families leaving the area for employment. Our free and reduced lunch count is now at 60% and has remained steady for three years. .

We are located next to the Administration building and the High School. The proximity to the High School allows students and staff to move quickly between buildings. Students and/or teachers can actually have a class in the MS one hour and a class in the HS the following hour

without conflict. This has worked to the advantage of the students, allowing them to take advanced classes as appropriate.

Due to our proximity to the auto plants in Flint the District population grew rapidly through the 1970's and 1980's while the industry prospered. The student population peaked around 2500 in the early 1990's and has declined in each succeeding year as the state and local economy contracted. Current enrollment is just over 1300 students. Enrollment projections from Middle Cities indicate our student population will stabilize and show slight growth in the 2015-2016 school year.

Our families were high wage earners without an economic need for higher education while the auto industry was healthy. The importance of post high school education was lost on much of our community until very recently. 2010 census data indicates that 90% of our residents over 25 possess a high school diploma while 10% possess a bachelor's degree or higher of those, only 1.5% possess a graduate degree. The standard of living declined for most of our families as the auto industry deteriorated. The school district is the largest area employer with 135 employees. A small fishing tackle manufacturer and a grocery store are the next largest, both employee 25 individuals. With the exception of school employment, available jobs are generally low wage no benefit positions in retail, service or construction and maintenance trades.

The loss of District revenue is a result of a loss of students, a reduction in state aid from \$7204 per pupil in 2007-2008 to \$6846 per pupil in 2011-2012 and a \$136,271,700 reduction in the District taxable value resulting in a significant loss of local tax revenue. The loss of revenue has created great challenges as we work to continuously improve our programs.

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.

The purpose of LakeVille Middle School is to provide a rigorous and relevant program of study that promotes educational excellence, challenges and supports student learning and critical thinking, and prepares all students to effectively function in a global community.

We expect ALL students to be proficient in mathematics, English Language Arts, science and social studies. All students will have exposure to and opportunities to participate in a broad spectrum of high quality elective programs including technology, fine arts, physical education, and World Languages. Students have access to a STEM lab for a variety of additional skills.

Mission - We, at LakeVille Middle School, are dedicated to providing a safe and orderly environment in which all students show respect, achieve academic success, and reach their fullest potential through a cooperative effort of staff, students, parents/guardians, and community.

Vision- Our students will be prepared to succeed in the continuously changing world.

Value Statement :

- ☺ All students can achieve with time and support.
 - ☺ Staff affects the atmosphere of the building.
 - ☺ All students need to prepare to be successful.
 - ☺ Staff and parents working together facilitate students' success.
 - ☺ Creating a positive atmosphere-builds better character through student involvement and school beautification
 - ☺ Community involvement with Sugar Bush promotes unity across generations throughout the district.
- In addition to courses in all core content areas, we offer art, vocal and instrumental music, and physical education.

We, like all Michigan School Districts have experienced great financial stress over the past several years, but using our District Strategic Improvement Plan as our guide, we have continued to balance our budget without cutting student programs.

We provide supplemental instruction for struggling students through intervention programs funded with Title I, At-Risk and IDEA funds. Students who are advanced have the opportunity to take accelerated classes from the time they enter Middle School. We also offer Spanish as a full year course beginning in 7th grade.

The Middle School revamped its elective program in the fall of 2011 and developed a group of high quality electives based on STEM standards. Middle School students can choose from electives such as Renaissance Math, Journalism, Biology, Creative Writing, Chemistry, Anatomy & Physiology, Great Lakes Ecology and Conservation courses. We also operate a Sugar Bush where we manufacture and sell our own LakeVille Middle School Maple Syrup.

Students have opportunities to participate in additional and advanced coursework through GenNet/FanNet. This is a partnership with all Genesee County School Districts. We provide virtual learning opportunities for students in partnership with Oakland Schools and the VLAC. Students can enroll in a complete home based program using Calvert curriculum. Secondary students engage in online learning through Seat Time Waivers. They can take part or all of their coursework online. This flexible program allows students to work at their own pace so
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they have opportunities for remediation as well as advanced learning.

Notable Achievements and Areas of Improvement

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

We have many sources of pride at LakeVille Middle School. We work hard to improve the learning environment for all students every day. We know that this begins with recognizing that students must have their basic needs met in order to learn. In October 2010, we implemented Breakfast in the Classroom. The number of students who ate breakfast at school each morning dramatically increased from less than 25% to over 80%-90%. (The difference now is based on what is for breakfast!)

We have received positive media coverage for our Sugar Bush with a spot on our local news called, "Made in Michigan." Students and community members partner to harvest sap and make syrup. This has been a source of pride for over 30 years.

For the fifth year, we picked up our salmon eggs which students will raise and then release in May. They will learn how they develop while they watch them grow. In the process, they learn about the importance of Michigan ecology.

We also recognize that we have room for improvement. Our students' math scores appear to be improving, but there is a significant gap between our highest achieving students and our bottom 30. We are working to close this gap. We believe there could be several reasons for this and are working to correct it. We have recently realigned our curriculum, purchased new math books, and added supplemental math classes.

We are also concerned with our students overall reading levels. We implemented supplemental reading, but we did not feel we were making a big enough impact. In September 2013, we adjusted our bell schedule to include Sustained Silent Reading (SSR) to start our morning. This is 20 minutes where students read and have breakfast each day. We believe that the daily required focus on reading will help them improve. We know that the best way to get better at reading is to read.

While we are concerned about our scores in Science and Social Studies, we ultimately believed that the scores were a reflection of our students' ability to read and not their knowledge of content. This was one more piece of evidence to support a change in our daily schedule to include daily SSR.

We do have a gap between our general education students and our students who receive special education services. To help increase the learning of the students who receive services, we have moved to a nearly full inclusion model. We are beginning to see improvement in their learning, but we have a large gap between general education and special education that still needs work.

The staff is using technology to improve student learning including flipped classrooms and blended learning. This has more students engaged in learning than in previous years. Overall, the staff is working hard to make sure that students are learning. They do understand that it is about student learning and they are willing to go to great lengths until students have learned.

Additional Information

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

For additional information please visit our page on the District website at www.lakevilleschools.org or visit us on Facebook.

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.

Meetings are held after school hours to accommodate stakeholders. Stakeholders were allowed to choose their roles with some encouragement from their peers. They have discussed that it is important to take turns so they each understand the different levels of responsibility. There are some stakeholders who have asked to provide input via email for a variety of reasons and that has been honored as well. Information is being stored and shared on Google Docs so all stakeholders have access at a time that is convenient for them.

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

Stakeholder groups include teachers, paraprofessionals, and parents. The responsibilities of the team members are to write, evaluate, and revise the plan and share it with other stakeholders.

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 improvement plan will be shared with stakeholders in meetings held after school, via email, and posted on the web. Stakeholders will also review progress at meetings and via email and Google Classroom.

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?

While the biggest declines in enrollment have leveled out, we have about 102-105 students at each grade level. This really is not enough students for 4 sections and it is too many students for 3 sections.

Student Demographic Data

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

We have some students/families who are chronically truant.

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?

While we have many students who have no discipline referrals, we also have a group of students who have more than ten referrals. The students with the high number of discipline referrals generally receive them from more than one class/teacher/subject.

Student Demographic Data

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

We have added a 6th grade orientation night for our 5th grade families. It was very well attended (90% of students represented). This gave our incoming families an opportunity to hear what programs we offer for students of all interests and abilities. Our intention was to make sure families we aware of the opportunities in their own school district so they would not be shopping for another. In the past, we had lost 10-14 students a year between 5th and 6th grade--many of whom left with School of Choice. Going into the 2015-2016 school year, we are seeing a significant decrease in the number of students who left for School of Choice.

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?

As our teachers and administrator have been in place for several years, student achievement has steadily increased.

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?

Our teachers have enough experience to know what works in the classroom and yet are still passionate about 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?

Absences for professional learning for school leaders were kept to a minimum during the school day so as not to impact student achievement.

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?

While it has improved, we continue to struggle with a high number of teacher absences. This has a negative impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

The information will be shared with staff and with union leadership.

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?

Resources and Support systems is our highest rated standard.

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?

Using results for Continuous Improvement is our lowest rated standard.

12. How might these challenges impact student achievement?

Data that is not interpreted correctly could lead to the wrong students receiving priority treatment.

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 will spend more time on the interpretation of data.

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?

All students in the building have access to Title I services and extended learning opportunities. These are scheduled in ways not to conflict with IDEA services.

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

All students have the opportunity to work with an intervention paraprofessional during non-instructional time during the school day. Also, intervention classes are available for all grade levels.

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

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Parents are informed of these opportunities through scheduling meetings and one-one conversations. The process for identifying students is through the use of school-wide data.

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?

Grade level exams.

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.

NA

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

Students have many opportunities to improve in reading during the school year.

19b. Reading- Challenges

Many students come to us with significant reading deficits.

19c. Reading- Trends

We implemented time for every student to read every day. Since the implementation of that time block, reading scores are slowing increasing. We have also implemented some direct reading strategies.

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.

We will continue to offer direct reading instruction for students who score below 25% proficient on the NWEA. We will also continue to have Sustained Silent Reading every day.

20a. Writing- Strengths

Our girls score above average in 6th and 8th grade based on end of the year NWEA scores.

20b. Writing- Challenges

Our boys score below average in every grade. Additionally, 8th grade boys scored lower at the end of the year than they did on Fall testing.

20c. Writing- Trends

Our data shows that our boys have struggled with writing. At one time, our girls struggled with writing, but data shows that has changed.

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.

We will have students doing significant writing and collaboration in Google docs in every class this year.

21a. Math- Strengths

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As a group, our 6th grade students began 2014-2015 with an NWEA average of 217.3. The norm is 217.6. They finished the year with a 223.5 which is short of the 225.3 goal.

21b. Math- Challenges

Our 7th grade students are scoring below our 6th grade students and achieving at a slower rate.

21c. Math- Trends

In every grade, our boys are scoring higher than our girls in math.

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 address this by using technology to support individualized instruction.

22a. Science- Strengths

State testing shows our students have been above average.

22b. Science- Challenges

There are still some areas where our students do not score as well as in other areas.

22c. Science- Trends

Our data shows that our gender gap is narrowing.

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.

Not addressed at this time.

23a. Social Studies- Strengths

The curriculum is easy to follow.

23b. Social Studies- Challenges

Data shows that students continue to decline.

23c. Social Studies- Trends

Students have continued to struggle across the board in social studies.

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.

Not directly addressed at this time.

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 know what is going on and how to get information if they need it. They also feel like they can get help from an adult if they need it.

24b. Student Perception Data

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

Students indicate that they do not feel like teachers use a variety of strategies to meet their needs.

24c. Student Perception Data

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

Teachers will be required to use technology for classroom lessons which will engage students in the learning.

25a. Parent/Guardian Perception Data

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

Parents feel their child(ren) is in a safe and secure environment.

25b. Parent/Guardian Perception Data

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

Parents do not always feel like they know what is going on in the building.

25c. Parent/Guardian Perception Data

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

We will continue to look for additional ways to notify the parents of critical information. It is clear that the students know the information, but do not share it with their parents.

26a. Teacher/Staff Perception Data

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

Teachers feel like they have the ability to try new things in the classroom without fear of negative responses from administration.

26b. Teacher/Staff Perception Data

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

Pay.

26c. Teacher/Staff Perception Data

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

We are hoping that an increase in the number of students would allow for an increase in revenue which would allow for teachers to get a small pay increase.

27a. Stakeholder/Community Perception Data

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

The Community/Stakeholders believe that programs and services continue to grow, even as the economy continues to decline.

27b. Stakeholder/Community Perception Data

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

The community would certainly like us to improve at a faster rate.

27c. Stakeholder/Community Perception Data

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

We will continue to explain our growth and continue to grow.

Summary

28a. Summary

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

As revenues continue to decline, we have struggled but managed to maintain our programs. It is important to our community that we keep these programs. With the help of a behavior interventionist, attendance issues have started to level out. Even though our students are showing growth, we have many students who are not at grade level in one or more core areas.

28b. Summary

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

Our students are still learning the importance and value of education. We are teaching alongside our core content. The belief that education is important certainly impacts student achievement.

28c. Summary

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

Our students continue to struggle in many content areas. We are teaching them several strategies to improve their skills. In addition, we are teaching them how attendance and behavior impacts achievement. All of this is addressed in our plan.

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
	Literacy and math are tested annually in grades 1-5.	Yes	LVMS is a 6-8 building, so this actually does not apply. However, we do assess students annually in our District in grades K-5.	

Label	Assurance	Response	Comment	Attachment
	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		

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Students have completed EDP's signed by parents. EDP compliance is monitored yearly by the local ISD. EDP's are kept on file in the high school.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	EDP's are reviewed and updated annually at the HS level. Compliance is monitored by the local ISD.	

Label	Assurance	Response	Comment	Attachment
	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	We comply with all laws and requirements.	

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Label	Assurance	Response	Comment	Attachment
	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	Vickie Luoma Superintendent 11107 Washburn Rd. Otisville, MI 48463 (810) 591-3980	

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

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide 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: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The staff reviewed data from state and local assessments to determine what needs we have based on the results over the past three years. We are showing overall growth for students in every subject but social studies, but there are gaps with some subgroups.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

It was determined that we need to focus on subgroups if we want to make a difference in student achievement. We need to close the gap between our high achieving students and bottom 30. In addition, there is a discrepancy in achievement between all students and the economically disadvantaged. We have programs to help close the gaps and reduce the impact of the issues of economics, but we need to do more.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

STAR data, MEAP scores, and NWEA assessments show that we have achievement gaps between our subgroups. Our goals are targeting the subgroups knowing that all students will move when strategies applied in classroom settings for those groups will impact everyone.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Our goals are also addressing improving effective instruction which impacts the whole school. We are putting specific goals and strategies in place for the whole school that are specifically intended to meet the needs of students who are disadvantaged.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

We will continue to include effective instruction by all teachers as part of our plan. In addition, we will protect the time that students have to read as it appears to have positively impacted reading scores. We have implemented a SMART goal for each student that is reviewed and monitored by his/her seminar teacher. In addition, we have a paraprofessional who works with students who are struggling due to academic or behavior issues.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Effective instruction increase the quality and quantity of instruction for all students. We are continuing to provide professional development for teachers on Marzano's Classroom Instruction that Works as well as Hattie's Visible Learning. Teachers are required to have "I can" statements on the board each hour followed by some type of assessment to know if students learned what they were supposed to learn. This is included in the school-wide plan.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

SMART goals were implemented for all students because our most struggling students did not even know why they were or were not successful. Also, AARI was implemented because the research shows it has the ability to move a student up several reading levels in a short period of time. Our students do not have any time to waste.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Because reading impacts every other subject and it is the area where students are making the least gain in the subgroup population, our intervention teacher has been trained in AARI (Adolescent Accelerated Reading Initiative). Students can make significant gains in relatively short periods of time. Our intervention teacher is also using accelerated math and Khan Academy for our students who are struggling with math.

5. Describe how the school determines if these needs of students are being met.

Data is collected before and after the interventions. If a student is making significant progress, then his/her needs are being met. If not, then it is time to try a different intervention (after making sure the current intervention was being implemented with fidelity.)

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All instructional paraprofessionals meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers meet the NCLB requirements for highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

We have 11 full time teachers and 9 teachers who are shared with other buildings in the district. For this year, we had one teacher take who was laid off and replaced by a teacher from another building. These are fewer changes than in past years.

2. What is the experience level of key teaching and learning personnel?

All of the teachers in the building have been teaching for at least five (5) years. Key teaching and learning personnel have more than ten (10) years experience. Even the "new hires" are coming to us with experience.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

A mentor has been provided for all new teachers regardless of prior experience. Mentors are matched based on the needs of the new hire. A new hire who has been teaching for several years in another district may not need help with classroom management, but may need help with our student information system. Also, the building principal and technology director frequently visit the new teachers to ensure that they have everything they need and also to provide reassurance. Just in time professional development is also provided at staff meetings.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

The district has advertised for teachers at colleges and universities in the surrounding areas to attract highly qualified applicants. In addition, quality programs have been maintained even though budgets remain tight.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

We do not have a high turnover rate. We generally lose one teacher a year due to retirement or relocation of a spouse.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The staff will receive professional development in differentiated instruction, effective instructional strategies, and integrating technology in the classroom. Our data shows that these are areas in which we need to continue to focus.

2. Describe how this professional learning is "sustained and ongoing."

Professional development is "sustained and ongoing" through staff meetings which function as professional learning communities throughout the year. Strategies learned at professional development are expected to be implemented in the classroom and are monitored by building administration.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		2015-2016 PD Calendar

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parent information is collected from surveys, school events, and personal contacts. The information is considered in the design of the plan.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

We have adjusted the plan based on feedback from the parents. Over the past four years, our free and reduced population has increased from 40% to 60%. They have asked for more academic intervention support for their children during the school day (intervention staff). They have also stated access to technology as a problem which is why we have initiated the 1:1 laptop project which provides computer aided instruction in the classroom.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents are surveyed annually.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		LV Parent Policy 2015-2016

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

The school has meetings with parents at the times that are flexible for parents (outside of the school day). We have provided students with laptops so students have access to technology at home and parents can see what students are working on during the school day and provide support for their child at home. Parent information is shared via social media (Facebook, Twitter, school website). Parents are invited to attend and help with school events such as school dances and sporting events.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Parents will be surveyed. We will also measure how many parents are involved in our social media interactions. That number continues to climb.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

School Improvement Plan

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We will use the results to increase parental involvement. Currently, we are still struggling with getting parents to be aware of what is going on at the school. We have increased our social media awareness because we think we will have better access to parents this way.

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

The School-Parent Compact was developed with input from parents, teachers, and students.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

Not applicable.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

It is shared with parents at our Back to School night when students get schedules, lockers, pictures, etc. Over 90% of students are regularly represented at this event.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		LV 2015-2016 Parent Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Individual student report are provided to parents each semester. NWEA reports are in an easy to read graph that shows a students progress over time. STAR reports are in easy to read language and is also depicted in graphs.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

N/A

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

N/A

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers are surveyed yearly regarding school-based academic assessments when we update the School Improvement plan. They are welcome to make recommendations for change at that time. Also, teachers determine at the beginning of the school year when the assessments will be given. The building administrator writes the calendar for the assessments based on teacher recommendation and what has been most successful in the past.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers have access to student achievement data and use it to provide more support for students who need it based on the data. This includes placing students in supplemental core classes in addition to regular instruction.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Students take the NWEA assessment 3 times per year. STAR Math and STAR reading assessments are taken 3 or more times per year. Students who do not score at a proficient (grade) level may be moved into a Supplemental Math and or Supplemental Reading class for at least one marking period depending on need.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students who are experiencing difficulty mastering the standards are provided with addition learning time during the school day with a certified teacher. These classes are determined quarterly through benchmark assessments.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Teachers use differentiated effective instruction in the classroom included blended learning (laptops have been provided to all students to support this), small group instruction, the use of research based strategies including giving feedback to students several times an our and providing learning objectives for students.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Students have access to programs based on need. We have moved to a co-taught model for language arts and math at each grade level to support students. Also, all students have access to the intervention paraprofessional.

State, local, and Federal programs/resources that support the school-wide program include: Child nutrition, IDEA, Title I, Title II, and State aid.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Students receive free breakfast in the classroom every morning (Child nutrition-Federal). There are co-taught classes for math and language arts to support learners in the classroom at each grade level (IDEA-Federal, State). We have supplemental classes for math and language arts to provide additional explicit instructional time for students who need more support (Title I-Federal). We have provided laptops to students to support technology at home (Title I-Federal). We have resource classes for language arts and math for students who need additional support (IDEA-Federal). We have an intervention paraprofessional who supports student for behavior and /or academics "just in time" under the direction of general education teachers (Title I-Federal).

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We provide free breakfast in the classroom every day for all students.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

The school staff evaluates the plan at least once per year during staff meetings to measure if what we are doing is effective based on student achievement data.

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

The school evaluates the results from State assessments and other assessments during professional development and staff meetings throughout the school year.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

The school determines if the program is effective based on the growth of the students who are furthest from achieving the standards. To be effective, those students need to grow more than one year in one year's time.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

We meet as a team to determine revisions to the plan based on data. This is done by department and as a whole team.

School Improvement Plan 2015-2016

Overview

Plan Name

School Improvement Plan 2015-2016

Plan Description

LVMS School Improvement Plan 2015-2016

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 LakeVille Middle School will become proficient in reading.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$0
2	All students at LakeVille Middle School will be proficient in Math.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
3	All students at LakeVille Middle School will become proficient in Writing.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
4	All students at LakeVille Middle School will adhere to the rules and procedures as outlined in the District Handbook.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0

Goal 1: All students at LakeVille Middle School will become proficient in reading.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

85% of 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 in reading in English Language Arts by 06/10/2022 as measured by state level assessment where an annual increase of 4% will occur from the baseline of 54% in 2012-2013. .

Strategy 1:

Effective Teaching Strategies - Teachers will implement effective teaching strategies in the classroom. Teachers will learn and review the strategies at staff meetings, professional learning communities, and professional development. The building principal will monitor classrooms for implementation.

Research Cited: Marzano, R.J., Marzano, J.S., & Pickering, D. (2003) Classroom management that works: Research-based strategies for increasing student achievement. Aurora, CO: Mid-Continent Research for Education and Learning.

Tier: Tier 1

Activity - Teacher Training on Effective Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers in effective learning strategies during professional development.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$0	Title I Part A	Building principal and teachers.

Strategy 2:

Intervention Teacher - Students who are reading below grade level will be placed in a supplemental reading class to receive daily additional instruction in reading.

Teacher will use research based strategies with students.

Research Cited: Corrin, W., Somers, M.-A., Kemple, J., Nelson, E., & Sepanik, S. (2009). The Enhanced Reading Opportunities study: Findings from the second year of implementation (NCEE 2009-4036). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S.

Department of Education.

Tier:

Activity - Identification of Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Students will be identified for Supplemental Reading based on State Assessment, NWEA, and STAR Reading scores.	Monitor	Tier 1	Implement	09/01/2015	06/30/2016	\$0	Title I Part A	Teachers and administrator.
Activity - Parent Notification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be informed of student progress bi-weekly through School Messenger, email, phone call, or personal contact.	Parent Involvement	Tier 1	Implement	09/01/2015	06/30/2016	\$0	No Funding Required	All teachers

Strategy 3:

Sustained Silent Reading - Students will use spend approximately 20 minutes each day silent reading on a book of their choice.

Research Cited: What Works Clearinghouse, August 2010, <http://ies.ed.gov/ncee/wwc/interventionreport>

Tier:

Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read a book of their choice. When complete, students will take a quiz on the book.	Monitor	Tier 1	Evaluate	09/01/2015	06/30/2016	\$0	Title I Part A	Teachers

Goal 2: All students at LakeVille Middle School will be proficient in Math.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

85% of 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 in math standards in Mathematics by 06/30/2022 as measured by state level assessment, where an annual increase of 6% will occur from the baseline of 31% in 2012-2013.

Strategy 1:

Effective Teaching Strategies - Teachers will implement effective teaching strategies in the classroom.

Research Cited: Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001) Classroom instruction that works: Research based strategies for increasing student achievement. Aurora, CO: Mid-Continent Research for Education and Learning

Tier:

Activity - Effective Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will learn effective teaching strategies during professional development, professional learning communities, and staff meetings.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/19/2015	\$0	Title I Part A	Building Principal, Teachers
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Activity - Parent Notifications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be notified of their child's progress every two weeks via syner-voice or email.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/19/2015	\$0	No Funding Required	All teachers and building administrator

Strategy 2:

Intervention Teacher - Students who are not learning the outcomes will be provided with daily additional learning time with a certified teacher. The instruction will be explicit and systematic.

Research Cited: National Mathematics Advisory Panel (2008); Wu (2005) <http://math.berkeley.edu/~wu/Northridge2004a2.pdf>.

Tier:

Activity - Parent Updates	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be informed of their child's progress every two weeks via syner-voice or email.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/19/2015	\$0	No Funding Required	Intervention Teacher

Goal 3: All students at LakeVille Middle School will become proficient in Writing.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

85% of 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 writing standards in Writing by 06/30/2022 as measured by state level assessment, where an annual increase of 5% will occur from the baseline of 51% in 2012-2013.

Strategy 1:

Effective Instruction - Teachers will use effective instruction in all classes based on Marzano's research.

Research Cited: Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001) Classroom instruction that works: Research-based strategies for increasing student achievement. Aurora, CO: Mid-Continent Research for Education and Learning

Tier:

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Activity - Monitor Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of effective teaching strategies through classroom walkthroughs and observations.	Monitor	Tier 1	Getting Ready	08/26/2014	06/19/2015	\$0	No Funding Required	Building principal, teachers
Activity - NWEA Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be monitored three times per year with NWEA.	Monitor	Tier 1	Evaluate	09/02/2014	06/19/2015	\$0	Title I Part A	Building Principal, Teachers, Interventionists, Director of Instructional Technology

Strategy 2:

Writing with Google Docs - Students will use their laptops to use Google Docs and other web based applications to respond to reading as well as write daily journals.

Research Cited: Scmoker, M.J., (2006) Results Now. Alexandria, VA ASCD

Tier:

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use their laptops and use Google Docs to collaborate on writing assignments.	Technology	Tier 1	Implement	09/02/2014	06/19/2015	\$0	No Funding Required	Building Principal, Director of Instructional Technology, Teachers, Interventionists.

Goal 4: All students at Lakeville Middle School will adhere to the rules and procedures as outlined in the District Handbook.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

SY 2015-2016

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School Improvement Plan

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collaborate to reduce the number of classroom referrals by 10% by 06/13/2014 as measured by using Synergy, where the baseline data from the 2012-2013 school year was over 1000 referrals for the building .

Strategy 1:

Intervention Paraprofessional - Students who are struggling with behavior will have time to go the Opportunity Room that is staffed by the Intervention Paraprofessional to discuss the behavior(s) that are interfering with their learning before returning to class.

Research Cited: Ford, E.E. (2003) Discipline for Home and School, Scottsdale, AZ

Tier:

Activity - Behavior Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are struggling with appropriate behavior in the classroom will write behavior plans with the Intervention Paraprofessional before returning to class.	Monitor	Tier 2	Implement	09/02/2014	06/19/2015	\$0	No Funding Required	Building principal, teachers, intervention paraprofessional, intervention specialist

Strategy 2:

Intervention Specialist - Students who are having extreme behavior issues will meet with the Intervention Specialist and his/her parents to develop a structured behavior plan for success in the classroom.

Research Cited: Ford, E.E. (2003) Discipline for Home and School Book One, Scottsdale, AZ

Tier:

Activity - Student/Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Interventionist will meet with students and parents to develop structured behavior plans to help students succeed in the classroom.	Parent Involvement	Tier 2	Monitor	09/02/2014	06/19/2015	\$0	Section 31a	Building Principal, Interventionist, Teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student/Parent Meetings	The Interventionist will meet with students and parents to develop structured behavior plans to help students succeed in the classroom.	Parent Involvement	Tier 2	Monitor	09/02/2014	06/19/2015	\$0	Building Principal, Interventionist, Teacher

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Instruction	Monitor the implementation of effective teaching strategies through classroom walkthroughs and observations.	Monitor	Tier 1	Getting Ready	08/26/2014	06/19/2015	\$0	Building principal, teachers
Parent Notifications	Parents will be notified of their child's progress every two weeks via syner-voice or email.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/19/2015	\$0	All teachers and building administrator
Parent Notification	Parents will be informed of student progress bi-weekly through School Messenger, email, phone call, or personal contact.	Parent Involvement	Tier 1	Implement	09/01/2015	06/30/2016	\$0	All teachers
Behavior Plans	Students who are struggling with appropriate behavior in the classroom will write behavior plans with the Intervention Paraprofessional before returning to class.	Monitor	Tier 2	Implement	09/02/2014	06/19/2015	\$0	Building principal, teachers, intervention paraprofessional, intervention specialist
Parent Updates	Parents will be informed of their child's progress every two weeks via syner-voice or email.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/19/2015	\$0	Intervention Teacher

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Collaboration	Students will use their laptops and use Google Docs to collaborate on writing assignments.	Technology	Tier 1	Implement	09/02/2014	06/19/2015	\$0	Building Principal, Director of Instructional Technology, Teachers, Interventionists.
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Effective Strategies	Teachers will learn effective teaching strategies during professional development, professional learning communities, and staff meetings.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/19/2015	\$0	Building Principal, Teachers
NWEA Assessment	Students will be monitored three times per year with NWEA.	Monitor	Tier 1	Evaluate	09/02/2014	06/19/2015	\$0	Building Principal, Teachers, Interventionists, Director of Instructional Technology
Identification of Students	Students will be identified for Supplemental Reading based on State Assessment, NWEA, and STAR Reading scores.	Monitor	Tier 1	Implement	09/01/2015	06/30/2016	\$0	Teachers and administrator.
Accelerated Reader	Students will read a book of their choice. When complete, students will take a quiz on the book.	Monitor	Tier 1	Evaluate	09/01/2015	06/30/2016	\$0	Teachers
Teacher Training on Effective Strategies	Train teachers in effective learning strategies during professional development.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$0	Building principal and teachers.

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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