School Improvement Plan

Otter Lake Elementary 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 is comprised of students from the villages of Columbiaville, Otter Lake, Otisville, and their surrounding townships. The district is 102 square miles with area split between Genesee and Lapeer Counties. Due to our geographic isolation, the District is the center of entertainment, enrichment and cultural activity for many of our families.

The current enrollment at Otter Lake Elementary is 180 students. We have 90 female and 90 male students. 99.5% of the students are white, while the remaining .5% are Hispanic and African American.

Otter Lake's staff retention is stable and consistent. Otter Lake staff consists of eight classroom teachers, one physical education teacher, one music/art teacher, and seven support service staff (one special education teacher, one speech therapist, one intervention teacher, one social worker and three Title One paraprofessionals.) All staff meet highly qualified state and federal requirements status. 73% of Otter Lake staff members live within the District. The majority of these are District graduates.

Due to our proximity to the auto plants in Flint, the District population grew rapidly through the 1970's and 1980's while the auto 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 district enrollment is approximately 1500 students.

The importance of post high school education was not important to most of the community until very recently. 2010 census data indicates that 90% of our residents possess a high school diploma while 10% possess a bachelor's degree or higher and 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. Available area jobs are generally low wage, no benefit positions, in retail, service, or construction and maintenance trades.

As the state economy declined so did family revenue. The number of families living in poverty has increased dramatically. 56% of families with a single mother are living below the poverty level. Otter Lake Elementary currently has 65% of it's students receiving free or reduced lunch. This has steadily increased over the past three years.

The loss of District revenue is a result of a loss of students. The loss of District revenue has created great challenges as we work to continuously improve our programs. Our community did pass a Bond issue during the 2012-2013 school year, so the building underwent significant improvements in the summer of 2013. New security measures, plant facilities, a new roof, sidewalks and student lockers were added to our building.
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 Otter Lake Elementary school is to provide a rigorous and relevant grade 1-2 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.

Mission statement: Our mission at Otter Lake Elementary School is to involve family, community, and school personnel in a team effort to prepare children to become lifelong learners and responsible members of a changing society.

Vision statement: LakeVille Community School students will positively impact a dynamic world.

In addition to courses in all core content areas, we offer art, music and physical education to all students.

We provide targeted reading and mathematics instruction at grades 1-2 designed to accelerate learning for all students. We provide supplemental instruction for struggling students in intervention programs funded with Title I, At-Risk and Idea funds.

Students have opportunities to participate in additional academic and global activities through our GenNet ITV system. This is a partnership with Genesee Intermediate School District, whereby our students can connect with other county and worldwide classrooms via an interactive televised system.

Otter Lake Elementary partners with the Otter Lake Post Office to offer Wee Deliver career technical education program at our school. Second grade students are postal employees, but the entire school is involved in the writing and mailing process.

Otter Lake students also participate in a weekly partner read, between first and second grade classrooms. Students are partnered with their Wee Deliver pen pals.

To provide a safe, orderly and consistent environment that promotes a positive learning experience, Otter Lake uses a Positive Behavior Support System, to teach and enforce positive behaviors in students. The system is based on the three main behavioral expectations of: “Bee” respectful, “Bee” responsible and “Bee” safe. Students who go above and beyond these expectations and are “caught” doing so, may receive a special award citation by any building staff member.
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.

In 2012-2013 Otter Lake became part of a District Wide NCA accreditation. We are proud to continue our accreditation status.

Our building has seen an increase in yearly math and reading growth using NWEA MAP test data to progress monitor students and then to identify students who need extra academic support. Students identified as needing extra support are then added to the intervention support groups, taught by our intervention specialist teacher, our physical education teacher and our Title I paraprofessionals. We also saw an increase in math and reading third grade MEAP scores for 2013-2014. First and second grade students do not take the MEAP exams, so our current MEAP data is based on the results of 3rd grade students at Columbiaville Elementary. We are a feeder school for Columbiaville Elementary.

For 2012-2013, Otter Lake Elementary was identified as a Focus school because of the size of gap in achievement between the highest performing and the lowest performing students in the school (in the area of reading). In order to address the achievement gap problem, Otter Lake Elementary implemented the following initiatives: *Participation in the State Superintendent's Dropout Challenge.* 
*Conducting data dialogues in the building and identifying the teaching and learning priorities needed to close the achievement gap.* Staff participated in professional development to more effectively implement multi-tiered systems of support for struggling students.

Through the focused, sustained work of staff, academic scores in reading and math improved and the achievement gap began to close, causing us to move out of our Focus school status for the 2013-2014 school year. Although achievement gaps continue to exist, we will continue to strive to close the achievement gaps for our bottom 30% of students over the next three years.

We are proud of our achievements in the area of technology. The Promethean Boards, document cameras, laptop computers and mini iPads allow teachers to engage and instruct students with the most current methods of integrated technology instruction.

A main challenge we face is budget cuts and limited resources to continue all of our goal work. Time and staff shortages are still a challenge for us. We are working on putting the best plan in place for MTSS work that our resources will allow.
Additional Information

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

We are proud of the progress our students have made during the past four years. We are committed to continually striving for excellence for all students.

Otter Lake Elementary works closely with the community and parents.

Our volunteers have logged over 1900 hours each year and we have an energetic, supportive and involved Parent Group that coordinates many projects for the students and staff.

The following listed items are some of the programs and activities Otter Lake offers (many through collaborative community efforts):

* Summer reading programs sponsored by Lapeer and Genesee County Libraries
* Pe-Nut nutrition lessons sponsored by a federal nutrition grant obtained by GISD
* Local Lions Club vision screenings
* Local (Otisville) dentists sponsoring free dental screenings and tooth care programs for students
* Veteran's Day celebration and penny drive
* Grandparent luncheons
* Wee Deliver postal career program
* KIND program
* Hurley Grief Counseling program
* Title One Bingo for Books Family Night
* Sugar Bush
* Loons semi-pro hockey team reading volunteers
* Otter Lake fire department visits
* Halloween parade
* Parent Group meetings
* Friendship Day food collection
* Field Day
* Stuff the Bus food collection
* Reading Month
* Veggie and Fruit classroom challenge awards sponsored by Otisville Subway
* Boy Scouts recycling
* Girl Scouts gardening project
* Lunch with the Principal
* Monthly reading to students by the Principal
* Writing letters to Santa (answered by Middle School students)
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

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.

Stakeholders are parents, students, and staff. Stakeholders are selected through surveys, invitation, volunteering and through school functions. Parent meetings are held monthly through the Parent Group Association. All stakeholders are invited to the meetings. Title One information is shared at each monthly meeting. Students are informed of daily goals and objectives on a daily basis. Six, one hour meetings are held for staff to meet, analyze, improve and revise school improvement goals.

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

Parents, students and staff participated in surveys to help direct school improvement efforts. The principal reported the School Improvement Plan during monthly Parent Group meetings. Teachers were responsible for revising curriculum and teaching strategies based on data. Parents were responsible for expressing their concerns about building data and other issues, so these items could be addressed in the SIP. Parents and students were responsible for informing the staff of any concerns so that staff could respond appropriately and address the concerns at staff meetings. Concerns regarding safety were addressed by administration and staff.

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

The final School Improvement Plan is posted on the District website. It is presented and reviewed at school event nights (2 times during the school year) and Parent Group monthly meetings. Hard copies of the SIP are also available at the Parent Information Center and school office.
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?

The three year trend in enrollment data indicates a steady decline in enrollment. As the state economy has declined so has family revenue. The number of families living in poverty has increased. Challenges include loss of funding for programs and materials due to loss of District revenue as a result of a loss of students. Class sizes will be increased and staff decreased.

Student Demographic Data

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

Student absences have increased over the past three years. The number of truancy (10 or more unexcused absences) cases has also increased. The increased absences make it more challenging for our academic scores to increase when students are missing daily instruction due to their absences. The students performing in the bottom 30% of our school are also some of the same students who miss more than 10 days of school.

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 issues have been declining in our three year trend. Suspensions have not increased. We are not noting any outstanding challenges at this time. We are continuing to implement our Positive Behavior Support Plan throughout the building.

Student Demographic Data

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

Otter Lake Elementary will be working with the District Attendance Intervention Specialist and coordinating services with Lapeer and Genesee County truancy agencies to raise our attendance level for the 2015-2016 school year. We will also sponsor a back to school attendance event focusing on attendance for the 2015-2016 school year, noting the correlation between attendance and academic achievement. Bee Awards are given for outstanding student behaviors as positive discipline incentives.
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 consistency of one administrator for the past seven years has had a positive effect on student achievement (previously there were 6 administrators in 6 years), as indicated in staff and parent surveys. An administrator with many years of teaching and administrative experience should be more familiar with the curriculum, content standards and expectations of the grade levels, discipline, interventions and working with staff, students, parents and community, all lending itself to greater student achievement.

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?

Experienced staff have a lot to offer students. They are consistent in their high expectations of students and knowledge and continuity of curriculum delivery. They are able to analyze data more efficiently and use it to monitor student growth. Students see staff interact in a positive, helpful way toward each other and the students, making them good role models for the students. Academic scores have increased due to consistency and high expectations of experienced staff. According to parent surveys, the experienced staff make students feel safe, secure and cared about in a positive climate, which has led to greater student achievement.

Teacher/School Leader(s) Demographic Data

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

The building principal does not have a high absenteeism rate.

The principal is shared between two buildings, which can pose an issue at times, but head teachers handle discipline issues in the absence of the principal. Student achievement does not seem to be impacted by having a shared time principal.

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?

Otter Lake teachers do not have a high absenteeism rate.

High teacher absenteeism would have a negative effect 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?

Adding additional funding to have a full time principal in the building.
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?

Our building strengths are in leadership, teaching and assessing for learning and purpose and direction.

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?

Challenges are not enough resources and District support systems and using results for continuous improvement.

12. How might these challenges impact student achievement?

Limited resources impact student achievement when programs and teachers are cut. Limited resources mean that all professional and support staff are not able to be trained in the evaluation, interpretation and use of data. All staff need to be trained in data use to effectively diagnose and implement strategies and programs to help all students raise achievement scores.

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.

- Adding training and materials for all support staff to effectively implement evaluation, interpretation and use of data.
- Adding a full time music instructor.
- Adding professional learning specific to the use of data for all staff.
- Implementing weekly grade level planning time District wide.

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 have access to our intervention programs, based on the student data used to drive our interventions. Title I paraprofessionals work with all students.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?
The following opportunities are available for grades 1 and 2: Boy Scouts, Girl Scouts, support during recess, take home reading support program, computer at-home and school access programs for reading and math (Spelling City, Wonders Reading online, Razz Kids and Everyday Math online), March reading month activities, and field trips.

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

We inform parents of extended opportunities through weekly classroom newsletters, monthly school newsletters, flyers, school announcements, Synervoice, texting, e-mail and Facebook.

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?

Pacing guides and daily lesson plans include the content standards. Lesson plans are monitored by the principal. Standards are displayed in each classroom. The principal conducts classroom visits and observations to monitor lessons taught.

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.

We did not complete the MIPHY last 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

NWEA MAP reading assessment data indicates that 65% of second grade students met or exceeded reading proficiency standards and 70% of first grade students met or exceeded reading proficiency standards for 2014-15.
MEAP 2013 data is based on the MEAP results of Columbiaville Elementary third grade students, as we are the feeder school for Columbiaville.
Fall 2013 MEAP results indicate that 65% of 3rd graders are proficient in reading.
Otter Lake met the fall 2013 AMO target in reading.

19b. Reading- Challenges

Closing the achievement gap between economically disadvantaged students and all students.
Getting all students reading at grade level.

19c. Reading- Trends

Reading is showing a positive trend in performance on both local and state assessments for the past 3 years.
Student achievement is above the state targets in reading.
There is a slight increase in the number of students in the top 30%, slight increase in the number of students identified as economically disadvantaged, students with disabilities and homeless.
Our highest level of student achievement is in reading. Building and state level assessment data reflects an increase in the percentage of students performing in the proficient ranges in reading. Data also reflects gains in closing the achievement gap between the bottom 30% of students and all students.

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.

The challenges will be addressed through constant review of student data, principal walkthroughs and observations, staff data meetings, common grade level planning time/meetings, review and update strategy work, adding a full time special education teacher to work with tier 4 students, additional intervention by paraprofessionals and intervention specialist and ongoing professional development.

20a. Writing- Strengths

Otter Lake implemented a new writing program this year (McGraw-Hill Writers Workshop). We created a new writing rubric and will not have comparison data or strengths to note until 2015-16.

20b. Writing- Challenges

Increasing writing achievement scores for all students. Closing the achievement gap between economically disadvantaged students and all students.

20c. Writing- Trends

We have no trend data for state writing assessments at the grade 1 and 2 levels. Local writing prompt data indicates a negative trend in performance for the last 2 years in economically disadvantaged students, homeless students and students with disabilities.
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.

These challenges will be addressed through constant review of student writing prompt data, staff data meetings, use of our new Wonders writing workshop assessments and newly developed writing prompts for all grade levels, review and update of strategy work, additional intervention by paraprofessionals, intervention specialist and special education teacher (tier 4 intervention) and ongoing professional development.

21a. Math- Strengths

NWEA MAP assessment data indicates that 95% of first grade students showed a year's growth indicating a 15% overall increase in math proficiency from 2013-14 to 2014-15 and 93% of second grade students showed a year's growth indicating a 9% overall increase in math proficiency from 2013-14 to 2014-15. 100% of first grade intervention students and 86% of second grade intervention students showed a year's growth in math proficiency. 33% of students with disabilities showed a year's growth in math proficiency indicating a 10% increase from 2013-14. Benchmark math assessments show an increased proficiency on computational items by 10% or more for each grade level for students with disabilities. Benchmark math minute tests show 84% of all students proficient on timed math facts tests.

21b. Math- Challenges

Closing the achievement gap between economically disadvantaged students and all students.

21c. Math- Trends

Math is showing a positive trend in performance on both local and state assessments for the past 3 years. Student achievement is above the state targets in math. There is a slight decline in the number of students in the top 30%, decline in the number of students in the top 30% identified as economically
disadvantaged, students with disabilities and homeless

Building and state level assessment data reflects an increase in the percentage of students performing in the proficient range in math. Data also reflects gains in closing of the achievement gap between the bottom 30% of students and all students.

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.

These challenges will be addressed through constant review of student assessment data, principal walkthroughs and observations, staff data meetings, collegial observations/visits and debriefing, common planning time/meetings, review and update strategy work, additional intervention by paraprofessionals and intervention specialist and ongoing professional development.

22a. Science- Strengths

NA at this time.

22b. Science- Challenges

NA at this time.

22c. Science- Trends

NA at this time.

22d. Science- Summary

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

NA at this time.
23a. Social Studies- Strengths

NA at this time.

23b. Social Studies- Challenges

NA at this time.

23c. Social Studies- Trends

NA at this time.

23d. Social Studies- Summary

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

NA 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?

Resources and support services and teaching and learning are the highest levels of satisfaction. Students feel that their teachers want them to learn and do well and that the school provides books for them to read. Students feel safe and that teachers care about them.

24b. Student Perception Data

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

Students felt that parent involvement was low and they would like to have more technology to use.

24c. Student Perception Data

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

Increase parent involvement offering more options for interacting at school and find outside sources (possibly grants) to fund more technology.

25a. Parent/Guardian Perception Data

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

Communication between school and home and the safety of the children are the highest parent indicators of satisfaction.

25b. Parent/Guardian Perception Data

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

Resources available to support District initiatives and technology available to students are the lowest satisfaction areas.
25c. Parent/Guardian Perception Data

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

Increase support services, technology devices and student resources from the District level could be possible solutions.

26a. Teacher/Staff Perception Data

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

Having a continuous improvement process in place to monitor and implement goals and curriculum within the building, having a consistent leader in the building, good governance at the building level, and good purpose and direction. Also, a new reading curriculum to offer consistency and alignment of K-2 reading.

26b. Teacher/Staff Perception Data

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

Lack of resources to fund professional development for all staff.
Lack of adequate funding for supplies and materials.

26c. Teacher/Staff Perception Data

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

Adding District funds to help pay for professional development and more resources and materials for the classrooms.

27a. Stakeholder/Community Perception Data

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

Communication with the community.
Involvement between school and community, interacting with all community groups and including community volunteers in the building.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?
Not enough support services for the school.
Lack of District funds to support all initiatives.

27c. Stakeholder/Community Perception Data

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

Continue with communications to all stakeholders and add more District funds to effectively run the building.
28a. Summary

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

Strengths: Students believe their teachers care about them and want them to do their best at school and they feel safe at school. Parents believe the school does a good job with instruction and keeping their kids safe and shows care and compassion for their child(ren). Staff believes we do a good job with building leadership, developing and following a school improvement process and a good job with planning and staff collaboration.

We have an experienced staff. Discipline issues are low. Student attendance is still a challenge.

We have pacing guides and curriculum for all content areas in place. Staff implements the curriculum with fidelity and staff collaborate well.

Reading and math achievement scores are increasing. The writing program is in a new beginning stage. A new program was implemented in reading and writing beginning this year (2014-15). Achievement gaps between students with disabilities, economically disadvantaged students and all students are closing but we still need to continue work on closing the gap even further.

Challenges are lack of resources and funds for professional development, technology and materials.

28b. Summary

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

The challenges may impact student achievement negatively, especially in providing equitable resources for all students to achieve their needed academic growth.

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?

SIP goals will address the core content areas for all students. Strategies and activities were developed to address the needs of students at-risk of not meeting academic standards, as well as, economically disadvantaged students and students with disabilities utilizing our intervention specialist, paraprofessionals, and our K-12 attendance interventionist.

Goals for 2015-2016 are: 85% of students will be proficient in reading by 6/30/2022.

85% of students will demonstrate proficiency in computation and problem solving by 6/30/2022.

85% of students will become proficient writers by 6/30/2022.

Subgroups: Economically disadvantaged students and students with disabilities will be the focus of our objectives and interventions.
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

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Literacy and math are tested annually in grades 1-5.</td>
<td>Yes</td>
<td>Our staff utilizes the results from the Developmental Reading Assessment (DRA), Michigan state assessments (M-STEP), chapter tests, Michigan Literacy Profiles Program (MLPP) and the Northwest Evaluation Association MAP (NWEA MAP) assessment.</td>
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<td>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.</td>
<td>Yes</td>
<td><a href="http://www.lakevilleschools.org">www.lakevilleschools.org</a></td>
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<td>Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.</td>
<td>Yes</td>
<td>This is not applicable to our building. EDP’s are on file at LakeVille Middle School.</td>
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<td>Our school reviews and annually updates the EDPs to ensure academic course work alignment.</td>
<td>Yes</td>
<td>This is not applicable to our building. We are a grade 1-2 building.</td>
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<td>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.</td>
<td>Yes</td>
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<td>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.</td>
<td>Yes</td>
<td>Vickie Luoma, Superintendent 11107 Washburn Road Otisville, MI 48463 810-591-3981</td>
<td></td>
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<td>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.</td>
<td>Yes</td>
<td></td>
<td>OTTER Parent Involvement Plan.pdf</td>
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<td>The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.</td>
<td>Yes</td>
<td>Otter Parent Compact</td>
<td>Otter Parent Compact.pdf</td>
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<td>The School has additional information necessary to support your improvement plan (optional).</td>
<td>Yes</td>
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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 members of the school improvement committee conducted the comprehensive needs assessment throughout the 2014-2015 school year. Teachers compiled achievement data on grade level spreadsheets from the following sources: Measures of Academic Progress (MAP) reading and math assessments, DRA2, DIBELS, writing prompts (4 point rubric) and MLPP assessments. Staff, student and parent perception data was collected in May and October of the school year. Parent sign in sheets from all parent activity nights, open house, and parent-teacher conferences provided data for parent involvement.

The school improvement team, including all stakeholders (parents, staff and community members) met 6 times throughout the school year to review school achievement, program perception and demographic data to revise and update our SIP. The CNA process resulted in identifying writing, reading and math as our priority goals for the 2015-2016 school year.

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?

Student achievement data:

MAP reading/math assessment-65% of second grade students met or exceeded reading proficiency standards and 90% of second grade students met or exceeded math proficiency standards. 70% of first grade students met or exceeded reading proficiency standards and 85% of first grade students met or exceeded math proficiency standards.

MEAP 2013-our current data is based on the MEAP results of Columbiaville Elementary third grade students, as we are the feeder school for Columbiaville.

Fall 2013 MEAP results indicate that 65% of 3rd graders are proficient in reading and 54% are proficient in math. No significant achievement gaps exist between the economically disadvantaged and non-economically disadvantaged students in reading and math. A 12% gender gap exists in math at the 3rd grade level in favor of females. MEAP trend data reflect achievement gaps between all students and students with disabilities. 2013 MEAP item analysis for students with disabilities indicate weaknesses in basic math and problem solving skills, word study (vocabulary) and comprehension of informational and narrative text.

Annual Measurable Objectives- Otter Lake met the fall 2013 AMO targets in reading and math for all students. Our trend data indicates that we have met our AMO targets in reading and math (with continual improvement each year) for the past three years. Although we are making progress at closing the achievement gap between students with disabilities and all students, a gap still exists.

Top to Bottom-A gap exists between our bottom 30% of all students and our top 30% of students. The gap is -0.1773 in mathematics and -1.3522 in reading. Otter Lake was a designated Focus school for the 2013-2014 school year and we have made enough progress in closing the achievement gap to be removed from the focus list for the 2014-2015 school year. We will continue to focus on closing the achievement gap even further. As a feeder school to Columbiaville, we note that 71% of Columbiaville students with disabilities are in the bottom 30% and 39% of their economically disadvantaged students are in the bottom 30%.

Student/Teacher/Parent perception data:

What was examined: Student/Teacher/Parent survey results and Interim Self Assessment

Students-100% of students believe that their teachers care about them and want them to do their best at school. They also feel safe at school.

Areas of improvement-Students would like to see more technology used at school. They also would like their parents to be more involved at SY 2015-2016
school functions.
Parents-Parents believe that the school does a good job at keeping their child(ren) safe and that we do a good job with instruction and showing caring and compassion for their child(ren).
Areas of improvement-Parents would like to see more resources to support district initiatives and more technology provided in the school.
Staff-Staff believes that we do a good job with building leadership, developing and following a building improvement process and plan and with staff collaboration.
Areas of improvement-Staff would like more professional development, more collaborative planning time and more resources to fund district initiatives.

Demographic data-
What was examined: Gender, socio-economic status, ethnicity, mobility
Total enrollment-196 students  This is a 3 year trend decline.
Gender- 51% males    49% females
Socio-economic status- 65% of students are economically disadvantaged (based on free and reduced lunch data)
Ethnicity-99.5% are Caucasian .5% are Hispanic and African American
Mobility-Otter Lake had a student mobility rate of 11% for 2013-2014 (students entering/leaving throughout the year)

Program/Process data-
What was examined: Current grade level configurations, instructional practices, self-assessment
Otter Lake Elementary houses grades one and two.  Our first grade classes exchange students for science and social studies within the grade level and our second grade classes do the same.  We will operate four first grade classrooms and four second grade classrooms for the 2014-2015 school year.
Instructional Strategies-
Language Arts (reading, writing, spelling) We will implement a new series called Wonders Reading and Writing Workshop that will incorporate 6+1 Traits, reading and writing workshop and spelling.  This also incorporates technology into the language arts curriculum.  We also will incorporate the technology sites: Spelling City, Study Island and Razz Kids to connect school and home language arts practice.
Math: Everyday Math, which incorporates hands on use of manipulatives, differentiated math instruction, and, math journals, Study Island and weekly mad minute math facts tests.
Science: Battle Creek Science lessons and kits, PE-Nut health and nutrition lessons provided by Genesee Intermediate School District consultants, Michigan Model Health curriculum
Social Studies: MC3 State Curriculum lessons
Self Assessment-Our highest areas were Governance and Leadership and Purpose and Direction
Our lowest area was Resources and Support Systems
Conclusions:
Student achievement-Student achievement data reveals that our achievement gaps in the areas of reading and math are closing between our economically disadvantaged and non-economically disadvantaged students.  We still need to focus on closing the gap even more, though.
Subgroup concerns include our students with disabilities.  The achievement gap is widening with this group as compared to all students.
Perception data-Perception data reveals that parents and students are generally satisfied with the caring and safeness of the school and belief that all staff helps students prepare for the next grade level.  Efforts need to be made to increase parent involvement in all areas of school activities and purchase more technology.  The use of mini iPads purchased with Title I funds should help address this issue.
Program/Process-A K-12 Attendance Interventionist will implement new attendance procedures and incentives as well as monitor attendance.

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rates of students more closely. This will help increase attendance of our lower 30% of students as well as all students and help increase student achievement levels. All staff will be implementing a new language arts curriculum incorporating technology, reading, writing, and spelling. This will provide greater continuity in instructional practices K-2 and with special education. We also have hired a full time special education instructor for K-2 to provide consistent and full time instruction and support for students with disabilities.

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.

The priority issues of achievement gaps in reading and math and subgroup concerns (closing the achievement gap for students with disabilities) are priority areas identified for establishing school improvement goals.

Multiple sources of data were used to develop goals for the 2015-2016 school year. They were: AMO targets, student achievement as assessed by the 2013 MEAP, MAP assessments, demographic data (from 2014-2015 school year) and perception data from the 2014-2015 surveys.

Goals for 2015-2016 are as follows: 85% of students will be proficient in reading by 6/30/2022

85% of students will demonstrate proficiency in computation and problem solving in mathematics by 6/30/2022.

85% of students will become proficient writers by 6/30/2022.

Subgroups: Economically disadvantaged students and students with disabilities will be the focus of our objectives and interventions.

Goals were not established for social studies and science because comprehension of informational texts is addressed in the reading goal.

Understanding graphs and maps used in social studies and science is also part of our math instruction.

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?

All goals address the core content areas for all students. Strategies and activities were developed to address the needs of students at-risk of not meeting academic standards, as well as, economically disadvantaged students and students with disabilities utilizing our intervention specialist, paraprofessionals, and our K-12 attendance interventionist.

Other classroom intervention strategies/procedures include:

- Modifications include: assistance with note taking, modified or shortened assignments, alternative testing formats, cooperative learning, modified grading, modified expectations, use of audio texts, and breaking assignments into smaller chunks.
- Accommodations for students with disabilities: preferential seating near the teacher, increased wait time, frequent review of materials, simplified or repeated instructions, extended assignment completion time, assistive technology, no timed tests, and use of a study partner.
- Accommodations for all students: Use of: leveled books in all subject areas, audio books, high interest materials, highlighters.
- On-line materials include:use of virtual manipulatives, tutorials, text, additional educational websites that correlate with district curriculum.
- Curriculum: shortened assignments based on mastery of key concepts, alternative forms of assessments, modified expectations based on student need.
- Classroom: individual behavior plans when necessary, reduced visual distractions, study carols, assistive technology, preferential seating, use of visual and anchor charts, use of oral/written directions, modeling.
- Programming: use of child study team process, development and implementation of behavioral management plans, use of school wide PBS.
Component 2: Schoolwide Reform Strategies

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

Math: Strategies—computational fluency, at-risk interventions (MTSS), problem solving
All teachers will utilize hands on and virtual manipulatives in their daily mathematics instruction of Everyday Math. Math journals will be used for vocabulary/problem solving and all students will receive 30 minutes of a daily spiral math review. Basic math skills will be practiced and assessed through mad minute math on a weekly basis. Intervention staff will provide additional support daily, to all students who are not meeting math standards.

Reading: Strategies—comprehension, at-risk interventions (MTSS), vocabulary
All teachers will provide explicit vocabulary instruction and implement Reading Workshop as outlined in the newly purchased Wonders Reading/Writing Workshop program. All teachers will utilize Razz Kids and Spelling City on-line reading/vocabulary/comprehension programs. Intervention staff will provide additional support to students who are not meeting reading achievement standards as assessed and progress monitored by MAP, MLPP, and Wonders reading/vocabulary assessments.

Writing: Strategies—Wonders writing workshop, 6+1 Traits, at-risk interventions (MTSS)
All teachers will provide direct writing instruction as outlined in Wonders Writing/Reading Workshop program. 6+1 writing traits are imbedded in the program. Spelling City on-line program will also be used on a daily basis for spelling/writing practice. Intervention staff will provide additional support to students not meeting standards in written expression on a daily basis.

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).

Quality of instruction: The following strategies in our school wide plan increase the quality of instruction: Math and writing journals increase student vocabulary banks and improve problem solving skills, the Wonders Reading/Writing Workshop program will provide staff with comprehensive ELA lessons and pacing guides to ensure consistency in grade level instruction, and the Wonders Reading/Writing workshops provide comprehension and writing strategies. Focusing on computational skills will improve automaticity— a necessary skill for success in math as problems become more complex. Intervention staff will target students specific academic/attendance weaknesses.

Quantity of instruction: The following strategies in our school wide plan increase the quantity of instruction: Daily spiral math reviews and daily oral language supplement or are additions to our daily writing, reading and math instruction. All students receive 50 minutes of direct math instruction and 90 minutes of ELA instruction. Intervention staff provide supplemental math, writing and reading instruction and/or support. The K-12 interventionist will address attendance issues, to increase the number of instructional days for students frequently absent.

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

Our needs assessment indicated that our achievement gaps are linked to misalignment of the special and general education curriculums.
differences in vocabulary acquisition between upper and lower socially economically disadvantaged students and high absentee rates especially for students with disabilities and economically disadvantaged students. The following research-based strategies are aligned with the findings of our needs assessment: use of intervention staff to provide individual and small group support to students struggling with grade level standards and increased grade level demands, use of a K-12 MTSS interventionist to address absenteeism by providing timely and appropriate assistance to parents and students, building student vocabulary banks in reading and math, and use of at home technology websites and programs to provide activities and opportunities for increased student engagement and practice in daily math and reading.

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.

Timely additional support: The following strategies provide a level of interventions for students needing the most instructional support:
- Reading: Use of leveled books as outlined in the Wonders Reading/Writing Workshop program, availability of audio format texts, implementation of on-line Razz Kids and Spelling City (for school and home use), flexible targeted reading instruction, use of an intervention teacher to provide small group and individual instruction, Title I paraprofessionals to provide pull-out and push-in student support.
- Writing: Implementation of Wonders Reading/Writing Workshop program by all instructional staff, use of intervention staff to provide small group and individual support to students struggling with writing and use of writing journals to apply 6+1 Traits and other writing skills taught in writing workshop mini-lessons.
- Math: Use of Everyday Math spiral review to provide students with daily math practice using computational and problem solving skills, use of mad minute math assessments to build fluency and automaticity needed to ensure success with more complex math problems, use of math journals to practice vocabulary usage as it relates to problem solving and use of intervention staff to provide small group and individual support to students struggling with grade level demands.

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

The school utilizes the following forms of assessments to progress monitor student needs:
- Measures of Academic Progress (MAP) is administered 3 times per year. Results of the MAP reading and math assessments are reviewed at monthly data meetings, consisting of general, special education and intervention staff members.
- MLPP assessments administered three times per year and as needed.
- DRA2 reading assessment administered three times per year.
- DIBELS fluency assessment administered twice a year.
- Unit/chapter tests administered throughout the year.

Otter Lake is utilizing a multi-tier approach to help at-risk students. At Tier I all students receive quality, research based core content instruction. Title I paraprofessionals provide additional support by pushing into targeted reading/math classes. The intervention teacher meets with staff 1-2 times per month to review data and adjust reading/math intervention groups as needed. At Tier 2, our paraprofessionals
and teachers target the lowest 20% of their students by providing small group and/or individualized instruction in reading or math. Instruction and interventions are progress monitored weekly to adjust instructional needs of students. At Tier 3, our intervention specialist and K-12 interventionist meet with the lowest performing 5% of our students in small groups or individually. Instruction is adjusted by progress monitoring data.
## Component 3: Instruction by Highly Qualified Staff

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<tr>
<td>1.</td>
<td>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.</td>
<td>Yes</td>
<td>All instructional paraprofessionals meet NCLB requirements for highly qualified.</td>
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<td>2.</td>
<td>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.</td>
<td>Yes</td>
<td>All teachers at Otter Lake Elementary meet the NCLB requirements for highly qualified.</td>
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1. What is the school's teacher turnover rate for this school year?

We do not have a high turnover rate. Two teachers were moved to another school in the district for the 2015-2016 school year due to declining student enrollment.

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

Otter Lake Elementary houses 11 teachers. 3 have 4-8 years of experience, 7 have 9-15 years of experience and 1 has more than 15 years experience.

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

We have a caring and supportive staff that is student oriented. Building collaboration and morale are high and all staff support each other. We focus on student learning and the respect of everyone. Trust factors are high. Community and volunteer support are high and we have a very active Parent Group.

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

Lakeville offers a competitive wage and benefit package. We are a small, rural, close knit community with strong parent and community support. We work in conjunction with local colleges to place student teachers. We offer up to date technology for all staff and students to use and many opportunities for professional development.

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.
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.

Summer professional development is offered to staff members through the Davison, Kearsley, Clio and Lakeville Consortium. The 2015 summer offerings include: English Language Arts (Readers/Writers workshop, MAISA Narrative Writing); Math (Guided math, numeracy strategies, enhancing math instruction for students with learning difficulties); Instructional technology (Using web tools for formative assessments, video creations, creating online tests, Google Chrome, iPad apps); Behavior support and intervention plans, Trauma informed care, Autism spectrum disorders; and Elementary Synergy Gradebook.

McGraw-Hill sponsored a Wonders Reading/Writing Workshop for all staff members, which included technology integration of skills in reading and writing and an Everyday Math Workshop update on the new online math system and updated math series.

All staff will participate in Safe Schools training- Bloodborne pathogens, FERPA, Bullying, sexual harassment, safety data sheets, concussion awareness, conflict management, AED use, medication administration (epi-pens) and sexual misconduct.

Six professional learning community meetings will be held throughout the 2015-2016 school year for the purpose of reviewing local school data and monitoring school improvement strategies.

District curriculum and technology meetings are scheduled four times per year.

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

Professional development is built into the 2015-2016 school year calendar and is data driven. The district is offering summer professional development opportunities as well as allowing staff to attend Genesee Intermediate School District professional development. At the building level, professional learning community and grade level meetings are scheduled on a monthly basis.

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<tr>
<td>3. The school's Professional Learning Plan is complete.</td>
<td>Yes</td>
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<td>LakeVille PD 2015-16</td>
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Component 6: Strategies to Increase Parental Involvement

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

Parents are invited to be active participants in all aspects of the school-wide plan. Parents are encouraged to take the online AdvancEd survey in the fall of the school year. Results of the survey were utilized in developing strategies to improve and sustain building activities and services and improve academic achievement for all students. Parents also have input through monthly Parent Group meetings, participation surveys and the twice a year school improvement meetings.

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

Parents are involved in the following ways:
- Comprehensive needs-parents provide perception data by participating in the online and paper surveys.
- School-wide reform strategies-The Otter Lake Parent Group funds our field trips, assemblies, program incentives, field day, and purchasing of classroom Scholastic Magazine for all students.
- Attract and retain highly qualified staff-Parent volunteers and support and our active Parent Group create a positive working environment.
- Parental involvement-Parents provide perception data via surveys and attend school improvement meetings.
- Preschool transition-Parents volunteer to work in our preschool programs.
- Timely and additional assistance-Parents assist students with weekly take home assignments.
- Coordination of federal, state and local resources-Local community businesses donate items and money to support school activities, federal and state grants fund our preschool programs and local service agencies provide free dental and vision screenings, counseling and family support programs. Parents volunteer to supervise and work at the free community programs and preschools.

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

Parents provide perception data via surveys. The plan is reviewed with all stakeholders and feedback is used to revise and edit any areas of concern at the annual review. The plan is also discussed at monthly Parent Group meetings to solicit feedback for review and evaluation.

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<td>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)?</td>
<td>Yes</td>
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<td>OTTER Parent Involvement Plan.pdf</td>
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5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

1118 (e) (1) Otter Lake Elementary will assist parents through:
The Annual Title I meeting
Open House
Parent conferences
Report cards
Progress reports
MAP results mailed to parents 3 times yearly
Parent copy of CCSS given at open house and parent teacher conferences

1118 (e) (2) Otter Lake Elementary will provide materials through the following:
Hosting training sessions for parents
Providing lists/links to community resources
Providing parents with math/reading take home activities, online websites and apps, flashcards, reading logs and manipulatives
Providing on line access to math and reading program texts
Providing parent access to online grading and report card system

1118 (e) (3) Otter Lake Elementary will train staff to build effective parent involvement through monthly meetings to investigate possible strategies to implement

1118 (e) (4) LakeVille offers the following preschool programs:
HeadStart, GSRP, SKIP, Kids Club Latchkey, Little Falcon Preschool

1118 (e) (5) Otter Lake provides services for limited English speakers and those with disabilities through written and auditory communications and interpreters provided by Genesee Intermediate School District.

1118 (e) (14) Otter Lake will provide reasonable support for parents upon request. We offer supplementary materials through online resources, extra textbooks and flexible scheduling of conferences.

1118 (f) Otter Lake will provide full opportunities for parents with limited English proficiency, those with disabilities, homeless and parents of migratory children with the assistance of Genesee Intermediate School District.

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

The parent involvement component is evaluated through perception surveys, monthly parent group meetings, Title I family nights, open house, parent-teacher conferences, volunteer hours logged, and parent comments from online or paper surveys.

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

Data compiled from the parent perception surveys are utilized to improve our schoolwide program. Staff will take suggestions and data and revise the SIP. It will then be reviewed by parents at the annual SIP meeting in May where revisions may be made.

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

The compact is reviewed at the first Parent-Teacher meeting of the school year. The compact is modified accordingly. It is then reviewed
and discussed with parents at fall conferences.

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

It is discussed with parents at conferences and modified if necessary, based on comments and suggestions.

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

This is not applicable. We are a grade 1 and 2 building.

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<td></td>
<td>The School's School-Parent Compact is attached.</td>
<td>Yes</td>
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<td>Otter Parent Compact.pdf</td>
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11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

The school provides a Parent Night to explain assessment results. Information is presented in hard copy and online to help parents navigate understanding the results. Parents can also access information during monthly parent meetings or arrange a meeting with school staff for one on one help. Interpreters for limited English speaking parents are available upon request by the Genesee Intermediate School District.
1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

The preschool programs are housed at Otisville Elementary. The programs offer open house visitations and information about all programs is available in all district schools as well as on the LakeVille website. Parents have the opportunity to meet monthly with school staff to receive information about other district buildings.

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?

LakeVille Schools early childhood programs provide training to preschool parents. Preschool teachers have the opportunity to meet with staff concerning academic expectations for other grade levels.
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?

Unit and chapter tests are teacher generated. District assessments were researched and selected by a team of K-12 educators in conjunction with Genesee Intermediate School District. The District has a curriculum and technology committee comprised of K-12 staff to give input into all curriculum decisions made for the district. The DCC meets 4 times per year to address curriculum issues and needs.

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

Teachers collect student achievement data on their grade level data spreadsheets which are completed throughout the year. The data is reviewed/analyzed at monthly grade level and data meetings. Staff members adjust instruction as needed based on the results of the data review meetings.
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.

Otter Lake Elementary uses a multi-tier approach to identify students. At Tier I all students receive quality, research based content area instruction. Title I paraprofessionals and gym/music teachers provide additional support by pushing into targeted reading classes. The intervention teacher meets with staff 1-2 times per month to review data and adjust reading intervention groups as needed.

At Tier 2, our paraprofessionals and teachers target the lowest 20% of their students by providing small group and/or individualized instruction in reading or math. Instruction and interventions are progress monitored weekly to adjust instructional needs of students.

At Tier 3, our intervention specialist and K-12 interventionist meet with the lowest performing 5% of our students in small groups or individually. Instruction is adjusted by progress monitoring data.

At Tier 4, students who are not responding to intervention may be referred for a special education evaluation. State special education rules and regulations provide criteria for eligibility for special education services and/or programs.

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?

Title I intervention staff (intervention specialist and paraprofessionals) provide assistance to students who are experiencing difficulty mastering the State's academic achievement assessment standards in reading, math, writing, science and social studies. Our intervention teacher, paraprofessionals, and special education teacher provide small group instruction to students on a daily basis. Paraprofessionals, the intervention teacher and special education teacher will also provide take-home reading materials to the bottom 30% of students on a weekly basis. Our K-12 interventionist will address attendance issues by scheduling bi-weekly or monthly meetings with parents/students.

In addition to the assistance provided by intervention staff, our general education staff will provide:

Printed materials: use of leveled books in all subject areas, availability of audio format textbooks, use of high interest materials, and the use of highlighters.

Online materials: use of virtual manipulatives, tutorials, text and additional educational websites that correlate with the district curriculum.

Curriculum: shortened assignments based on mastery of key concepts, alternative forms of assessment when necessary and alternative assignments.

Classroom: individual behavioral plans when needed, reduced visual distractions, provisions of a computer for written work when necessary, modeling final product when appropriate, use of visual schedules and anchor charts.

Programming: use of the child study team process, development and implementation of behavior management plans, and use of school wide PBS.

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

The following strategies are used to support students who are not mastering content:
Accommodations: preferential seating near the teacher, increased wait time, frequent review of materials, simplified instructions, extended time to complete lengthy assignments and tests, assistive technology, use of a study partner, provision for no timed tests, provision for oral responses to exam questions.

Modifications: assistance with taking notes, adjusted or shortened assignments, alternative testing formats, cooperative learning, audio format of textual materials.

Printed materials: use of leveled books in all subject areas, availability of audio format textbooks, use of high interest materials.

Online materials: use of virtual manipulatives, tutorials, text and additional educational websites.

Curriculum: shortened assignments based on mastery of key concepts, alternative forms of authentic assessment when necessary, and alternative assignments.

Classroom: individual behavior plans when needed, reduced visual distractions, provision of a computer for written work when necessary, preferential seating, quiet learning environment during testing, use of oral/written directions, modeling final product when appropriate, use of visual schedules and anchor charts.

Programming: use of child study team process, development and implementation of behavior management plans, and use of schoolwide PBS.
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.

The programs area often integrated through multiple sources of funding. The multiple funds support our goals and programs through the meshing of federal, state and local resources. The programs support the academic, socioeconomic and extracurricular needs of all students.

Federal:
- School lunch-meal reimbursement: free and reduced lunch
- School lunch commodities: free breakfast
- Special education
- Title I- academic support
- Title IIA -Professional development

State:
- At-risk-intervention
- GSRP
- HeadStart
- School breakfast program
- School lunch
- K-12 attendance interventionist

Local:
- Community Mental Health
- Kids in New Directions
- Rotary
- Lions Club
- Old Newsboys
- Food Bank of Eastern Michigan
- Community and parent volunteers
- Parent Teacher Group
- Kiwanis
- PeNut nutrition grant
- local churches support
- Boy Scouts
- Girl Scouts
- Heartland Hospice Grief Program Services

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.

Comprehensive Needs Assessment-Title I funds support our MAP progress monitoring program. State funded assessments (M-STEP) are utilized to determine our school's academic strengths and weaknesses.
Schoolwide Reform- Title I supports interventions for at risk students. IDEA supports students with disabilities. 31A supports struggling students by providing intervention services and our K-12 RTI Interventionist.

Highly Qualified Staff and Attract and Retain Highly Qualified Staff- General foundation grants are utilized to hire and retain highly qualified staff.

Professional Development-Title IIA monies support professional development.

Parental Involvement-Title I monies are utilized to support Title I Parent Nights.

Preschool Transition-supported by State and Federal grants.

Assessment Decisions-Title I funds support our MAP progress monitoring system

Timely and Additional Assistance-Title I and At-Risk monies support our intervention programs and K-12 RTI Interventionist and Title I intervention teacher. Local funds support KIND, Hospice Grief Counseling, and truancy programs.

Coordination and Integration of Federal, State and Local Resources-Coordination of all resources allows for wrap around learning, intervention and social services for our students, such as Community Mental Health, KIND, Food Bank, Volunteers, School lunch and breakfast programs, Lions Club, Kiwanis, Title I, Title IIA and 31A.

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.

In-Kind contributions include PTS fundraising for field trips and assemblies, KIND school based services for at-risk students, Community Mental Health, truancy prevention programs, grief counseling, free breakfast for all students during the school year and summer, Homeless grant to provide services to homeless students, PENut grant which teaches the importance of good health and nutrition and Head Start preschool programs.
Evaluation:

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

Our entire instructional staff meets at least twice a year to review the implementation of our schoolwide plan. Two of our six professional learning community meetings are devoted to discussing schoolwide instructional strategies and activities. Parent input is gathered through surveys and at monthly Parent Group meetings.

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 entire school studies student achievement data from a variety of sources that include M-STEP (or other state assessments), MAP, district assessments, classroom assessments and perceptual data. The staff and parents review the compiled data and determine goals and strategies that appropriately address the needs of the students. The revised plan is shared with parents each spring and fall.

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.

Title I and 31A program effectiveness worksheets are completed each spring. Results are reviewed with staff and during a monthly Parent Group meeting. We target the bottom 30% of our student population for intervention services. These students receive small group and individual instruction and support on a daily basis. Student progress is monitored every 6 weeks and instruction/interventions are adjusted as necessary.

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?

Progress on all goals is monitored throughout the school year. The plan is reviewed and revised twice a year. A final analysis takes place in the spring to inform instruction for the start of the following school year.
Goals Plan 2015-16
Overview

Plan Name

Goals Plan 2015-16

Plan Description

Goals Plan 2015-16
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.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All students at Otter Lake Elementary will be proficient in mathematics.</td>
<td>Objectives:1 Strategies:3 Activities:8</td>
<td>Academic</td>
<td>$2200</td>
</tr>
<tr>
<td>2</td>
<td>All students at Otter Lake Elementary will be proficient in reading.</td>
<td>Objectives:1 Strategies:3 Activities:9</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>3</td>
<td>All students at Otter Lake Elementary will be proficient writers.</td>
<td>Objectives:1 Strategies:3 Activities:6</td>
<td>Academic</td>
<td>$160</td>
</tr>
</tbody>
</table>
Goal 1: All students at Otter Lake Elementary will be proficient in mathematics.

Measurable Objective 1:
54% of First and Second 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 computational fluency and problem solving in Mathematics by 06/12/2015 as measured by state math assessment and monitoring of 2013-2014 state assessment results.

Strategy 1:
computational fluency - All teachers will provide math fluency practice for 30 minutes during the school day.


Tier:

<table>
<thead>
<tr>
<th>Activity - IXL math</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math fluency practice</td>
<td>Technology</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>All teachers will utilize IXL math to improve basic math computational skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Math Minute</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers will use Math Minute as a daily spiral review of math facts.</td>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All instructional staff, paraprofessionals, building principal and Intervention Specialist.</td>
</tr>
</tbody>
</table>

Strategy 2:
Problem Solving - Through the use of Study Island and math journals, all teachers will provide students with the opportunity to express and justify their mathematical reasoning through writing and problem solving skills practice.

**Strategy 3:**
Intervention for At-Risk students - Intervention staff will provide additional support to all students who are not meeting standards in math.

<table>
<thead>
<tr>
<th>Activity - Math Journals</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math journals will be used by students to practice reasoning, thinking, and problem solving skills through language expression.</td>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$200</td>
<td>General Fund</td>
<td>Instructional staff, paraprofessionals, and Intervention Specialist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - IXL math</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers, paraprofessionals and the Intervention Specialist will utilize IXL math to improve problem solving skills.</td>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$2000</td>
<td>Title I Schoolwide</td>
<td>All teachers, paraprofessionals and the Intervention Specialist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Math Intervention Specialist</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
The intervention specialist will provide small group or individual instruction to students who are not meeting mathematics standards on a daily basis.

<table>
<thead>
<tr>
<th>Activity - Math intervention paraprofessionals</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraprofessionals will provide pull-out or push-in classroom support, individualized or small group tutoring to students who are not meeting standards in math on a daily basis.</td>
<td>Academic Support Program</td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>Instructional staff, paraprofessionals, intervention specialist, and building principal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Progress monitoring assessment</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The NWEA MAP assessment will be administered 3 times a year for the purpose of monitoring student response to intervention in mathematics.</td>
<td>Monitor</td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>Instructional staff, paraprofessionals, intervention specialist, and building principal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - K-12 MTSS Interventionist</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The K-12 MTSS interventionist will gather data regarding 31-A eligible students experiencing behaviors that interfere with their academic progress. Data will be provided to building MTSS teams for use in implementing timely and appropriate interventions.</td>
<td>Academic Support Program</td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>Section 31a</td>
<td>K-12 MTSS interventionist, instructional staff, and building principal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal 2: All students at Otter Lake Elementary will be proficient in reading.**

**Measurable Objective 1:**
School Improvement Plan
Otter Lake Elementary School

67% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in word meaning and comprehending informational texts in reading by 06/12/2015 as measured by achievement on state assessments as well as standardized and local norm and criterion referenced assessments. In Reading by 06/12/2015 as measured by DRA(Developmental Reading Assessment) assessments, the MEAP state reading assessment and by monitoring 2013-2014 state reading assessment results.

Strategy 1:
Vocabulary - All teachers will provide explicit grade level vocabulary instruction.

<table>
<thead>
<tr>
<th>Activity - Vocabulary Builders</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers will provide daily explicit grade level vocabulary instruction.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff, intervention specialist, speech therapist, and building principal</td>
</tr>
</tbody>
</table>

Strategy 2:
Intervention for At-Risk students - Intervention staff will provide support to students who are not meeting standards in reading achievement.

<table>
<thead>
<tr>
<th>Activity - Reading paraprofessionals</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
Strategy 3:
Reading comprehension - All teachers will provide direct instruction in the comprehension of informational texts.

Research Cited: Moore, D. Reading Comprehension Strategies

<table>
<thead>
<tr>
<th>Activity - Reading intervention specialist</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reading intervention specialist will provide small group and/or individualized instruction to students who are not meeting reading standards on a daily basis.</td>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>Intervention specialist and building principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Progress monitoring</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measures of Academic Progress (NWEA MAP) assessments will be administered 3 times a year for the purpose of progress monitoring.</td>
<td>Monitor</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>Instructional staff, intervention specialist, paraprofessionals, and paraprofessionals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - K-12 MTSS Interventionist</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The K-12 MTSS Interventionist will gather behavior and attendance data regarding 31-A eligible students experiencing behavior and/or attendance issues that interfere with their academic success. Data will be provided to building MTSS teams for use in implementing timely and appropriate intervention(s).</td>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>Section 31a K-12 MTSS Interventionist, instructional staff and building principal</td>
<td></td>
</tr>
</tbody>
</table>
## School Improvement Plan
**Otter Lake Elementary School**


**Tier:**

<table>
<thead>
<tr>
<th>Activity - Nonfiction reading strategy (input process)</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers will directly instruct students on the &quot;input process&quot; nonfiction reading strategy (Plan and Label)</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff, intervention specialist, and building principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Professional development</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional staff will be provided the opportunity to be trained in Readers/Writers workshop to insure consistency in implementation.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>06/18/2013</td>
<td>08/31/2013</td>
<td>$0</td>
<td>Title II Part A</td>
<td>Instructional staff and building principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Readers Workshop</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers will implement Readers Workshop</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff and building principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Daily 5</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers will implement Daily 5 in ELA instruction</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff and building principal</td>
</tr>
</tbody>
</table>

**Goal 3: All students at Otter Lake Elementary will be proficient writers.**
**Measurable Objective 1:**
43% of First and Second 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 ELA in Writing by 06/12/2015 as measured by the GISD writing rubric and by monitoring 2013-2014 writing rubric results.

**Strategy 1:**
Writer’s Workshop - All teachers will utilize the Writer’s Workshop framework to give daily instruction in writing.


**Tier:**

<table>
<thead>
<tr>
<th>Activity - Journal writing</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers will utilize journal writing to monitor writing growth and application of skills introduced in each Writer’s Workshop mini-lesson. Students will be provided with writing journals.</td>
<td>Monitor</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$160</td>
<td>General Fund</td>
<td>Instructional staff and building principal</td>
</tr>
</tbody>
</table>

**Strategy 2:**
Wonders Writers Workshop lessons - All teachers will utilize the Wonders Writing Workshop writing lessons to directly instruct writing.

Research Cited: McGraw Hill Wonders Readers/Writers Workshop program: Research is listed in each unit.

**Tier:**

<table>
<thead>
<tr>
<th>Activity - Wonders Readers/Writers Workshop pacing guide</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers will follow the ELA calendar in the Wonders Readers/Writers Workshop lessons to insure grade level consistency in writing instruction.</td>
<td>Implementation</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff, intervention specialist and building principal</td>
</tr>
</tbody>
</table>

**Strategy 3:**
Writing intervention for At-Risk students - Intervention staff will provide additional support to students who are not meeting proficiency standards in writing.


### Tier:

<table>
<thead>
<tr>
<th>Activity - Writing Intervention Specialist</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The intervention specialist will provide small group or individualized instruction to students who are not meeting writing standards on a daily basis.</td>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>Intervention specialist and building principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Paraprofessionals</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraprofessionals will provide push-in and/or pull-out, individualized, or small group tutoring on a daily basis.</td>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>Paraprofessionals, intervention specialist, instructional staff and building principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Assessment</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measures of Academic Progress (NWEA MAP) assessments will be administered 3 times a year for the purpose of monitoring student achievement or progress towards academic goals.</td>
<td>Monitor</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>Paraprofessionals, instructional staff, intervention specialist and building principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - K-12 MTSS Interventionist</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The K-12 MTSS interventionist will gather data regarding 31-A eligible students who exhibit behaviors that interfere with their academic success. The data will be provided to the building MTSS team for use in implementing timely and appropriate intervention(s).</td>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>Section 31a</td>
<td>K-12 interventionist, instructional staff and building principal</td>
</tr>
</tbody>
</table>
# Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

## Title II Part A

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development</td>
<td>Instructional staff will be provided the opportunity to be trained in Readers/Writers workshop to insure consistency in implementation.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>06/18/2013</td>
<td>08/31/2013</td>
<td>$0</td>
<td>Instructional staff and building principal</td>
</tr>
</tbody>
</table>

## Section 31a

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 MTSS Interventionist</td>
<td>The K-12 MTSS Interventionist will gather behavior and attendance data regarding 31-A eligible students experiencing behavior and/or attendance issues that interfere with their academic success. Data will be provided to building MTSS teams for use in implementing timely and appropriate intervention(s).</td>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>K-12 MTSS Interventionist, instructional staff and building principal</td>
</tr>
<tr>
<td>K-12 MTSS Interventionist</td>
<td>The K-12 MTSS interventionist will gather data regarding 31-A eligible students who exhibit behaviors that interfere with their academic success. The data will be provided to the building MTSS team for use in implementing timely and appropriate intervention(s).</td>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>K-12 interventionist, instructional staff and building principal</td>
</tr>
<tr>
<td>K-12 MTSS Interventionist</td>
<td>The K-12 MTSS interventionist will gather data regarding 31-A eligible students experiencing behaviors that interfere with their academic progress. Data will be provided to building MTSS teams for use in implementing timely and appropriate interventions.</td>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>K-12 MTSS interventionist, instructional staff and building principal</td>
</tr>
</tbody>
</table>

No Funding Required
<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Builders</td>
<td>All teachers will provide daily explicit grade level vocabulary instruction.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>Instructional staff, intervention specialist, speech therapist, and building principal</td>
</tr>
<tr>
<td>Math Minute</td>
<td>All teachers will use Math Minute as a daily spiral review of math facts.</td>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>All instructional staff, paraprofessionals, building principal and intervention specialist.</td>
</tr>
<tr>
<td>Daily 5</td>
<td>All teachers will implement Daily 5 in ELA instruction</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>Instructional staff and building principal</td>
</tr>
<tr>
<td>Readers Workshop</td>
<td>All teachers will implement Readers Workshop</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>Instructional staff and building principal</td>
</tr>
<tr>
<td>Wonders Readers/Writers Workshop pacing guide</td>
<td>All teachers will follow the ELA calendar in the Wonders Readers/Writers Workshop lessons to insure grade level consistency in writing instruction.</td>
<td>Implementation</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>Instructional staff, intervention specialist and building principal</td>
</tr>
<tr>
<td>Nonfiction reading strategy(input process)</td>
<td>All teachers will directly instruct students on the &quot;input process&quot; nonfiction reading strategy (Plan and Label)</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>Instructional staff, intervention specialist and building principal</td>
</tr>
</tbody>
</table>

**Title I Schoolwide**

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress monitoring</td>
<td>Measures of Academic Progress (NWEA MAP) assessments will be administered 3 times a year for the purpose of progress monitoring.</td>
<td>Monitor</td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>Instructional staff, intervention specialist, paraprofessionals, and building principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
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<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading intervention specialist</td>
<td>The reading intervention specialist will provide small group and/or individualized instruction to students who are not meeting reading standards on a daily basis.</td>
<td>Academic Support Program</td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>Intervention specialist and building principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IXL math</td>
<td>Math fluency practice</td>
<td>Technology</td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>All teachers will utilize IXL math to improve basic math computational skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math intervention paraprofessionals</td>
<td>Paraprofessionals will provide pull-out or push-in classroom support, individualized or small group tutoring to students who are not meeting standards in math on a daily basis.</td>
<td>Academic Support Program</td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>Instructional staff, paraprofessionals, intervention specialist, and building principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress monitoring assessment</td>
<td>The NWEA MAP assessment will be administered 3 times a year for the purpose of monitoring student response to intervention in mathematics.</td>
<td>Monitor</td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
<td>Instructional staff, paraprofessionals, intervention specialist, and building principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IXL math</td>
<td>All teachers, paraprofessionals and the Intervention Specialist will utilize IXL math to improve problem solving skills.</td>
<td>Academic Support Program</td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$2000</td>
<td>All teachers, paraprofessionals and the Intervention Specialist.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Math Intervention Specialist
The intervention specialist will provide small group or individual instruction to students who are not meeting mathematics standards on a daily basis.

**Academic Support Program**

<table>
<thead>
<tr>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Intervention specialist, and building principal**

### Writing Intervention Specialist
The intervention specialist will provide small group or individualized instruction to students who are not meeting writing standards on a daily basis.

**Academic Support Program**

<table>
<thead>
<tr>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Intervention specialist and building principal**

### Reading Paraprofessionals
Reading paraprofessionals will provide pull-out, push-in, small group or individualized tutoring on a daily basis.

**Academic Support Program**

<table>
<thead>
<tr>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Paraprofessionals, intervention specialist, instructional staff, At-Risk coordinator, and building principal**

### Assessment
Measures of Academic Progress (NWEA MAP) assessments will be administered 3 times a year for the purpose of monitoring student achievement or progress towards academic goals.

**Monitor**

<table>
<thead>
<tr>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Paraprofessionals, instructional staff, intervention specialist and building principal**

### Paraprofessionals
Paraprofessionals will provide push-in and/or pull-out, individualized, or small group tutoring on a daily basis.

**Academic Support Program**

<table>
<thead>
<tr>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Paraprofessionals, intervention specialist, instructional staff and building principal**

### General Fund

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal writing</td>
<td>All teachers will utilize journal writing to monitor writing growth and application of skills introduced in each Writer's Workshop mini-lesson. Students will be provided with writing journals.</td>
<td>Monitor</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2015</td>
<td>$160</td>
<td>Instructional staff and building principal</td>
</tr>
</tbody>
</table>
### Math Journals

Math journals will be used by students to practice reasoning, thinking, and problem solving skills through language expression.

<table>
<thead>
<tr>
<th>Math Journals</th>
<th>Academic Support Program</th>
<th>09/03/2013</th>
<th>06/12/2015</th>
<th>$200</th>
<th>Instructional staff, paraprofessionals, and Intervention Specialist</th>
</tr>
</thead>
</table>

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