

School Improvement Plan

Title I - Targeted Assistance

School Year: 2011 - 2012

School District: Spring Lake Public Schools

ISD/RESA: Ottawa Area ISD

School Name: Spring Lake Middle School

Grades Served: 7,8

Principal: Mr. Scott Ely

Building Code: 08824

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction 3

School Information 4

Vision, Mission and Beliefs 5

Goals 6

 Goal 1: 8th Grade MEAP Science 6

 Goal 2: Math Accuracy 9

 Goal 3: Reading Accuracy 12

Resource Profile 16

Additional Requirements 17

Assurances 24

Stakeholders 30

Statement of Non-Discrimination 31

Supporting Documentation 32

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. 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.

School Information

| | |
|---------------------|----------------------------|
| School: | Spring Lake Middle School |
| District: | Spring Lake Public Schools |
| Public/Non-Public: | Public |
| Grades: | 7,8 |
| School Code Number: | 08824 |
| City: | SPRING LAKE |
| State/Province: | Michigan |
| Country: | United States |

Vision, Mission and Beliefs

Vision Statement

At Spring Lake Middle School we focus on three things. First, all students will treat each other with respect. Second, despite typically strong performance on national tests, we will continue to push students academically. Third, we will continue to work hard at helping kids who struggle academically.

Mission Statement

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

Beliefs Statement

We at Spring Lake believe that;
Every student can learn.
Teaching makes a difference in learning.
Planning for instruction improves student opportunities to learn.
Frequent monitoring of student progress contributes to effective teaching and learning.

Goals

| Name | Development Status | Progress Status |
|------------------------|--------------------|-----------------|
| 8th Grade MEAP Science | Complete | Open |
| Math Accuracy | Complete | Open |
| Reading Accuracy | Complete | Open |

Goal 1: 8th Grade MEAP Science

Content Area: Science

Development Status: Complete

Student Goal Statement: The percentage of students at Spring Lake Middle School scoring eighty percent accuracy or higher on the 8th grade MEAP Science Test will increase from four percent in Fall 2010, to eighteen percent in Fall 2013.

Gap Statement: The percentage of Spring Lake Middle School 8th grade students who scored above eighty percent accuracy on the Fall 2010 MEAP Test was only four percent.

Cause for Gap: Unknown

Multiple measures/sources of data you used to identify this gap in student achievement: 8th Grade MEAP Science Reports from 2007, 2008, 2009, 2010, 2011, 2012, 2013. January 2011 ACT Explore data, and classroom assessments.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The percentage of students who score above eighty-percent accuracy on the MEAP Science test will increase. Measures of assessment include the 8th grade MEAP Science Test, classroom tests that measure the identified GLCE gap areas, and the ACT Explore Test.

Contact Name: Chad Wahlberg

List of Objectives:

| Name | Objective |
|---------|---|
| Science | The percentage of students at Spring Lake Middle School who score eighty percent accuracy or higher on the MEAP Science test will increase. |

1.1. Objective: Science

Measurable Objective Statement to Support Goal: The percentage of students at Spring Lake Middle

School who score eighty percent accuracy or higher on the MEAP Science test will increase.

List of Strategies:

| Name | Strategy |
|---------------------------------|--|
| Curriculum /Lesson adjustments. | Staff will implement the Battle Creek Science program in 7th grade to improve continuity in grade K-7. Teachers will increase the use of visual data (graphs, charts, diagrams, etc) to improve science reasoning skills. Teachers will utilize outside resources of expository text to help students analyze, summarize and determine validity of concepts presented in the text. |

1.1.1. Strategy: Curriculum /Lesson adjustments.

Strategy Statement: Staff will implement the Battle Creek Science program in 7th grade to improve continuity in grade K-7.

Teachers will increase the use of visual data (graphs, charts, diagrams, etc) to improve science reasoning skills.

Teachers will utilize outside resources of expository text to help students analyze, summarize and determine validity of concepts presented in the text.

Selected Target Areas

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

Other Required Information for Strategy

"The Third Teacher"

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

"Breaking Ranks in the Middle II"

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|--|
| Curriculum (Implementation/adjustment) | 2011-09-01 | 2012-06-10 | OAISD Science experts, SLMS science teachers. SLMS principal |

| | | | |
|--------------------------|------------|------------|---|
| Expository Text Analysis | 2011-09-10 | 2013-10-10 | SLMS Science Teachers. |
| Use of Visual data | 2011-09-10 | 2013-10-10 | Spring Lake Middle School science teachers. |

1.1.1.1. Activity: Curriculum (Implementation/adjustment)

Activity Type: Professional Development

Activity Description: Staff will receive training in the implementation of Battle Creek Science.

Planned staff responsible for implementing activity: OAISD Science experts, SLMS science teachers. SLMS principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-10

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|--------------------------------|-----------------|----------------|---------------|
| Battle Creek Science Kits | General Funds | 4,800.00 | 4,800.00 |
| Professional Development Funds | Title II Part A | 1,000.00 | 1,000.00 |

1.1.1.2. Activity: Expository Text Analysis

Activity Description: Teachers will utilize expository text in their science lessons.

Planned staff responsible for implementing activity: SLMS Science Teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-10, End Date - 2013-10-10

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

1.1.1.3. Activity: Use of Visual data

Activity Description: Spring Lake Middle School Teachers will increase the use of visual data (graphs, charts, diagrams, etc) to improve science reasoning skills. Visual data will be added to lessons throughout the school year.

Planned staff responsible for implementing activity: Spring Lake Middle School science teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-10, End Date - 2013-10-10

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

Goal 2: Math Accuracy

Content Area: Math

Development Status: Complete

Student Goal Statement: Spring Lake Middle School will increase student accuracy scores on the math portion of the MEAP Test.

Spring Lake Middle School will close the gap in math composite scores between students who are eligible for free and reduced lunch and those students who are not eligible for free and reduced lunch.

Gap Statement: The percentage of student who achieve 80 % accuracy on the MEAP Math test is lower than we expect.

8th grade students who were eligible for free and reduced lunch earned a math composite score of 14.8, while students who were not eligible for free and reduced lunch earned a composite score of 15.9 on the ACT Explore Test.

Cause for Gap: N/A

Multiple measures/sources of data you used to identify this gap in student achievement: Ottawa Area ISD end of course math assessment. -MEAP -Classroom tests and quizzes -Student grades -Middle School Math

Department Data Collection -ACT Explore Results

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The percentage of 8th grade students reaching 80% accuracy on the math portion of the MEAP Test will increase by two-percent (in percentage accuracy) from that group's previous year MEAP score.

The composite score gap between free and reduced lunch eligible students and non free and reduced eligible students will be reduced on the 8th grade ACT Explore math test.

Contact Name: Scott Ely

List of Objectives:

| Name | Objective |
|---------------|---|
| Math Accuracy | The percentage of 8th grade student reaching 80% accuracy on the math portion of the MEAP Test will increase by two-percent from that student group's accuracy percentage on the 7th grade MEAP Math Test. The gap between free and reduced lunch students and non free and reduced lunch students on the ACT Explore math composite will decrease. |

2.1. Objective: Math Accuracy

Measurable Objective Statement to Support Goal: The percentage of 8th grade student reaching 80% accuracy on the math portion of the MEAP Test will increase by two-percent from that student group's accuracy percentage on the 7th grade MEAP Math Test.

The gap between free and reduced lunch students and non free and reduced lunch students on the ACT Explore math composite will decrease.

List of Strategies:

| Name | Strategy |
|---------------|---|
| Math Accuracy | 1. Middle School Math staff will adjust classroom instruction to accomodate data analysis findings in math. 2. Middle School Math Staff will provide opportunities for additional math support to students outside of the regular classroom. 3. Middle school math staff will implement the Delta Math program. |

2.1.1. Strategy: Math Accuracy

Strategy Statement: 1. Middle School Math staff will adjust classroom instruction to accomodate data analysis findings in math.

2. Middle School Math Staff will provide opportunities for additional math support to students outside of the regular classroom.

3. Middle school math staff will implement the Delta Math program.

Selected Target Areas

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

Other Required Information for Strategy

"The Third Teacher"

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

"Breaking Ranks in the Middle II"

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|-----------------------|------------|------------|--------------------|
| Classroom Instruction | 2011-09-07 | 2013-06-05 | SLMS Math Teachers |
| Math Support | 2011-09-30 | 2013-06-05 | SLMS Math staff |

2.1.1.1. Activity: Classroom Instruction

Activity Description: -Staff will update "Question of the Day" activities to place greater emphasis on GLCE areas that have been defined as deficient based on data review.

-SLMS Math Staff will increase emphasis on vocabulary awareness.

-SLMS Staff will modify the duration of time spent on GLCE areas as necessary (based on data analysis).

-SLMS Staff will continue to expand the use of technology to support instruction.

-SLMS math staff will attend Delta Math training sessions (beginning June 22, 2011) and implement the Delta Math program beginning with the 2011-12 school year.

Planned staff responsible for implementing activity: SLMS Math Teachers

Actual staff responsible for implementing activity: Same as above

Planned Timeline: Begin Date - 2011-09-07, End Date - 2013-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|-----------------------------------|-----------------|----------------|---------------|
| Delta Math Training and supplies. | Title II Part A | 300.00 | |

2.1.1.2. Activity: Math Support

Activity Description: -SLMS math staff will identify students for RTI math intervention class.
 -SLMS math staff will communicate with the building Title I staff member to coordinate remedial assistance.
 -SLMS math Staff will offer a weekly math lab after school. -SLMS Math staff will assist students in math during Homeroom.
 -SLMS Math staff will recommend gapped/struggling math students to the Homework Help and Morning Help programs.
 -SLMS Staff will create and post a list of online math resources for students and parents.

Planned staff responsible for implementing activity: SLMS Math staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-30, End Date - 2013-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|--------------|----------------|----------------|---------------|
| General Fund | General Funds | 750.00 | |

Goal 3: Reading Accuracy

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Spring Lake Middle School will increase the number of students reaching eighty percent accuracy on the reading portion of the MEAP Test.

Gap Statement: 2010 MEAP results showed that forty-six percent of 7th grade students scored eightypercent or above accuracy on the MEAP Reading Test. 2010 MEAP results also show that twenty one percent of 8th grade students scored eighty-percent accuracy or above on the MEAP Reading Test.

Cause for Gap: N/A

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP Reading results, 2008, 2009, 2010. ACT Explore results, 2011.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The percentage of Spring Lake Middle School Students who score eighty percent accuracy or above on the MEAP 7th and 8th grade Reading Tests will increase three percent per year using 2010 MEAP Reading scores as the baseline year.

Contact Name: Heather Brewer

List of Objectives:

| Name | Objective |
|------------------|--|
| Reading Accuracy | The percentage of 7th and 8th grade students reaching eighty-percent accuracy or higher on the reading portion of the 2011, 2012, 2013 MEAP Test will increase by three-percent per year. 2010 7th and 8th grade reading scores will serve as the baseline for comparison. |

3.1. Objective: Reading Accuracy

Measurable Objective Statement to Support Goal: The percentage of 7th and 8th grade students reaching eighty-percent accuracy or higher on the reading portion of the 2011, 2012, 2013 MEAP Test will increase by three-percent per year. 2010 7th and 8th grade reading scores will serve as the baseline for comparison.

List of Strategies:

| Name | Strategy |
|---------------|---|
| Data Analysis | Staff will use multiple activities to enhance instruction, teaching practices, and teacher training in reading assessments. |

3.1.1. Strategy: Data Analysis

Strategy Statement: Staff will use multiple activities to enhance instruction, teaching practices, and teacher training in reading assessments.

Selected Target Areas

I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

Other Required Information for Strategy

- "The Literature Workshop" by Sheridan Blau, Heinemann 2003
- "Engaging Adolescent Learners" by Releah Cossett Lent, Heinemann, 2006
- "Literature Circles" by Harvey Daniel, Stenhouse 2002
- "Deeper Reading" by Kelly Gallagher, Stenhouse 2004

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--------------------------|------------|------------|-----------------------|
| Comprehension Strategies | 2011-09-08 | 2014-06-05 | SLMS English Teachers |
| Reading Support | 2011-11-10 | 2014-06-07 | SLMS English Teachers |
| Staff Research | 2011-09-06 | 2012-06-05 | SLMS English Teachers |

3.1.1.1. Activity: Comprehension Strategies

Activity Description: Middle School English staff will explicitly teach comprehension strategies. ~Staff will implement think alouds and interactive reading strategies.

Planned staff responsible for implementing activity: SLMS English Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-08, End Date - 2014-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
| | | | |

3.1.1.2. Activity: Reading Support

Activity Description: Middle school English staff will provide opportunities for additional reading support to students outside of class.

- ~Staff will identify students to participate in an after-school book club.
- ~Staff will recommend students for the RTI class.
- ~Staff will provide classroom experiences similar to test-taking scenarios.
- ~Staff will utilize the Title I instructor for remedial assistance for identified students.
- ~Staff will recommend identified students for the after-school Homework Help program.
- ~Staff will provide students with a variety of reading experiences, including narrative and a variety of other genres.

Planned staff responsible for implementing activity: SLMS English Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-11-10, End Date - 2014-06-07

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|---------------|----------------|----------------|---------------|
| IRIS Training | General Funds | 500.00 | 0.00 |

3.1.1.3. Activity: Staff Research

Activity Description: Middle School English staff will expand their knowledge of current reading research.

- ~Staff will integrate a book club into their monthly department meetings.

Planned staff responsible for implementing activity: SLMS English Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------------------------|----------------------------------|----------------|---------------|
| Staff Book Study Materials | Title I School Improvement (ISI) | 150.00 | |

Resource Profile

| Funding Source | Planned Amount | Actual Amount |
|----------------------------------|-----------------------|----------------------|
| General Funds | \$6,050.00 | \$4,800.00 |
| Title II Part A | \$1,300.00 | \$1,000.00 |
| Title I School Improvement (ISI) | \$150.00 | \$0.00 |

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. 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 Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

Data was gathered using the Data Profile Tool. Data was reviewed by the school improvement team and in departments. Goals were then set in three primary areas.

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

Staff reviewed data from MEAP Tests, ACT Explore Tests, staff grades, school grades, and common classroom assessments. That data was cross referenced to identify academically underachieving students.

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

Classroom grades, SRI lexile scores, MEAP Test scores, Act Explore Test Scores, Math course assessments.

4. Preschool through Grade 2 students shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and other developmentally appropriate academic measures. Describe those criteria, if applicable. Enter "Not Applicable" if the school does not allocate Title I funds to serve Preschool through Grade 2 students.

N/A-we are a 7-8 building.

Services for Eligible Students

The supplemental assistance provided to Title I, Part A eligible students are included as Activities within the Goals section of the school improvement plan.

Incorporated into Existing School Program Planning

1. Describe how the program planning for Title I, Part A students is incorporated into the existing school improvement planning process.

The existing School Improvement process includes identifying students who struggle academically, then creating strategies to help them fill gaps and increase academic performance. This is a fluid blend of the Title I planning team strategies that can impact all struggling learners.

Instructional Strategies

The instructional strategies that are focused on helping eligible students who are failing or at risk of failing to meet the State core curriculum standards in the four core academic areas must be included as Strategies within the Goals section. The strategies must be based on scientific research and minimize the amount of time students are pulled from the regular classroom.

Title I and Regular Education Coordination

1. Describe the coordination of Title I, Part A services with the traditional educational services offered at the school, including those services offered to students with limited English proficiency (if applicable).

Title I, Part A services and traditional services are blended in our two primary intervention delivery programs. The after school help (Homework Help) program is open to Title I and non-Title I students. Additionally, the Morning Help program is also open to Title I and non-Title I students. Teachers who staff both Title I programs are in constant communication with classroom teachers.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

Staff have complete access to state alignment documents. They are also afforded time to work on coordinating curriculum. Additionally, staff participate in OAISD curriculum alignment conferences and seminars. Additionally, all staff review state test results through our data warehouse system (IRIS). Through this system, they can also evaluate student performance in specific state benchmarks and GLCE areas. Staff are able to adjust curriculum and instruction based on GLCE review.

2. Describe how decisions about curriculum, instruction and assessment are made at this school, and how all stakeholders are involved in the process.

Staff, building administrators, and central office staff work in concert to make sure curriculum is aligned and updated. Additionally, Spring Lake Middle School has two representatives on the District Curriculum Advisory Council. They serve as the pipeline to convey information back and forth between the district and building level staff. Decisions are made through informed investigation and joint decision making.

Instruction by Highly Qualified Professional Staff

1. Provide an assurance statement that all teachers and Title I, Part A instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

All Spring Lake Middle School teaching and paraprofessional staff are highly qualified.

High-Quality and Ongoing Professional Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the targeted school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

Parents are involved and included on building and district teams. All Title I requirements regarding parent involvement are adhered to, including parent notification of Title I services. Additionally, SLMS involves Title I parents in grade level meetings where they seek to set strategies for individual student performance.

2. Describe the role of parents in the following targeted school plan/program areas:

2a. Design

Parent are included in meetings and they are involved in the specific details of creating intervention plans for their students.

2b. Implementation

Title I programs are implemented by Title I staff and the building principal. Additionally, all core staff have involvement in the coordination (mostly at the individual student level) of extra services for Title I students.

2c. Evaluation

Programs and Title I student performance are evaluated frequently. Once again, multiple forms of data are used to determine the performance and resulting needs of academically struggling students. When indicators suggest that students are at benchmark in identified areas, they are exited from services. Conversely, when interventions do not indicate advancement toward benchmark for specific students, plans are reviewed and changed.

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

Parents receive all reports, including student test results. ACT Explore test results included a "Reviewing Results" guide. Additionally, MEAP Test reports include MDE generated parent reports for interpretation. Student grade data is also delivered to parents, with teacher comments, as well as a grading guide. Student grade data is also interpreted at two separate parent teacher conference segments.

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

Not Applicable-we are a 7-8 building.

5. Describe how the parent involvement components of the targeted plan will be evaluated.

Staff will review the parent involvement components of the plan at the end of each year, cross referencing compacts with individual student performance (gain or loss).

6. Summarize the results of the evaluation and how those results will be used to improve the targeted program.

When results are summarized at the end of each year, staff will review student gains (or losses) versus program delivery. Staff will then make adjustments based on outcomes.

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation). If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

NA

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

Students are assessed in multiple forms in this building. For example, student projects, portfolios, and DVDs are utilized in most core areas, in addition to traditional benchmark assessments.

Coordination of Title I, Part A and Other Resources

1. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

The coordination of Federal, State, and Local programs at Spring Lake Middle School primarily involves violence prevention, nutrition and Targeted Title I. The district building and building coordinators are consistent, yielding a naturally fluid coordination and understanding of multiple programs. For example, the building principal oversees the counseling department, which administers anti-violence lesson to students. additionally, the building principal also oversees curriculum, which includes the Michigan Model Health Curriculum (incorporating respect and anti-substance materials).

Ongoing Review of Eligible Student Progress

1. Describe the ongoing process and assessment tools utilized to monitor the progress of participating eligible students.

Student monitoring and eligibility is utilized frequently. Tools used to monitor student progress include SRI scales for reading, an end of course (grade level) assessment for math (administered every 12 weeks), MEAP Scores, ACT Explore Scores, and classroom grades as a measure of GLCE attainment.

2. Describe how data will be utilized to inform instruction.

As described above, when student data is gathered, we will cross reference the level of performance gain with the method of instruction. We will then evaluate the efficacy of program strategies and make adjustments as needed.

3. Describe how data will be utilized to evaluate and, if necessary, revise the targeted assistance program services for students.

As already mentioned, when data indicates student gains are not reflective of grade level mastery, programs will be adjusted. Conversely, when data indicates that students have reached grade level mastery, they may be considered for exit from the Targeted program.

4. Describe how evaluation of program services will be used to plan professional development for teachers related to identification of students and implementing student academic achievement standards in the classroom.

Program services (and student progress) are a consideration in planning professional development. For example, staff use PD sessions to learn how to evaluate and interpret data utilizing the IRIS Data Warehouse. By understanding how to use data gathering tools, staff can more easily identify students, their gap areas, and develop strategic plans for intervention.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

Technology integration (both for lesson delivery and student use) is incorporated in Professional Development. In addition, SLMS has a technology PLC for staff. Furthermore, effective technology use is promoted at faculty meetings and through training.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

All staff are engaged in the review of data and indicators that drive SIP goals. Because SIP goals are based on core performance data, all staff review multiple forms of performance data, like MEAP, ACT Explore, Common Assessments, and classroom tests. Groups then meet in core departments and review GLCE performance areas, identifying GAP areas. They then revise strategies (and goals) in an attempt to bolster identified areas.

2. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

Staff are trained in the collection of student data. This provides the first step in giving them tools to understand student information. Additionally, complex information is broken down and shared with staff in venues like School Improvement Meetings, Staff Meetings, and department meetings. Furthermore, data is presented to and shared with staff during teacher team meetings.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to

the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

The entire staff of Spring Lake Middle School reviewed our SPR 40 and completed a self rating for every category. Results were then cross referenced with MEAP, ACT Explore, and classroom grade data by the entire staff. When that information was accumulated, the School Improvement Team met together in a series of comprehensive meetings to develop the SIP goals. Staff also met in departments to develop strategies and activities to address the goals.

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *N/A (our school does not have grades 1-5)*

Comments: *Not Applicable*

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments: *http://www.springlakeschools.org/sites/default/files/2010AER_SLMS.pdf*

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *Yes*

Comments: *Electronic EDP through Career Cruising.*

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *No*

Comments: *EDPs are created in 8th grade, not reviewed and updated. We do not have any grades above 8th grade in our building.*

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *No Written Policy*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *No*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *No*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *Yes*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Adopted policy, fully implemented*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *Yes*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *Yes*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Adopted policy, but not fully implemented*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *91-149 minutes at elementary level, 136-224 minutes at middle/high level*

Comments: *We are a middle school building. Our response in this section references middle school minutes only.*

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Reviewed policy, but not yet adopted*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *Yes*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *No*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *No action taken*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *Yes*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *No*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *No Written Policy*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *No*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to some indoor facilities*

Comments:

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

| Title | First Name | Last Name | Position | E-mail |
|-------|------------|-----------|---------------------------------|--------------------------------|
| Mr. | Scott | Ely | Principal | sely@springlakeschools.org |
| Mrs. | Heather | Brewer | ELA Teacher/Curriculum Ad | hbrewer@springlakeschools.org |
| Mr. | Bill | Core | School Improvement Chair | bcore@springlakeschools.org |
| Mr. | Rich | Hyde | Counselor/Teacher/SI Co-C | rhyde@springlakeschools.org |
| Mrs. | Renee | Denslow | Parent | denslow11@charter.net |
| Mr. | Chad | Wahlberg | Science Department Chair | cwahlberg@springlakeschool.org |
| Ms. | Nicole | Fabiano | Fine Arts School Improvem | nfabiano@springlakeschools.org |

Statement of Non-Discrimination

Federal Office for Civil Rights

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 school 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 district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

| | |
|-------------------|------------------------------------|
| Name/Position: | Beverly Hundley |
| Address: | 345 Hammond, Spring Lake, MI 49456 |
| Telephone Number: | 616-846-5502 |

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan
- School-Parent Compact

Spring Lake Middle School Parent Involvement Policy

Spring Lake Middle School (SLMS) will encourage a strong home-school partnership to ensure a safe, caring and challenging environment where all students, parents and school staff work well together. Both parents and teachers will assume the role of active partners in the educational process at SLMS. To achieve these goals, the SLMS staff will take the following actions to involve parents.

In General:

1. A fall parent meeting will be conducted to explain the goals and policies of SLMS, including Title I information. Opportunities for the coming year will also be clearly communicated. The school will also provide a syllabus and an overview of the curriculum offered at each grade level.
2. Title I parents will also be invited to a separate meeting, which will include information about the Title I program. The meeting will include an opportunity for parent feedback in terms of Title I services, as well as future dates for planning.
3. Student Planners, teacher web pages, the parent list-serve email, daily announcements (accessible through your email or the web), quarterly issues of the Springboard Newsletter, and Facebook will be used to communicate items of general interest and announcements of upcoming school and system-wide parent meetings.
4. Parent-teacher conferences will be held in the fall and winter to discuss and interpret individual student progress, and address any aspects of parental involvement and concerns. Teachers will also communicate with parents via email, Powerschool, phone calls, email and conferences as needed.
5. An annual review of the school-wide program and parental involvement policy will be conducted at the end of the year. Parents will be given an opportunity to offer suggestions and share feedback and ideas at this meeting.
6. Parents will be encouraged to bring suggestions and concerns to their child's teachers or the Title 1 Facilitator for discussion.
7. Computer access will be made available to parents of Title I students during the school day, so they can check student progress and monitor school news.

SLMS...Growing toward the future!!!

Contact Information:

SLMS Title I Coordinator-Scott Ely (616)846-5502

sely@springlakeschools.org

Spring Lake Public Schools Title I Coordinator-Bev Hundley
(616) 846-5500

bhundley@springlakeschools.org



Spring Lake Public Schools

Parent/School Compact

Hand in hand, we can learn and work together to improve school achievement.

As a Student, I (name), will

- Always try to do my best in my work and in my behavior,
- Work cooperatively with my classmates,
- Show respect for myself, my school and other people,
- Obey the school and bus rules,
- Come to school prepared with my homework and supplies,
- Believe that I can learn and will learn.

As a Parent/Guardian, I (name), will

- See that my child attends school regularly and on time,
- Provide a home environment that encourages my child to learn,
- Insist that all homework assignments be completed,
- Communicate regularly with my child's teacher,
- Support the school in developing positive behaviors,
- Talk with my child about his/her school activities every day,
- Encourage my child to read at home and to monitor his/her TV viewing,
- Show respect and support for my child, the teacher, and the school.

As a Teacher, I (name), will

- Believe that each student can learn,
- Show respect for each child and his/her family,
- Come to class prepared to teach,
- Provide an environment conducive to learning,
- Help each child grow to his/her fullest potential,
- Provide meaningful and appropriate homework activities,
- Enforce school and classroom rules fairly and consistently,
- Maintain open lines of communication with the student and his/her parents,
- Seek ways to involve parents in the school program,
- Demonstrate professional behavior and a positive attitude.

Hand in hand, we will work together to carry out the agreement of this compact.

Student Signature: _____

Parent Signature: _____

Teacher Signature: _____

Date: _____