

School Improvement Plan

Title I - Targeted Assistance

School Year: 2011 - 2012

School District: Spring Lake Public Schools

ISD/RESA: Ottawa Area ISD

School Name: Jeffers Elementary School

Grades Served: PK,K,1,2,3,4

Principal: Mr. Tom Koops

Building Code: 01892

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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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. 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:	Jeffers Elementary School
District:	Spring Lake Public Schools
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4
School Code Number:	01892
City:	SPRING LAKE
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Spring Lake Public Schools, as partners with family and community, will ensure that all students value learning throughout their lives.

Mission Statement

The staff at Jeffers Elementary School believes that all students can learn. In partnership with parents and the community, we will guide students in becoming responsible, productive citizens.

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
Math	Complete	Open
Reading	Complete	Open
Writing	Complete	Open

Goal 1: Math

Content Area: Math

Development Status: Complete

Student Goal Statement: Students exiting 4th grade will be at or above grade level in mathematics.

Gap Statement: Although over 90 percent of the 4th grade students at Jeffers passed the math MEAP, the number of students scoring 2 is significant.

Using the new, 2011-12 proposed cut scores, the percentage of students reaching 80% accuracy on the 4th grade mathematics portion will need to increase by 45% in comparison to the same group taking the 3rd grade, 2010-11 MEAP Math test.

Cause for Gap: Data has shown that students who are from economically challenged families do not do as well as the general population on the MEAP math test. This could indicate a need for more consistent home support, and at school an emphasis for all students to master all skills from grade level to grade level.

Using the new MEAP cut scores proposed for the 2011-12 school year, 45% of the current 3rd grade students would not be proficient (80%).

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, classroom assessments from Math Expressions, RTI Math screener, OAISD.

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? Significant increase in students receiving 1's on the math MEAP and 100% of students reaching level 1 or 2.

All teachers will use the Delta math screener at least 3 times a year to identify any grade level gaps. Using interventions in the classroom and with volunteer support, identified students will receive additional support in addressing any gaps.

Contact Name: Tom Koops

List of Objectives:

Name	Objective
Increase student proficiency on the math MEAP.	All students will improve skills in the area of math. Increase the percentage of 4th grade students earning a level 1 on the math MEAP by 5 percent.

1.1. Objective: Increase student proficiency on the math MEAP.

Measurable Objective Statement to Support Goal: All students will improve skills in the area of math. Increase the percentage of 4th grade students earning a level 1 on the math MEAP by 5 percent.

List of Strategies:

Name	Strategy
Math RTI	Staff will implement Math Expressions in their classroom. The RTI screener will be administered 2 to 3 times per year. Teachers will emphasize Number sense and numeration (fractions) for grades 2, 3, and 4.

1.1.1. Strategy: Math RTI

Strategy Statement: Staff will implement Math Expressions in their classroom. The RTI screener will be administered 2 to 3 times per year. Teachers will emphasize Number sense and numeration (fractions) for grades 2, 3, and 4.

Selected Target Areas

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

II.1.A.3 School leaders recognize that technology is essential to the school's success. They seek the necessary resources to support the integration and effective use of technology in all aspects of curriculum, instruction and assessment.

Other Required Information for Strategy

Math Expressions, MEAP results, Delta Math screener.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All students will be given the OAISD Math Screener	2010-06-01	2012-06-01	RTI Math Committee of teachers and administrator will be formed. They will receive training through the OAISD. All other grade level teachers will be trained by the RTI committee.

1.1.1.1. Activity: All students will be given the OAISD Math Screener

Activity Description: All teachers, K-4, will be trained in using the OAISD Math Screener.

Planned staff responsible for implementing activity: RTI Math Committee of teachers and administrator will be formed. They will receive training through the OAISD. All other grade level teachers will be trained by the RTI committee.

Actual staff responsible for implementing activity: Delta Math RTI Committee, principal.

Planned Timeline: Begin Date - 2010-06-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
OAISD training	General Funds	1,000.00	0.00

Goal 2: Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Students exiting 4th grade will be reading at or above grade level.

The percentage of students reaching 80% accuracy on the 4th grade reading portion of the 2011-12 MEAP test will increase by 30% in comparison to the same group taking the 3rd grade 2010-11 MEAP test.

Gap Statement: 90%-98% of fourth grade students at Jeffers Elementary have continued to score proficient (level 1 or 2) on the MEAP. There has been, however, a small number of students (5%-2%) that score at level 3.

Using the new MEAP cut scores proposed for the 2011-12 school year, 30% of the current 3rd grade would not be

proficient.

A

Cause for Gap: The gap does not appear to be gender influenced. Attendance, lack of reading stimulation and support at home, and addressing reading issues at lower grades seem to be issues that could effect this gap. Data has shown that students from economically challenged families have a higher number of absences and lower MEAP reading scores than the general population.

Using the new, proposed cut scores (80%) for the 2011-12 MEAP, 30% of the current 3rd grade students would not be proficient.

Multiple measures/sources of data you used to identify this gap in student achievement: Fourth grade students are identified from the third grade MEAP test. All students in grades K-4 are assessed by DIBELS and Fontas and Pinnel.

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? DIBELS will be assessed three times a year. All students will also be assessed by Fontas and Pinnel and Running Records. Teachers will use running records and other classroom assessments throughout the school year.

Contact Name: Tom Koops

List of Objectives:

Name	Objective
Improved Reading MEAP scores.	All students will improve skills in the area of reading. MEAP scores will indicate that all fourth graders at Jeffers Elementary will be proficient (level 1 or 2).

2.1. Objective: Improved Reading MEAP scores.

Measurable Objective Statement to Support Goal: All students will improve skills in the area of reading. MEAP scores will indicate that all fourth graders at Jeffers Elementary will be proficient (level 1 or 2).

List of Strategies:

Name	Strategy
Improve MEAP 4th grade Reading Scores	All students will be assessed by DIBELS and Fontas and Pinnel 2 to 3 times per year. Using these assessments, staff will implement reading intervention groups. Students who are below grade level expectations will receive additional support through intensive small group reading instruction, Tier I and II interventions(grades K-2) and through one on one support in the HOST program (grades 3 + 4). General Ed. teachers, Reading teacher, and aides will deliver this instruction through literacy groups and guided reading.

2.1.1. Strategy: Improve MEAP 4th grade Reading Scores

Strategy Statement: All students will be assessed by DIBELS and Fontas and Pinnel 2 to 3 times per year. Using these assessments, staff will implement reading intervention groups. Students who are below grade level expectations will receive additional support through intensive small group reading instruction, Tier I and II interventions (grades K-2) and through one on one support in the HOST program (grades 3 + 4). General Ed. teachers, Reading teacher, and aides will deliver this instruction through literacy groups and guided reading.

Selected Target Areas

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

Other Required Information for Strategy

Reading Essentials by Reggie Routman, Fountas & Pinnell, DIBELS

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parent Communication	2011-09-06	2013-06-06	Principal, classroom teachers, reading teacher, librarian.
RTI, K-4	2009-09-08	2012-06-08	Grade level meetings with Reading Teacher and building principal will be held every six to 8 weeks to review student success and strategies. Groups and strategies will be changed according to individuals needs.

2.1.1.1. Activity: Parent Communication

Activity Description: Parents will be provided information regarding student progress and resources for supporting reading instruction at home. A Parent Information article on good school/parent relationships, attendance, health, etc. will be published in the weekly school newsletter at least two per month.

Information will include but not be limited to: Weekly classroom newsletters, Jeffers Journal, teacher blogs.

Planned staff responsible for implementing activity: Principal, classroom teachers, reading teacher, librarian.

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.1.2. Activity: RTI, K-4

Activity Description: Using Fountas and Pinnell, DIBELS, and Running Records, students will be grouped by staff according to their reading needs. Students identified will receive small group instruction three to four times per week for 20 to 30 minutes.

Planned staff responsible for implementing activity: Grade level meetings with Reading Teacher and building principal will be held every six to 8 weeks to review student success and strategies. Groups and strategies will be changed according to individuals needs.

Actual staff responsible for implementing activity: Principal and Reading Teacher.

Planned Timeline: Begin Date - 2009-09-08, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff meetings, Workshops, Conferences	General Funds	1,000.00	0.00

Goal 3: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will improve their writing proficiency across all areas of curriculum.

Gap Statement: Students at Jeffers elementary have been taught writing using a combination of curriculum strategies.

Cause for Gap: Lack of sufficient training and consistency in the teaching of writing.

Multiple measures/sources of data you used to identify this gap in student achievement: Classroom observations of teacher practice; student writing samples and the 4th grade writing MEAP results. Teachers will meet at grade levels to assure that there is consistency in writing instruction.

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? Student journals, teacher observations, common writing rubric for each unit, monthly grade level meetings (district) and grade level collaboration meetings (building).

Contact Name: Tom Koops

List of Objectives:

Name	Objective
Improvement of writing skills.	Students will score at or above grade level on the common rubric for each unit.

3.1. Objective: Improvement of writing skills.

Measurable Objective Statement to Support Goal: Students will score at or above grade level on the common rubric for each unit.

List of Strategies:

Name	Strategy
Lucy Caulkins Units of Writing	Staff will implement the Units of Writing.

3.1.1. Strategy: Lucy Caulkins Units of Writing

Strategy Statement: Staff will implement the Units of Writing.

Selected Target Areas

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
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

Lucy Caulkins Units of Writing.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implementation of the Writing Rubrics	2010-09-01	2012-06-08	Literacy Committee, all classroom staff.

3.1.1.1. Activity: Implementation of the Writing Rubrics

Activity Description: Teachers of grades 1-4 will direct students to write daily. Kindergarten teachers will direct students to write at least two times a week beginning no later than January. Staff will develop common assessment rubrics for each unit. Staff will participate in grade level meetings to assess writing.

Planned staff responsible for implementing activity: Literacy Committee, all classroom staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Units of Writing, Rubrics	General Funds	1,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$3,000.00	\$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?

Using data from the OAISD IRIS program the S.I. team reviews and identifies any information that verifies success of goals activities. Each year the S.I team reviews results to assure appropriate progress on the existing three year plan.

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.

The identification of students at risk for not meeting the core curriculum is an ongoing process relying on three main data elements.

All students are assessed at least three times a year using DIBELS. Students are also identified through classroom teacher and parent input. Fountas & Pinnell is used to assess students in the fall, again in the winter, and at the end of the school year.

Other assessments used at Jeffers Elementary are: MLPP Running Records, MEAP, textbook assessments, Battle Creek Science Kit assessments and Delta Math.

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.

Through these district-wide assessments, "non responders" are identified during classroom instruction and intervention times. The results of these assessments will be used to determine eligibility on all students for Title I services. The Reading Teachers for grades K-4 use the state GLCE's for a consistent performance measure to select students who are failing or at greatest risk of failing the GLCE's.

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.

The Reading teacher uses teacher recommendation, parent interviews, DIBELS and Fountas and Pinnell for selection of students in grades K-2.

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.

Program planning for Title I, Part A is driven by the current School Improvement planning in multiple ways. Title I resources are allocated to students based on need as measured by the multiple data pieces described previously. As new data is reviewed and student performance analyzed, new goals for student needs and school improvement are developed and the use of Title I resources are immediately a target strategy to meet student deficits.

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 and regular education coordination occurs daily as outlined in daily lesson plans and is ongoing throughout the year. Additional communication occurs during daily common planning time for all grades. Bi-monthly staff meetings with the grade level teachers and Title I teacher are used to discuss the intervention process in general. During these meetings discussions occur based upon student achievement regarding the success of each student in the classroom. Discussions continue on whether additional interventions are needed. Students currently receiving Tier 2 interventions are also discussed and a determination on whether to continue services, or to exit because of success or increase services through Tier 3 intervention. Data is kept throughout the year on all of these students based upon on going assessments. The goal is to open communication lines so that the educational process occurs at the same time for all students, blurring the lines between at-risk, special education and general education students. Articulation meetings occur throughout the year between incoming and outgoing grade levels in each respective building.

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.

Curriculum Director meets with teachers and administrators throughout the year to review and if needed to align the state standards to the district curriculum. Individual teachers may give input to their grade level representatives who are current members of the Curriculum Committee. Curriculum is a continual process through the Curriculum Committee, Literacy Committee, staff and administrative meetings.

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

SLPS has a Curriculum Advisory Council. Staff members from all buildings are part of this council. All minutes and decisions from the council are shared at building level staff meetings or grade level curriculum meetings.

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 teachers and parapro staff members meet the NCLB requirements. Teachers 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.

To promote strong and effective parent involvement in all of its schools, Spring Lake Public Schools is

committed to:

Involving parents/guardians in the development of the school's Title I plan, and in the process of school review and improvement.

**Parents/guardians become involved in the development, review and improvement process through various activities including, but not limited to: School Improvement Planning meetings, School Climate surveys, and Parent Club meetings. At Jeffers elementary parents are also involved through the school open house, parent/teacher conferences and through volunteer and involvement opportunities.*

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

2a. Design

The program is designed with the coordination and effort of a variety of school personnel. The Jeffers staff with the building principal organize and implement the various activities and opportunities that are available for parents and community members.

2b. Implementation

To assist schools in planning and implementing effective parent involvement activities, the district will: review with principals the requirements of the policy, provide timelines for schools to follow in implementing and documenting parent involvement activities, provide principals with information regarding programs, materials, and resources they may use for parent involvement activities, building the capacity of schools and parents for strong parental involvement.

2c. Evaluation

Prior to the end of the school year, a team comprised of parents, teachers, and administrators will assemble to review the use of Title I funds and how effective the use of these funds were for the current school year specific to what programs our personnel were funded with Title I money.

Recommendations, if any, will be made for changes and the allotment of these monies for the upcoming school year in coordination with the Curriculum Director, and planning will occur at that time for the following school year.

As part of on-going school improvement, the schools will provide opportunity for parental input to enhance the partnership between the school and home for educating all students.

Specific emphasis will be given to at-risk and Title I services (i.e. RtI). Opportunities will be explored for educational and learning opportunities for parents to discover new ways to help their children at home.

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

Individual assessment results are provided to parents in a variety of formats. First, parents are provided with student report cards at the end of each marking period. Each report card is sent home with an

explanation key and is reviewed with parents at fall and spring conferences. Additionally, student performance on standardized tests, MEAP and DIBELS are reported to parents annually. Reports are sent home with explanation letters describing how to read and interpret the results.

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".

Four to five days per week Title I eligible students receive support as target reading groups through the Reading Specialist. Additional support is also provided by paraprofessionals and Intervention Teachers in the general ed. classrooms, using small group and individual instruction. Each grade level works together with resources (para-pros under direct supervision and in conjunction with classroom teachers) to supplement reading instruction with small group work targeting specific skill deficits. Additional targeted intervention is provided at grades K-1 to target emerging reading skills. This includes a variety of intervention techniques such as Read Naturally, skill specific instruction and remediation.

Small group support, all core areas: resources in the form of additional paraprofessional support is provided to teachers and students to help students work in small groups for additional support and extension. A Math intervention program provided by the OAISD will be implemented for all grades.

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

The parent involvement component is evaluated through parent input at school board, open house and parent/teacher conferences.

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

Information is targeted for the Curriculum Director who compiles and shares with the District School Improvement Team and Curriculum Committee.

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".

Information as to kindergarten readiness, screening, etc. is passed on to all area preschool programs if possible. Preschools are also invited to attend building level screening days to observe expectations and the

screening process.

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.

Pupils are assessed in a variety of ways through classroom teacher observations, DIBLES, MEAP, Delta Math and Fountas and Pinnell.

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.

All families are encouraged to complete a free and reduced lunch application, as applicable to their financial situation. Those eligible are encouraged to participate in both our breakfast and lunch school meal programs. Targeted students receive additional services through academic and guidance services. Examples include, but are not limited to: nutritional health, anti-bullying education, and comprehensive guidance.

Ongoing Review of Eligible Student Progress

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

This plan will be reviewed annually during school improvement meetings.

The success of each student will be assessed with a variety of screeners on an ongoing basis. This data will be collected and used to determine the success of, and need for, the interventions being used for each student and at each grade level.

Progress of the students is monitored periodically throughout the year (listed previously). Goals are adjusted for students accordingly. Data is also shared with staff members and grade levels prior to, and after, the current grade of the student.

Administrators meet every month to review data that tracks student learning.

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

Data will be used to drive classroom instruction through building level staff meetings and district level, grade level and curriculum meetings.

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

As noted above, the student performance data is the major factor in aligning resources to student need. Based on the annual benchmarks of MEAP and Fountas & Pinnell and the number of students needing assistance per grade level will dictate the amount of time and resource allocated to each grade level. Grade level teams of teachers, staff and administration will meet regularly to discuss progress, restructure groups and allocate resources as necessary.

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.

The evaluation program services will be closely monitored by the school leadership and staff. Information regarding the success of the program, as communicated through the evaluation, will indicate the needs areas for professional development for teachers. Use of student performance data regarding level of student improvement in certain areas will direct professional development topics.

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.

Staff will use the IRIS Data Warehouse to understand and interpret the results of DIBELS, MEAP, Fountas and Pinnell, etc.

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.

Information from the state MEAP is shared with all staff, including the school improvement team. The S.I. team goes over grade level results, compare the results to other school assessments used, and evaluates the progress of student achievement.

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

Information will be shared with all stakeholders through the Annual Report, Parent Teacher conferences, weekly newsletter, and on the district website.

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.

Building level SI committee meets monthly to review plans and goal areas.

Assurances

EdYES!

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

Response: *Yes*

Comments:

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:

Educational Development Plan (EDP)

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

Response: *N/A (our school does not have grade 8)*

Comments:

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

Response: *Yes*

Comments:

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: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

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: *Yes*

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: *We use the Michigan Health Model.*

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: *We are currently following our own written curriculum using the national P.E.core suggestions.*

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

Response: *Yes*

Comments:

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

Response: *60-90 minutes at elementary level, 106-135 minutes at middle/high level*

Comments:

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

Response: *Adopted policy, fully implemented*

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: *No*

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, but not 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: *Reviewed policy, but not yet adopted*

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: *Written Policy, but not fully implemented*

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.	Tom	Koops	Principal	tkoops@springlakeschools.org
Mrs.	Julie	Kitchel	Teacher	jkitchel@springlakeschools.org
Mr.	Mike	Prins	Teacher	mprins@springlakeschools.org
Mrs.	Kim	Taylor	Teacher	ktaylor@springlakeschools.org
Mrs.	Kathy	VanderMeulen	Teacher	kvanderm@springlakeschools.org
Mrs.	Jennifer	Jettner	Teacher	jjetner@springlakeschools.org
Mrs.	Christine	Clover	parent	cclover@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:	Bev Hundley
Address:	345 Hammond, Spring Lake, Mi, 49456
Telephone Number:	616-846-5500

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

Jeffers Elementary School Parent Involvement Policy

Jeffers Elementary School encourages 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 Jeffers Elementary School. To achieve these goals, the Jeffers staff will take the following actions to involve parents.

In General:

- A fall parent meeting will be conducted to explain the goals and policies of Jeffers, including Title I information. Opportunities for the coming year will also be clearly communicated.
- Title I parents will be invited to a special presentation at the fall Open House. The meeting will include an opportunity for parent feedback in terms of Title I services, as well as future dates for planning.
- The Jeffers Journal, teacher web pages, the parent list-serve email, (accessible through your email or the web), and quarterly issues of the Springboard Newsletter will be used to communicate items of general interest and announcements of upcoming school and system-wide parent meetings.
- 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, phone calls, and conferences as needed.
- An annual review of the school-wide program and parental involvement policy will be offered at the end of the year. Parents will be given an opportunity to offer suggestions and share feedback and ideas at this meeting.
- Parents will be encouraged to bring suggestions and concerns to their child's teachers or the Title 1 Facilitator for discussion.
- Parents will be given a year-end written report on each Title 1 student showing areas of growth, test scores, etc.

Jeffers Elementary School – Excellence in Education

Contact Information:

Jeffers Elementary Title 1 Coordinator-Tom Koops (616) 846-5503
tkoops@springlakeschools.org

Spring Lake Public Schools Title 1 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: _____