



# **School Improvement Plan**

**Cherry Street Intermediate School**

**Kalkaska Public Schools**

Mr. Ryan Moore, Principal  
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Kalkaska, MI 49646

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Cherry Street Intermediate is a 4th and 5th grade building housing 205 students. Enrollment has fluctuated due to job opportunities in the surrounding area. The community of Kalkaska is a small, rural, northern Michigan community. Staff consists of: 14 teachers (3 male, 11 female), 1 instructional coach (female), 3 female paraprofessionals, 1 female counselor, 1 male principal, 1 female secretary. Student population is predominately white of low social-economic status. The district at this time is 72% free and reduced lunch. We have become a CEO district.

Challenges faced reflect the low social-economic status of the area. Single parent households, transient populations, and attendance seem to be challenges that are often faced within the school system.



## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

**Vision Statement:**

It is the vision of the Cherry Street Intermediate School to create an instructional program that strengthens and equalizes the learning potential for all students.

**Mission Statement:**

We are a community of inquiring, knowledgeable, and caring learners who will create a more peaceful world through intercultural understanding and respect.

**Beliefs Statement:**

It is the belief of the Cherry Street Intermediate School that all students have the potential for learning and that children come to our school from a variety of backgrounds that provide each with different readiness levels for learning.

We believe that through early intervention and a variety of instructional programs, achievement levels can be equalized. Through a strong team effort, our school can be successful in its mission.

These statements guide our instruction through the RTI process to support students at all academic levels.

## **Notable Achievements and Areas of Improvement**

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

During the past five years, Cherry Street Intermediate has improved the Response to Intervention program that has been in place for the past seven years. Improvements have taken place in the areas of data interpretation, staff development, and intervention programs. Achievement scores have improved, but as rapidly as originally expected. However, while this has occurred, there has been an increase in the percentage of at-risk students within the building.

The staff is currently planning significant work in the areas of new programming for the purpose of improving achievement in the core academic areas. This work has centered around becoming an International Baccalaureate School. This has created a very collaborative teaching environment that has developed themed units which bring an international mindedness to the classroom instruction.

The school has implemented a balanced math program to help address low math scores on state and local assessments.

With the passing of a technology bond, the district looks to improve access to technology and incorporate it more into the districts curriculum.

## **Additional Information**

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

The recruitment of new teachers has been very successful. Greater emphasis has been placed on moving to a system where all teachers will use the same curriculum mapping and common assessments. Staff have begun to shift to a more inquiry-based, rigorous curriculum. Staff collaboration has been greatly improved, and peer observation has been implemented to generate new ideas and teaching pedagogies. Also, there will be a greater emphasis on communicating the results to all stakeholders.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Communication with stakeholders takes place in a variety of ways. All School Improvement documents are placed on the district website. Stakeholder surveys are taken each year and analyzed for SIP planning purposes. Parent meetings take place throughout the school year. Meetings are held in conjunction with Parent/Teacher Conferences, Title I parent meetings, and other various events such as "Coffee and Donuts" with the Principal. Teaching staff have allocated time to work on the SIP during scheduled monthly staff development and planning times.

Parents/community members are also asked to volunteer to work with the District Improvement Planning Committee as the district continues to work on improving its district goals and strategies.

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

All stakeholder groups are involved: Teachers, Support Staff, Parents and Administration through active group participation in school improvement and PLC meetings.

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

The Kalkaska School District supports a district webpage. This webpage has a specific area that holds all Accreditation and School Improvement documents. The webpage link is conveyed to all stakeholders through a monthly newsletter.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.



## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

#### **1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

Student enrollment has generally stayed the same. While the enrollment has fluctuated by only a few students, a number of transient students have been identified.

### **Student Demographic Data**

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

For a majority of the student population, there are no challenges in relation to attendance. For a small segment of the population, a challenge of addressing the number of tardies and excessive absences can be identified.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

Discipline referrals have remained steady. The main focus of such referrals seems to focus on specific, individual cases. Meeting the unique needs of such individuals has been the challenge we face.

### **Student Demographic Data**

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

Implementation of a new student messaging program will help to notify parents of excessive absences. A more aggressive approach has been taken toward excessive absenteeism/tardies. Behavior management systems have been implemented to better deal with behavioral issues. Counseling focusing of specific areas of concern for given students has been utilized.

### **Teacher/School Leader(s) Demographic Data**

#### **5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**

The teaching staff and administration continue to grow in experience. This has led to having a positive impact on student achievement.

**Teacher/School Leader(s) Demographic Data**

**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

The years of experience indicate a younger staff. However, the younger/new staff have been in place for 3 years (16-17 will be their 4th). These staff members have collaborated to improve their teaching techniques; having worked with peers to develop inquiry-based units of instruction. As the staff have taught these units, they have collaborated to fine tune the units through reflection. Overall, this process will help to develop more critically thinking students, allowing them to improve their student achievement scores.

**Teacher/School Leader(s) Demographic Data**

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

Increased school leader absences may result in a disruption to the flow of the classroom environment. Disciplinary actions that would normally be handled efficiently by school leaders, may disrupt the learning and achievement of the students.

**Teacher/School Leader(s) Demographic Data**

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

Increased teacher absences may have a negative impact on student achievement. Substitute teachers may not follow teacher plans, or the same instructional practices as the teacher. Furthermore, a lack of substitutes in our area has caused classes to be split among the remaining grade-level staff. This causes a change in the students' routine that may also negatively affect student achievement.

**Teacher/School Leader(s) Demographic Data**

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

Professional Development absences could occur on non-school days. This would eliminate days away from instruction. Having qualified personnel in place when school leader is absent would help to keep the building running smoothly thereby limiting distractions to students. By using assistant administrative staff, the need for a teacher to cover for a building administrator can be eliminated, thereby keeping said teacher in the room for quality instruction.

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

**10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

Strengths include:

Standard 2: Leadership for Learning

Standard 4: School, Family, and Community Relations

**11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

Strand 1: Teaching for Learning

**12. How might these challenges impact student achievement?**

Too much time may be placed on checking for compliance. (Making sure proper procedure is followed as opposed to checking for understanding.) In doing this, valuable time is lost to helping the students connect and work with the curriculum.

**13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

Staff collaboration time will have to be budgeted into the school year, so grade levels can reflect on the implementation of the previously developed units of instruction. This will be important in determining the effectiveness of the instructional material, allowing for proper adjustment to be made to improve upon the instruction.

Staff will work toward developing lessons that address the individual educational needs of students. Differentiated instruction will be used to help students address the standards at a level of rigor that is best suited to the individual.

Student learning goals will be reflected upon and analyzed to help the students understand their progress.

**14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

Intervention programs are offered outside of the dedicated special education time.

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

We currently do not offer extended learning opportunities in 4th or 5th grades.

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

We do not offer Extended Learning Opportunities at this time.

**17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

Plans of Inquiry are developed using the International Baccalaureate Framework. These are developed through a vertical and horizontal collaborative effort. These allow for state content standards to be implemented with fidelity at the grade, and whole-elementary level.

**18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

N/A

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

Reading is the content area that has the highest level of student achievement.

### **19b. Reading- Challenges**

Dealing with the yearly drop in reading level due to the summer months. Student progress is hindered by this development. Additionally, while many of the students have a supportive network at home, a vast majority of our students do not. This places these students at disadvantage when compared to their peers.

### **19c. Reading- Trends**

Students typically start the year very low. This has been attributed to the lack of reading over the summer. Through the use of evaluations, progress monitoring, and interventions, students are able to recuperate from this loss. Many are able to make significant advancements in their reading scores.

### **19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no**

challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Through the use of student self-monitoring, vocabulary instruction, small group instruction, and Title 1 interventions, these challenges will be addressed and supported.

#### **20a. Writing- Strengths**

Writing is not an area of strength.

#### **20b. Writing- Challenges**

A lack of detail-oriented writing has been identified as a challenge.

#### **20c. Writing- Trends**

Students have performed consistently low on state writing assessments.

#### **20d. Writing- Summary**

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

Through the use of student self-monitoring/self-analysis, common vocabulary, writer's workshops, and frequent teacher feedback, these challenges will be addressed and supported.

### **21a. Math- Strengths**

Historically, math scores have been low in the past. Math scores have been making gains in recent times. aimsweb data indicates significant gains in students throughout the school year. This data has shown a large majority of classroom populations making growth with a majority of this population making benchmark or ambitious growth. This trend is especially prominent within the 5th grade population.

### **21b. Math- Challenges**

While students make significant gains throughout the school year, transferring this knowledge over to the state assessments remains a challenge.

### **21c. Math- Trends**

Current trends show student scores in aimsweb continuing to increase throughout the school year. NWEA scores also show an increase (growth) but not all of those included in this population reach their projected growth.

### **21d. Math- Summary**

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

Through the use of: student self-monitoring, vocabulary instruction, small group instruction, Title 1 interventions, and the implementation of the Balanced Math framework, these challenges will be addressed and supported. Additionally, remedial skills will be addressed through the inclusion of Rocket Math on both 4th and 5th grades.

### **22a. Science- Strengths**

NWEA testing showed increased growth on science assessments throughout the course of the year.

#### **22b. Science- Challenges**

Lack of time for instruction.

#### **22c. Science- Trends**

Students have maintained low scores on state assessments. This held true with the Spring 2015 M-STEP assessment. While state assessment science scores have historically been low, the students usually produce higher scores on the NWEA science assessment.

#### **22d. Science- Summary**

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

Science has been integrated into the other subjects allowing for cross-curricular connections to be made. This design has been the basis for the Plans of Inquiry that have been developed throughout the elementary (and grade level). This will allow for constant exposure to the science curriculum throughout the classroom period. Thus, increasing the exposure to this curriculum. While this has been introduced over the course of the past year, it will be reflected upon and improved for next year. Implementation of an "inquiry hour" is currently being analyzed by the building staff. This is a program that will address misconceptions/misunderstanding that students may have with the material in the curriculum.

#### **23a. Social Studies- Strengths**

This is not an area of strength.

#### **23b. Social Studies- Challenges**

Lack of time designated for Social Studies within the day's schedule.

#### **23c. Social Studies- Trends**

Social Studies is often covered within the course of the week, however, the time devoted to it is less than other subjects.



#### **23d. Social Studies- Summary**

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

Social Studies will be integrated into the other subjects allowing for cross-curricular connections to be made. This design has been the basis for the Plans of Inquiry that have been developed throughout the elementary (and grade level). This will allow for constant exposure to the social studies curriculum throughout the classroom period. Thus, increasing the exposure to this curriculum. This is also an area where the building staff has begun to look into a "inquiry hour" format to address areas of concern/misconception that the students may have with the social studies curriculum.

## Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### 24a. Student Perception Data

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

Classroom Procedure

Classroom Management

Instructional Help

Teacher Awareness of Student Difficulties

### 24b. Student Perception Data

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

Frustration has been expressed about peers not putting their best effort forward when working in groups. Along with this, students raised concern about student opinion not being heard when working in groups.

Summarizing (in detail) seems to be a concern with the students.

Students voiced concern over the large amount of testing that occurred in the spring time.

### 24c. Student Perception Data

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

As part of our goals, the implementation of self-reflection goals will allow students to feel more comfortable in re-examining the content they have learned. This will also allow them to better draw connections between the content and their prior knowledge. Furthermore, analysis of performance-based goals has allowed students to track their progress.

Annotating texts has been introduced to reading groups. Through the use of this and discussion circles, students have learned how to summarize their opinions regarding the content covered.

### 25a. Parent/Guardian Perception Data

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

Parents feel the academic programs at CSI meet the needs of their students. They have also noted that they feel welcome, are informed, and their child is safe at school. Parents also feel that the teachers and principal are easy to communicate with.

**25b. Parent/Guardian Perception Data****What area(s) indicate the overall lowest level of satisfaction among parents/guardians?**

Parents request more help at home with reading and math programs. As the CCSS are structured, many parents have a hard time relating to the current methods in which Math is taught to the students. Request for more higher-leveled programs are also indicated.

Communication seems to be a concern with some of the parents. Requests have been made for more communication regarding school events.

**25c. Parent/Guardian Perception Data****What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?**

Incorporation of higher-level thinking strategies into our specials classes (music & movement, art & math, science & technology). Advanced intervention programs will continue to be offered. The IB grant/framework has allowed for the implementation of a more inquiry-based approach to education. This will focus on challenging all students.

Communications have continued to improve. Social media, email and phone blasts, and traditional handouts are used to provide better transference of information to parents.

**26a. Teacher/Staff Perception Data****What area(s) indicate the overall highest level of satisfaction among teachers/staff?**

School culture, improved leadership, teacher cohesiveness/teamwork, and student growth.

**26b. Teacher/Staff Perception Data****What area(s) indicate the overall lowest level of satisfaction among teachers/staff?**

Training on technology. Testing concerns -- too much testing in the spring. Math scores are a concern among the staff.

**26c. Teacher/Staff Perception Data**

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

Piloting of Math Expressions for possible implementation within the district will begin the process of looking at a new math curriculum. Implementation of Rocket Math will be used to address the remedial skills that many of the students lack.

Access to technology continues to increase. With this increase additional technology workshops have been planned for the upcoming year. This will be an expansion of a test run of a technology workshop that occurred last year for our regional staff development day.

**27a. Stakeholder/Community Perception Data**

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

The welcoming atmosphere of the building and staff.

**27b. Stakeholder/Community Perception Data**

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

Community has indicated problems with communication.

**27c. Stakeholder/Community Perception Data**

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

Communications have been shifted to a more social media oriented format. This will allow for quicker, more frequent, announcing of important information. More frequent use of SchoolMessenger will ensure a more consistent communication with the community.

## **Summary**

### **28a. Summary**

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

Teacher experience continues to grow. This, combined with greater collaboration, has shown an improvement in instruction; resulting in student improved achievement on standardized assessments. Improved achievement on state assessments is an area that we continue to work on. Perception data indicates that improvements in communication need to be made, and efforts are in place to make this happen.

### **28b. Summary**

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

The demographic and process and perception data challenges that have been identified could have a negative affect on student achievement. Such challenges can interfere with the learning environment, making adequate student achievement difficult to obtain.

### **28c. Summary**

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

Procedures and interventions have been created within the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities to address these challenges. Proper implementation should help to reduce the negative effect of the identified challenges.

# **School Additional Requirements Diagnostic**

## **Introduction**

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

## School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	aimsweb (k-5), Common Assessments (k-5), MSTEP (3-5), NWEA (4-5)	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	<a href="http://www.kpschools.com/vimages/shared/vnews/stories/53f399dc6f8fb/CSI%20READY%20FOR%20WEBSITE.pdf">http://www.kpschools.com/vimages/shared/vnews/stories/53f399dc6f8fb/CSI%20READY%20FOR%20WEBSITE.pdf</a>	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Karen Sherwood, Superintendent 315 South Coral Kalkaska, MI 49646 231-258-9109	



## School Improvement Plan

Cherry Street Intermediate School

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Parent Involvement Plan is attached	CSI parent involvement

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		16-17 School-Parent Compact

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

# **Title I Schoolwide Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Initially, our TBAISD's Schoolwide Title 1 Facilitator and I led the staff in a meeting completing the Comprehensive Needs Assessment in teams of two. Next, as a whole, we identified areas in need of improvement, which were the following: assessment for learning, systematic curriculum review and systematic professional development.

In a subsequent meeting, the staff worked in small groups to brainstorm actions that needed to be taken to address these three large needs. Next, all staff had an opportunity to contribute to ideas under the three identified needs and, finally, to begin working on an action plan.

NWEA and MEAP/MSTEP trends over the past five years were reviewed during this process. We noticed that our scores had begun to rise in all content areas during the years MEAP was our state assessment and dropped dramatically on MSTEP. During that same time period, our NWEA mean RIT scores in all content areas experience a similar trend. During 2014-15, all areas on both assessments saw decline-all areas have bounced back a bit in 2015-16 except MSTEP ELA. (Data sheet is below). After much discussion, we agreed that the amount of writing included on MSTEP, as well as the length of the passages, was most likely a big contributing factor. During this data review, we also discussed that the drop in scores from MEAP to MSTEP could also be due to the increased rigor and real world connections that are students are not used to. Real world contexts, direct vocabulary instruction, and consistent writing instruction will be our focus for all students. In addition, we will increase our use of available data to adjust instruction for all students as needed and to plan interventions for those students needing additional support.

MEAP/MSTEP proficiency %

MATH 4 5	ELA 4 5	Science	Social Studies
2011-12 24 19	2011-12 41 68	2011-12 7	2011-12 14
2012-13 32 35	2012-13 45 68	2012-13 9	2012-13 13
2013-14 27 45	2013-14 58 80	2013-14 18	2013-14 15
2014-15 22 21	2014-15 21 38	2014-15 4	2014-15 7
2015-16 30 39	2015-16 17 14	2015-16 5	2015-16 12

NWEA Mean RIT scores

NWEA MATH 4 5	READING 4 5	SCIENCE 4 5
2011-12 207.9 211.5	2011-12 204.4 208.5	2011-12 201.2 203
2012-13 210 218.6	2012-13 207 206.7	2012-13 204.2 203.7
2013-14 209 220.1	2013-14 204 210.5	2013-14 203.6 206.3
2014-15 205.2 215.4	2014-15 199.5 206.9	2014-15 200 205
2015-16 207.7 217.5	2015-16 202.2 209	2015-16 202.6 206.1

Lang Usage

2011-12 203.2 208.3
2012-13 207.4 209.9
2013-14 206.7 212.7

2014-15 202.6 207.4

2015-16 203.4 208.8

Our student population of approximately 200 is almost 50% economically disadvantaged. A large portion of our students come from single parent households. Work opportunities are limited within the community, consequently parents must commute 30 minutes or more to jobs. Our district does not offer full busing, the majority of our parents are responsible for the transportation of their students.

Review of our most recent student surveys indicate strengths in student perception that all of the adults in the building care about the students, want every student to learn and them to do their best work. They were also satisfied with computers helping them to learn.

Challenges revealed that adults don't ask them about school and don't invite their families to school.

Staff survey indicated strengths in our assessment practices, collaboration, high expectations for students and continuous improvement.

Challenges were difficult to determine from survey results so we reviewed the SSR where we found challenges with helping students achieve higher order thinking and take positive risks to improve their learning. This is consistent with the results from our MEAP to MSTEP analysis.

Parent perception data concluded that all stakeholders felt comfortable with staff members and enjoy volunteering and supporting our school. Data indicates that parents feel welcome and comfortable with our programming. Student achievement has remained steady or improved in standardized testing. Demographic data indicates our enrollment is remaining steady. The process for implementing change in school programming is determined through PLC and School Improvement Meetings.

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

As a result of the data review, we have targeted Writing in our School Improvement plan. Strategies to improve writing will include: Writer's Workshop, Feedback through conferencing, and Writing Across Content Areas. A strategy that will be used in all content areas is Vocabulary Instruction. In an attempt to increase rigor in our instruction and help students with the more real world problems they will encounter on MSTEP, we will also incorporate problem solving in real world contexts in our instruction. Since we had begun to see an increase in math scores, we will continue with a Balanced Math approach to instruction specifically targeting the strategies of Poster Method, Mental Math, and Math Review.

The CNA revealed that students who want to become successful academically, socially and emotionally have those opportunities at CSI. We provide many resources and opportunities for students to succeed. We've developed Inquiry Units to integrate the ELA Common Core State Standards (CCSS) with the state science and social studies standards.

We're continuing to offer professional development on the Balanced Math framework, adopted by our district.

Because nearly half our our students are economically disadvantaged, we will continue our Ruby Payne book study during staff meetings to draw out specific strategies we may want to incorporate in the future.

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

School Improvement goals reflect the priority needs reflected in the needs assessment process.(1. Increasing Rigor in our classrooms, 2. Offering more opportunities for real world problem solving. 3. Providing multiple opportunities for writing throughout the school day 4. Having a common writing strategy) The goals were written to support academic growth in ELA, math, social studies and science for all students

because our data has consistently been below state averages. Data from NWEA and MSTEP, student surveys and our SSR were analyzed to write these goals. Within the goals are strategies we selected that could easily be transferred across content areas. For example, we felt a priority need was to enhance our writing instruction. To accomplish this, we not only included a goal of improving writing scores, but we added the strategy of Cross Content Writing which will not only enhance student writing, it will also help students process science and social studies content. Increasing the rigor within our classrooms will be accomplished through problem solving, performance assessments and vocabulary instruction.

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

The data we reviewed was whole school data. We felt the issue with our data was widespread and best addressed programmatically at first rather than by subgroup. The goals are written for all students to achieve academic growth in the areas of ELA, math, social studies and science.

Aimsweb benchmark testing is done with all students 3 times a year for math and reading. This data is used to develop small intervention groups within each classroom as needed. Depending upon the needs of the small group, strategies such as graphic organizers, visual representation of learning, instruction involving multiple modalities, will be used. Progress monitoring on reading and math skills is done monthly with students who are struggling in those areas to monitor student progress and the effectiveness of the intervention. Students are moved in and out of intervention groups as needed.

## **Component 2: Schoolwide Reform Strategies**

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

Teachers are working toward integration of science and social studies within ELA and math instruction.

Through the implementation of research based instructional strategies, specifically Providing Clear Learning Goals and Scales, and regularly Tracking Student Progress toward those goals through formative assessment, teachers explicitly outline learning goals for each unit that are directly linked to state standards. All students are aware of the desired outcomes of the instruction and are able to assess their progress toward the goals. With the implementation of learning goals and scales, all students become more aware of the steps needed to reach proficiency.

Vocabulary Instruction will take place in all content areas, subject specific vocabulary will be reviewed prior to each unit/lesson to help all students better understand the concepts. Writing Instruction including writer's workshop and specific feedback from the teacher on how to improve writing as well as writing across the curriculum has been selected to advance our progress toward ELA standards. By all offering students practice and guidance with performance tasks and real world problem solving, teachers will begin to increase the cognitive level of tasks within their classrooms thus better preparing students for the rigors of the state standards.

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

All methods and strategies in the schoolwide plan are research-based. CSI has a fully implemented MTSS process to identify and provide intervention for students experiencing difficulty mastering the CCSS or needing advanced learning opportunities.

The focus of Tier I in the MTSS process is the intentionality of specific, targeted instruction. The Instructional Coach works collaboratively with all staff to continually implement best practices for whole group and small group instruction. The data used for instructional decisions are derived from assessments that measure student achievement within the context of the classroom curriculum. These data are the necessary link between assessment and academic interventions and are sensitive to small changes over time. In the MTSS model, assessment is used for the purposes of screening, collecting diagnostic information, and monitoring progress. Offering in class intervention using strategies such as graphic organizers, visual representation of learning, instruction involving multiple modalities, we are able to increase quantity of instructional time for students. Integrating writing and reading into the other content areas also increases instructional time for students as skills learned in one part of the day are reinforced at other times. Offering vocabulary instruction for all students is means of improving the quality of instruction. Much research shows that economically disadvantaged students (almost 50% of our students) do not get exposure to vocabulary they way non disadvantaged students do. Focusing on vocabulary helps to fill some of that learning gap for our students.

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

The goals were written based on the CNA and were developed by the School Improvement Committee. All methods and strategies in the schoolwide plan are research-based. Strategies were selected that could impact multiple content areas since we are in self-contained classroom. Focusing on a few strategies across all content areas will help our teachers integrate these research based strategies. The reform strategy and MTSS model will support all students in achieving academic growth in ELA, math, social studies and science.

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

The goals in the schoolwide plan focus on the areas of reading, writing, math, science and social studies. CSI will offer daily intervention time based on students' individual academic needs in the areas of reading and math. The intervention groups will be determined by data analysis of Aimsweb benchmarking scores. Students' progress will be monitored monthly using Aimsweb progress monitoring data. All students will participate in a group, higher achieving students will use the time as enrichment of the curriculum, by participating in activities that have been carefully designed by certified staff to meet the needs of these students.

The Title 1 teacher at CSI will offer support to all students who are determined to need it, through data analysis of aimsweb benchmark data, during intervention time. Intervention groups will be offered in reading and math. Intervention is structured to reach all learners in all academic areas. Social studies and science standards will improve through intervention in non-fiction reading strategies. Students needing intervention will be screened using the screening tools within the research based intervention that best matches their need. Strategies used for these students will be consistent with the recommendation of the intervention and will include, but are not limited to: small group instruction, guided practice, teacher modeling, peer support, and formative assessment with direct teacher feedback. Vocabulary instruction is the strategy in our plan that provides a direct level of intervention as vocabulary is normally the foundation for the unit of study. Students struggling with vocabulary will be offered multiple methods of representing the vocabulary word and support with the vocabulary from Title I teacher or paraprofessionals.

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

Monthly progress monitoring is completed using AIMSweb, classroom assessments are also reviewed for all students to track their progress on both district goals and individual student goals.

During our regular data meetings reviewing NWEA, AIMSweb, classroom assessment and progress monitoring data, we review the progress of each student and adapt interventions as needed. If students are not meeting proficiency or growth standards within our assessments, appropriate interventions are implemented for each individual student. Our student groupings are flexible within the classroom as well as during our dedicated intervention time. Appropriate time will be given to allow for accurate measurement of the efficacy of an intervention but students will not remain in an intervention if data does indicate student growth. Students will be "graduated" from interventions if they meet their progress monitoring goal for a minimum of 4 weeks, if their growth brings them up to grade level averages, or upon recommendation from the teachers. All students are eligible to return to an intervention at any time during the school year if scores on formative assessments, classroom assessments or screeners indicate the need.



### **Component 3: Instruction by Highly Qualified Staff**

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

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

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

There is no anticipated teacher turnover going into the 2016/17 school year. There has been very little teacher turnover over the past 5 years. Our turnover is most often precipitated by student counts.

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

The teaching staff at CSI has varied levels of teaching experience. This fosters positive collaboration between experienced veterans and innovative recent graduates. Of our staff of 14 teachers, 3 teachers have 0-5 years experience, 4 have 6-10 years, 4 have 11-20 years, and 3 have over 20 years.

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

CSI participates in innovative programs that enhance instruction and support teachers in the classroom. Some programs that attract highly qualified teachers to our school are: scheduled professional development, an Instructional Coach to assist classroom teachers, common planning periods, scheduled monthly PLC and grade level meeting times and up-to-date technology in all classrooms. These programs all work toward improving and enhancing student and staff performance. Teachers are also included in making decisions regarding the district curriculum through the Curriculum Development Committee. They have the opportunity to become very familiar with the state curriculum guidelines and work together, district-wide, by grade level and/or curriculum committee to create activities and common assessments for classroom use. The district offers a Master Teacher incentive for teachers with 15 or more years of service in the district. The district passed a Building Improvement bond in 2010-2011 and a Technology bond in 2015 .

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

Kalkaska Public Schools participates in innovative programs that enhance instruction and support teachers in the classroom. Some programs that attract highly qualified teachers to our school are: scheduled professional development, an Instructional Coach to assist classroom teachers, common planning periods, scheduled monthly PLC and grade level meeting times, up to date technology in all classrooms. These programs all work toward improving and enhancing student and staff performance. Teachers are also included in making decisions regarding the district curriculum through the Curriculum Development Committee. They have the opportunity to become very familiar with the state curriculum guidelines and work together, district-wide, by grade level and/or curriculum committee to create activities and common assessments for classroom use. The district offers a Master Teacher incentive for teachers with 15 or more years of service in the district.

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

We do not have a high turnover rate at this time.

## **Component 5: High Quality and Ongoing Professional Development**

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

Our CNA helped us to identify Writing, Increasing Rigor and Real World Application as focus areas. Our Professional Development aligned to these goals includes a refresher on Learning Goals and Scales so teachers are able to assist students in tracking their progress toward mastery of the standards. During our grade level prep meetings we will begin discussion of writing programs and strategies, sharing what each teacher currently uses and planning together to incorporate writer's workshop. During this time we will also compile vocabulary lists for upcoming units of study.

Our Data Review and Intervention Group meetings will be used to learn a common data review protocol that we will use at all subsequent meetings and will teach our students as part of our data analysis review for them. During our grouping and Intervention PL, we will bring in content specialists from the ISD to share with us research based practices that we can use with small groups.

Although we referred to the PD as Authentic Assessment on our PD calendar, this PD will include PD on how to create Performance tasks and how to integrate real world connections into math. The Effective Feedback PD is directly tied to our writing goal. During writer's workshop teachers need the ability to give students targeted feedback that will help them improve their writing.

One hour staff meetings will be used as a continuation of the PLC if needed or for any other PD needs which arise during the year.

We will continue our Ruby Payne book study in small groups as well as a more casual PD to gain ideas into better serving our students.

Our staff will continue to have unlimited access to our Intermediate School District technology trainings and other Professional Development offerings such as:

AIMSweb implementation training

IB Professional Development

Curriculum Meetings (Math, Reading, Writing, Social Studies, Science)

Balanced Math training through TBAISD-all teachers have participated; follow-up trainings are offered

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

PD is sustained and ongoing through monthly Professional Learning Communities and Grade Level Meetings. CSI has an Instructional Coach who implements training during the PLCs, offers co-teaching and lesson modeling opportunities and organizes all resources online for CSI teachers to access. In addition to these resources, ISD content specialists will assist with coaching and PD offerings. Implementation of PD will be monitored via principal walkthroughs and observations and peer observation.

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	3. The school's Professional Learning Plan is complete.	Yes	CSI PL calendar is attached.	PD Calendar

## **Component 6: Strategies to Increase Parental Involvement**

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

CSI's parental involvement program is in alignment with the state's Title I Standards (which can be found at [www.kpschools.com](http://www.kpschools.com))

We currently focus on the following:

- \* Encouraging parents to become active through the PTO
- \* School Improvement meetings are scheduled throughout the year and parents are invited to be a part of that team
- \* Annual meetings and surveys are held to evaluate current programs
- \* Surveys are passed out during parent teacher conferences, twice a year, to gather feedback on overall programming; surveys are then analyzed and used to assist in creating school improvement goals.

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

Surveys are given on an annual basis and we are working with our school improvement team to better utilize the results and increase parental involvement to improve the survey. Perception data will become a more prominent focus of our data reviews.

The PTO is very active and monthly meetings are well attended. Parents are also provided with monthly progress reports and personal contacts from teachers. Power School was also implemented as a means of communication. Our Parent, Student, Teacher Compact has been updated and will be used for the 2016-17 school year. Parents will be asked to sign the Parent Compact and abide by its guidelines. Parents will be made aware of our school improvement goals at open house meetings and through district communication. As part of the Parent Compact, we will discuss our SI goals and help parents make direct connection between their involvement with the school and the success of our improvement plan. We will also attempt to have teachers present at PTO meetings as a connection between that organization and the classroom.

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

Sign in sheets will continue to be used for Parent Teacher conferences, any and all after school family events, and open house. This will allow us to review the level of participation and adapt programs as needed to increase parent and family participation in school events. All communication from parents regarding the plan will be reviewed and considered when revising the plan.

Surveys will continue to be created on-line to offer parents an alternative way of evaluating programs.

Parents also participate in the PTO and School Improvement Committees where surveys are analyzed to adjust programming in an appropriate manner.

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Parent Involvement Policy attached	CSI parent involvement

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

The parent involvement activities will be implemented in accordance with the district plan as described below.

- a. Shall provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; [1118 (e) (1)]-This assistance will be provided at parent/teacher conferences and Parent Information Evenings. Curriculum materials will be available in the office and with each classroom teacher for parent review upon request.
- b. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; [1118 (e) (2)]- This information will be provided throughout the school year by classroom teachers and interventionists, as well as during our Famil Nights. Our PTO will also assist in connecting parents to these resources.
- c. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; [1118 (e) (3)]-This professional development will be integrated throughout the school year and will be supported by our Ruby Payne book study teams.
- d. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; [1118 (e) (4)]- Cherry Street is a 4-5 building, we do coordinate efforts whenever possible with our early elementary buildings and conduct common staff meetings regularly throughout the year to promote this coordination.
- e. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand; [1118 (e) (5)]- All information provided to parents is translated into their home language. Teachers explain assessment results (particularly NWEA),in user friendly terms, during Parent/Teacher conferences. If parents are unable to attend conferences, we have a sheet with explanation of the student report that we send home to assist parents in understanding. We have sign language interpreters, as well as other language interpreters available through the ISD. If we have parents needing this type of assistance, we will arrange for an interpreter to be present at conferences. TBAISD will also assist us with providing appropriate support for parents who may have other disabilities as well. Our school is wheelchair accessible and conference locations can easily be changed to accommodate the needs of our families.

Again, related to 1118 (f), for parents whose primary language is not English, we have materials or conversations translated. Teachers explain assessment results (particularly NWEA),in user friendly terms, during Parent/Teacher conferences. If parents are unable to attend conferences, we have a sheet with explanation of the student report that we send home to assist parents in understanding. We have sign language interpreters,other language, and braille assistance interpreters available through the ISD. If we have parents needing this type of assistance, we will arrange for an interpreter to be present at conferences. TBAISD will also assist us with providing appropriate support for parents who may have other disabilities as well. Our school is wheelchair accessible and conference locations can easily be changed to accommodate the needs of our families

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

The plan will be evaluated through sign-in sheets that will track attendance and participation. Surveys will be used to identify the programs'/activities' effectiveness. The data collected will be analyzed during School Improvement Meetings to determine if the program should continue or be adjusted. Follow-up surveys, questions will be sent to parents if clarification or more information is needed in order to

make the most informed decisions. Face to face conversations with parents will be documented and information relative to the school wide plan will be reviewed from those conversations as well. Cherry Street has an open communication policy and our parents are comfortable offering ideas through multiple means. The School Improvement Committee is committed to reviewing all parent communication and adapting the plan as necessary.

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

The data collected will be analyzed during School Improvement Meetings to determine if the program should continue or be adjusted.

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

The school-parent compact was developed by the School Improvement Committee, which consists of teachers, parents and administration. This plan is analyzed and adjusted yearly based on feedback from all stakeholders.

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

The Compact is reviewed with parents at fall and spring conferences. It is used to organize discussions around how parents can support their children's academic success at home.

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

CSI is an elementary building.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	The School Parent compact is attached.	CSI Parent Compact

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

Aimsweb benchmarking and progress monitoring data is shared with parents at conferences and in monthly progress reports. A letter is sent with the assessment results that explains the tests and how teachers use the data to organize intervention groups. The letter is written and updated annually by classroom teachers, Title I teachers and the Instructional Coach at a PLC meeting. We have access to interpreters if parents need translation. Arrangements are made in advance whenever possible or conferences/meetings are rescheduled in order for the translator to be present.

## **Component 7: Preschool Transition Strategies**

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

CSI does not have a preschool program. CSI is a 4th and 5th grade building. We do have a plan to connect with our 3rd grade incoming students. 3rd, 4th and 5th grade teachers devote at least one PLC meeting each year to alignment of curriculum between grade levels. 3rd graders are invited to special events at the CSI building throughout the year. We also have a 3rd grade orientation at CSI in the spring.

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

NA



## **Component 8: Teacher Participation in Making Assessment Decisions**

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

We have an IB Assessment Policy which includes a calendar of all state, district and building assessments that are given throughout the year. Our Assessment Committee consists of one teacher from every grade level, K-5th. This committee researches and provides recommendations of assessments to our Curriculum Committee. The assessments are usually piloted by a number of teachers, who also give recommendations to the Curriculum Committee before they are adopted by the district.

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

Data analysis of Aimsweb benchmarking assessments as well as common classroom assessments is done at PLC meetings. Classroom teachers, the Title I teacher and the Instructional Coach work together to analyze data. The meeting is facilitated by the Instructional Coach and a template is used to organize the data and determine the best intervention and group placement for each student. More data will be included in the future as we begin to expand our understanding of NWEA and MSTEP data as well as student perception, behavior and attendance data.

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

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

Data analysis is done at PLC meetings. Classroom teachers, the Title I teacher and the Instructional Coach determine which questions on the state assessment were missed by a majority of students. The standards which were covered by those questions are organized on a template and instructional decisions are made by the team. This analysis helps us to look at our overall programs to determine where gaps might be within contents areas. We also review results at a student level, using AIMSweb, NWEA and classroom assessments. Any student scoring at a Tier II or Tier III on AIMSweb is considered for intervention. Students scoring below the national 30th %ile for their grade are also considered. Science and Social Studies classroom assessments are reviewed in the same manner. Students who are being considered for interventions are given diagnostic assessments to determine skill deficits. Students are then placed in intervention groups based upon skills and which students will receive in class intervention. These PLC meetings are conducted after each benchmark period (3 times per year). Any student who struggles with academic standards between the benchmark periods can be placed in intervention groups using classroom assessment/work data or teacher recommendation. Students meeting intervention goals are able to move out of intervention groups between benchmark periods as well if they meet or exceed their goal a minimum of 10 weeks in a row.

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

CSI will have a common intervention time built into each teacher's literacy and math instructional time. During this time, students will be organized into small groups and will receive intervention or accelerated curriculum according to their needs. The small group instruction will be provided by the classroom teacher, Instructional Coach, Title I teacher and a Title I paraprofessional. The groups will be determined during a PLC meeting. Students with the greatest academic gaps may be placed in research based intervention programs. Teaching strategies for these groups will remain consistent with the outline of the program. Most often these programs use a gradual release strategy with a great deal of direct instruction.

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

CSI will have a common intervention time built into each teacher's literacy and math instructional time. During this time, students will be organized into small groups and will receive intervention or accelerated curriculum according to their needs. The small group instruction will be provided by the classroom teacher, Instructional Coach, Title I teacher and a Title I paraprofessional. The groups will be determined during a PLC meeting. Teachers are also working on improving their formative assessment practice in order to adjust instruction in a more timely and targeted fashion.

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

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

Programs are coordinated and integrated to achieve the schoolwide goals based on the CNA of stakeholders. CSI will implement a MTSS process which will involve a Title I teacher, paraprofessional and Instructional Coach. Other programs/resources include:

CEP-free breakfast and lunch for all students

31a-school counselor

PTO-involved in planning family nights and bookfairs

Kalkaska Area Education Foundation-grant money available to teachers for programs/supplies for classrooms

KPS Technology Grant-passed in 2015

Teen Health Center

Planning opportunities for our teachers to implement our school improvement goals for ALL students as well as professional learning opportunities are funded through our general fund.

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

Resources from Title I and other State, local and Federal sources are allocated across the KPS district. At Cherry Street Intermediate School, the resources will be used to fund a Title I teacher, a Title I paraprofessional and an Instructional Coach (elementary level). 31a money will be used to fund an elementary school counselor and provide supplies for intervention programs. Title I money is also set aside for family activities. CSI staff is involved in monthly PLC meetings where the MTSS process is reviewed and updated through data analysis. CSI staff is also involved in monthly grade level meetings. The Instructional Coach provides professional development opportunities at both of these meetings.

Component 1: This component is implemented at teacher planning and professional learning meetings. It is funded with general funds.

Component 2: This component is implemented (funded) through daily instruction (general funding), interventions (supplemental funding), planning (general funding) and professional learning opportunities (general funding).

Component 3: Highly qualified staff are funded in the following way at CSI:

Classroom teachers-general funding

Title I teacher-supplemental funding

Title I parapro-supplemental funding

Component 4: These strategies are all funding with general funds.

Component 5: This component is implemented at teacher planning and professional learning meetings. It is funded with general funds.

Component 6: This component is implemented (funded) at meetings (general funding) and through family involvement opportunities (supplemental funding).

Component 7: NA

Component 8: This component is implemented at teacher planning and professional learning meetings. It is funded with general funds.

Component 9: This component is implemented (funded) at teacher planning and professional learning meetings (general funding) and during intervention instruction (supplemental funding).

Component 10: This component is implemented through a variety of school programs and personnel. The programs and funding sources are:

CEP program: general and supplemental funding

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

CSI is a 4th/5th grade school. The programs listed below assist our students in being academically "available" for learning. When the needs addressed by these programs are met, students are better able to be present in the classroom and can have a richer learning experience.

School Counselor-bully prevention and violence prevention lessons and small groups; provides housing and other resource information to families-31a

Teen Health Center-nutrition programs- supplemental funding

CEP-free breakfast and lunch for all students-general and supplemental funding

Housing/Homeless programs-supplemental funding

Vocational and technical education, and job training are provided at different buildings within the KPS system.

## **Evaluation:**

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

Surveys are given to parents twice a year. Staff, community and students complete surveys annually. These surveys include questions about the schoolwide program and goals. The School Improvement Committee evaluates the surveys to assist in the development of the schoolwide goals. Classroom walkthroughs will be conducted on a regular basis to allow administration to monitor progress of individual teachers and fidelity of implementation. Our Instructional Coach will be available to assist any teacher who may be having difficulty attaining the SIP goals. All of this data will be reviewed with the perception data by our school improvement to determine our level of implementation and the adjustments or training that will need to take place to continue with these goals.

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

Achievement goals for aimsweb benchmarking are set by classroom teachers, the Title I teacher and the Instructional Coach each year after fall benchmarking is done. These goals are posted in the teacher meeting room and reviewed at PLC meetings.

Data analysis of state and local assessments is also done at PLC meetings. Classroom teachers, the Title I teacher and the Instructional Coach work together to analyze data. The meeting is facilitated by the Instructional Coach and a template is used to organize the data and determine the best intervention and group placement for each student.

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

Progress monitoring and common assessments are utilized to measure the effectiveness of the schoolwide program. Struggling students who are flagged by aimsweb benchmarking tests are monitored monthly by classroom and Title I teachers. Goals are set for these students and adjustments to intervention groups and programs occurs when progress is not being made. We have a Child Study meeting once a month to review the progress of struggling students.

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

Progress monitoring and common assessments are utilized to measure the effectiveness of the schoolwide program. Struggling students who are flagged by aimsweb benchmarking tests are monitored monthly by classroom and Title I teachers. Goals are set for these students and adjustments to intervention groups and programs occurs when progress is not being made. We have a Child Study meeting once a month to review the progress of struggling students. Teachers continually review student data and as a staff review perception data. Recommendations are made to the School Improvement team if revision of the plan is called for.



# 16-17 SIP Plan

# Overview

Plan Name

16-17 SIP Plan

Plan Description



## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve achievement scores in math.	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$0
2	All students will improve achievement scores in writing.	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$1000
3	All students will improve achievement scores in reading	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$0
4	All students will improve achievement scores in science.	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$0
5	All students will improve achievement scores in social studies.	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$0

## Goal 1: All students will improve achievement scores in math.

### Measurable Objective 1:

A 12% increase of Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on state assessments in Mathematics by 06/01/2017 as measured by state assessments..

### Strategy 1:

Vocabulary Instruction - Teachers will incorporate math vocabulary into all content areas where appropriate.

Category: Mathematics

Research Cited: Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

Tier: Tier 1

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate common core math vocabulary into daily lessons.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	All administration and teachers

### Strategy 2:

Summative Assessment - Teachers will incorporate authentic summative assessments within each unit.

Category: Mathematics

Research Cited: Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

Tier: Tier 1

Activity - Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning experiences and students' demonstration of learning (formative assessments) will include performance tasks within each unit.	Evaluation, Technology	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	All administrators and staff

### Strategy 3:

Authentic Problem Solving - Teachers will incorporate mathematical problem solving into all content areas

Category: Mathematics

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

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**School Improvement Plan**

Cherry Street Intermediate School

Tier: Tier 1

Activity - Problem Solving	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate authentic problem solving into all content areas.	Technology , Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	All administrators and teaching staff. Administrators will evaluate all teachers by direct observation and walk through fidelity checks to monitor implementation.

Activity - Balanced Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include the poster method, mental math and/or math review into their math instruction.	Technology , Direct Instruction	Tier 1		09/05/2016	06/16/2017	\$0	No Funding Required	All administration and teaching staff. Administrators will evaluate all teachers by direct observation and walk through fidelity checks to monitor for implementation.

**Strategy 4:**

Student Self Reporting - Staff will utilize skills/goals according to the common core and other resources and have students report on their overall progress.

## School Improvement Plan

Cherry Street Intermediate School

Category: Mathematics

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

Tier: Tier 1

Activity - Student Self-Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will self-monitor their overall progress toward the academic learning goal.	Technology , Professional Learning	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	Administrators and teaching staff

Activity - Learning Goals and Scales	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will keep track of their overall progress on Marzano's Learning Goals and Scales through teacher implementation of the TBAISD Marzano Scales and Rubrics.	Technology , Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	Administrators and teaching staff

## Goal 2: All students will improve achievement scores in writing.

### Measurable Objective 1:

A 13% increase of Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/10/2016 as measured by state assessments..

### Strategy 1:

Writing Programs - Teachers will use writing programs that teach strategies for planning, revising, and editing writing.

Category:

Research Cited: John Hattie, Visible Learning, 2009.

Tier:

Activity - Writing Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide frequent feedback to students on the overall quality of writing. Feedback, along with instruction, will create a common vocabulary that will give teachers and students a meaningful way to engage in dialogue which will improve written products.	Technology , Communication	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	All administrators, teaching staff, and students.

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### Strategy 2:

Direct Instruction - Teachers will incorporate direct instruction into writing lessons.

Category: English/Language Arts

Research Cited: John Hattie, Visible Learning, 2009. Gersten and Baker, 2001

Tier: Tier 1

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will incorporate a small group writers workshop model into their instructional program.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$1000	General Fund	All administrators and teaching staff.

### Strategy 3:

Feedback - Using individual writing conferencing, teachers will provide feedback to students about their writing. Students will provide feedback to teachers about their understanding of the writing process.

Category: English/Language Arts

Research Cited: John Hattie, Visible Learning, 2009.

Tier: Tier 1

Activity - Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will encourage all students to take control of their learning. All students will gain a greater understanding of the writing process through self-analysis of their writing skills.	Communication	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	All administration, teaching staff, and students.

Activity - Informal Register to Formal Register	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assist students in analyzing the type of writing register being used. Additional support will be provided to the students that are using an informal register. With the overall goal being to transition to a formal register.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	All administrators and staff

### Strategy 4:

Writing Across Content Areas - All staff will include writing instruction and practice into their classrooms. This will support a more comprehensive approach to writing,

## School Improvement Plan

Cherry Street Intermediate School

the writing process, and a deeper understanding of the overall content within each content area.

Category: English/Language Arts

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

Tier: Tier 1

Activity - Writing Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers throughout all content areas will incorporate writing strategies and practice within their daily lessons.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	Administrators and all staff

## Goal 3: All students will improve achievement scores in reading

### Measurable Objective 1:

A 4% increase of Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 06/09/2017 as measured by state assessments.

### Strategy 1:

Vocabulary Instruction - All staff will include vocabulary instruction to improve reading comprehension of passages containing taught content area words.

Category: English/Language Arts

Research Cited: John Hattie, Visible Learning, 2009. Stahl and Fairbanks, 1986

Tier: Tier 1

Activity - Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide definitions and contextual information that involves students in deeper processing to give multiple exposures of new vocabulary.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	All administrators, teachers, and staff.

Activity - Common Core & SAT Vocabulary Lists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the Common Core vocabulary lists and the SAT vocabulary lists into current curriculum maps.	Technology , Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff

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Activity - Vocabulary Word Wall/Vocabulary Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will introduce new vocabulary and provide definitions and contextual information to assist students in a deeper understanding of the new vocabulary. The new vocabulary will be recorded on a Word Wall or in a student's Vocabulary Journal for ease of recall.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	Administrator and teaching staff

### Strategy 2:

Reading Across Content Areas - All staff will include reading instruction and practice into their classrooms. This will support a more comprehensive approach to reading, along with a deeper understanding of the overall content within each content area.

Category: English/Language Arts

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

Tier: Tier 1

Activity - Reading Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers throughout all content areas will incorporate reading strategies and practice within their daily lessons.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	Administrator and teaching staff

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional time will be devoted to Guided Reading	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	Administrator and teaching staff

### Strategy 3:

Comprehension Skills - All students will use strategies to interact with any given text to increase comprehension.

Category: English/Language Arts

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

Tier: Tier 1

Activity - Daily 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Cherry Street Intermediate School

Daily 5 will be implemented through 5th grade. These reading frameworks support students by providing time to practice the skills and strategies necessary to interact with new text.	Curriculum Development, Technology, Direct Instruction	Tier 1		09/05/2016	06/16/2017	\$0	No Funding Required	Administrators and teaching staff
Activity - Independent Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided time to read for enjoyment. Books will be self-selected.	Implementation	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	All teaching staff and students
Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff across all content areas will use a variety of graphic organizers to support students reading comprehension. Examples include, but not limited to, KWL, T-Charts, and Venn Diagrams.	Technology, Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	Administrators and teaching staff

## Goal 4: All students will improve achievement scores in science.

### Measurable Objective 1:

A 16% increase of Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on state assessments in Science by 06/10/2016 as measured by state assessments..

### Strategy 1:

Student Self Reporting - Teaching staff will receive professional development in developing units of study and reflection. Students will learn how to be accurate in the self-reflection of their skill levels and overall achievement and will gain the ability to communicate their reflections with teachers and peers.

Category: Science

Research Cited: Kuncel, Crede and Thomas 2005 - John Hattie, Visible Learning, 2009

Tier: Tier 1

Activity - Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The teaching staff will collaborate after examination of the Michigan Science Standards to determine the cross cutting concepts necessary for advancement in the content; the teaching staff will then create reflection sheets for student data collection and reporting.	Technology , Communication	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	All administrators and staff
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### Strategy 2:

Vocabulary Programs - All staff will include vocabulary instruction to improve reading comprehension of passages containing taught content area words.

Category: Science

Research Cited: Stahl and Fairbanks, 1993 - John Hattie, Visible Learning, 2009

Tier: Tier 1

Activity - Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will model and use cognitive strategies such as summarizing, questioning, clarifying and predicting. Students will take turns sharing information and developing a dialogue in these activities.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	All administrators and staff

Activity - Michigan Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the Michigan Science Standards vocabulary lists and the SAT vocabulary lists into current curriculum maps.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/05/2016	06/16/2017	\$0	No Funding Required	All administrators and staff

Activity - Vocabulary Word Wall/Vocabulary Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will introduce new vocabulary and provide definitions and contextual information to assist students in a deeper understanding of the new vocabulary. The new vocabulary will be recorded on a Word Wall or in a student's Vocabulary Journal for ease of recall.	Communication, Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	All administrators and staff

### Strategy 3:

Summative Assessment - Teachers will incorporate authentic summative assessments within each unit.

Category: Science

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

Tier: Tier 1

## School Improvement Plan

Cherry Street Intermediate School

Activity - Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning experiences and students' demonstration of learning (formative assessments) will include performance tasks within each unit.	Evaluation, Technology	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	All administrators and staff

### Strategy 4:

Data Analysis - Students will learn how to analyze data within complex charts and graphs in relation to content areas.

Category: Science

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

Tier: Tier 1

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include strategies for data analysis and use of complex charts and graphs within the content area.	Technology , Academic Support Program, Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	All teaching staff

## Goal 5: All students will improve achievement scores in social studies.

### Measurable Objective 1:

A 15% increase of Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on state assessments in Social Studies by 06/10/2016 as measured by state assessments..

### Strategy 1:

Student Self Reporting - The teaching staff will receive professional development in the skills necessary for student self-reporting. These skills will be taught to all students.

Category: Social Studies

Research Cited: Kuncel,Crede, Thomas, 2005 - John Hattie, 2009

Tier: Tier 1

Activity - Student Self Reporting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Cherry Street Intermediate School

The teaching staff will create a list of required skills and will develop a student record sheet. Students will record their assessment results at regular intervals throughout the school year.	Evaluation	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	All administrators and teaching staff
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### Strategy 2:

Vocabulary Programs - All staff will include vocabulary instruction to improve reading comprehension of passages containing taught content area words.

Category: Social Studies

Research Cited: Stahl and Fairbanks (1986), Hattie, Visible Learning, 2009

Tier: Tier 1

Activity - Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide definitions and contextual information that involves students in deeper processing to give multiple exposures of new vocabulary.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	All teaching staff

Activity - Grade Level Content Expectations Vocabulary Lists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the GLCE's vocabulary lists and the SAT vocabulary lists into current curriculum maps.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/05/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff

Activity - Vocabulary Word Wall/Vocabulary Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will introduce new vocabulary and provide definitions and contextual information to assist students in a deeper understanding of the new vocabulary. The new vocabulary will be recorded on a Word Wall or in a student's Vocabulary Journal for ease of recall.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	All administration and teaching staff

### Strategy 3:

Summative Assessment - Teachers will incorporate authentic summative assessments within each unit.

Category: Social Studies

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

Tier: Tier 1

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Activity - Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning experiences and students' demonstration of learning (formative assessments) will include performance tasks within each unit.	Curriculum Development, Evaluation, Technology	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff

### Strategy 4:

Data Analysis - Students will learn how to analyze data within complex charts and graphs in relation to content areas.

Category: Social Studies

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

Tier: Tier 1

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include strategies for data analysis and use of complex charts and graphs within the content area.	Curriculum Development, Technology, Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Direct Instruction	The teachers will incorporate a small group writers workshop model into their instructional program.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$1000	All administrators and teaching staff.

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Performance Tasks	Learning experiences and students' demonstration of learning (formative assessments) will include performance tasks within each unit.	Curriculum Development, Evaluation, Technology	Tier 1	Implement	09/05/2016	06/16/2017	\$0	Administration and teaching staff
Student Self Reporting	The teaching staff will create a list of required skills and will develop a student record sheet. Students will record their assessment results at regular intervals throughout the school year.	Evaluation	Tier 1	Implement	09/05/2016	06/16/2017	\$0	All administrators and teaching staff
Vocabulary Development	Teachers will provide definitions and contextual information that involves students in deeper processing to give multiple exposures of new vocabulary.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	All teaching staff
Independent Reading	Students will be provided time to read for enjoyment. Books will be self-selected.	Implementation	Tier 1	Implement	09/05/2016	06/16/2017	\$0	All teaching staff and students
Performance Tasks	Learning experiences and students' demonstration of learning (formative assessments) will include performance tasks within each unit.	Evaluation, Technology	Tier 1	Implement	09/05/2016	06/16/2017	\$0	All administrators and staff

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Writing Programs	Teachers will provide frequent feedback to students on the overall quality of writing. Feedback, along with instruction, will create a common vocabulary that will give teachers and students a meaningful way to engage in dialogue which will improve written products.	Technology , Communic ation	Tier 1	Implement	09/05/2016	06/16/2017	\$0	All administrat ors,teachin g staff, and students.
Student Self-Monitoring	Students will self-monitor their overall progress toward the academic learning goal.	Technology , Professiona l Learning	Tier 1	Implement	09/05/2016	06/16/2017	\$0	Administrat ors and teaching staff
Informal Register to Formal Register	Teachers will assist students in analyzing the type of writing register being used. Additional support will be provided to the students that are using an informal register. With the overall goal being to transition to a formal register.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	All administrat ors and staff
Reflection	The teaching staff will collaborate after examination of the Michigan Science Standards to determine the cross cutting concepts necessary for advancement in the content; the teaching staff will then create reflection sheets for student data collection and reporting.	Technology , Communic ation	Tier 1	Implement	09/05/2016	06/16/2017	\$0	All administrat ors and staff
Vocabulary Development	All staff will model and use cognitive strategies such as summarizing, questioning, clarifying and predicting. Students will take turns sharing information and developing a dialogue in these activities.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	All administrat ors and staff
Writing Development	Teachers throughout all content areas will incorporate writing strategies and practice within their daily lessons.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	Administrat ors and all staff
Vocabulary Instruction	Teachers will incorporate common core math vocabulary into daily lessons.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	All administrati on and teachers
Daily 5	Daily 5 will be implemented through 5th grade. These reading frameworks support students by providing time to practice the skills and strategies necessary to interact with new text.	Curriculum Developme nt, Technology , Direct Instruction	Tier 1		09/05/2016	06/16/2017	\$0	Administrat or and teaching staff

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Vocabulary Word Wall/Vocabulary Journals	Teachers will introduce new vocabulary and provide definitions and contextual information to assist students in a deeper understanding of the new vocabulary. The new vocabulary will be recorded on a Word Wall or in a student's Vocabulary Journal for ease of recall.	Communication, Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	All administrators and staff
Vocabulary Development	Teachers will provide definitions and contextual information that involves students in deeper processing to give multiple exposures of new vocabulary.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	All administrators, teachers, and staff.
Data Analysis	Teachers will include strategies for data analysis and use of complex charts and graphs within the content area.	Curriculum Development, Technology, Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	Administration and teaching staff
Guided Reading	Instructional time will be devoted to Guided Reading	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	Administration and teaching staff
Data Analysis	Teachers will include strategies for data analysis and use of complex charts and graphs within the content area.	Technology, Academic Support Program, Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	All teaching staff
Graphic Organizers	Staff across all content areas will use a variety of graphic organizers to support students reading comprehension. Examples include, but not limited to, KWL, T-Charts, and Venn Diagrams.	Technology, Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	Administrator and teaching staff

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Balanced Math	Teachers will include the poster method, mental math and/or math review into their math instruction.	Technology , Direct Instruction	Tier 1		09/05/2016	06/16/2017	\$0	All administrati on and teaching staff. Administrat ors will evaluate all teachers by direct observation and walk through fidelity checks to monitor for implementa tion.
Problem Solving	Teachers will incorporate authentic problem solving into all content areas.	Technology , Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	All administrat ors and teaching staff. Administrat ors will evaluate all teachers by direct observation and walk through fidelity checks to monitor implementa tion.
Michigan Science Standards	Teachers will incorporate the Michigan Science Standards vocabulary lists and the SAT vocabulary lists into current curriculum maps.	Curriculum Developme nt, Teacher Collaborati on	Tier 1	Getting Ready	09/05/2016	06/16/2017	\$0	All administrat ors and staff
Vocabulary Word Wall/Vocabulary Journals	Teachers will introduce new vocabulary and provide definitions and contextual information to assist students in a deeper understanding of the new vocabulary. The new vocabulary will be recorded on a Word Wall or in a student's Vocabulary Journal for ease of recall.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	Administrat or and teaching staff



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Learning Goals and Scales	Students will keep track of their overall progress on Marzano's Learning Goals and Scales through teacher implementation of the TBAISD Marzano Scales and Rubrics.	Technology , Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	Administrators and teaching staff
Reading Development	Teachers throughout all content areas will incorporate reading strategies and practice within their daily lessons.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	Administrator and teaching staff
Feedback	Teachers will encourage all students to take control of their learning. All students will gain a greater understanding of the writing process through self-analysis of their writing skills.	Communication	Tier 1	Implement	09/05/2016	06/16/2017	\$0	All administration, teaching staff, and students.
Common Core & SAT Vocabulary Lists	Teachers will incorporate the Common Core vocabulary lists and the SAT vocabulary lists into current curriculum maps.	Technology , Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	Administration and teaching staff
Performance Tasks	Learning experiences and students' demonstration of learning (formative assessments) will include performance tasks within each unit.	Evaluation, Technology	Tier 1	Implement	09/05/2016	06/16/2017	\$0	All administrators and staff
Grade Level Content Expectations Vocabulary Lists	Teachers will incorporate the GLCE's vocabulary lists and the SAT vocabulary lists into current curriculum maps.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/05/2016	06/16/2017	\$0	Administration and teaching staff
Vocabulary Word Wall/Vocabulary Journals	Teachers will introduce new vocabulary and provide definitions and contextual information to assist students in a deeper understanding of the new vocabulary. The new vocabulary will be recorded on a Word Wall or in a student's Vocabulary Journal for ease of recall.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$0	All administration and teaching staff