



Single Building District Improvement Plan

Chatfield School

Chatfield School

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Introduction

The SBDIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SBDIP 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.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

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.

All teachers are assigned a role on the school improvement team. Many of our teachers are also parents that are active within the school community. School improvement teacher groups are formed based on grade level taught and areas of expertise. Parents are also included in the process with evening meeting for our parent sounding board (PTO) which are attended by teachers as well. Groups meet regularly to analyze student performance data and progress on school improvement goals. The progress on school improvement goals and analysis of standardized testing data is shared with parents, and the school board. The school directors comment at regularly scheduled meetings regarding student progress.

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

All classroom teachers and administrators are very involved in the planning and implementation of the improvement plan. Responsibilities for this group include sharing perceptions, analyzing data, analyzing needs, researching, writing goals and strategies, and ultimately implementing the school improvement plan. The school board and staff parents offer insight on standardized test data and possible direction for the improvement plan. The school board which has parent participation also reviews the school improvement plan.

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 school improvement plan is presented to the staff at a regular staff meeting. The staff reviews the plan and its progress during professional development days and at monthly staff meetings throughout the course of the school year. The school improvement plan is posted in the staff lounge. The school improvement plan is presented to the school board. Progress is constantly being monitored by school directors. The school improvement plan is posted on the school website.

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was conducted by identifying all student who met the At-risk criteria as identified by the Department of Education. Teacher, Specialists, and Administrators identified the students. Teachers and support staff conduct data drops to identify At-risk students. Then needs assessment was further refined by identifying the at risk students who had scored below average on NWEA and locally developed assessments. In NWEA and STAR assessments were used to identify at risk students.

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

All homeroom teachers identified their at risk students using the MDE At risk rubrics. Teachers used NEWA, Star Math and Reading, assessment data to identify students at risk of failing to meet the state core curriculum standards in the four core areas. Staff conducts Data Drops three times per year analyzing student performance data.

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

All students had to meet the eligibility for 31a services using the Office of Field Services Identification of Eligible Section 31a Student Worksheets. Of the students who met these requirements the students that had to be identified as having performed below average on the Reading NEWA and Math NWEA. M-Step student performance data was also used to identify eligible students.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

We do not have a preschool. The Office of Field Services Identification of Eligible Section 31a Student Worksheet, Teacher created grade level assessment, Houghton-Mifflin Reading assessments, Saxon Math Assessments, Star Math and Reading Assessments, NWEA MAP Testing in reading and mathematics assessments were used to identify students most at risk of failing to meet the state's content and performance standards.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

A reading specialist is on staff to provide additional instruction for eligible students. A Mathematics specialist is on staff to provide additional instruction for eligible students. All eligible students are invited to participate in summer tutoring taught by certified teachers. Parents are invited to attend workshops and meetings geared toward supporting student learning at home and school.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

The program planning for Title 1 eligible students is written directly into our school improvement plan. Our school improvement teams, one per goal, use data to focus on our lowest performing student and our Title 1 students in developing the strategies and activities. Data Drop meeting are held multiple times per year to track student progress and growth and program monitoring.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

The instructional strategies that focus on helping Title 1 eligible students in the 5 core academic areas are:

Mathematics: Response to Intervention, Fraction Concepts, Number Fluency

Reading: Reading Consultant, Parent Education, Summer Tutoring

Writing: Improving Writing Skills, Goal Setting

Social Studies: Analyzing Maps, Graphs and Charts, Analyzing non-fiction text.

Science: Inquiry based Instruction, Informational Reading

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

All strategies that are included in the school improvement plan are research based best practices and have been successful in educational setting.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Our summer tutoring program is taught by Highly Qualified Teachers who work with the students to provide focused instruction on areas of weakness as identified by assessment data.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Our intervention specialist work with the classroom teachers providing them with strategies that can be implemented by the homeroom teacher in the regular instruction. Other learning opportunities occur during non instructional times and during summer.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

Title 1 Part A programming and regular education programming are linked because our Title 1 Part A staff work with the regular education teachers in planning tutoring, developing intervention strategies ect. Our regular education staff are the highly qualified teachers who provide the Title 1 Part A tutoring.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Our school does not have a preschool age program.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All staff participating and receiving Title 1 Part A funding are Highly Qualified and their status is checked by the district on a yearly basis.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Our Title 1 Part A staff attend conferences and workshops to remain current and up to date with recent trends. Our regular staff participate in district developed professional development.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Our family education nights will continued to be offered and provided to all Title 1 Part A eligible students.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		2017-18 Professional Development Plan

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parents are involved in the school improvement team which works to develop the Targeted Assistance program.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents are contacted about the programing that is available to their Title 1 Part A student. Parent education nights are also scheduled at a time that most parents attend. Childcare and food is also provided.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parent surveys are conducted at the conclusion of programs and parent education nights.	Parent Survey

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

The parent activities involve every Title 1 Part A student and parents are mailed letters inviting them to the programs. Food and child care is also made available to the families. Some activities the school provides a dinner for the family at no cost.

5. Describe how the parent involvement activities are evaluated.

Parent involvement activities have a participant evaluation. School directors also evaluate the success of each activity.

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

The school parent compact is developed by our parent group, school administration and staff.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		Parent Compact

8. How does the school provide individual student academic assessment results in a language parents can understand?

If needed the school will provide all student academic assessment information in the native language of the students parents.

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Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	We are in the process of developing this rubric.	

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

The parent compact is given to every family in the parent student handbook. It is also reviewed by school directors with parents at curriculum nights.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

All federal and state programs are overseen by the school directors and the two individuals monitor the implementation of the programs.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The SIP utilizes Federal, State and local funds to improve the quality of education for all Title 1 students.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Several times during the year Data Drops are conducted by teachers and Title 1 staff to review student assessment data. At that time student progress is reviewed.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

After Data Drops and student data is reviewed by staff and school administration student programing needs are assessed by our RTI team to see if additional programing is need and is meeting the needs of students. All assessments used are aligned with Common Core State Standards.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Teachers have received professional development to interpret assessment data to identify low performing students and to provide targeted instruction to meet student needs.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

The school directors and teaching staff evaluate the Targeted Assistance Program and the SIP during the school year and during the SIP development process. The school completes the State required Program Monitoring Document.

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

The staff and school leaders evaluate the effectiveness of the Targeted Assistance programing using data from NWEA, M-Step, Star Math and Reading, Locally developed assessments.

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

During the data drop process student progress is monitored. When a student improves the staff evaluate the reasons for these changes. Parents are also included in the discussion regarding the students academic performance.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Using the RTI Tier process students are monitored during the Targeted Assistance Program. Students remain on watch and all students assessment data is reviewed at the Data Drops.

Plan for Single Building District Improvement Plan 2017-18 Revised

Overview

Plan Name

Plan for Single Building District Improvement Plan 2017-18 Revised

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 at Chatfield School will become proficient in Mathematics.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$56000
2	All students at Chatfield School will become proficient readers.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$40500
3	All students at Chatfield School will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
4	All students at Chatfield School will become proficient in Social Studies.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
5	All students at Chatfield School will be proficient in Science.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$2000
6	All Chatfield Students will receive social and emotional support.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$35000

Goal 1: All students at Chatfield School will become proficient in Mathematics.

Measurable Objective 1:

A 3% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, 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 Level 1 or 2 in Mathematics by 06/15/2018 as measured by State Assessment..

Strategy 1:

Mathematics Response to Intervention. - Students who have been identified in the bottom 30% or in need of additional support in Mathematics will receive additional support from a Mathematics Consultant during the school day. The Mathematics Consultant will provide the staff with training and strategies that will be student specific. The Mathematics Consultant will work with the staff in the collection and analysis of student data.

Category: Mathematics

Research Cited: "Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle School." National Center for Education Evaluation and Regional Assistance, 2009

Tier: Tier 2

Activity - Screen all students and identify students performing below grade level on the NWEA MAP Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students take NWEA MAP Math screening assessment. Teachers and Mathematics Coach identify students performing below grade level in math.	Academic Support Program, Teacher Collaboration, Technology	Tier 1	Monitor	08/28/2017	06/15/2018	\$26000	Section 31a, Title I Part A	Directors, Math School Improvement Committee, all homeroom teachers, Mathematics Coach

Activity - Plan, develop and implement interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers use NWEA MAP Math test data and additional student data to create interventions and instructional groupings. An intervention will be working in small groups with the Mathematics Coach.	Academic Support Program, Teacher Collaboration, Technology	Tier 1	Monitor	08/28/2017	06/15/2018	\$30000	Section 31a, Title I Part A	Directors, Math School Improvement Committee, Homeroom teachers. Mathematics Coach
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Strategy 2:

Fraction Concepts - Every week the 3-5 grade teachers and Mathematics Coach will plan and conduct a fractions activity or lessons. Manipulatives and pictures will be utilized. Teachers will include fraction practice in the weekly Mathematics instruction.

Category: Mathematics

Research Cited: National Council of Teachers of Mathematics, "Professional Standards for teaching Math."

Tier: Tier 1

Activity - Fraction Intensive Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 3-5 grade teachers will provide additional instruction on fraction concepts in the Mathematics instruction on a weekly basis. For example Fraction Friday's in the Fall of 2017 focused on fractions. Teachers will utilize technology (I-pads, Laptops) along with Manipulatives to teach concepts.	Direct Instruction, Technology	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	No Funding Required	Directors, All 3-5 grade homeroom teachers, Mathematics School Improvement Team, Mathematics Coach.

Strategy 3:

Number Fluency - Teachers will use morning meeting time to work with their homeroom students in order to have a better understanding of Number Fluency.

Category: Mathematics

Research Cited: Using Research to Develop Computational Fluency in Young Mathematician. Tricia O'Loughlin

October 2007, Volume 14, Issue 3, Page 132

Tier: Tier 1

Activity - Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Manipulatives will be used by the K-2 teachers to demonstrate number concepts. Technology applications and I pads will be used to reinforce skills.	Direct Instruction, Technology, Materials	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	No Funding Required	Directors, All K-2 teachers, Mathematics School Improvement Team, Mathematics Coach
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Goal 2: All students at Chatfield School will become proficient readers.

Measurable Objective 1:

A 3% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of level 1 or 2 in English Language Arts by 06/15/2018 as measured by on the 2018 ELA State Assessment in reading for grades 3-8 and reading at grade level in grades K-2.

Strategy 1:

Reading Consultant - The Reading Consultant will provide the staff with training and strategies that will be student specific and provide assistance focusing on intervention for at risk readers. The Reading Consultant will work with the Response to Intervention team to provide additional services to the students. The Reading Consultant will help train staff in the collection and analysis of student data. The Reading Consultant will work with students identified as at risk readers in individual or small group meetings.

Category: English/Language Arts

Research Cited: Standards and roles of the Elementary and Middle School Literacy Coach, International Reading Association 2006

Tier: Tier 3

Activity - Reading Consultant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Reading Consultant will assist staff in identification of struggling readers across the grade levels. Reading Consultant will provide staff with ongoing professional development and strategies to utilize in the classroom with individual students based upon student need. Consultant will provide pull out program and service students identified as most at risk by our Response to Intervention team.	Academic Support Program, Teacher Collaboration	Tier 3	Monitor	08/28/2017	06/15/2018	\$22500	Title I Part A	Directors, ELA School Improvement Team, All teachers, Reading Consultant

Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Reading Consultant will assist staff in meeting with parents of at risk readers to develop plans to help students improve. Reading Consultant will provide parents with strategies on how to work with the individual student. Reading Consultant will bring in presenters to work with parents and students to provide them with reading strategies and parent education.	Parent Involvement	Tier 2	Monitor	08/28/2017	06/15/2018	\$0	No Funding Required	Directors, ELA School Improvement Team, All teachers and Reading Consultant
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Strategy 2:

Additional Instruction/RTI - Students who are identified as being at risk readers will be invited to receive additional instruction time in a summer tutoring program.

NWEA testing, local developed and state assessments will be utilized to identify at risk readers.

Category: English/Language Arts

Research Cited: "Assisting Students Struggling with Reading: Response to Intervention for Elementary and Middle Schools" National Center for Education Evaluation and Regional Assistance, 2009

Tier: Tier 2

Activity - Summer Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified as at risk readers will be invited to participate in a summer tutoring program in which they will receive additional reading instruction.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/15/2018	\$10000	Title I Part A	Directors, ELA School Improvement Team, All teachers

Strategy 3:

Text Analysis - Teachers will provide students with strategies to analyze informational text.

Category: English/Language Arts

Research Cited: Challenging Task in Appropriate Text: Designing Discourse Communities to Increase the Literacy Growth of Adolescent Struggling Readers, Russell 2005

Tier: Tier 2

Activity - Text Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AARI Trained Teachers will use AARI instructional strategies to aid students understanding of informational text.	Direct Instruction, Professional Learning	Tier 2	Monitor	08/28/2017	06/15/2018	\$8000	General Fund	Directors, ELA School Improvement Team, All teachers

Goal 3: All students at Chatfield School will become proficient writers.

Measurable Objective 1:

A 3% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of level 1 or 2 in Writing by 06/15/2018 as measured by on the 2018 ELA State Assessment in Writing..

Strategy 1:

Improving Writing Skills - Teachers will provide direct instruction and curriculum alignment to improve areas of weakness that have been identified by analysis of NWEA data in the areas of Spelling, Personal Style, Writing Process.

Category: English/Language Arts

Research Cited: Best practices in Writing Instruction Graham, Steve, Charles A. MacArther, and Jill Fitzgerald, eds. Best practices in writing instruction. Guilford Press, 2013

Tier: Tier 1

Activity - Students will learn to write and identify Authors Purpose	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn how to identify author's purpose in various genres of writing and learn to write for specific purposes. Students will produce writing pieces that meet the criteria for each purpose that authors write according to CCSS.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	No Funding Required	Directors, Writing School Improvement Committee, all teachers

Activity - Writing Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will create writing project maps and ensure that they are aligned to Common Core State Standards. K-5 teachers will incorporate the Houghton Mifflin writing into their instruction.	Curriculum Development	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	No Funding Required	Directors, All homeroom teachers, Writing School Improvement Team

Activity - Writing Stamina	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will compose written responses resembling M-Step written responses at least once per quarter. Students will practice keyboarding skills to compose written responses using computers.	Direct Instruction, Technology	Tier 1	Implement	08/28/2017	06/15/2018	\$0	No Funding Required	Directors, Writing School Improvement Team, All Homeroom Teachers.
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Activity - Multiple Sources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read informational text on a computer and cite sources using the informational text. Citing will be done in a written response. K-8 students will receive instruction on how to identify and cite evidence to support a written response.	Direct Instruction, Technology	Tier 1	Implement	08/28/2017	06/15/2018	\$0	No Funding Required	Directors, Writing School Improvement Team, All Teachers

Strategy 2:

Goal Setting - Teachers and students will evaluate student writing and data to set goals and improve instruction.

Category: English/Language Arts

Research Cited: Rader, Laura A. "Goal Setting for Students and Teachers Six Steps to Success." *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* 78.3 (2005): 123-126

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a professional development session to evaluate student writing samples, compare with colleagues, and identify instructional plans.	Professional Learning	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	No Funding Required	Directors, All homeroom teachers. Writing School Improvement Team

Activity - Three Writing Prompts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide at least three opportunities per year for students to evaluate students writing samples. Students will justify their reasons for revision and editing in the following areas: conventions, spelling, usage, organization, style and voice.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	No Funding Required	Directors, All homeroom teachers, Writing School Improvement Team.
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Goal 4: All students at Chatfield School will become proficient in Social Studies.

Measurable Objective 1:

A 3% increase of Fifth and Eighth grade Black or African-American, Asian, Bottom 30%, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of level 1 or 2 in Social Studies by 06/15/2018 as measured by the 2018 Social Studies State Assessment..

Strategy 1:

Analyzing Maps, Graphs and Charts - To provide more opportunities for students to improve their ability to use critical thinking skills when reading and analyzing various types of maps, graphs and charts.

Category: Social Studies

Research Cited: Making Sense of Graphs:Critical Factors Influencing Comprehension and Instructional Implications, Friel, Susan N., Curcio, Frances R., Bright, George W., Journal for Reserach in Mathematics Education 2001.

Tier: Tier 1

Activity - Analyzing maps, Charts and Graphs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homeroom teachers will provide students with a mapping, chart/graph analysis lesson in which students will be asked to collect data, analyze, and interpret information.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	No Funding Required	Homeroom Teachers, Directors, Social Studies School Improvement Team

Strategy 2:

Analyzing Non-Fiction Text - To provide more opportunities to dissect informational text utilizing the four elements of non-fiction text: Author's purpose, major ideas, supporting aids and vocabulary.

Category: Social Studies

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Research Cited: "Ways to Teach About Informational Text" by Barbara A. Marinak and Linda B. Gambrell/ National Council for the Social Studies

Tier: Tier 1

Activity - Analyzing Non-Fiction Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use text mapping to make meaning of informational text, to identify author's purpose and important vocabulary.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	No Funding Required	Directors, Social Studies School Improvement Committee and all Teachers

Goal 5: All students at Chatfield School will be proficient in Science.

Measurable Objective 1:

A 3% increase of Fourth and Seventh grade Black or African-American, Asian, Bottom 30%, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of level 1 or 2 in Science by 06/15/2018 as measured by the Science State Assessment..

Strategy 1:

Lab/inquiry based instruction - Teacher will incorporate lab based and inquiry based instruction allowing data collection, graphing and drawing conclusions by analyzing data within instructional units.

Category: Science

Research Cited: Scientific and Engineering Practices in the K-12 Classroom. Rodger Bybee December 2011 NSTA Journal

Tier: Tier 1

Activity - Teaching Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with six hands on lab experiments in grades K-5 and ten hands on lab experiments in grades 6-8 that allow for student inquiry, data collection, analysis and to draw conclusions. Teacher will utilize technology into their lab instruction.	Direct Instruction, Technology, Materials	Tier 1	Monitor	08/28/2017	06/15/2018	\$2000	General Fund	Directors, Science School Improvement Team, All homeroom teachers

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Strategy 2:

Informational Reading Instruction - Teachers will provide students with reading strategies to comprehend and use informational text.

Category: English/Language Arts

Research Cited: Challenging Task in Appropriate Text: Designing Discourse Communities to Increase the Literacy Growth of Adolescent Struggling Readers. Sharron Lynn Russell March 2005

Tier: Tier 1

Activity - Instructional Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase Science Instructional time in the K-5th grades. Four Science instruction sessions are to be taught each week. These sessions will include informational reading, informational writing, and inquiry based instruction. Teachers will receive Project Lead the Way training and implement PLTW units into their Science Instruction.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	No Funding Required	Directors, Science School Improvement Team, All K-4 homeroom teachers.

Activity - Test Taking Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach at least one test taking strategy per week. For example Science Wizards, SVSU Assessments, MAISA Assessments, Vocabulary, Graph reading.	Direct Instruction		Monitor	08/28/2017	06/15/2018	\$0	No Funding Required	Directors, All homeroom teachers, Science School Improvement Team

Goal 6: All Chatfield Students will receive social and emotional support.

Measurable Objective 1:

increase student growth by providing a licensed school counselor to meet the social and emotional needs of students. by 06/15/2018 as measured by decrease in student discipline referrals and negative student behaviors..

Strategy 1:

Character Education - The school counselor will help teachers implement Smart Character Choices Curriculum.

Category: School Culture

Research Cited: Punished by Rewards, Alfie Kohn

Control Theory, William Glasser

SY 2016-2017

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Teaching with the Brain in the Middle, Eric Jensen

The Classroom of Choice, Jonathan Erwin

Tier: Tier 1

Activity - Morning Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselor and classroom teachers will implement morning meetings to demonstrate, practice or model positive behaviors.	Behavioral Support Program	Tier 1	Monitor	08/28/2017	06/15/2018	\$35000	Section 31a	School Directors, School Counselor
Activity - Character Ed Classroom Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When specific Character Education issues arise in specific classrooms the school counselor will go into the classroom and work with the teacher and all students.	Behavioral Support Program	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	No Funding Required	School Directors, School Counselor, Classroom Teachers
Activity - Individual/Small Group Counseling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Any student who needs social or emotional support can request to meet with the school counselor, individually or in a small group setting.	Behavioral Support Program	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	No Funding Required	School Directors, School Counselor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Individual/Small Group Counseling	Any student who needs social or emotional support can request to meet with the school counselor, individually or in a small group setting.	Behavioral Support Program	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	School Directors, School Counselor
Analyzing Non-Fiction Text	Use text mapping to make meaning of informational text, to identify author's purpose and important vocabulary.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	Directors, Social Studies School Improvement Committee and all Teachers
Three Writing Prompts	Teachers will provide at least three opportunities per year for students to evaluate students writing samples. Students will justify their reasons for revision and editing in the following areas: conventions, spelling, usage, organization, style and voice.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	Directors, All homeroom teachers, Writing School Improvement Team.
Fraction Intensive Study	The 3-5 grade teachers will provide additional instruction on fraction concepts in the Mathematics instruction on a weekly basis. For example Fraction Friday's in the Fall of 2017 focused on fractions. Teachers will utilize technology (I-pads, Laptops) along with Manipulatives to teach concepts.	Direct Instruction, Technology	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	Directors, All 3-5 grade homeroom teachers, Mathematics School Improvement Team, Mathematics Coach.

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Parent Education	Reading Consultant will assist staff in meeting with parents of at risk readers to develop plans to help students improve. Reading Consultant will provide parents with strategies on how to work with the individual student. Reading Consultant will bring in presenters to work with parents and students to provide them with reading strategies and parent education.	Parent Involvement	Tier 2	Monitor	08/28/2017	06/15/2018	\$0	Directors, ELA School Improvement Team, All teachers and Reading Consultant
Multiple Sources	Students will read informational text on a computer and cite sources using the informational text. Citing will be done in a written response. K-8 students will receive instruction on how to identify and cite evidence to support a written response.	Direct Instruction, Technology	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Directors, Writing School Improvement Team, All Teachers
Instructional Time	Teachers will increase Science Instructional time in the K-5th grades. Four Science instruction sessions are to be taught each week. These sessions will include informational reading, informational writing, and inquiry based instruction. Teachers will receive Project Lead the Way training and implement PLTW units into their Science Instruction.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Directors, Science School Improvement Team, All K-4 homeroom teachers.
Test Taking Strategies	Teachers will teach at least one test taking strategy per week. For example Science Wizards, SVSU Assessments, MAISA Assessments, Vocabulary, Graph reading.	Direct Instruction		Monitor	08/28/2017	06/15/2018	\$0	Directors, All homeroom teachers, Science School Improvement Team
Students will learn to write and identify Authors Purpose	Students will learn how to identify author's purpose in various genres of writing and learn to write for specific purposes. Students will produce writing pieces that meet the criteria for each purpose that authors write according to CCSS.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	Directors, Writing School Improvement Committee, all teachers
Analyzing maps, Charts and Graphs	Homeroom teachers will provide students with a mapping, chart/graph analysis lesson in which students will be asked to collect data, analyze, and interpret information.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	Homeroom Teachers, Directors, Social Studies School Improvement Team

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Writing Maps	Each grade level will create writing project maps and ensure that they are aligned to Common Core State Standards. K-5 teachers will incorporate the Houghton Mifflin writing into their instruction.	Curriculum Development	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	Directors, All homeroom teachers, Writing School Improvement Team
Writing Stamina	Students will compose written responses resembling M-Step written responses at least once per quarter. Students will practice keyboarding skills to compose written responses using computers.	Direct Instruction, Technology	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Directors, Writing School Improvement Team, All Homeroom Teachers.
Professional Development	Teachers will participate in a professional development session to evaluate student writing samples, compare with colleagues, and identify instructional plans.	Professional Learning	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	Directors, All homeroom teachers. Writing School Improvement Team
Character Ed Classroom Lessons	When specific Character Education issues arise in specific classrooms the school counselor will go into the classroom and work with the teacher and all students.	Behavioral Support Program	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	School Directors, School Counselor, Classroom Teachers
Manipulatives	Manipulatives will be used by the K-2 teachers to demonstrate number concepts. Technology applications and I pads will be used to reinforce skills.	Direct Instruction, Technology, Materials	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	Directors, All K-2 teachers, Mathematics School Improvement Team, Mathematics Coach

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Morning Meetings	The counselor and classroom teachers will implement morning meetings to demonstrate, practice or model positive behaviors.	Behavioral Support Program	Tier 1	Monitor	08/28/2017	06/15/2018	\$35000	School Directors, School Counselor

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Plan, develop and implement interventions	Teachers use NWEA MAP Math test data and additional student data to create interventions and instructional groupings. An intervention will be working in small groups with the Mathematics Coach.	Academic Support Program, Teacher Collaboration, Technology	Tier 1	Monitor	08/28/2017	06/15/2018	\$20000	Directors, Math School Improvement Committee, Homeroom teachers, Mathematics Coach
Screen all students and identify students performing below grade level on the NWEA MAP Math	All students take NWEA MAP Math screening assessment. Teachers and Mathematics Coach identify students performing below grade level in math.	Academic Support Program, Teacher Collaboration, Technology	Tier 1	Monitor	08/28/2017	06/15/2018	\$6000	Directors, Math School Improvement Committee, all homeroom teachers, Mathematics Coach

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teaching Labs	Teachers will provide students with six hands on lab experiments in grades K-5 and ten hands on lab experiments in grades 6-8 that allow for student inquiry, data collection, analysis and to draw conclusions. Teacher will utilize technology into their lab instruction.	Direct Instruction, Technology, Materials	Tier 1	Monitor	08/28/2017	06/15/2018	\$2000	Directors, Science School Improvement Team, All homeroom teachers
Text Analysis	AARI Trained Teachers will use AARI instructional strategies to aid students understanding of informational text.	Direct Instruction, Professional Learning	Tier 2	Monitor	08/28/2017	06/15/2018	\$8000	Directors, ELA School Improvement Team, All teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Single Building District Improvement Plan

Chatfield School

Plan, develop and implement interventions	Teachers use NWEA MAP Math test data and additional student data to create interventions and instructional groupings. An intervention will be working in small groups with the Mathematics Coach.	Academic Support Program, Teacher Collaboration, Technology	Tier 1	Monitor	08/28/2017	06/15/2018	\$10000	Directors, Math School Improvement Committee, Homeroom teachers, Mathematics Coach
Reading Consultant	The Reading Consultant will assist staff in identification of struggling readers across the grade levels. Reading Consultant will provide staff with ongoing professional development and strategies to utilize in the classroom with individual students based upon student need. Consultant will provide pull out program and service students identified as most at risk by our Response to Intervention team.	Academic Support Program, Teacher Collaboration	Tier 3	Monitor	08/28/2017	06/15/2018	\$22500	Directors, ELA School Improvement Team, All teachers, Reading Consultant
Summer Tutoring	Students who are identified as at risk readers will be invited to participate in a summer tutoring program in which they will receive additional reading instruction.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/15/2018	\$10000	Directors, ELA School Improvement Team, All teachers
Screen all students and identify students performing below grade level on the NWEA MAP Math	All students take NWEA MAP Math screening assessment. Teachers and Mathematics Coach identify students performing below grade level in math.	Academic Support Program, Teacher Collaboration, Technology	Tier 1	Monitor	08/28/2017	06/15/2018	\$20000	Directors, Math School Improvement Committee, all homeroom teachers, Mathematics Coach