



School Improvement Plan

Flat River Academy - Middle/High School

Flat River Academy

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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.

Improvement Plan Assurance

Introduction

During the 2018-2019 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?	Abbreviated Goals & Plans Template	Goals and Plans were created in ASSIST	

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?

Administrative team members met for the purpose of analyzing our school level data. Parents and other key stakeholders were invited to participate in this process of determine the comprehensive needs of our school, to identify priority goals and develop a comprehensive school reform plan through the school survey process. Teachers met with administrators during PLC meetings, one-one one meetings and during professional development. The process resulted in the identification of priority goals, and the selection of research-based reform strategies that all key stakeholders committed to implement.

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?

Formative assessments are given at the start of the year based on Common Core standards, along with teacher made assessments and the NWEA. NWEA is given 3 times a year and data is analyzed to determine where and in what areas interventions need to take place.

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.

The State of Michigan proficiency levels for M-STEP , MME along with NWEA are used to test students at their grade levels. Previous year data is analyzed in order to demonstrate student progress throughout the years.

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.

NA

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.

After school tutoring, summer school, technical assistance, paraprofessional assistance, Push in and pull out interventions by instructional aides

Component 3: Incorporated Into Existing School Program Planning

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

Planning focuses on academic strategies that are appropriate for students already identified as at risk of failing as well as those who are borderline. Since the SIP planning process analyzes all sub groups, our at risk students are included in the process.

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?

Staff implementation of differentiated instruction for all grade levels and students the use of manipulatives. After school tutoring and push in/pull out services are offered to students qualifying students.

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

Differentiated instruction techniques consistent programming and use of manipulatives. Direct instruction is also implemented within the smaller classroom setting and through the use of instructional aides in the classrooms to reduce teacher to student ration. New this school year, project based learning will be implemented to ensure rigorous and high quality instruction takes places in the classroom that is meaningful to students and engaging.

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

NWEA results analyzed 3 times during the school year to evaluate success of steps being taken. Accelerated learning to assist those needing interventions and more time on task and those ready to progress more quickly through the curriculum. Increased summer school and after school programs promote more one on one direct instruction available to students.

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

Flat River Academy uses the "push in " model for all special services including Title 1 service. Interventions are provided in the general classroom and also through after school tutoring and summer school programs. This past year Title 1 interventions have also been provided in a pull out program after direct instruction is given by the general education teacher. Additional direct instruction through interventions

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?

Our Title 1 program allows for students to receive assistance within the classroom through the use of paraprofessionals, certified teacher, extended learning time along with technical assistance and general programming

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.

NA

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		

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?

Professional development in technical assistance, differentiated instruction conference attendance, project based learning development offered through the Buck Institute and SVSU.

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?

Parent meetings will be held to discuss Title 1 assistance as well as curriculum nights, Training and presentations given by staff to other staff, trainings provided by the Montcalm ISD and Saginaw Valley State University. Instructional consultation Team will be implemented at the middle/high school and facilitated by the Montcalm ISD.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		pd

Component 8: Strategies to Increase Parental Involvement

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

The program was designed by a committee that includes parents, teachers, administrators and school board members so that is accurately reflects the goals of all the Flat River Academy community. Meetings were held twice a month in order to discuss programs and interventions

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

Parent volunteers assist students with in the classroom and work closely with the classroom teachers to help at risk students to achieve grade level expectations. Teachers maintain an open line of communication with parents to assess a students level of mastery/frustration.

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		

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

Parents are presented with a parent involvement policy parent meetings are scheduled upon request. Information is also distributed and stored in the Skyward program. Quarterly parent meetings by grade level are also conducted.

5. Describe how the parent involvement activities are evaluated.

Attendance at school meetings is recorded as well as logins to the skyward program. Visitors are required to login and logout at the office. Surveys of parents are conducted to evaluate the effectiveness of the program. Parent involvement will be evaluated based upon student improvement of the students they serve as well as teacher feedback surveys.

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

The parent school compact was designed by a committee that included parents, teachers, administrators and board members, so that it accurately reflects the goals of the Academy.

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

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

The Academy sends a letter home with State and Local testing results explaining those results as well as offering a public meeting for parents and students who required additional interpretation assistance. Results are also discussed during parent/teacher conferences.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	Compacts are discussed in detail with parents during conferences in order to clarify and answer questions regarding student growth and achievement. Parent involvement with the school and support measures put in place	PI

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

NA

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.

After school tutoring, online learning opportunities and summer school programs are designed to assist Title 1 and at-risk students. This is coordinated by building level administrators with input from teachers and parents.

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.

Federal, State and local programs including the Montcalm ISD support Flat River Academy in providing social work, occupational therapy, physical therapy, speech therapy and school psychologist services to assist in student success. Free and reduced lunch program is available to students. Special Education services are also assisted through the Skyward and Illuminate programs associated with the Montcalm

ISD and State of Michigan student data systems. Staff take part in professional development training and continued education through area universities and ISD's. Area Head Start programs share data for students entering Flat River Academy.

Component 10: Ongoing Review of Student Progress

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

Teacher developed formative and end of unit assessments to evaluate student progress, along with weekly collaborative meetings to discuss student progress. Students also take the NWEA standardized test 3 times a year and data is evaluated to determine student progress and interventions if needed

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.

Strategies and activities that have been proven to be ineffective will be revised or discarded as the evaluation team suggests. More research based strategies would be examined to provide additional supports for the areas not showing progress. More or different types of professional development will be sought to support areas where students are failing to achieve objectives.

Results of the annual evaluation meeting will be shared through updates in the school newsletter: the Annual Report, which is posted on the school webpage: and achievement summaries for parents (M-Step, DIBELS, or NWEA etc...)

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.

All teachers engage in a review of assessment data after each NWEA testing period. Teachers will also be trained in Project Based Learning. Teachers will be provide coaching and assistance in the development of their PBL activities. During the process of developing activities, teachers will identify formative assessment opportunities, opportunities to provide differentiated instruction and instructional coaching on how to be responsive to student needs based on the formative assessment data.

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.

An annual meeting at the end of the school year will be held to evaluate the plan. Staff, administration, and parents will be invited and encouraged to attend. The MDE Program Evaluation Tool will be used to format the meeting. Parent input through surveys, at conferences and during the annual Title 1 meeting and fall Open House will be discussed. The results of all academic, perception, and testing data will be examined. The conclusions of this meeting will be the basis for planning future parent activities and programming for students.

At this meeting, discussion will center on whether revision is needed of SIP goals, strategies, action steps, or intervention strategies or whether these should be replaced. Staff input will determine whether professional development should be increased to support staff in the implementation of the strategies and activities of the plan. The effectiveness of parent activities will be discussed, and whether these strategies increased parent participation.

Results of NWEA, M-Step, grade level assessments, unit tests, and Title 1 program data will be examined to determine the progress of economically disadvantaged and high mobility students. Discussion of strategies in the plan to improve achievement of these groups and others in the bottom 30% will be help in planning future programming for these groups of students. Attendance will be monitored through the Skyward program reports.

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.

Administration and parents, will meet annually to examine data from NWEA, M-Step, Title 1 program testing, grade level assessments, or other subject area testing. Areas of concern will be pinpointed from these results. Achievement of subgroups, including economically disadvantaged, high mobility students and the bottom 30% will be examined and included in the discussion.

This data will be compared to the objectives of the SIP to see if these have been met. The objective criteria from the SIP lists 100% proficiency as the goal for these groups of students. Progress towards 100% proficiency will be monitored. Strategies and activities will be revised and adjusted until this goal is met.

The progress of economically disadvantage, high mobility students, special education students, all of whom comprise of the bottom 30% will be monitored for improvement in all content areas. The bottom 30% are identified from data and teacher referral. Their progress is monitored in data team meetings. The ICT (Instructional Consultation Team) process also identifies students for support. Title 1 does weekly progress monitoring through CBM. Skyward program reports will be monitored to determine if the strategies to improve attendance are working.

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.

Progress on these objectives, strategies, and activities will be monitored throughout the school year at data meetings after NWEA testing, which occurs at the end each marking period. Data meetings will also include the examination of other data, such as Title 1 program testing, grade level assessments, or other subject area testing, as relevant to the improvement of the identified subgroups and the bottom 30% of SY 2018-2019

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students. This progress monitoring occurs three times per year. Title 1 does progress monitoring weekly . Special Education student progress is monitored by mastering objectives in their IEP plan which is documented in the Illuminate program. Imagine It! benchmark testing is done every six weeks at the end of ELA units. .

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.

Targeted assisted services are content area specific and based on academic at risk qualifications. Data collected will be used to determine eligibility throughout the school year with State mandated test data being used initially and teacher created and NWEA evaluation being continuously to evaluate services.

Plan for School Improvement Plan

Overview

Plan Name

Plan for School Improvement 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	100% of students will demonstrate they are proficient in ELA	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$300
2	All students will score proficient on the M-STEP test in math	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$4000
3	All students will be proficient in science.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$1500

Goal 1: 100% of students will demonstrate they are proficient in ELA

Measurable Objective 1:

100% of All Students will collaborate to achieve a at least a level three on a project based learning assignment in English Language Arts by 06/08/2018 as measured by standardized and local assessments using 6+1 traits of writing rubrics .

Strategy 1:

Project Based Learning - Teachers will create real-world problem-solving situations by designing questions and tasks that increase student thinking and academic rigor. Students will engage in ongoing projects aligned to CCSS. Students will receive feedback and multiple formative assessments during the project to ensure learning targets are being met. Teachers will be trained by the Buck Institute to provide Gold Standard project based learning. Ongoing sustained support will be provided by Saginaw Valley State University to ensure fidelity and the proper implementation of PBL.

Category: English/Language Arts

Research Cited: Edutopia, December 3, 2012, Project-Based Learning Research Review, Vanessa Vega, Barron, B., & Darling-Hammond, L. (2008). Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning

Tier: Tier 1

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide after school tutoring at least once a week per subject. Each subject level teacher will stay after on a different day so students may receive support in all subject areas if needed.	Academic Support Program, Teacher Collaboration, Technology	Tier 1	Monitor	09/04/2017	06/07/2019	\$300	Title I Part A	School Principal

Goal 2: All students will score proficient on the M-STEP test in math

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in math on the M-STEP in Mathematics by 06/07/2019 as measured by scoring proficient on the M-STEP and reaching goals set forth on NWEA.

Strategy 1:

project based/real life applications - Staff will be trained and utilize project based activities and real life application projects in order to demonstrate a higher level of thinking and reasoning in order to be proficient in mathematics

Category: Mathematics

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Research Cited: MacQuarrie, Lara L, Tucker, James A, Burns, Matthew K, Hartman, Brian. "Comparison of retention rates using traditional, drill sandwich, and incremental rehearsal, School Psychology Review, 31.4 (2002) 584

Tier: Tier 1

Activity - training/coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD in project based learning and attendance in workshops on intervention strategies and use of an instructional coach to support the program and intervention	Materials, Academic Support Program, Curriculum Development, Technology, Direct Instruction	Tier 1	Getting Ready	09/07/2018	06/07/2019	\$3000	Title I Part A	Administration, management and board of directors

Activity - Hands on materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing support will engage in additional hands on learning activities to help master content standards.	Materials	Tier 1	Monitor	09/07/2018	06/14/2019	\$1000	Title I Part A	Math Teacher

Goal 3: All students will be proficient in science.

Measurable Objective 1:

100% of All Students will collaborate to achieve a at least a level three on a project based learning assignment in Science by 06/07/2019 as measured by a PBL rubric..

Strategy 1:

Project Based Learning - Students will be engaged in project based instructional activities.

Category: Science

Research Cited: Trowbridge, Leslie W., and Rodger W. Bybee. Teaching secondary school science: Strategies for developing scientific literacy. Simon & Schuster Books For Young Readers, 1996.

Collette, Alfred T., and Eugene L. Chiappetta. Science Instruction in the Middle and Secondary Schools. The CV Mosby Company, 11830 Westline Industrial Drive, St. Louis, MO 63146, 1984.

Tier: Tier 1

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will engage in NGSS PD to enhance project based learning as it related to science and making models.	Professional Learning, Curriculum Development	Tier 1	Implement	09/07/2018	06/07/2019	\$1000	Title I Part A	School Principal
Activity - Hands on materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Struggling students will receive extra support in science content through hands on learning experiences.	Materials	Tier 2	Implement	09/07/2018	06/07/2019	\$500	Title I Part A	Science Teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
training/coaching	PD in project based learning and attendance in workshops on intervention strategies and use of an instructional coach to support the program and intervention	Materials, Academic Support Program, Curriculum Development, Technology, Direct Instruction	Tier 1	Getting Ready	09/07/2018	06/07/2019	\$3000	Administration, management and board of directors
Hands on materials	Students needing support will engage in additional hands on learning activities to help master content standards.	Materials	Tier 1	Monitor	09/07/2018	06/14/2019	\$1000	Math Teacher
Professional Development	Teacher will engage in NGSS PD to enhance project based learning as it related to science and making models.	Professional Learning, Curriculum Development	Tier 1	Implement	09/07/2018	06/07/2019	\$1000	School Principal
Tutoring	Teachers will provide after school tutoring at least once a week per subject. Each subject level teacher will stay after on a different day so students may receive support in all subject areas if needed.	Academic Support Program, Teacher Collaboration, Technology	Tier 1	Monitor	09/04/2017	06/07/2019	\$300	School Principal
Hands on materials	Struggling students will receive extra support in science content through hands on learning experiences.	Materials	Tier 2	Implement	09/07/2018	06/07/2019	\$500	Science Teacher