



School Improvement Plan

Grass Lake Middle School

Grass Lake Community Schools

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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?

In the last three years, the school has stayed relatively the same. We have just under 300 students. We are experiencing a slight increase in our at risk population. We are hopeful that more people are moving into the area now that houses are once again being built.

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.

The mission of Grass Lake Middle School is to cooperatively guide students through the transitional years in a safe, positive environment by developing character and challenging students to achieve academic success on the path towards high school.

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.

We have incorporated Algebra and Spanish I high school classes for all our eighth graders. We have implemented an RTI for ELA and Math and excited to see the academic gains for this.

Additional Information

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

We have 100% highly qualified staff teaching here.

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.

We have monthly meetings with parents to help improve things at GLMS. Our stakeholders were asked to participate. We also have a gentleman who is our external monitor that helps to make sure we are keeping up to date with our goals and objectives. If it is a busy time of year, we will reschedule meetings to help accommodate for people's busy schedules. Emails are the main source of communications.

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

The consistent representation was three women and one gentlemen. They helped to think outside the box of ways to help students improve and helped to create some fun "reward" activities.

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

People on the committee sees an update monthly. They continuously are working, modifying and improving the plan.

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, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

If we lose students the possibility of having to reduce staff is a real possibility.

How do student enrollment trends affect staff recruitment?

If student numbers ever increased drastically, then new staff would be pursued.

How do student enrollment trends affect budget?

Based on the amount per pupil we get from the state, the more students you have enrolled, the more money you have in your budget.

How do student enrollment trends affect resource allocations?

It seems like these trends tend not to be super high and therefore resource allocation isn't affected much.

How do student enrollment trends affect facility planning and maintenance?

The biggest affect on facility planning and maintenance is the age of the building. Our numbers and trends don't spike that much where there is any immediate concern of facilities and maintenance.

How do student enrollment trends affect parent/guardian involvement?

I do not believe they have an affect. It seems the economy tends to have more of an affect. Both parents need to work to be able to keep afloat in this economy, this drastically reduces the amount of time parents have to become involved.

How do student enrollment trends affect professional learning and/or public relations?

When we consider the needs of the students, we work with those and help our teacher learn how to work with them. Our teachers work very hard to take each group of students as they are and learn to make them successful. We will continue to keep up our public relations no matter of the enrollment trends.

What are the challenges you noticed based on the student enrollment data?

We have some bubbles in our enrollments and that creates some scheduling and staffing conflicts. We however have been able to manage those. Besides the bubbles, we have remained pretty consistent with our enrollment.

What action(s) will be taken to address these challenges?

We work at scheduling and creatively creating a master schedule that will allow us to make most efficient and effective use of our staff.

What are the challenges you noticed based on student attendance?

We seemed to have a higher number of tardies this year. We are changing the schedule around next year to see if that alleviates the late roll ins some. There are students and families who are very lax on attendance and we try to get them more motivated to come through meetings, letters and contact from the truancy officer. But in general we have a good attendance percentage.

What action(s) will be taken to address these challenges?

We write letters to families who students are in the at-risk category with attendance. We are in frequent contact with our truancy officer liaison. We have created several plans for individuals who seem to have a difficult time getting to school on time.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Math, Social Studies and Reading we are continually improving and showing good student achievement.

Which content area(s) show a positive trend in performance?

Our math and science are showing positive trends.

In which content area(s) is student achievement above the state targets of performance?

Math, Social Studies and Science

What trends do you notice among the top 30% percent of students in each content area?

These students tend to receive high honors in school grades, they have supportive and involved parents and are students that actively participate in lessons.

What factors or causes contributed to improved student achievement?

RTI programs, focus on teaching reading in all content areas, Data Analysis of previous scores by teacher.

How do you know the factors made a positive impact on student achievement?

Through test scores and benchmarking

Which content area(s) indicate the lowest levels of student achievement?

Writing and need to make sure science continually makes gains

Which content area(s) show a negative trend in achievement?

writing

In which content area(s) is student achievement below the state targets of performance?

Writing and Reading in 7th and 8th grade.

What trends do you notice among the bottom 30% of students in each content area?

Many are Title I students. They tend to have little support at home.

What factors or causes contributed to the decline in student achievement?

Economic issues at home, reduced funding for schools, poor attendance.

How do you know the factors made a negative impact on student achievement?

test scores and benchmarking. Seeing changes of trends with the demographic information.

What action(s) could be taken to address achievement challenges?

Our RTI program is continually working with these students. Increase communication to parents and finding out their needs for their child. We will be starting up some counseling groups to help with this as well.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- Economically Disadvantaged

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- None

In what content areas is the achievement gap closing for these subgroups?*

I do not feel our subgroups are high enough to count.

How do you know the achievement gap is closing?*

Our subgroups aren't high enough to have these trends and numbers. Our RTI data though is showing improvement.

What other data support the findings?

Data Director and RTI data. Benchmarking

What factors or causes contributed to the gap closing? (Internal and External)*

Our RTI program.

How do you know the factors made a positive impact on student achievement?

Our RTI data shows this.

What actions could be taken to continue this positive trend?

We are continuing the RTI model in our school and will modify and tighten it to allow the greatest gains.

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Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- None

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*

Response:

- None

In what content areas is the achievement gap greater for these subgroups?*

Our subgroups are so small... we don't really have achievement gaps for them.

How do you know the achievement gap is becoming greater?*

Our data indicates no large achievement gaps.

What other data support the findings?*

None

What factors or causes contributed to the gap increasing? (Internal and External)*

No real achievement gaps found

How do you know the factors lead to the gap increasing?*

NA

What actions could be taken to close the achievement gap for these students?*

NA

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

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We don't have this subgroup.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

We provide this through scheduling, Counseling programs, providing parents with information of activities and after school programs.

How are students designated 'at risk of failing' identified for support services?

Through a matrix of attendance, grades, demographic information, and academic trends.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Students can take E2020 classes, there are many various camps and programs offered by the county. Teachers provide work for the summer to keep students enriched and different staff provide summer tutoring.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	8.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

There is information on the website, teachers talk about them in school, letters have gone home and communication is done with the principal.

Label	Question	Value
	What is the total FTE count of teachers in your school?	14.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	2.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	6.0

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Label	Question	Value
	How many teachers have been teaching 9-15 years?	6.0

Label	Question	Value
	How many teachers have been teaching >15 years?	3.0

What impact might this data have on student achievement?

I feel my new teachers might need more help with management but do an amazing job with multiple intelligence and technology integration into their lessons. My more veteran teachers are a great mentor for the new teachers and have the expertise in content and management.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	45.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	130.0

What impact might this data have on student achievement?

Every time a teacher is out of the classroom, students are affected. The teachers are the experts at content and student learning. However, the PD helps to increase student achievement.

Perception Data - Students

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

Students feel safe and secure at the school. They indicate a high level of satisfaction with the atmosphere of the school. The changes we have done in reading has really had a positive influence. They also like the new RSVP, leadership program, that we are employing to help provide an ear for the students' voices.

Which area(s) show a positive trend toward increasing student satisfaction?

The reading changes, positive atmosphere helps students to focus on their learning.

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

Students want quicker more technological and hands on lessons. They would like to have more freedoms at lunch and free times.

Which area(s) show a trend toward decreasing student satisfaction?

Continually changing up lesson styles and formats and allowing more student created activities and lessons.

What are possible causes for the patterns you have identified in student perception data?

This generation likes change and things fast paced.

What actions will be taken to improve student satisfaction in the lowest areas?

We continually provide our teachers with PD on technology and help on how to integrate this into their lessons.

Perception Data – Parents/Guardians

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

Our customer services, level of communication, and high expectations.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Our homework hotline and daily announcements.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Parents who don't frequently check our grading software site, tend to get frustrated with our lack of communication when one of our tools for that is Power School.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Back to school night we discuss our expectations. We send letters home discussing the powerful tool of Powerschool and during Parent Teacher Conferences we reiterate it.

What are possible causes for the patterns you have identified in parent/guardian perception data?

It seems the dissatisfied parents are the ones who don't read our regular communication throughout the year.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

We will increase communication and teachers are directed to contact once a nine weeks any parent of a child who is getting a D or lower in their class.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

Atmosphere of the building and the feeling that they are trusted.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Our Sunshine Committee works very hard to make sure the atmosphere is a positive one.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

The lack of District communication and feeling like a tight district with common values and missions.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

District wide discussions

What are possible causes for the patterns you have identified in staff perception data?

Lack of district wide meetings and not feeling like there is enough time to know what the elementary is doing and where the high school wants the kids to be performing at.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

We discuss the information in our health classes, staff meetings and our counselor focuses on these areas in some of her groups.

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

We have discussions in our Cradle 2 Career meetings. We use our department meetings to make decisions that help with student growth and achievement. All stake holders are encouraged to participate.

What evidence do you have to indicate the extent to which the Common Core State Standards are being implemented?

Our teachers indicate the Common Core standards in their plan books. We have School Improvement meetings where that is the major focus.

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

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	Yes		

Assurance	Response	Comment	Attachment
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		Annual Report

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Assurance	Response	Comment	Attachment
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		

Assurance	Response	Comment	Attachment
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	Brad Hamilton, Superintendent, 990 S. Union, Grass Lake MI 49240 (517)522-5545	

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Assurance	Response	Comment	Attachment
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.	No		School Parent Improvement Plan

Assurance	Response	Comment	Attachment
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		School Improvement Plan

Assurance	Response	Comment	Attachment
The School has additional information necessary to support your improvement plan (optional).	Yes	District Improvement Plan, Consolidated App.	

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), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. 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

How was the comprehensive needs assessment conducted?

Our leadership team went through the assessment.

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?

We looked at how they performed on their report card, MEAP scores as well as County Wide Common Assessment and Fontis and Pinell.

What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

Fontis and Pinell benchmarking, Math Reasoning Assessment. For Science and Social Studies we use the MEAP and Explorer results.

For schools with preschool through grade 2: What criteria were used to identify young students who 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

What Title 1, Part A program services are provided to ensure eligible children receive supplemental assistance?

Math and ELA RTI.

Component 3: Incorporated Into Existing School Program Planning

How is program planning for eligible students incorporated into the existing School Improvement planning process?

We have strategies and activities related to our RTI to help meet our objectives.

Component 4: Instructional Strategies

Which strategies in the plan focus on helping eligible students reach the State's standards?

All of our strategies help with this. From technology to Professional development to increasing more hands on learning.

Which research-based methods and strategies in the plan increase the quality and quantity of instruction for eligible students?

Technology immersion, RTI services, Hands-on learning.

What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

Our students who take E2020 classes in the summer are ready to advance to higher math classes. Students who work on academics in the summer have a better retention of those materials then those who do not.

What evidence indicates that students are rarely pulled from their regular classroom to receive supplemental instruction (e.g. extended learning opportunities)?

Our schedule shows specific RTI times, Our resources TC Speech and Counseling Services all have kept calendars as to when they have met with students.

Component 5: Title I and Regular Education Coordination

In what ways do ongoing coordination and integration occur between regular education and the supplemental Title 1, Part A program?

All of our ELA and Math teachers receive PD time to extend their knowledge on how to help with at-risk students. We have both a literacy and math coach for help in the regular education classroom.

For schools with preschool: In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?

NA

Component 6: Instruction by Highly Qualified Staff

Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement?

Yes

Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement?

yes

Component 7: High Quality and Ongoing Professional Development

What types of ongoing and sustained professional development has the staff received to work with eligible children or in the regular education program?

RTI, Technology Professional Development, Math work with Common Core.

If appropriate, what types of ongoing and sustained professional development have been provided to parents, pupil services personnel, and other staff?

Support staff has had ASD and Diabetic training.

Component 8: Strategies to Increase Parental Involvement

How were parents involved in the design of the Targeted Assistance program plan?

They are informed through email and newsletter and Annual Report.

How were parents involved in the implementation of the Targeted Assistance program plan?

Through emails and Annual Report. We send home data reports on how students are doing.

How were parents involved in the evaluation of the Targeted Assistance program plan?

Data points and report of how they are performing and gains made get sent home.

How will the parent involvement activities be evaluated?

Through parent surveys and conversations centered around feedback.

How will the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) be implemented? Copy and paste the following link into your browser to view this policy - <http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118>.

Parents come in for various activities in the evening for parents to attend. The principal will and has made special meeting times for individuals during the day who can't make the night ones. Communication about these events are given via email and on our website.

How will the results of the evaluation be used to improve the plan?

We take the feedback to see how to improve these nights and take them back to our committees so we can make next year more successful and valuable.

How was the school-parent compact developed?

A collaboration of administrators, parents, and other stakeholders.

How is the parent compact used at elementary-level parent teacher conferences?

NA

What is the plan to provide individual student academic assessment results in a language parents can understand?

We work with all our parents to make sure communication is clear and concise for their needs.

Component 9 Coordination of Title I and Other Resources

How are the Federal, State and local programs coordinated and integrated to serve eligible children?

Programs are coordinated by various administrators and committees to make sure a smooth integration is happening.

In what ways does the plan show coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school (e.g. violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training)?

Our School Improvement Plans align with our District Improvement Plans as teachers collaborate on both. We coordinate the use of ALL dollars this way.

Component 10: Ongoing Review of Student Progress

How is eligible student progress reviewed on an ongoing basis?

We use Data Director to store all data. Teachers and administrators do data checks on all these students.

How is the Targeted Assistance program revised to meet the needs of eligible students?

Our administrative team discusses the program and use this discussion as well as feedback from staff, parents and students to modify the program as need be.

How have teachers been trained to identify students who need additional assistance or trained on how to implement student achievement standards in the classroom?

Yes, teachers have undergone professional development in these areas.

Evaluation

How does the school evaluate at least annually the implementation of the targeted assistance program?

Administrators run off reports from data director and meet with staff. We have PD at the beginning and end of each year to review and discuss implementation of next year's program.

How does the school evaluate the results achieved by the targeted assistance program using data from the State's annual assessments and other indicators of academic achievement?

Our staff do an analysis of the state's and County Wide assessment. They also do data chats from the matrix provided from Data Director.

How does the school determine whether the targeted assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards?

Through scheduled data chats.

What process 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?

Our scheduled Data Chats, meetings with our administrative staff and coaches and modification and additions to our program to continue the success of these students.

2013-14 Version 2

Overview

Plan Name

2013-14 Version 2

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 Grass Lake Middle School will be proficient science students.	Objectives: 3 Strategies: 2 Activities: 2	Academic	\$1200
2	All students at Grass Lake Middle School will become proficient social studies students	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$1000
3	All students at Grass Lake Middle School will become proficient writers	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
4	All Students at Grass Lake Middle School will become proficient readers.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$25000
5	All students at Grass Lake Middle School will become proficient math students.	Objectives: 2 Strategies: 3 Activities: 4	Academic	\$800

Goal 1: All students at Grass Lake Middle School will be proficient science students.

Measurable Objective 1:

85% of Eighth grade students will demonstrate a proficiency on Explore test in Science by 06/16/2014 as measured by Explore test and scoring higher than the National Average.

(shared) Strategy 1:

Class work - Lab work will be incorporated weekly with hands-on and higher level thinking.

Research Cited: Marzano, Pickering, Pollock (2001). Classroom Instruction that Works: Research based strategies for increasing student achievement. Upper Saddle River, NJ. Pearson Education.

Activity - Hands-on Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on hands-on labs in class.	Direct Instruction	09/03/2013	06/16/2014	\$700	General Fund	All Science Staff

Measurable Objective 2:

A 100% increase of Sixth grade students will demonstrate a proficiency by increasing those proficient (70% or better) in Science by 06/13/2014 as measured by Quarterly summative assessments.

(shared) Strategy 1:

Class work - Lab work will be incorporated weekly with hands-on and higher level thinking.

Research Cited: Marzano, Pickering, Pollock (2001). Classroom Instruction that Works: Research based strategies for increasing student achievement. Upper Saddle River, NJ. Pearson Education.

Activity - Hands-on Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on hands-on labs in class.	Direct Instruction	09/03/2013	06/16/2014	\$700	General Fund	All Science Staff

(shared) Strategy 2:

technology - Teachers will incorporate technology and lab equipment into their lesson plans for deeper understanding.

Research Cited: Pitler, Hubbell, Kuhn, Malenoski. (2007). Using Technology with Classroom Instruction that Works. Denver, CO. MCREL

Activity - Monitor Implementarion of Technology Inclusion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Teachers will use Technology on a weekly basis to provide deeper understanding. This will be monitored by Walkthroughs and lesson plan books	Technology	09/03/2013	06/12/2014	\$500	Title II Part A	Science teachers, Principal, JCISD Technology Teacher Consultants, Technology support personnel.
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Measurable Objective 3:

A 100% increase of Seventh and Eighth grade students will demonstrate a proficiency by increasing their scores in Science by 06/12/2014 as measured by Grade Level Final Exams.

(shared) Strategy 1:

Class work - Lab work will be incorporated weekly with hands-on and higher level thinking.

Research Cited: Marzano, Pickering, Pollock (2001). Classroom Instruction that Works: Research based strategies for increasing student achievement. Upper Saddle River, NJ. Pearson Education.

Activity - Hands-on Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on hands-on labs in class.	Direct Instruction	09/03/2013	06/16/2014	\$700	General Fund	All Science Staff

(shared) Strategy 2:

technology - Teachers will incorporate technology and lab equipment into their lesson plans for deeper understanding.

Research Cited: Pitler, Hubbell, Kuhn, Malenoski. (2007). Using Technology with Classroom Instruction that Works. Denver, CO. MCREL

Activity - Monitor Implementarion of Technology Inclusion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Technology on a weekly basis to provide deeper understanding. This will be monitored by Walkthroughs and lesson plan books	Technology	09/03/2013	06/12/2014	\$500	Title II Part A	Science teachers, Principal, JCISD Technology Teacher Consultants, Technology support personnel.

Goal 2: All students at Grass Lake Middle School will become proficient social studies students

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Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency greater than the state average in Social Studies by 06/12/2014 as measured by School Wide Common Assessment.

Strategy 1:

Teaching For Learning - Common Assessments - Common Assessments will be given and scored.

Research Cited: Steven Zemelman, Harvey Daniels, and Arthur Hyde. (2005).BEST PRACTICE Today's Standards for Teaching and Learning in America's Schools Third Edition.Portsmouth, NH

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creating, Giving and Assessing Common Assessments (3 times a year) that are based on the Common Core. Using the "Expository/Narrative Rubric".	Implementation	09/04/2013	06/12/2014	\$0	No Funding Required	Social Studies teachers

Strategy 2:

Professional Development - teachers will attend Michigan/National Social Studies Conferences

Research Cited: Reeves, Douglas(2010).Transforming Professional Development into Student Results.Alexandria, VA.ASCD.

Activity - Attend Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attend Michigan or National Social Studies conferences.	Professional Learning	09/04/2013	06/12/2014	\$1000	Title II Part A	Social Studies Teacher, Administrator

Goal 3: All students at Grass Lake Middle School will become proficient writers

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency of positive growth in English Language Arts by 06/12/2014 as measured by 2013 MEAP.

Strategy 1:

Teaching for Learning - writing organized paper - Teachers will focus on getting students to write an effectively organized paper focusing on details and examples.

Research Cited: Dean, Hubbell, Pitler and Stone (2012). Classroom Instruction that Works 2nd. Alexandria, VA. ASCD

Activity - Daily work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Writing Journals, Conferences, Exit Slips, Response journals will be done in class.	Direct Instruction	09/04/2013	06/12/2014	\$0	No Funding Required	ELA Teachers
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Strategy 2:

Professional Development - Teachers will continue to seek PD from Literacy Coach in high-quality instructional practices.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coach will help to provide support for high-quality Instructional practices.	Professional Learning	09/04/2013	06/12/2014	\$0	No Funding Required	Literacy Coach, Administrator, ELA teachers

Goal 4: All Students at Grass Lake Middle School will become proficient readers.

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency increase in English Language Arts by 06/12/2014 as measured by 2013 MEAP.

Strategy 1:

All Teachers are teachers of Reading - Share Reading Levels and Novels and Ideas on how to expand reading of all students in all classes.

Activity - Reading Break	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Students will have a Reading Break Class. Those teachers will know students reading levels, have books to support their reading and conference with students on their books they are reading.	Academic Support Program	09/04/2013	06/12/2014	\$0	No Funding Required	All GLMS staff

Strategy 2:

RTI - A literacy Coach will be available and RTI times for students who need Tier 2 interventions.

Activity - Literacy Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A literacy coach will be available to help with interventions in the classroom	Academic Support Program	09/04/2013	06/12/2014	\$25000	Title I Part A	Literacy Coach ISD Consultants Administrators ELA staff

Activity - RTI Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students who need tier two interventions will be scheduled into Remediation/RTI classes.	Academic Support Program	09/04/2013	06/12/2014	\$0	No Funding Required	ELA teachers, Literacy Coach ISD support Administrators
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Goal 5: All students at Grass Lake Middle School will become proficient math students.**Measurable Objective 1:**

A 100% increase of All Students will demonstrate a proficiency increase by 5% on algebra strand in Mathematics by 06/12/2014 as measured by 2013 MEAP.

(shared) Strategy 1:

RTI - Students will be screened and provided RTI support for their math needs.

Activity - RTI Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be scheduled into a daily math RTI class for extra support.	Academic Support Program	09/04/2013	06/12/2014	\$0	No Funding Required	Math Staff Math Coach ISD staff Administrators

Activity - Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A math night will be had to engage parents into our math curriculum and strategies on how to help their children mathematically.	Parent Involvement	09/04/2013	06/12/2014	\$300	Title I Part A	Teaching staff administrators math coach ISD staff

(shared) Strategy 2:

Professional Development - Continue to strengthen the RTI program and teachers knowledge and skill set to improve student growth.

Activity - Data Chats	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Have monthly Data Chats and get coaching from math coach on strategies to help improve student growth (two day long data chats)	Monitor	09/04/2013	06/12/2014	\$500	Title I Part A	Math Teachers Administrators Math Coach ISD staff

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Measurable Objective 2:

A 100% increase of All Students will demonstrate a proficiency percentage increase in Mathematics by 06/12/2014 as measured by School Improvement Assessment.

Strategy 1:

School Improvement Assessment - Students will take School Improvement Assessment 3 times a year.

Activity - Take SIA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give the SIA three times a year and data will be collected and data talks will be had.	Evaluation	09/04/2013	06/12/2014	\$0	No Funding Required	Math teaching staff administrators

(shared) Strategy 2:

RTI - Students will be screened and provided RTI support for their math needs.

Activity - RTI Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be scheduled into a daily math RTI class for extra support.	Academic Support Program	09/04/2013	06/12/2014	\$0	No Funding Required	Math Staff Math Coach ISD staff Administrators

Activity - Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A math night will be had to engage parents into our math curriculum and strategies on how to help their children mathematically.	Parent Involvement	09/04/2013	06/12/2014	\$300	Title I Part A	Teaching staff administrators math coach ISD staff

(shared) Strategy 3:

Professional Development - Continue to strengthen the RTI program and teachers knowledge and skill set to improve student growth.

Activity - Data Chats	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Have monthly Data Chats and get coaching from math coach on strategies to help improve student growth (two day long data chats)	Monitor	09/04/2013	06/12/2014	\$500	Title I Part A	Math Teachers Administrators Math Coach ISD staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Hands-on Labs	Students will work on hands-on labs in class.	Direct Instruction	09/03/2013	06/16/2014	\$700	All Science Staff
Total					\$700	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI Time	Students who need tier two interventions will be scheduled into Remediation/RTI classes.	Academic Support Program	09/04/2013	06/12/2014	\$0	ELA teachers, Literacy Coach ISD support Administrators
RTI Time	Students will be scheduled into a daily math RTI class for extra support.	Academic Support Program	09/04/2013	06/12/2014	\$0	Math Staff Math Coach ISD staff Administrators
Professional Development	Literacy Coach will help to provide support for high-quality Instructional practices.	Professional Learning	09/04/2013	06/12/2014	\$0	Literacy Coach, Administrator, ELA teachers
Take SIA	Teachers will give the SIA three times a year and data will be collected and data talks will be had.	Evaluation	09/04/2013	06/12/2014	\$0	Math teaching staff administrators
Reading Break	All Students will have a Reading Break Class. Those teachers will know students reading levels, have books to support their reading and conference with students on their books they are reading.	Academic Support Program	09/04/2013	06/12/2014	\$0	All GLMS staff
Daily work	Writing Journals, Conferences, Exit Slips, Response journals will be done in class.	Direct Instruction	09/04/2013	06/12/2014	\$0	ELA Teachers
Common Assessments	Creating, Giving and Assessing Common Assessments (3 times a year) that are based on the Common Core. Using the "Expository/Narrative Rubric".	Implementation	09/04/2013	06/12/2014	\$0	Social Studies teachers

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Total \$0

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attend Professional Development	Attend Michigan or National Social Studies conferences.	Professional Learning	09/04/2013	06/12/2014	\$1000	Social Studies Teacher, Administrator
Monitor Implementarion of Technology Inclusion	Teachers will use Technology on a weekly basis to provide deeper understanding. This will be monitored by Walkthroughs and lesson plan books	Technology	09/03/2013	06/12/2014	\$500	Science teachers, Principal, JCISD Technology Teacher Consultants, Technology support personnel.
Total					\$1500	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Night	A math night will be had to engage parents into our math curriculum and strategies on how to help their children mathematically.	Parent Involvement	09/04/2013	06/12/2014	\$300	Teaching staff administrators math coach ISD staff
Data Chats	Have monthly Data Chats and get coaching from math coach on strategies to help improve student growth (two day long data chats)	Monitor	09/04/2013	06/12/2014	\$500	Math Teachers Administrators Math Coach ISD staff
Literacy Coach	A literacy coach will be available to help with interventions in the classroom	Academic Support Program	09/04/2013	06/12/2014	\$25000	Literacy Coach ISD Consultants Administrators ELA staff
Total					\$25800	