



Single Building District Improvement Plan

Merritt Academy

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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 staff members were invited to an a member of the School Improvement team. Even if not a member on the team the meetings are posted and all are invited to attend.

The Board of Directors was invited to be a member on the team and one member accepted to represent the board.

A parent member was asked and accepted to be on the board.

Meetings are held after school at 3:30.

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

Teachers represented were as follows: 1 from elementary, 1 from middle school, 1 from high school, 1 from special education, 1 from the MTSS department.

The parent has two children in high school (but her children have attended for years).

The school board member is a retired teacher from Merritt Academy.

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 final improvement plan was communicated to staff through professional development. The goals of the plan were communicated through a school newsletter at the beginning of the year.

Progress will be reported once a trimester in a newsletter.

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Reviewing on-going assessment data. The school holds monthly data meetings to review the data.

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

At-risk students were those receiving free or reduced lunch. Students also scoring below the 25th percentile on NWEA were considered at-risk. These students are receiving additional pull out support.

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

Goals support the findings of the needs assessment and provide increased time in academic subjects.

Types of data include:

- State Assessments
- NWEA
- 30 day monthly assessments
- Classroom assessments

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

The goals allow for increased academic support for all students even if not in the identified areas.

Students with special needs are being serviced in small group settings.

Component 2: Schoolwide Reform Strategies

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

The strategies being used are small group remediation for reteaching key concepts. In addition 30 day testing to reteach concepts right away to prevent gaps from developing. NWEA is used to determine remediation concepts for students that are behind in reading and math.

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

One research based method being used in the classroom is Teach Like a Champion strategies. These are best practice strategies that encourage engagement of both higher and lower level learning students. This allows for the enrichment of the curriculum and all students to be engaged in the learning process.

In addition, ELBI is used to supplement reading in grades K-12.

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

These strategies align with the comprehensive needs because it ensures that lower level students are not over looked in the learning/classroom discussion part of the process.

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

The level of interventions vary depending on the need of the students. Most are intensive occurring on a daily basis for 45 minutes of small group instruction. This is additional time to the regular classroom instruction in a subject area.

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

The school conducts regular 30 day post assessments to monitor progress and how needs are being met. In addition, students take NWEA three times a year.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

5 teachers left out of 40

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

Experience ranges from 1 year to 15+ years.

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

Giving stipends to teachers

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

Reduced tuition if takes masters classes through Saginaw Valley State University.

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

Tightening the hiring process to make sure we are hiring effective teachers that do not have to be let go.

Component 5: High Quality and Ongoing Professional Development

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

Weekly PLC meeting before school. The rest of the professional development is done before school starts. The PLC meetings focus data analysis and collaboration of ideas. The professional development before school deals with curriculum alignment and data collection. We also have monthly data meetings to review student test scores and concepts that need to be re-taught.

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

Weekly PLC and monthly data meetings.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

Component 6: Strategies to Increase Parental Involvement

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

Parents give feedback on the plan. A parent is part of the school improvement team.

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

Parents will be asked to provide feedback on the goals.

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

Parents provide feedback through parent feedback survey. In addition, a parent is on the team.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Agreement

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

Parent meeting at the beginning of the year.

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

Sign in sheets at parent meetings.

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

Try to increase parent involvement at the meetings.

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

Staff and administration review the requirements. Parents are asked for feedback.

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

It is used to encourage parents to attend on a regular basis.

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

It is used to encourage parents to attend.

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

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

The school provides academic assessment results through conferences and letters.

Component 7: Preschool Transition Strategies

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

Kindergarten Screenings, and planning transition activities in the Spring

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

Informational meeting night for parents

Component 8: Teacher Participation in Making Assessment Decisions

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

Screening snapshot

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

Teachers are involved in classroom decisions for dividing students for upcoming years. Also teachers are involved in deciding pull out groups.

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

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

The individual student scores are reviewed and compared to previous years as well as peers. Then areas of weakness of identified and students are grouped.

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

Students are identified, grouped, and services started within the first month of school.

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

Students are assessed at the beginning of the year and placed in different learning leveled groups.

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

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

MTSS teachers through Title 1

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

funding teachers

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

funding teachers

Evaluation:

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

The school tracks student data and progress to evaluate the program in Illuminate.

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

The school evaluates the program through the MSTEP test and the percent of students meeting their individual growth goals on NWEA.

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

The school determines if the program has been successful based on the number of students that are able to move out of the program or show significant growth.

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

The MTSS team meets to review the program and any necessary changes that may need to be made.

Merritt Academy 2017-18

Overview

Plan Name

Merritt Academy 2017-18

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 Merritt Academy will become proficient readers.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$86000
2	All students at Merritt Academy will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$4000
3	All students at Merritt Academy will become proficient in Mathematics.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$91000
4	All students at Merritt Academy will become proficient in Science.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
5	All students at Merritt Academy will become proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
6	Professional development at Merritt Academy will become meaningful to staff.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: All students at Merritt Academy will become proficient readers.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 06/14/2017 as measured by M-Step, SAT, NWEA and Monthly Assessments.

Strategy 1:

MTSS - Students will receive additional instructional time in reading comprehension and fluency strategies. Instruction will be small group and based on individual goals and objectives. The length of the school day was increased so this intervention will occur five days a week.

Category: Learning Support Systems

Research Cited: Higher expectations are likely to result in even greater variability in student performance and increased need for differentiated approaches characterized by MTSS (RTI). This type of early literacy instruction is essential if students are to succeed with the more challenging texts and tasks that lay ahead.

EBLI Case Studies and Results based on student learning: <https://www.ebli.com/results#case-studies>

Wixson, K. Y. (2012). Relations Between the CCSS and RTI in Literacy and Language. *Reading Teacher*, 65(6), 387-391.

Tier: Tier 2

Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group instruction in reading comprehension and fluency.	Academic Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$38000	Title I Part A	Patti Reich Kendra Kneer Carrie Roose Caity Giannosa

Strategy 2:

Reading Comprehension - Teachers will be using close and critical reading in their classrooms using a variety of types and levels of literature.

Category: English/Language Arts

Research Cited: The close and critical reading strategy directly supports required rigor of standards in the Common Core. This strategy encourages students to use the higher level thinking standards necessary to analyze text.

Tier: Tier 1

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Activity - Teacher Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of expertise will be working with other teachers on using different reading strategies for the classroom. In addition, various reading strategies will be shared in content PLC meetings.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Administrators to oversee the coaching placements Teachers of Expertise in subject area Teachers needing extra guidance
Activity - ELBI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELBI will be used in all classrooms to improve reading skills and assist all third grade students to be proficient on the MStep.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$48000	Section 31a	All Classroom teachers MTSS staff Special Education Teachers

Goal 2: All students at Merritt Academy will become proficient writers.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/14/2017 as measured by M-Step, SAT, and staff created rubrics.

Strategy 1:

6 + 1 Traits Writing - Six plus one traits will help teachers to teach students to use effective writing techniques.

Category: English/Language Arts

Research Cited: Chadwell, Gary. "Introducing Students to the General Academic Vocabulary of the Common Core State Standards." SEEN (SouthEast Education Network), SEEN Magazine (Spring 2013, Issue 15-1).

In this article the importance of focusing vocabulary words into tier leveled words. With Collins Writing these vocabulary can be the focus of the FCA of the various writing pieces. These will help to prepare students for future assessments coming up.

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Tier: Tier 1

Activity - 6 + 1 Traits Writing Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in two trainings on 6 +1 traits. The first will be an introduction to the program. The second will focus on how to implement 6 + 1 traits with the common core curriculum.	Evaluation	Tier 1	Implement	08/21/2017	08/31/2017	\$4000	Title II Part A	All staff

Strategy 2:

Editing - Students will participate in copied rewrites on a regular basis. Peer editing skills will be developed through the process of completing copied rewrites.

Category: English/Language Arts

Research Cited: The article Peer Editing Benefits You and Your Students by Kathleen Magone supports the benefits of peer editing because it allows students to apply the principles of writing to real life situations. Throughout the course of their lives they will writes various things and have to be able to self edit. Peer editing in one of the steps to learning this process.

Tier: Tier 1

Activity - Editing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in various editing opportunities with peer editing as well as editing their own work. Both 6 + 1 traits and copy rewrites will be used to improve in this area.	Curriculum Development	Tier 1	Implement	09/05/2017	06/15/2018	\$0	General Fund	Classroom teachers Special Education teachers

Goal 3: All students at Merritt Academy will become proficient in Mathematics.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematics in Mathematics by 06/14/2017 as measured by MStep, SAT, NWEA, Monthly Assessments.

Strategy 1:

MTSS - Students will work in small groups on specific skill sets to focus on deficit skills. This instruction will occur five days a week due to an increase in the length of the school day.

Category: Mathematics

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Research Cited: 1) Early mathematics intervention can repair deficits and prevent future deficits (Clements & Sarama, 2007; Fuchs, Fuchs, & Karns, 2001; Fuchs, Fuchs, Yazdian, & Powell, 2002; Griffin & Case, 1997; Sophian, 2004).

2) Additional time spent with MTSS teachers will target defined deficits to close the gap.

Tier: Tier 2

Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MTSS is a small group program where students work on specific skills they are lacking on in mathematics.	Academic Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$91000	Title I Part A, Section 31a	Patti Reich Kendra Kneer Carrie Roose Caity Giannosa

Strategy 2:

Problem Solving - The increased use of technology in the world of mathematics will allow students to experience real life multi-step problem solving experiences.

Technology will also provide a more kinesthetic learning approach for students to help develop high level thinking skills.

Category: Mathematics

Research Cited: Student learning with meaning, transfer of knowledge, and a grasp of higher level cognitive strategies which infuses higher order thinking into student learning raises the bar, especially when connected to specific, content-related instruction. Students learn that facts don't exist in isolation, but are always related to other information and that there are alternative ways of expressing information.

Ormrod, J. (2006) Educational psychology : developing learners. Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall

Tier: Tier 1

Activity - Vocabulary Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be working on developing a list of common and consistent math vocabulary to be used across grade levels.	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	No Funding Required	Middle School and High School Math teachers Classroom teachers MTSS teachers Special Education teachers
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Activity - Real World Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn how to solve math problems that have a real world focus/application.	Teacher Collaboration	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Classroom teachers MTSS teachers Elective teachers Special Education teachers

Activity - Vocabulary Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be using common and consistent vocabulary across grade levels.	Curriculum Development	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Middle school and high school math teachers Elementary teachers MTSS teachers Special Education teachers

Strategy 3:

Fundamentals - There will be a team of experts developed to organize resources and provide guidance to staff on how to use supplies.

Category: Mathematics

Tier: Tier 1

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Activity - Data Walls	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will construct public data walls to track and monitor student progress on fundamental skills such as fact memorization and progress on NWEA.	Evaluation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Administration Classroom teachers MTSS teachers Special Education teachers
Activity - Focus Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with a focus team. This is a group of teachers that are "experts" in the area of Math. The focus team will help other teachers develop lessons to teach fundamental skills for mastery level.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Focus Team Classroom teachers MTSS teachers Special Education teachers

Goal 4: All students at Merritt Academy will become proficient in Science.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency Science in Science by 06/14/2017 as measured by MStep and monthly assessments.

Strategy 1:

Next Generation Science Standards - Students will gain a greater level of understanding of concepts and make connections to the real world and problem solving through high level thinking lessons and applications with the introduction and implementation of the Next Generation Science Standards.

Category: Science

Research Cited: Student learning with meaning, transfer of knowledge, and a grasp of higher level cognitive strategies which infuses higher order thinking into student learning raises the bar, especially when connected to specific, content-related instruction. Students learn that facts don't exist in isolation, but are always related to other information and that there are alternative ways of expressing information.

Ormrod, J. (2006) Educational psychology : developing learners. Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall

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Tier: Tier 1

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have monthly pacing guides and assessments that are being realigned to align with common core standards.	Curriculum Development	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All teachers that teach science Administration

Activity - Science Lab Stations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on how to run successful lab stations . Lab stations will be implemented in the classroom.	Professional Learning	Tier 1	Implement	08/21/2017	06/15/2018	\$0	General Fund	All teachers that teach science

Goal 5: All students at Merritt Academy will become proficient in Social Studies.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency Social Studies in Social Studies by 06/14/2017 as measured by MStep.

Strategy 1:

Real Life Applications/Experiences - Students will be able to make connections between social studies concepts taught and real-world experiences.

Category: Social Studies

Research Cited: In the article, Making Real-World Connections published in Academic Content Standards, an Ohio State publication, the article supports how imperative it is that students are able to make real-world connections to social studies concepts. Through real-world connections students are able to understand the world around them.

Tier: Tier 1

Activity - Real Life Applications/Experiences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with field trips (Lansing, community based, local courthouses) or guest speakers to allow students a real life/hands-on experience to lessons in the classroom.	Field Trip	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Classroom teachers

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Activity - Social Studies/ELA Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and families will participate in a Social Studies/ELA night where they will engage in real-world experience involving Social Studies content such as economics or city simulation.	Parent Involvement	Tier 1	Implement	03/01/2018	03/30/2018	\$0	No Funding Required	Classroom teachers that teach Social Studies and/or ELA

Goal 6: Professional development at Merritt Academy will become meaningful to staff.

Measurable Objective 1:

demonstrate a behavior using the professional development strategies shared by 06/14/2017 as measured by classroom walkabouts and lesson plans.

Strategy 1:

Teacher Coaching - Teachers will work with other teachers in focus groups and professional learning communities to continually develop the strategies introduced at the beginning of the school year.

Category: Other - Professional Learning

Research Cited: In Educational Leaders Source there are articles that talk about teacher coaching and its importance. One is entitled Why Bother With Teacher Coaching. It supports that when implemented correctly and effectively this tool is beneficial for teachers and in turn students benefit.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning community meetings will be held once a month throughout the school year. Focuses of these meetings will be around professional development that was presented at the beginning of the year and the success and challenges.	Professional Learning	Tier 1	Implement	08/21/2017	06/15/2018	\$0	No Funding Required	Administration Lead Teachers Focus Teams All other teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS	MTSS is a small group program where students work on specific skills they are lacking on in mathematics.	Academic Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$48000	Patti Reich Kendra Kneer Carrie Roose Caitly Giannosa
ELBI	ELBI will be used in all classrooms to improve reading skills and assist all third grade students to be proficient on the MStep.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$48000	All Classroom teachers MTSS staff Special Education Teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
6 + 1 Traits Writing Professional Development	All staff will participate in two trainings on 6 + 1 traits. The first will be an introduction to the program. The second will focus on how to implement 6 + 1 traits with the common core curriculum.	Evaluation	Tier 1	Implement	08/21/2017	08/31/2017	\$4000	All staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Lab Stations	Teachers will receive training on how to run successful lab stations . Lab stations will be implemented in the classroom.	Professional Learning	Tier 1	Implement	08/21/2017	06/15/2018	\$0	All teachers that teach science

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Editing	Students will participate in various editing opportunities with peer editing as well as editing their own work. Both 6 + 1 traits and copy rewrites will be used to improve in this area.	Curriculum Development	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Classroom teachers Special Education teachers
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS	MTSS is a small group program where students work on specific skills they are lacking on in mathematics.	Academic Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$43000	Patti Reich Kendra Kneer Carrie Roose Caity Giannosa
MTSS	Small group instruction in reading comprehension and fluency.	Academic Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$38000	Patti Reich Kendra Kneer Carrie Roose Caity Giannosa

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocabulary Alignment	Students will be using common and consistent vocabulary across grade levels.	Curriculum Development	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Middle school and high school math teachers Elementary teachers MTSS teachers Special Education teachers

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Teacher Coaching	Teachers of expertise will be working with other teachers on using different reading strategies for the classroom. In addition, various reading strategies will be shared in content PLC meetings.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Administrators to oversee the coaching placements Teachers of Expertise in subject area Teachers needing extra guidance
Professional Learning Communities	Professional learning community meetings will be held once a month throughout the school year. Focuses of these meetings will be around professional development that was presented at the beginning of the year and the success and challenges.	Professional Learning	Tier 1	Implement	08/21/2017	06/15/2018	\$0	Administrators Lead Teachers Focus Teams All other teachers
Curriculum Alignment	Teachers will have monthly pacing guides and assessments that are being realigned to align with common core standards.	Curriculum Development	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All teachers that teach science Administrators
Real Life Applications/Experiences	Provide students with field trips (Lansing, community based, local courthouses) or guest speakers to allow students a real life/hands-on experience to lessons in the classroom.	Field Trip	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Classroom teachers
Data Walls	Students and teachers will construct public data walls to track and monitor student progress on fundamental skills such as fact memorization and progress on NWEA.	Evaluation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Administrators Classroom teachers MTSS teachers Special Education teachers

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Vocabulary Alignment	Teachers will be working on developing a list of common and consistent math vocabulary to be used across grade levels.	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	Middle School and High School Math teachers Classroom teachers MTSS teachers Special Education teachers
Real World Tasks	Students will learn how to solve math problems that have a real world focus/application.	Teacher Collaboration	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Classroom teachers MTSS teachers Elective teachers Special Education teachers
Social Studies/ELA Night	Students and families will participate in a Social Studies/ELA night where they will engage in real-world experience involving Social Studies content such as economics or city simulation.	Parent Involvement	Tier 1	Implement	03/01/2018	03/30/2018	\$0	Classroom teachers that teach Social Studies and/or ELA
Focus Team	Teachers will work with a focus team. This is a group of teachers that are "experts" in the area of Math. The focus team will help other teachers develop lessons to teach fundamental skills for mastery level.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Focus Team Classroom teachers MTSS teachers Special Education teachers