



Single Building District Improvement Plan

Merritt Academy

Mr. Nathan Seiferlein, Principal
59900 Havenridge Rd
New Haven, MI 48048-1915

TABLE OF CONTENTS

Introduction	1
Improvement Plan Assurance	
Introduction	3
Improvement Plan Assurance	4
Improvement Plan Stakeholder Involvement	
Introduction	6
Improvement Planning Process	7
Title I Schoolwide Diagnostic	
Introduction	9
Component 1: Comprehensive Needs Assessment	10
Component 2: Schoolwide Reform Strategies	11
Component 3: Instruction by Highly Qualified Staff	13
Component 4: Strategies to Attract Highly Qualified Teachers	14
Component 5: High Quality and Ongoing Professional Development	15
Component 6: Strategies to Increase Parental Involvement	16
Component 7: Preschool Transition Strategies	18
Component 8: Teacher Participation in Making Assessment Decisions	19
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	20

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources... 21

Evaluation:..... 22

Merritt Academy 18-19

Overview..... 24

Goals Summary..... 25

Goal 1: All students at Merritt Academy will become proficient readers..... 26

Goal 2: All students at Merritt Academy will become proficient writers..... 28

Goal 3: All students at Merritt Academy will become proficient in Mathematics..... 29

Goal 4: All students at Merritt Academy will become proficient in Science..... 32

Goal 5: All students at Merritt Academy will become proficient in Social Studies..... 33

Goal 6: Professional development at Merritt Academy will become meaningful to staff..... 34

Activity Summary by Funding Source..... 36

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.

A parent survey is conducted during the middle of the school year. The data is collected and used to make future decisions for the school.

Administration has an open-door policy for parents to feel free to come in and discuss concerns.

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

Parents from across grade levels are involved in the meetings. Their responsibilities include providing feedback on concerns about the current academic programs in the school.

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 is communicated to stakeholders by posting improvement goals throughout the school and in all the classrooms. The progress of the goals will be communicated in a newsletter and are on the school website.

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?

The comprehensive needs assessment was conducted through on-going monthly focus team meetings. Data was used to determine areas of weakness. Once identified these areas became the focus of discussion.

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?

The comprehensive needs assessment showed that the school was lacking more current resources for teachers to use for the purpose of instruction. Examples of this included out dated materials that do not align with the common core or NGSS standards. This was determined based on student achievement data as well as stakeholder perception data.

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.

The goals were developed to ensure the successful implementation of new materials being purchased. The goals provide support for teachers to gain maximum use and success from the materials when teaching their students.

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 are designed to support all students because the new materials will allow for a complete and cohesive support system between grade levels. In addition, supplemental leveled tier supports are being purchased to provide additional support to any students that demonstrates academic struggles.

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 that help all students include:

1. providing new resources that align to the common core and NGSS standards
2. alignment and cohesion among grade levels in the teaching of vocabulary, use of tools such as graphic organizers, and claim, evidence, and reasoning thinking

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).

The strategies enrich the curriculum because they incorporate and promote higher level thinking and problem solving skills. In addition, it provides students with tools to apply in all learning environments.

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

The strategies align with the findings in the comprehension needs assessment because students will be using up-to-date materials that align to the standards they are supposed to learn for mastery.

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 intervention strategies include a multi-leveled tiered support program for any student that is demonstrating being below grade level. This is built into the school day to provide additional math and reading support.

- Tier 1- small group in class support by the classroom teacher
- Tier 2- small group pull-out support by a MTSS teacher
- Tier 3- small group pull-out support by a special education teacher

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

The school determines if the needs of these students are being met through continuous progress monitoring of skills and concepts being

taught.

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	We do not have any paraprofessionals in the school.	

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?

The school had a 10% turnover rate.

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

Teaching experience ranges from 1st year to 22 years of experience.

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

The school has implemented a official pay scale for teachers based on years of experience and if they have earned a Master's degree or not.

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

The school has implemented a official pay scale for teachers based on years of experience and if they have earned a Master's degree or not.

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?

The school has implemented a official pay scale for teachers based on years of experience and if they have earned a Master's degree or not.

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.

The staff will receive professional learning on a variety of new resources and tools being purchased to support their instruction in the classroom.

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

Professional learning will be sustained and on-going through monthly PLC and focus team 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 will be involved by providing feedback through surveys on various aspects of the school. In addition, the school improvement team announce meetings and invite parents to attend.

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

Parents will be provided a list of the goals and strategies. They will also be invited to attend school improvement meetings.

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

Parents will be invited to take part in discussions during school improvement meetings. In addition, parents will be able to provide feedback through parent surveys.

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		Family Compact

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

The school holds parent/teacher conferences two times a year. In addition, various family special events are held to encourage family involvement.

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

The parent involvement component will be measured by tracking the number and percents of parents and students that participate in the events.

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

The results of the evaluation will be used to identify areas of concerns or weaknesses that parents identify in their child's learning process.

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

The compact was developed by a group of teachers, administrator, and parent. It will be reviewed on a bi-yearly basis.

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

The compact is used at conferences to support that education is a team process and we all have to take an active part in our role.

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

The compact is used at conferences to support that education is a team process and we all have to take an active part in our role.

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

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

The school provides the academic information in English. If another language is the primary language of the parent the school will provide the information in that language.

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?

The school schedules a variety of preschool and kindergarten events throughout the year. Parents are always invited to attend these events. In addition, the school has 2-3 informational nights for parents of new kindergartners.

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?

The preschool staff attends a variety of professional developments at the local ISD. In addition, the preschool teachers have parent/teacher conferences to discuss current progress and skills that need to be improved upon. Finally, the school has parent informational nights where curriculum and expected skills coming in are discussed.

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?

Teachers provide feedback into decisions through data meetings with administration, PLC meetings, and focus team meetings.

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

Teachers are involved at looking at their classroom data for all their students and discussing it with administration during regular data meetings.

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.

Students who are demonstrating difficulty at demonstrating mastery on state assessments are screened using NWEA and Dibels Next (when grade appropriate).

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 who are below proficiency levels are identified within the first month of school and placed in an appropriate tiered support system.

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

Students individual needs are being addressed through center based work where students are group based on ability or skill level. In addition, instruction and assessments are leveled based on student learning style or levels.

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.

State money supports the implementation of tier 2 intervention programs.

Federal money supports the implementation of tier 2 intervention programs. In addition teacher professional development is supported by federal money.

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.

The school will use the resources to ensure that all students have the same level access to an education. They will make sure that all students have the use of the same materials.

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.

The school makes sure all students have access to all programs that are offered.

Evaluation:

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

The school evaluates the school wide plan through the tracking of the goals and level of implementation and impact on student achievement. This is done using assessment data, walkabouts, and data meetings.

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 state assessment data by looking at the big picture and then breaking it down to grade level weaknesses and then to the individual student level.

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 compares data from year to year on state assessments to monitor student achievement. In addition, NWEA is used three times a year to monitor student growth. This also provides an expected proficient rate on the state assessments.

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 school has regular monthly focus team and PLC meetings. A member from the SI team is on each focus team and in each grade level PLC. They are involved in discussion on the evaluation of current strategies. They bring this information back to the school improvement team for further discussion.

Merritt Academy 18-19

Overview

Plan Name

Merritt Academy 18-19

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: 6	Academic	\$139754
2	All students at Merritt Academy will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
3	All students at Merritt Academy will become proficient in Mathematics.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$55399
4	All students at Merritt Academy will become proficient in Science.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$523650
5	All students at Merritt Academy will become proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$3500
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 06/13/2019 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	09/04/2018	06/13/2019	\$52399	Title I Part A, Title IV Part A	Patti Reich Kendra Kneer Carrie Roose

Activity - ELBI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to use ELBI as a daily part of their reading instruction. In addition, they will implement it across other subject areas when appropriate.	Direct Instruction	Tier 1	Implement	09/04/2018	06/12/2019	\$6405	Title II Part A	K-12 reading teachers MTSS teachers Special Education teachers

Single Building District Improvement Plan

Merritt Academy

Strategy 2:

Reading Skills - Teachers will using a K-5 reading program that is being purchased. Reading Street will serve as the main resource when teaching reading .

Category: English/Language Arts

Research Cited: Research shows that when students participate in a comprehensive and cohesive program they will have greater success.

Tier: Tier 1

Activity - Reading Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will be implementing the components included in Reading Street.	Materials	Tier 1	Implement	08/20/2018	06/13/2019	\$75000	General Fund	Administration-to oversee the implementation K-5 classroom teachers MTSS teachers Resource Room teachers

Activity - Reading Street Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a one day training on the different components of Reading Street and how to successfully implement them in the classroom. The training will be attended by all K-5 classroom teachers, MTSS and K-5 Special Education staff. The training will be held at Merritt Academy.	Professional Learning	Tier 1	Implement	08/20/2018	08/31/2018	\$5950	Title I Part D	All K- 5 classroom teachers MTSS staff Special Education Teachers

Activity - Main Idea vs. Theme	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-12 will focus on teaching students how to distinguish between main idea and theme. Common graphic organizers will be used to assist students. Teachers in grades K-5 will use Reading Street to guide this process. Teachers in grades 6-12 will use a variety of supplemental resources.	Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom teachers

Activity - Main Idea vs. Theme Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

Merritt Academy

All teachers will participate in a 1/2 day professional development that will be prepared by the ELA focus team. Team members will share how to effectively use the common graphic organizers to assist students.	Professional Learning	Tier 1		08/20/2018	08/31/2018	\$0	No Funding Required	ELA Focus team to present professional development Remaining staff members
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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.

Tier: Tier 1

Activity - Monthly Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be guided through a monthly writing assignment using 6+1 writing traits. The grammar focus for the month will also be assessed.	Evaluation, Direct Instruction	Tier 1	Implement	09/04/2018	06/12/2019	\$0	No Funding Required	Classroom teachers administration to monitor assignments

Strategy 2:

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

Single Building District Improvement Plan

Merritt Academy

rewrites. A strong focus will be placed on grammar.

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/Grammar	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. A primary focus will be on grammar.	Curriculum Development, Monitor	Tier 1	Implement	09/04/2018	06/12/2019	\$0	General Fund	Classroom teachers Special Education teachers

Activity - Grammar Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a half day professional development led by the ELA focus team. The time will focus on sharing grade appropriate resources and strategies for teaching grammar.	Professional Learning	Tier 1	Getting Ready	08/20/2018	08/30/2018	\$0	No Funding Required	ELA Focus team to lead professional development All other 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

Single Building District Improvement Plan

Merritt Academy

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	08/15/2018	06/04/2019	\$52399	Title IV Part A, Title I Part A	Patti Reich Kendra Kneer Carrie Roose

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 Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

Merritt Academy

Teachers have been working on developing a list of common and consistent math vocabulary to be used across grade levels. The next step is to implement the alignment of vocabulary used across the grade levels. Posters with common vocabulary will be made available for all classrooms. In addition, common misconceptions of early teaching practices will be modified to prevent later confusion	Professional Learning	Tier 1	Implement	08/20/2018	06/12/2019	\$200	Title II Part A	Middle School and High School Math teachers Classroom teachers MTSS teachers Special Education teachers
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Activity - Common Graphic Organizers	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.	Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2018	06/12/2019	\$0	No Funding Required	K-12 Math teachers MTSS 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	09/04/2018	06/12/2019	\$0	No Funding Required	Middle school and high school math teachers Elementary teachers MTSS teachers Special Education teachers

Activity - Problem Solving Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

Merritt Academy

Teachers will receive professional development on a new textbook resource to assist in developing problem solving skills. This professional development will assist in implementing the new program in the classroom.	Professional Learning, Materials, Direct Instruction	Tier 1	Implement	08/20/2018	06/12/2019	\$2800	Title II Part A	High school math teachers high school special education teachers
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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

Tier: Tier 1

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be receiving training on Science Fusion and its alignment to NGSS.	Professional Learning, Materials, Implementation	Tier 1	Implement	08/20/2018	06/12/2019	\$523450	Title II Part A, General Fund	K-8 Science Teachers Administration

Activity - Claim, Evidence, Reasoning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

Merritt Academy

Teachers will receive additional training on how to teach claim, evidence, reasoning. Instructional posters will be used for professional development for teachers. The claim, evidence, reasoning will be implemented in the classroom.	Professional Learning, Direct Instruction	Tier 1	Implement	08/20/2018	06/12/2019	\$200	Title II Part A	All teachers that teach science
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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.	Community Engagement, Field Trip	Tier 1	Implement	09/04/2018	06/12/2019	\$0	No Funding Required	K-12 Social Studies Teachers

Activity - Social Studies Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a Social Studies during an afternoon where they will engage in real-world experience involving Social Studies content such as economics or city simulation.	Parent Involvement, Teacher Collaboration	Tier 1	Implement	10/01/2018	10/31/2018	\$0	No Funding Required	K-12 Social Studies teachers Members of Social Studies Focus Team to organize

Single Building District Improvement Plan

Merritt Academy

Activity - Mini- Society Simulation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in developing a mini-society simulation that students will participate. A group of teachers are attending professional development over the summer on how to plan and implement this program.	Community Engagement, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	07/01/2018	06/12/2019	\$500	General Fund	K-12 Social Studies teachers Core group attending professional development Social Studies Focus Team to monitor

Activity - Parody Assembly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in an assembly on a history parody. They will then learn how to and create their own parody on an event in history.	Other	Tier 1		01/01/2019	03/29/2019	\$3000	General Fund	K-12 Social Studies Teachers K-12 ELA Teachers Social Studies Focus Team

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

Single Building District Improvement Plan

Merritt Academy

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

Title IV 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	08/15/2018	06/04/2019	\$5000	Patti Reich Kendra Kneer Carrie Roose
MTSS	Small group instruction in reading comprehension and fluency.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$5000	Patti Reich Kendra Kneer Carrie Roose

Title I Part D

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Street Professional Development	Teachers will participate in a one day training on the different components of Reading Street and how to successfully implement them in the classroom. The training will be attended by all K-5 classroom teachers, MTSS and K-5 Special Education staff. The training will be held at Merritt Academy.	Professional Learning	Tier 1	Implement	08/20/2018	08/31/2018	\$5950	All K- 5 classroom teachers MTSS staff Special Education Teachers

General Fund

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

Merritt Academy

Reading Skills	Teachers in grades K-5 will be implementing the components included in Reading Street.	Materials	Tier 1	Implement	08/20/2018	06/13/2019	\$75000	Administrators to oversee the implementation K-5 classroom teachers MTSS teachers Resource Room teachers
Mini- Society Simulation	Teachers will work in developing a mini-society simulation that students will participate. A group of teachers are attending professional development over the summer on how to plan and implement this program.	Community Engagement, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	07/01/2018	06/12/2019	\$500	K-12 Social Studies teachers Core group attending professional development Social Studies Focus Team to monitor
Parody Assembly	Students will participate in an assembly on a history parody. They will then learn how to and create their own parody on an event in history.	Other	Tier 1		01/01/2019	03/29/2019	\$3000	K-12 Social Studies Teachers K-12 ELA Teachers Social Studies Focus Team
Editing/Grammar	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. A primary focus will be on grammar.	Curriculum Development, Monitor	Tier 1	Implement	09/04/2018	06/12/2019	\$0	Classroom teachers Special Education teachers
Curriculum Alignment	Teachers will be receiving training on Science Fusion and its alignment to NGSS.	Professional Learning, Materials, Implementation	Tier 1	Implement	08/20/2018	06/12/2019	\$30000	K-8 Science Teachers Administration

No Funding Required

Single Building District Improvement Plan

Merritt Academy

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	09/04/2018	06/12/2019	\$0	Middle school and high school math teachers Elementary teachers MTSS teachers Special Education teachers
Social Studies Fair	Students will participate in a Social Studies during an afternoon where they will engage in real-world experience involving Social Studies content such as economics or city simulation.	Parent Involvement, Teacher Collaboration	Tier 1	Implement	10/01/2018	10/31/2018	\$0	K-12 Social Studies teachers Members of Social Studies Focus Team to organize
Main Idea vs. Theme	Teachers in grades K-12 will focus on teaching students how to distinguish between main idea and theme. Common graphic organizers will be used to assist students. Teachers in grades K-5 will use Reading Street to guide this process. Teachers in grades 6-12 will use a variety of supplemental resources.	Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Classroom teachers
Common Graphic Organizers	Students will learn how to solve math problems that have a real world focus/application.	Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2018	06/12/2019	\$0	K-12 Math teachers MTSS teachers Special Education teachers
Grammar Professional Development	Teachers will participate in a half day professional development led by the ELA focus team. The time will focus on sharing grade appropriate resources and strategies for teaching grammar.	Professional Learning	Tier 1	Getting Ready	08/20/2018	08/30/2018	\$0	ELA Focus team to lead professional development All other teachers

Single Building District Improvement Plan

Merritt Academy

Main Idea vs. Theme Professional Development	All teachers will participate in a 1/2 day professional development that will be prepared by the ELA focus team. Team members will share how to effectively use the common graphic organizers to assist students.	Professional Learning	Tier 1		08/20/2018	08/31/2018	\$0	ELA Focus team to present professional development Remaining staff members
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.	Community Engagement, Field Trip	Tier 1	Implement	09/04/2018	06/12/2019	\$0	K-12 Social Studies Teachers
Monthly Writing	Students will be guided through a monthly writing assignment using 6+1 writing traits. The grammar focus for the month will also be assessed.	Evaluation, Direct Instruction	Tier 1	Implement	09/04/2018	06/12/2019	\$0	Classroom teachers administration to monitor assignments
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	Administration Lead Teachers Focus Teams All other teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ELBI	Teachers will continue to use ELBI as a daily part of their reading instruction. In addition, they will implement it across other subject areas when appropriate.	Direct Instruction	Tier 1	Implement	09/04/2018	06/12/2019	\$6405	K-12 reading teachers MTSS teachers Special Education teachers

Single Building District Improvement Plan

Merritt Academy

Problem Solving Resources	Teachers will receive professional development on a new textbook resource to assist in developing problem solving skills. This professional development will assist in implementing the new program in the classroom.	Professional Learning, Materials, Direct Instruction	Tier 1	Implement	08/20/2018	06/12/2019	\$2800	High school math teachers high school special education teachers
Curriculum Alignment	Teachers will be receiving training on Science Fusion and its alignment to NGSS.	Professional Learning, Materials, Implementation	Tier 1	Implement	08/20/2018	06/12/2019	\$493450	K-8 Science Teachers Administration
Vocabulary Alignment Professional Development	Teachers have been working on developing a list of common and consistent math vocabulary to be used across grade levels. The next step is to implement the alignment of vocabulary used across the grade levels. Posters with common vocabulary will be made available for all classrooms. In addition, common misconceptions of early teaching practices will be modified to prevent later confusion	Professional Learning	Tier 1	Implement	08/20/2018	06/12/2019	\$200	Middle School and High School Math teachers Classroom teachers MTSS teachers Special Education teachers
Claim, Evidence, Reasoning	Teachers will receive additional training on how to teach claim, evidence, reasoning. Instructional posters will be used for professional development for teachers. The claim, evidence, reasoning will be implemented in the classroom.	Professional Learning, Direct Instruction	Tier 1	Implement	08/20/2018	06/12/2019	\$200	All teachers that teach science

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	08/15/2018	06/04/2019	\$47399	Patti Reich Kendra Kneer Carrie Roose
MTSS	Small group instruction in reading comprehension and fluency.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$47399	Patti Reich Kendra Kneer Carrie Roose