



# **Single Building District Improvement Plan**

**Merritt Academy**

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## **Introduction**

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

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# Executive Summary

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## **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.

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## 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?**

Merritt Academy is a small school with about 550 kids in grades K-12. It also offers preschool for 3 and 4 year olds to about 60 kids. The school is located in a semi-rural area. Students come from many surrounding districts. The school has a fairly large free and reduced lunch population as many families are of lower economic status. The majority of the student body are Caucasian with African-American being the second largest percentage.

The staff is made up of primarily Caucasian females. Teaching experience ranges from first year teachers to those with fifteen plus years experience.

Merritt is unique because it has a small school/family culture. However, at the same time this creates challenges to be able to offer many of the same programs surrounding districts offer.

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## 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 Merritt Academy is to instill in its students academic excellence, character development, a love for lifelong learning, and service to others.

The vision is that students leave school with:

\* a set of moral values-honesty, integrity, good judgement, and respect for others

\*a comprehensive set of skills and desire for knowledge in reading, writing, mathematics, science, arts, technology and health including developing a strong self-esteem and high personal expectations.

We value the partnership which exists between school, parents, and community and the part it plays in realizing this vision.

The school embodies this by offering a variety of programs so all students are able to learn at their level. In addition, teachers model character education traits and make them part of lessons.

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## 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.**

Merritt's sports program is constantly improving as teams become more competitive and progress in district play-offs. In addition, the middle and high school concert band has made it to state competition the last three years.

Merritt Academy started a robotics team this year.

Merritt continues to outperform the surrounding district and state averages in many categories of the state assessment.

Areas of improvement include to continue to build the extra-curricular programs offered at the school. In addition, to work on areas of weakness to increase state test scores.

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## **Additional Information**

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

Merritt Academy is a small school that has a lot to offer to the students.

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# Improvement Plan Stakeholder Involvement

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### **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.

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## **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 parent/teacher conferences at the end of the second trimester. 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.

# School Data Analysis

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## **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 and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

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## Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### Student Demographic Data

#### 1. In looking at the three year trend in student enrollment data, what challenges have been identified?

The challenges that have been identified is fewer in-coming Kindergarten students are attending any type of preschool program. In addition, the number of Special Education students are increasing.

### Student Demographic Data

#### 2. In looking at the three year trend in student attendance data, what challenges have been identified?

The amount of absences in middle and high school are showing an increase. Students are missing more classes or are tardy for school more frequently.

### Student Demographic Data

#### 3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

The number of student discipline issues are increasing for those students that have attendance issues. The main challenge is that missing school is putting them behind and then they become frustrated and act out.

### Student Demographic Data

#### 4. What action(s) could be taken to address any identified challenges with student demographic data?

The attendance policy needs to be strictly enforced and more referrals need to be made to truancy.

### Teacher/School Leader(s) Demographic Data

#### 5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

As the teachers have more experience they become more comfortable looking at data to modify instruction in the classroom. Many first and second year teachers struggle with trying to juggle the curriculum demands and then constantly look at the data on a regular basis to modify instruction. As the administrative experience increase we are able to help beginning teachers more with this process.

**Teacher/School Leader(s) Demographic Data**

**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

The more experience teachers have student achievement tends to show an increase.

**Teacher/School Leader(s) Demographic Data**

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

Due to the fact there are three school leaders there in not a direct impact on student achievement. One of the leaders is always present.

**Teacher/School Leader(s) Demographic Data**

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

Student achievement is directly impacted by teacher attendance. You can see a decline in students who have had a teacher that has missed several days out of the classroom.

**Teacher/School Leader(s) Demographic Data**

**9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?**

Actions that may be taken include looking at how teachers are allowed to use time off to reduce the amount of time they are out of the classroom.

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

**10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

A major strength is using data on consistent basis to modify classroom instruction on a daily basis. We have one data collection system which allows for all data to be compiled and compared.

**11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

Challenges include increasing technology to meet the needs of our students and their different learning styles.

**12. How might these challenges impact student achievement?**

If we are able to overcome these challenges student achievement would increase. Otherwise teachers need to continue to search for other resources to reach these students and their various learning styles.

**13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

One important action is setting aside money in the budget to purchase technology. If technology is written directly into our school improvement goals then this will be easier to accomplish. In addition, the purchase of new classroom materials that are more interactive, again requiring technology.

**14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

The materials and strategies are used school wide so all students have the benefits. In addition, using data these struggling students are offered small support groups during the school day to address their learning weaknesses.

**15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?**

K-5 has in school MTSS programs available to them. These are small pull out programs where they are not missing core content. During the pull out time they focus on areas of weakness.

6-8 has MTSS as a class 4 days a week. Again this is a class developed around looking at data and then focusing on areas of weakness.

6-12 has 9th hour which is after school tutoring available 5 days a week.

**16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?**

Our MTSS team looks at Performance Series Scores to determine what students should receive the extra support. Parents are notified through a letter that explains the program.

**17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

The school has district wide pacing guides to show the alignment. We also have an internet based lesson plan template that tracks the teaching of the standards.

**18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

We do not.

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

Reading- a school wide program is being implemented (ELBI). Most elementary staff has been trained.

### **19b. Reading- Challenges**

Students still struggle with reading comprehension as ELBI deals primarily with reading fluency.

### **19c. Reading- Trends**

Reading tends to be an area that is harder to target weaknesses to really focus on. There are a great deal of skills that overlap and build on each other. Students tend to be missing fundamental skills which affect their ability throughout their education.

### **19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

The school improvement plan will continue to address reading comprehension and focusing on increasing students fundamental strengths to help them later in education.

**20a. Writing- Strengths**

We are using a school wide writing program and monthly assessments are being conducted to monitor student progress.

**20b. Writing- Challenges**

The major challenges with writing is developing grade level mastery targets for students and then building upon them each year. In addition, for students entering the school their skills tend to be much lower than where our current students are.

**20c. Writing- Trends**

Our writing is showing small amounts of improvement each year. The monthly assessments each month are really helping to focus on target areas.

**20d. Writing- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Writing is an area where more focus is being placed. Teachers are spending more time tracing data and picking focus areas to track. With the slight improvement we are already seeing we feel this will help even more.

**21a. Math- Strengths**

Students are demonstrating a stronger understanding of fundamental concepts in math.

**21b. Math- Challenges**

Students are struggling with the higher learning concepts in math and the daily life application of the skills being taught in the class. Also, problem solving continues to be an issue.

**21c. Math- Trends**

Some areas of math are improving where basic skills are being mastered but not being applied to higher level concepts.

**21d. Math- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

The challenges of math are being addressed by looking at the materials that are used in the classroom. We are making a change in materials for grades K-8 and the program being used will align.

**22a. Science- Strengths**

Students are able to demonstrate understanding of the scientific process and apply it to experiments/labs done in the class. In addition, the focus of lessons is becoming higher level thinking and not just mastery of vocabulary.

**22b. Science- Challenges**

A challenge is finding quality resources for teachers to allow students to apply the skills they are being taught. With Science being a hands-on subjects having materials for experiments is sometimes an issue.

**22c. Science- Trends**

Science is moving in the right direction. We are making improvements in student achievement. This year money is also being set aside to purchase newer materials for grades 3-8 which will allow for more virtual labs for students to benefit from.

**22d. Science- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Money is being set aside in the budget to purchase both materials and supporting technology to enhance the Science program and offer more materials for teachers to use with students.

**23a. Social Studies- Strengths**

The amount of instructional time on Social Studies has dramatically. It is now taught on a daily basis at the elementary level.

**23b. Social Studies- Challenges**

Students are still struggling with understanding the application of concepts to daily life. They are not able to take the concepts beyond the textbook.

**23c. Social Studies- Trends**

Social Studies achievement is showing slow improvement. We still have a long way to go.

**23d. Social Studies- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**



We are going to look at new materials for the teachers to use in the classroom that will help with the application of the skills being taught.

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## Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### 24a. Student Perception Data

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

The highest level of satisfaction among students is the relationship with their teachers. They know that their teachers care about them and will go out of their way to help them if they try.

### 24b. Student Perception Data

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

The lowest level of satisfaction among students is the choice of electives. They wish they had more choices available to pick from.

### 24c. Student Perception Data

**What actions will be taken to improve student satisfaction in the lowest area(s)?**

We have been working on adding staff to increase the amount of electives offered to students.

### 25a. Parent/Guardian Perception Data

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

Parents highest level of satisfaction is the focus of academics in the school. They like that the school has high expectations.

### 25b. Parent/Guardian Perception Data

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

The lowest level of satisfaction is some of the recent teacher turn over that has happened over this past year.

**25c. Parent/Guardian Perception Data**

**What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?**

We are working on ways to retain teachers that are leaving for pay and benefit reasons. In addition, we are tightening our interview process to be more selective to try and eliminate teachers that will be non-effective.

**26a. Teacher/Staff Perception Data**

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

The highest level of teacher satisfaction is the climate in the school. We have worked hard to develop a positive supportive environment for the teachers.

**26b. Teacher/Staff Perception Data**

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

The lowest level of satisfaction is the amount of planning time required with the lesson plan template.

**26c. Teacher/Staff Perception Data**

**What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?**

Actions being taken are the lesson plan template being streamlined in certain areas. Also some of the special features to assist teachers in finding previous lessons is being improved.

**27a. Stakeholder/Community Perception Data**

**What area(s) indicate the overall highest level of satisfaction among stakeholders/community?**

The highest level of satisfaction for stakeholders is the high level of student achievement.

**27b. Stakeholder/Community Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?**

The lowest level of satisfaction of stakeholders is being able to offer teachers more resources and funding for their classrooms.

**27c. Stakeholder/Community Perception Data**

**What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?**

We are dedicating a large portion of the budget next year to purchase new materials in the subjects that teachers have expressed the greatest need in.

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## Summary

### 28a. Summary

**Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.**

The strengths of all four subject area is student achievement is improving on monthly tests as well as state based assessments. The school has identified what we need to keep working on to continue to improve.

The major challenges are funding to keep increasing resources and materials for teachers along with professional development for the staff.

Again funding in a restriction to help change some of the perception data. We are working to be creative and address these issues.

### 28b. Summary

**How might the challenges identified in the demographic, process and perception data impact student achievement?**

The challenges identified are not a direct impact on student achievement. The only correlation is the culture of the school and that does indirectly affect student achievement.

### 28c. Summary

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

These challenges are being addressed in the school improvement goals through activities with resources and electives that relate to core classes.

# Single Building District Additional Requirements Diagnostic

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## **Introduction**

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

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Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Performance Series is used.	

Label	Assurance	Response	Comment	Attachment
2.	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	www.merritt-academy.org	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Located in CA-60's.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Working on developing a plan to make this common practice.	

Label	Assurance	Response	Comment	Attachment
5.	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		

Label	Assurance	Response	Comment	Attachment
6.	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	Will Kneer, Vice President 7877 Stead Utica, MI 48317 586-731-5300	



# Single Building District Improvement Plan

Merritt Academy

Label	Assurance	Response	Comment	Attachment
7.	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.	Yes		Family agreement

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	The School Improvement Team reviews the CIMS data.	Yes	The Special Education Team does the formal review of CIMS and provides a report for the team.	

Label	Assurance	Response	Comment	Attachment
11.	CIMS data is used to prepare our Improvement Plan.	No		

Label	Assurance	Response	Comment	Attachment
12.	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	The district has an Internet Safety Policy in place.	Yes		

# Single Building District Improvement Plan

Merritt Academy

Label	Assurance	Response	Comment	Attachment
15.	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes	If necessary	

Label	Assurance	Response	Comment	Attachment
17.	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	No	Performance Series	

Label	Assurance	Response	Comment	Attachment
19.	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	Increasing technology available to teachers in the classroom.	

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes	More technology based skills are being added based on the needs to for the MStep.	

Label	Assurance	Response	Comment	Attachment
21.	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	Technology is built into the day to integrate with technology.	

# Single Building District Improvement Plan

Merritt Academy

Label	Assurance	Response	Comment	Attachment
22.	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.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	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	Will Kneer 7877 Stead Utica, MI 48317 586-731-5300	

Label	Assurance	Response	Comment	Attachment
24.	The District has a District Board Policy that is related to Parent Involvement.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	The District has additional information necessary to support your improvement plan.	Yes		

# Title I Schoolwide Diagnostic

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## **Introduction**

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

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## 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. 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
- Performance Series
- 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. Performance Series 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.

### 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.

**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		

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## Component 4: Strategies to Attract Highly Qualified Teachers

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

4 teachers left out of 40

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

Experience ranges from 1 year to 18 years.

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

no

**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.

Providing more leadership opportunities for teachers with stipends tied to them.

**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.

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## 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.**

Monthly PLC meeting before school. The majority of the professional development is done before school starts. Three early release days were added for additional professional development. The PLC meetings focus MStep data and resource sharing. 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."**

Monthly PLC and data meetings.

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

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## 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.

**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.

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.**

Review the requirements of the compact.

**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.

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## 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

Parent/Student Orientation

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## 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.

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## **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. They are reassessed on a regular basis to make sure they are continue to be placed in the correct groupings.

## 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-Title 1 monies

**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 Data Director.

**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 Performance Series.

**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 2016-17

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## Overview

### Plan Name

Merritt Academy 2016-17

### Plan Description

Merritt Academy School Improvement Goals

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## 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: 7	Academic	\$93200
2	All students at Merritt Academy will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$500
3	All students at Merritt Academy will become proficient in Mathematics.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$96300
4	All students at Merritt Academy will become proficient in Science.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$2500
5	All students at Merritt Academy will become proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$800
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	09/06/2016	06/16/2017	\$86000	Section 31a, Title I Part A	Patti Reich Kendra Kneer TBD Caity Giannosa

Activity - ELBI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EIBI will be used to improve reading fluency.	Academic Support Program			09/08/2015	06/10/2016	\$0	No Funding Required	Classroom teachers Special Education Teachers MTSS Staff

## Single Building District Improvement Plan

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Activity - ELBI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional staff will be trained on how to use ELBI. The fee includes training workshops as well as on-site coaching fee.	Professional Learning			09/08/2015	11/30/2015	\$7200	Title II Part A	2 elementary teachers (Johnsick, Derengowski) 2 middle school teachers (Castillo, Gimpert)

Activity - Reading Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be guided through close and critical reading strategies to assist with comprehension.	Direct Instruction	Tier 1	Implement	09/06/2016	06/13/2017	\$0	No Funding Required	All staff

### 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

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will guide students in discussions using the questions connected to close and critical reading. Students will be using a variety of levels and text types with this strategy.	Direct Instruction	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Classroom teachers MTSS teachers Resource Room teachers Elective teachers

Activity - Teacher Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Single Building District Improvement Plan

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Teachers of expertise will be working with other teachers on using different reading strategies for the classroom.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Administrators to oversee the coaching placements Teachers of expertise in subject area Teachers needing extra guidance
Activity - Close and Critical Reading Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a 1/2 day training on how to effectively use the crucial questions tied to close and critical reading.	Professional Learning	Tier 1	Getting Ready	08/25/2016	08/25/2016	\$0	No Funding Required	Classroom teachers MTSS teachers Elective teachers Special Education teachers Presenter from SVSU

## 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:

Collins Writing - Collins writing will assist students in improving their writing skills by helping to narrow down specific skill areas to work on.

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

## Single Building District Improvement Plan

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writing pieces. These will help to prepare students for future assessments coming up.

Tier: Tier 1

Activity - Writing Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rubrics aligned to M-Step will be used as common scoring tools to monitor student progress in writing. These assessments will be conducted on a monthly basis. Scores will be reported and monitored in Data Director.	Evaluation	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Classroom teachers

### 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 copied rewrites while learning to peer edit as well as self edit various pieces of writing.	Curriculum Development	Tier 1	Implement	09/06/2016	06/14/2017	\$0	General Fund	Classroom teachers Special Education teachers Elective teachers

Activity - Editing Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development on how to use copied rewrites effectively in the classroom.	Professional Learning	Tier 1	Getting Ready	08/29/2016	08/29/2016	\$500	Title II Part A	Meghan Gabridge-Presenter Classroom teachers Special Education teachers Elective 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

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	09/06/2016	06/13/2017	\$91000	Section 31a, Title I Part A	Patti Reich Kendra Kneer TBD Caity Giannosa Erica Niebrzydowski

**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.

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

Tier: Tier 1

Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school is developing a group of graphic organizers for students to use when solving word problems.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Veronica Lach-developing resources Classroom teachers MTSS teachers Special Education teachers

Activity - Interactive Websites	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate different websites that engage students in different problem solving activities. One website includes realworldmath.org. This is one example that provides students real life experiences to use their math skills.	Technology	Tier 1	Implement	09/06/2016	06/13/2017	\$300	General Fund	Classroom teachers Special Education teachers MTSS teachers

Activity - Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will begin training on project based learning to assist students in developing problem solving skills.	Professional Learning	Tier 1	Getting Ready	08/29/2016	08/29/2016	\$2500	Title II Part A	Classroom teachers MTSS teachers Elective 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.

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Category: Mathematics

Tier: Tier 1

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.	Evaluation	Tier 1	Implement	09/06/2016	06/14/2017	\$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	09/06/2016	06/14/2017	\$0	No Funding Required	Focus Team Classroom teachers MTSS teachers Special Education teachers
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who did not demonstrate proficiency of fundamental skills in Algebra will participate in summer school to gain proficiency.	Direct Instruction	Tier 1	Implement	07/11/2016	08/12/2016	\$2500	Title I Part A	Kelly Morgan

## 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.

## Single Building District Improvement Plan

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### 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
Introduction and implementation of Next Generation Science Standards	Curriculum Development	Tier 1	Getting Ready	08/24/2016	08/24/2016	\$2500	Title II Part A	All teachers that teach science Administration

Activity - Hands-on Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will experience a variety of hands-on lab experiences. These experiences will be teacher directed as well as directed by other students. Teachers will have a focus team to serve as a resource for appropriate hands-on lab experiences for students.	Direct Instruction	Tier 1	Implement	09/08/2015	06/14/2017	\$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.

## Single Building District Improvement Plan

Merritt Academy

### 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	09/06/2016	06/14/2017	\$0	No Funding Required	Classroom teachers
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	03/01/2017	03/31/2017	\$0	No Funding Required	Classroom teachers that teach Social Studies and/or ELA
Activity - Maps and Globes Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development on key concepts and effective strategies to teach maps and globe skills. The professional development will focus on higher level map skills.	Professional Learning	Tier 1	Getting Ready	08/30/2016	08/30/2016	\$800	Title II Part A	Tracy Cohrs Classroom teachers who teach Social Studies

## 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.

## Single Building District Improvement Plan

Merritt Academy

### 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	09/06/2016	06/14/2017	\$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

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Rubrics	Rubrics aligned to M-Step will be used as common scoring tools to monitor student progress in writing. These assessments will be conducted on a monthly basis. Scores will be reported and monitored in Data Director.	Evaluation	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Classroom teachers
Graphic Organizers	The school is developing a group of graphic organizers for students to use when solving word problems.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Veronica Lach-developing resources Classroom teachers MTSS teachers Special Education teachers
Data Walls	Students and teachers will construct public data walls to track and monitor student progress on fundamental skills such as fact memorization.	Evaluation	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Administration Classroom teachers MTSS 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	03/01/2017	03/31/2017	\$0	Classroom teachers that teach Social Studies and/or ELA

# Single Building District Improvement Plan

Merritt Academy

Teacher Coaching	Teachers of expertise will be working with other teachers on using different reading strategies for the classroom.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Administrators to oversee the coaching placements Teachers of Expertise in subject area Teachers needing extra guidance
Close and Critical Reading Professional Development	Teachers will participate in a 1/2 day training on how to effectively use the crucial questions tied to close and critical reading.	Professional Learning	Tier 1	Getting Ready	08/25/2016	08/25/2016	\$0	Classroom teachers MTSS teachers Elective teachers Special Education teachers Presenter from SVSU
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	09/06/2016	06/14/2017	\$0	Classroom teachers
ELBI	EI/BI will be used to improve reading fluency.	Academic Support Program			09/08/2015	06/10/2016	\$0	Classroom teachers Special Education Teachers MTSS Staff
Reading Comprehension	Students will be guided through close and critical reading strategies to assist with comprehension.	Direct Instruction	Tier 1	Implement	09/06/2016	06/13/2017	\$0	All staff
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	09/06/2016	06/14/2017	\$0	Administrators Lead Teachers Focus Teams All other teachers



## Single Building District Improvement Plan

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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	09/06/2016	06/14/2017	\$0	Focus Team Classroom teachers MTSS teachers Special Education teachers
Close and Critical Reading	Teachers will guide students in discussions using the questions connected to close and critical reading. Students will be using a variety of levels and text types with this strategy.	Direct Instruction	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Classroom teachers MTSS teachers Resource Room teachers Elective teachers

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Editing Professional Development	Teachers will participate in professional development on how to use copied rewrites effectively in the classroom.	Professional Learning	Tier 1	Getting Ready	08/29/2016	08/29/2016	\$500	Meghan Gabridge- Presenter Classroom teachers Special Education teachers Elective teachers
Maps and Globes Professional Development	Teachers will participate in professional development on key concepts and effective strategies to teach maps and globe skills. The professional development will focus on higher level map skills.	Professional Learning	Tier 1	Getting Ready	08/30/2016	08/30/2016	\$800	Tracy Cohrs Classroom teachers who teach Social Studies
Curriculum Alignment	Introduction and implementation of Next Generation Science Standards	Curriculum Development	Tier 1	Getting Ready	08/24/2016	08/24/2016	\$2500	All teachers that teach science Administration

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ELBI	Additional staff will be trained on how to use ELBI. The fee includes training workshops as well as on-site coaching fee.	Professional Learning			09/08/2015	11/30/2015	\$7200	2 elementary teachers (Johnsick, Derengowski) 2 middle school teachers (Castillo, Gimpert)
Project Based Learning	Teachers will begin training on project based learning to assist students in developing problem solving skills.	Professional Learning	Tier 1	Getting Ready	08/29/2016	08/29/2016	\$2500	Classroom teachers MTSS teachers Elective teachers Special Education teachers

### 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	09/06/2016	06/13/2017	\$43000	Patti Reich Kendra Kneer TBD Caity Giannosa Erica Niebrzydowski
MTSS	Small group instruction in reading comprehension and fluency.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$38000	Patti Reich Kendra Kneer TBD Caity Giannosa
Summer School	Students who did not demonstrate proficiency of fundamental skills in Algebra will participate in summer school to gain proficiency.	Direct Instruction	Tier 1	Implement	07/11/2016	08/12/2016	\$2500	Kelly Morgan

### Section 31a

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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	09/06/2016	06/13/2017	\$48000	Patti Reich Kendra Kneer TBD Caity Giannosa Erica Niebrzydowski
MTSS	Small group instruction in reading comprehension and fluency.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$48000	Patti Reich Kendra Kneer TBD Caity Giannosa

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Interactive Websites	Teachers will incorporate different websites that engage students in different problem solving activities. One website includes <a href="http://realworldmath.org">realworldmath.org</a> . This is one example that provides students real life experiences to use their math skills.	Technology	Tier 1	Implement	09/06/2016	06/13/2017	\$300	Classroom teachers Special Education teachers MTSS teachers
Hands-on Labs	Students will experience a variety of hands-on lab experiences. These experiences will be teacher directed as well as directed by other students. Teachers will have a focus team to serve as a resource for appropriate hands-on lab experiences for students.	Direct Instruction	Tier 1	Implement	09/08/2015	06/14/2017	\$0	All teachers that teach science
Editing	Students will participate in copied rewrites while learning to peer edit as well as self edit various pieces of writing.	Curriculum Development	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Classroom teachers Special Education teachers Elective teachers