



# **Single Building District Improvement Plan**

Merritt Academy

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## **Introduction**

The SBDIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SBDIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# **Improvement Plan Assurance**

## **Introduction**

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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.**

At the beginning of the year meeting all staff are invited to be a member of the improvement team. The role and responsibilities of the team are explained at this time. Meetings are held once a month after school to accommodate schedules.

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

The team consisted of representatives from lower elementary, upper elementary, middle school, high school, and MTSS. Each member took ideas from the meetings and shared them at their PLC meetings to get feedback from the other teachers.

**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 plan is communicated to all teachers through professional development time at the beginning of the school year. The plan is communicated to the board at a board meeting. All other stakeholders are able to view the plan 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 data meetings. The data was used to determine areas of weakness. After the areas were identified discussions then focused on best practice strategies to address areas of concern.

### **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 the school needs to build in more variety in types of learning activities for students. Examples of this is incorporating hands-on activities in all subject areas, include application based activities, and more self exploration activities. This was determined based on teacher observation and feedback.

### **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 provide teachers with the background knowledge and resources to incorporate different types of learning style activities. In addition, the goals are built around students being able to explore different learning styles.

### **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 students because not all students learn in the same manner and not all students learn through traditional methods. Often lower income students and students with identified learning disabilities are the ones that benefit the most from non-traditional teaching techniques.

## 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 will help all students by:

1. providing hands-on learning (lower leveled students will be able to see and experience the concept, while high leveled students can be challenged by using problem solving skills)
2. with all teachers using a combination of traditional and non-traditional teaching strategies all learning styles will be addressed

### 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 current curriculum and materials. They provide real-life learning situations for all students. In addition, they allow students to stretch their thinking and depth of understanding with self exploration, problem solving skills, and develop skills to work with others.

### 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 comprehensive needs assessment because all students will be able to learn through activities that allow for experience and high level thinking.

### 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 leveled support for students. Teachers are able to take the same skill or activity and adapt it to meet all learning levels in the classroom. In addition, students will be able to learn from each other based on similar learning styles.

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

The school determines if the needs of the students are being met through continuous review of the strategies. Data will be collected on a monthly basis through district assessments.

### 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		

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 2% turnover rate.

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

Teaching experience ranges from from first year teachers to teachers with 23 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 adopted an official pay scale for teachers based on years of experience. In addition, teachers receive a pay increase when they earn their Masters degree. The school is also working on keeping employee contribution to health care from increasing. Teachers are encouraged to have a voice in the school and certain decisions that are made. In addition, teachers are now compensated for lost prep time.

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

The school has adopted an official pay scale for teachers based on years of experience. In addition, teachers receive a pay increase when they earn their Masters degree. The school is also working on keeping employee contribution to health care from increasing. Teachers are encouraged to have a voice in the school and certain decisions that are made. In addition, teachers are now compensated for lost prep time.

### 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 adopted an official pay scale for teachers based on years of experience. In addition, teachers receive a pay increase when they earn their Masters degree. The school is also working on keeping employee contribution to health care from increasing. Teachers are encouraged to have a voice in the school and certain decisions that are made. In addition, teachers are now compensated for lost prep time.



## 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.**

Teachers will receive professional development on ways to incorporate a variety of learning activities for students to be engaged in. This will be developed across all grade levels and subject areas.

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

Professional learning will be sustained and on-going through monthly PLC meetings and school improvement meetings.

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

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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 will be involved by providing feedback through surveys on various aspects of the school.

**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. These will also be posted in classrooms where both parents and students can see.

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

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, a variety of family events are held during the school year to promote 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 percentage of parents that attend conferences. In addition, attendance at special events will be tracked.

**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 and weaknesses that parents identify in their child's learning process and experience.

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

The compact was developed by a group of teachers, administration, and parents. It is reviewed yearly.

**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 an active part.

**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 an active part. Also, it is used with students to remind them of their part.

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	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 academic information in English. If another language in the primary language the school will provide a translation of the information.

## **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 informational nights for parents of new kindergarten students. Also a readiness screening day is set up for all incoming students.

### **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. They also hold parent/teacher conferences to discuss current progress and skills that students need to work on. Finally, parent informational nights where curriculum and expected skills coming in are discussed. The kindergarten teachers also have meetings with parents to go over the results of the readiness screening. They are able to provide suggested activities at this time.

## **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 through data meetings with administration and PLC 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 in looking at their class data for all students to discuss with administration at data meetings. Also many teachers have students involved in tracking their own personal data.

## **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 mastery on state assessments are screened using NWEA and DIBELS Next when at an appropriate grade level.

### **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 proficient levels are identified within the first month of school and placed in appropriate support programs.

### **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 grouped based on ability or skill level. In addition, students are being re-taught concepts they did not show mastery on.

## **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 the tier 2 intervention programs.

Federal money supports the implementation of the 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 student have the same level of access to education. They will make sure all students have the same materials to use.

**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 along with the impact on student achievement. This is done using assessment data, walkabouts to monitor, 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 of overall achievement. Next, the data is broken down into grade levels and reviewed for weaknesses or areas of concerns. Finally, individual student data is looked at.

**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 a projected outlook on student level of proficiency on 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 PLC meetings to provide follow-up and monitoring of data. Each PLC group has at least one member from the school improvement team. These members bring data and feedback to the school improvement team for monitoring and discussion.



# **Plan for Single Building District Improvement Plan**

## **Overview**

### **Plan Name**

Plan for Single Building District Improvement Plan

### **Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Merritt Academy will become proficient readers.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$134204
2	All students at Merritt Academy will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$500
3	All students at Merritt Academy will become proficient in Mathematics.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$54899
4	All students at Merritt Academy will become proficient in Science.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$400
5	All students at Merritt Academy will become proficient in Social Studies.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$30009
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 06/12/2020 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	09/03/2019	06/12/2020	\$52399	Title IV Part A, Title I Part A	Patti Reich Kendra Kneer Carrie Roose TBD

Activity - ELBI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	09/03/2019	06/12/2020	\$6405	Title II Part A	K-12 reading teachers MTSS teachers Special Education teachers
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### Strategy 2:

Reading Skills - Teachers will focus on teaching reading skills that can be applied across subject areas with informational text. These reading skills will help students to learn to read for a specific purpose.

Category: English/Language Arts

Research Cited: In the article "The Art of Close Reading" published by The Foundation for Critical Thinking it talks about the importance of reading for a purpose.

Tier: Tier 1

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-12 will be implementing close and critical reading strategies to help students read for a purpose when working with informational text.	Direct Instruction	Tier 1	Implement	08/20/2019	06/12/2020	\$75000	General Fund	Administration-to oversee the implementation K-12 classroom teachers MTSS teachers Resource Room teachers

Activity - Close and Critical Reading 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

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Teachers will participate in a half day professional development that specifically demonstrates different reading strategies that can be used with informational text.	Professional Learning	Tier 1	Getting Ready	08/20/2019	08/29/2019	\$400	General Fund	Stacey Bienkowski and Karie Wilson-presenters All other instructional staff including electives, MTSS, and Special Education
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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 06/12/2020 as measured by M-Step, SAT, and staff created rubrics.

### Strategy 1:

EBLI Writing - Incorporating EBLI writing strategies will help develop a smoother flow when teaching ELA and using EBLI in both reading and writing.

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 - EBLI Writing 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 will participate in professional development where they learn how to use EBLI strategies when modeling and teaching writing.	Professional Learning	Tier 1	Getting Ready	08/20/2019	08/29/2019	\$500	General Fund	Crystal King, Carly Chronis, Leah Fifer, Amber Patton, Ashley Cieplak-presenting based on age groups Rest of classroom teachers participating Elective teachers Special Education teachers MTSS teachers
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Activity - EBLI Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will begin to use EBLI strategies in their writing. These techniques will be modeled directly by teachers in a variety of writing lessons.	Direct Instruction	Tier 1	Implement	09/03/2019	06/11/2020	\$0	No Funding Required	All classroom teachers Special Education Teachers MTSS 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 06/11/2020 as measured by MStep, SAT, NWEA, Monthly Assessments.

## Single Building District Improvement Plan

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### 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	09/03/2019	06/19/2020	\$52399	Title I Part A, Title IV Part A	Patti Reich Kendra Kneer Carrie Roose TBD

### Strategy 2:

Math Fluency - 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 fluency 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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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	08/19/2019	08/30/2019	\$200	Title II Part A	Julie Witkowski and Kelly Morgan-presenting Classroom teachers MTSS teachers Special Education teachers
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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	\$1000	General Fund	Middle school and high school math teachers Elementary teachers MTSS teachers Special Education teachers

Activity - Fluency Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development that demonstrates a variety of activities that can be used to increase fluency in math. Then they will collaborate with their teaching partners on building in these activities.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/19/2019	08/30/2019	\$1300	General Fund, General Fund	Crystal Billings-presenting Elementary classroom teachers MTSS teachers Elementary Special Education Teachers

Activity - Math Fluency Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will participate in activities that are focused on increasing math fluency skills.	Direct Instruction, Supplemental Materials	Tier 1	Implement	09/03/2019	06/12/2020	\$0	General Fund	All elementary classroom teachers MTSS Teachers 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 - Claim, Evidence, Reasoning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be modeling how to use the claim, evidence, reasoning approach in classes. This will especially be the case when using informational text.	Direct Instruction	Tier 1	Implement	09/03/2019	06/12/2020	\$200	Title II Part A	All teachers

Activity - Claim, Evidence, Reasoning Professional Development Refresher	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 will be participating in a refresher professional development on how to teach students to use claim, evidence, reasoning in all subject areas. A focus will be placed on informational text.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/19/2019	08/30/2019	\$200	General Fund	Karie Wilson and Stacey Bienkowski - presenting
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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 in Social Studies by 06/12/2020 as measured by MStep.

### Strategy 1:

Real World Connections - 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 - DBQ Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be involved in professional development on what DBQ (document based question) and the 6 step process teachers go through to have lively social studies lessons.	Professional Learning	Tier 1	Getting Ready	08/19/2019	08/30/2019	\$0	No Funding Required	Miriam Palmer-presenting Social Studies teachers in grades 6-12

Activity - DBQ Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will experience social studies through the 6 step dbq process. They will learn how to use a variety of documents to generate questions and formulate answers using the document material.	Direct Instruction	Tier 1	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	Teachers of 6-12 social studies

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### Strategy 2:

School Culture and Systems - Two different programs will be used throughout the school to create and promote positive school culture and systems.

Category: Social Studies

Research Cited: The Guardian from March 11, 2015 has an article that supports that a positive and consistent culture and systems of routines promotes learning and benefits students of all backgrounds.

Tier: Tier 1

Activity - Teach Like A Champion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be attending training on a variety of Teach Like A Champion strategies to use in the classroom.	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/12/2019	08/30/2019	\$5000	Title II Part A	16 staff members

Activity - CHAMPS Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in a day long training with CHAMPS. This training will offer options to promote positive cultures within their classrooms.	Materials, Professional Learning, Teacher Collaboration, Behavioral Support Program	Tier 1	Getting Ready	08/28/2019	08/28/2019	\$25009	Title II Part A	All staff

Activity - CHAMPS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model and promote the strategies from CHAMPS.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	All staff

## 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 06/12/2020 as measured by classroom walkabouts and lesson plans.

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### 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	09/03/2019	06/12/2020	\$0	No Funding Required	Administration Lead Teachers All other teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/19/2019	08/30/2019	\$200	Julie Witkowski and Kelly Morgan-presenting Classroom teachers MTSS teachers Special Education teachers
Claim, Evidence, Reasoning	Teachers will be modeling how to use the claim, evidence, reasoning approach in classes. This will especially be the case when using informational text.	Direct Instruction	Tier 1	Implement	09/03/2019	06/12/2020	\$200	All teachers
Teach Like A Champion	Teachers will be attending training on a variety of Teach Like A Champion strategies to use in the classroom.	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/12/2019	08/30/2019	\$5000	16 staff members
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	09/03/2019	06/12/2020	\$6405	K-12 reading teachers MTSS teachers Special Education teachers

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CHAMPS Professional Development	All staff will participate in a day long training with CHAMPS. This training will offer options to promote positive cultures within their classrooms.	Materials, Professional Learning, Teacher Collaboration, Behavioral Support Program	Tier 1	Getting Ready	08/28/2019	08/28/2019	\$25009	All staff
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### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Close and Critical Reading	Teachers in grades K-12 will be implementing close and critical reading strategies to help students read for a purpose when working with informational text.	Direct Instruction	Tier 1	Implement	08/20/2019	06/12/2020	\$75000	Administration-to oversee the implementation K-12 classroom teachers MTSS teachers Resource Room teachers
Close and Critical Reading Professional Development	Teachers will participate in a half day professional development that specifically demonstrates different reading strategies that can be used with informational text.	Professional Learning	Tier 1	Getting Ready	08/20/2019	08/29/2019	\$400	Stacey Bienkowski and Karie Wilson-presenters All other instructional staff including electives, MTSS, and Special Education
Claim, Evidence, Reasoning Professional Development Refresher	Teachers will be participating in a refresher professional development on how to teach students to use claim, evidence, reasoning in all subject areas. A focus will be placed on informational text.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/19/2019	08/30/2019	\$200	Karie Wilson and Stacey Bienkowski - presenting

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Fluency Profesional Development	Teachers will participate in professional development that demonstrates a variety of activities that can be used to increase fluency in math. Then they will collaborate with their teaching partners on building in these activities.	Professiona l Learning, Teacher Collaborati on	Tier 1	Getting Ready	08/19/2019	08/30/2019	\$1100	Crystal Billings- presenting Elementary classroom teachers MTSS teachers Elementary Special Education Teachers
EBLI Writing Professional Development	Teachers will participate in professional development where they learn how to use EBLI strategies when modeling and teaching writing.	Professiona l Learning	Tier 1	Getting Ready	08/20/2019	08/29/2019	\$500	Crystal King, Carly Chronis, Leah Fifer, Amber Patton, Ashley Cieplak- presenting based on age groups Rest of classroom teachers participatin g Elective teachers Special Education teachers MTSS teachers
Math Fluency Lessons	Students will participate in activities that are focused on increasing math fluency skills.	Direct Instruction, Supplemen tal Materials	Tier 1	Implement	09/03/2019	06/12/2020	\$0	All elementary classroom teachers MTSS Teachers Special Education Teachers



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Fluency Profesional Development	Teachers will participate in professional development that demonstrates a variety of activities that can be used to increase fluency in math. Then they will collaborate with their teaching partners on building in these activities.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/19/2019	08/30/2019	\$200	Crystal Billings-presenting Elementary classroom teachers MTSS teachers Elementary Special Education Teachers
Vocabulary Alignment	Students will be using common and consistent vocabulary across grade levels.	Curriculum Development	Tier 1	Implement	09/04/2018	06/12/2019	\$1000	Middle school and high school math teachers Elementary teachers MTSS teachers Special Education teachers

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
DBQ Lessons	Students will experience social studies through the 6 step dbq process. They will learn how to use a variety of documents to generate questions and formulate answers using the document material.	Direct Instruction	Tier 1	Implement	09/03/2019	06/12/2020	\$0	Teachers of 6-12 social studies
EBLI Writing	Students will begin to use EBLI strategies in their writing. These techniques will be modeled directly by teachers in a variety of writing lessons.	Direct Instruction	Tier 1	Implement	09/03/2019	06/11/2020	\$0	All classroom teachers Special Education Teachers MTSS teachers Elective teachers
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	09/03/2019	06/12/2020	\$0	Administration Lead Teachers All other teachers

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DBQ Professional Development	Teachers will be involved in professional development on what DBQ (document based question) and the 6 step process teachers go through to have lively social studies lessons.	Professional Learning	Tier 1	Getting Ready	08/19/2019	08/30/2019	\$0	Miriam Palmer-presenting Social Studies teachers in grades 6-12
CHAMPS	Teachers will model and promote the strategies from CHAMPS.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/12/2020	\$0	All staff

### 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	09/03/2019	06/19/2020	\$47399	Patti Reich Kendra Kneer Carrie Roose TBD
MTSS	Small group instruction in reading comprehension and fluency.	Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$47399	Patti Reich Kendra Kneer Carrie Roose TBD

### 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	09/03/2019	06/19/2020	\$5000	Patti Reich Kendra Kneer Carrie Roose TBD

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MTSS	Small group instruction in reading comprehension and fluency.	Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$5000	Patti Reich Kendra Kneer Carrie Roose TBD
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