



School Improvement Plan

Saugatuck Middle School

Saugatuck Public Schools

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Saugatuck, MI 49453

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Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

General Organizational Description

The Saugatuck School District has approximately 840 pre-kindergarten through 12th grade students. The Early Childhood Center, located on the Douglas Elementary School campus, houses 3-year-old and 4-year-old tuition-based preschool programs. Douglas Elementary School is a pre-kindergarten through 5th grade building and Saugatuck Middle-High School educates our 6th through 12th grade students.

Data from the Michigan School Data Portal shows approximately 1/3 of the students in our school system are enrolled as schools of choice. Most students come from the surrounding districts of Fennville, Holland, and Hamilton. School choice in our area is very competitive.

Our

program offerings and test scores are compared to Black River Charter School and the larger districts in the Ottawa ISD by our Board of Education, community members, and the parents of our students. We are significantly smaller than the other districts in our ISD, but are expected to perform at the same academic level or a higher level than the districts around us. As a result, we are constantly looking for ways to offer a personalized education that the big districts can't offer. That's how we compete. Without our school of choice population, our district would be hurting financially.

The ethnic make up of the district is primarily white with a few students of color and a few Hispanic students. Data from the Michigan School Data Portal shows approximately 1/3 of our students are economically disadvantaged.

Summary of Key Community Demographics

The Saugatuck School District serves residents of the City of Saugatuck, the City of the Village of Douglas, and portions of Saugatuck and Laketown Townships -approximately 5,500 residents total. Located on Lake Michigan and the Kalamazoo River, the community has very little industry, but is close to large employment and cultural centers. The community is within commuting distance of Holland, Grand Rapids, and Kalamazoo. It is very art centered with festivals and activities related to the arts offered throughout the year. In the summer, tourism is the major source of income for the towns. Beaches, shops, restaurants, bars, and tourist activities bring visitors from Chicago and other cities to the Saugatuck area tripling the population during the warmer seasons.

Approximately 3% of all households in the Saugatuck/Douglas community are gay or lesbian. In addition, four low-income housing developments and numerous million-dollar summer homes are scattered throughout the school district. The percentage of residents with incomes below the poverty level is only slightly less than the state average (15.5% compared to state 16.2% in 2009) (web sources cited, retrieved 1/13/2012).

Changes in the past 3 years

Similar to national and state trends, our student population is shifting as there are fewer students entering the system at lower elementary levels. As a result, we've moved from a solid 3 section school at the elementary school to a 2 and 3 section school as more 5th grade students move to the middle school than kindergarten students move into the elementary building. A reduction in state funding has added additional problems and our ability to maintain ideal class sizes has been negatively impacted.

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.

Vision Statement: Support Every Child by providing a personalized education, culture conducive to learning, excellence in offerings and delivery, while maintaining district strength and viability.

Mission: Prepare students for life.

We value: Every individual, Integrity, Excellence, and Our Community.

Students and staff at Saugatuck Middle School interact in learning opportunities within the community such as the Salmon Project and Old SchoolHouse Project. High expectations for student performance and behavior combined with experiential learning, differentiated instruction, and positive relationships prepare middle school students for high school and life.

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.

The 2012 Gallup Student Engagement Poll showed Saugatuck Middle School students among the most engaged middle school students in the state of Michigan. Ninety-one percent of parents surveyed in 2013 agree or strongly agree that the overall school atmosphere is safe and caring.

Saugatuck Middle School has been designated as a "Beating the Odds" school for the past two school years.

Seventh and eighth grade students continue to make gains on the Explore test and consistently score well above the national average in all core subjects.

Participation in co-curricular activities has increased in the past three years.

Writing is an area of strength for our students.

Goals for improvement include improving academic vocabulary, higher level depth of knowledge, mathematical problem solving and fluency, social studies and science.

Additional Information

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

Students at Saugatuck Middle School enjoy well-rounded exploratory offerings and a challenging core curriculum to prepare them well for success in high school and future post-secondary education. Students explore a variety of courses such as Spanish, Physical Education, Computer Technology, art, music, band, health and industrial arts throughout their middle school careers. Co-curricular opportunities include athletics, 6th grade camp, Quiz Bowl, student government, Art Club, Salmon in the Classroom, and Destination Imagination. Differentiated instruction and meeting students' readiness needs, interests and learning styles are hallmarks of instruction at Saugatuck Middle School. The result is a well-rounded education resulting in Saugatuck Middle School being designated as a Beating the Odds School in 2011 and 2012.

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.

Stakeholders have participated in the development of the school's improvement plan in the following ways:

*Board of Education members met formally to provide the vision and mission for the schools. Regular progress updates were presented to the Board throughout the school year.

*Steering Committee members met to discuss the Board strategic plan and direction of the district's work for the school year.

*Teams in each building worked collaboratively during scheduled professional days to plan, design, monitor, and evaluate each school's improvement goals. Administrators provided data to teacher teams to analyze and then make recommendations for building and district improvements.

*Building team members created, delivered, and analyzed data that has resulted in the development of all components of the plan.

*Surveys were created, administered, and analyzed by building administration to collect input from stakeholders both inside and outside of the school.

*Title 1 staff met individually with parents of students receiving Title 1 services to gather input about the district and school parent involvement policies, compacts, and plan for services.

*The elementary, middle and high school health teams collected input from parents and community members about health related policies and procedures.

*The special education team collected input from parents via parent liaison.

*Community member input was collected by the district superintendent through informal conversations, service clubs, community forums, and municipality meetings.

Stakeholders were selected by the district team, building teams, principals, superintendent, or committee based on interest, relevance, expertise, and ability to provide input (ie, parent, student, and staff surveys, community meetings, school-level committees, etc.)

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

Decisions about curriculum, instruction, and assessment are driven by the input, process, outcome, and satisfaction data collected by the District Steering Committee, building level committees, and district administration. Team members serve as liaisons between the buildings and organizations they represent and the District Steering Committee. The process flows from classroom to building to district level and from district to building to classroom level with decisions being made collaboratively.

In addition, stakeholder input was gathered in the following ways:

*Students and student groups - annual surveys, informal input, anecdotal data.

*Parents and parent groups - annual surveys, informal input, building level committees in health, one-to-one Title 1 interviews, special education parent input via IEP process and liaison. *Teachers and teacher teams - annual surveys, informal input, building level committees, formal meetings.

*Community members - surveys, informal input, community forums, formal meetings.

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

Institution and student information and progress will be shared with all stakeholders through our school website, school board communications, and district annual reports. Within the buildings, all faculty will receive a copy of the working documents for that building at the beginning of each school year. Regular updates will be presented to all faculty members during staff meetings, collaboration days, and staff inservice days. Updates will be presented to the Board of Education by school administration during winter and spring presentations.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

School of choice students have increased significantly in middle school and high school in the past several years. Class sizes are running at optimal levels and the high school will have a record enrollment in three years as current middle school students enter high school.

How do student enrollment trends affect staff recruitment?

Current middle school staffing should be sufficient in coming school years.

How do student enrollment trends affect budget?

Districtwide student enrollment trends affect the overall operating budget significantly. Low elementary numbers may impact staffing and the middle school and high school where need will be the greatest in the next few years.

How do student enrollment trends affect resource allocations?

Overall resource allocations have not been modified due to changing enrollments. Overall enrollments have not necessitated a shift of resources between buildings.

How do student enrollment trends affect facility planning and maintenance?

School of choice openings are limited to ensure that student populations have adequate facility space and resources. The goal is to maximize each grade at around 75 students.

How do student enrollment trends affect parent/guardian involvement?

There should be no effects to parent/guardian involvement as a result of current enrollment trends.

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

There should be no effect on professional learning or public relations due to current enrollment trends.

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

The biggest challenge noticed is the recent increase in students qualifying for free and reduced lunch. Poverty is the biggest challenge to educating students in America.

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

We recently added transportation for at-risk students to attend homework club after school. We routinely provide financial assistance to students to participate in experiential learning opportunities such as 6th grade camp and the 8th grade trip to Washington D. C.

What are the challenges you noticed based on student attendance?

Middle School student attendance is excellent.

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

We added an intervention specialist to track academic performance, attendance and classroom discipline last year. This specialist is a resource for getting students to school and getting caught up when they have been absent.

Student Achievement Data for All Students

This area includes data questions.

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

Writing is a strength in the 7th grade. Reading and math MEAP scale score trends are generally positive for all students and for students in each third of the scale score distribution.

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

There is no trend data in writing as the test has just been given the past two years. Math and reading scale score trends show a positive trend.

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

Student achievement is above the state average in math, science, reading, writing and social studies.

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

The top 30% of students are improving in math and reading, and declining in science and social studies.

What factors or causes contributed to improved student achievement?

Delta math screeners were used in the 6th grade to monitor student mastery of basic math skills. Lessons and review were provided to students needed extra instruction and practice. We have also added math mentors in the 6th grade for struggling math students. Delta math screeners are also used for 7th and 8th grade students. In addition curriculum compacting in the 7th and 8th grade has allowed students in the upper 30% to move at a faster pace. We also added office hours after school two times per week and continue homework club four days per week for middle school students.

A reading RTI program combined with the use of LANGUAGE! instruction and an increased volume of reading required out of school for middle school students have lead to improved MEAP reading scores for the past four years.

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

Seventh grade students have shown huge gains in mathematics for the past two years as a result of the 6th grade math teacher's instruction and interventions. These interventions have not had as dramatic an impact for 8th grade students however.

Seventh and eighth grade reading has shown a positive trend for the past four years, about the time reading interventions have been in

place.

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

Eighth grade science and 9th grade social studies show the lowest level of student achievement.

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

Eighth grade science and 9th grade social studies both have a significant downward trend in both percent proficient and scale scores.

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

For 2012-13, state performance in mathematics, science and social studies was below the state target.

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

The bottom 30% of students in 8th grade science are showing steady improvement. Scale score trends in mathematics for the bottom 30% are variable with a slight improvement in 6th grade and slight decline in the 8th grade. Reading in the 7th and 8th grade shows a general positive trend for the bottom 30% of students. Scale score trends in social studies are variable in the 6th and 8th grade.

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

Science curriculum realignment or misalignment with tested outcomes may be an issue since both 7th and 8th grade Explore science scores are above the national average. Science achievement is a concern systemwide.

Social studies curriculum implementation may have suffered as a result of personnel changes and the learning curve in implementing the planned curriculum. Social studies MEAP scores in the 6th grade show the same variable trends.

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

These are the most easily observed changes to instruction in science and social studies in the past four years.

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

Science teachers will be engaged in professional development with the VanAndel Institute to implement inquiry based science lessons into the curriculum aligned to Next Generation Science Standards.

Pacing in 7th and 8th grade social studies should be examined to insure that students have access to the required curriculum before the ninth grade.

Subgroup Student Achievement

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

Response:

- White
- Male
- Female
- Economically Disadvantaged

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

Response:

- Economically Disadvantaged

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

The performance gap between low SES students and non-SES students has significantly closed in 7th and 8th grade reading. The gap is also closing in science and to a lesser degree in mathematics.

How do you know the achievement gap is closing?*

Analysis of percent proficient trends on MEAP tests.

What other data support the findings?

No other data was identified to support the findings.

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

Increased after school support, closer interim assessments in math and reading, reading RTI, continued differentiated instruction, high student engagement, co-teaching and paraprofessional support all play a part in closing the achievement gap.

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

This combination of strategies is research based and designed to improve the learning of all students. Student engagement is a critical factor in learning for all students, especially economically disadvantaged students. Middle school teachers provide relevant, engaging

lessons and activities that have resulted in high levels of student engagement improving learning for all students.

What actions could be taken to continue this positive trend?

We plan to continue RTI, LANGUAGE instruction, Delta Math and after school tutoring and homework help including transportation. We will also improve scientific thinking, academic vocabulary and formative assessment as a result of our school improvement initiatives.

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

Response:

- None

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

Response:

- None

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

The achievement gap is not growing significantly in any content area.

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

The achievement gap is not growing significantly.

What other data support the findings?*

No other data support these findings.

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

The achievement gap is not increasing significantly for any measurable subgroup.

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

Does not apply.

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

Does not apply.

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

The middle school has two ELL students who moved into the district in the spring. This is not a large enough subgroup for reporting purposes without potentially identifying the students.

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

In addition to direct services provided by special education teachers and paraprofessionals as developed in annual IEP meetings, all students are progress monitored in reading and mathematics three times each year. Parent of students identified for intervention in reading are contacted by our RTI coordinator to schedule reading interventions. Students identified for summer school are contacted by mail. All students failing a class are referred to teachers for after school tutoring or homework help after school.

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

Student grades, reading and math screeners, attendance and discipline are monitored for all students throughout the school year by teachers, the intervention specialist and Reading Intervention coordinator. Teachers also refer students for an intervention meeting with parents.

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

Extended learning opportunities include after school tutoring with teachers, homework club, for all students and summer school for 8th grade students. During the school day, reading interventions are available for identified students. In addition to academic help students participate in experiential learning such as 6th grade camp, Destination Imagination, Art Club, Youth in Government, Washington D.C. trip, Salmon in the Classroom, and the Old School House project.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	100.0

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

Extended learning opportunities are communicated to parents at open house, through teacher newsletters and email, instant messages, the district website and facebook page.

School Improvement Plan

Saugatuck Middle School

Label	Question	Value
	What is the total FTE count of teachers in your school?	11.5

Label	Question	Value
	How many teachers have been teaching 0-3 years?	0.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	4.0

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

Label	Question	Value
	How many teachers have been teaching >15 years?	4.0

What impact might this data have on student achievement?

We have an excellent teaching staff, many of whom are in the prime of their career. This should have a positive impact on student performance.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	35.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	119.0

What impact might this data have on student achievement?

With a small number of teachers at each grade level we are conscientious of keeping our quality teachers in the classroom as much as possible. This is often difficult as a great deal of professional development at the ISD is during the school day.

Perception Data - Students

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

Results of the 2011-12 school climate and behavior survey and the 2011-12 Gallup student poll show extremely high student engagement for Saugatuck Middle School students and students feel safe at school, report physical violence is not a problem at school, feel included in the school community and feel differences are valued in their school.

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

Will shift over to ACT Engage survey in 2013-14.

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

Students in 2011-12 reported namecalling is a problem, teasing and sreading rumors is a problem at school.

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

Students in 2011-12 reported namecalling is a problem, teasing and sreading rumors is a problem at school.

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

Teachers build quality relationships with students and provide engaging coursework and teaching strategies. This keeps students feeling engaged in their school and in their school work.

Teasing and rumours are issues that we continue to address through the Bullying Rubric and SRC. A more systemic analysis of where bullying occurs in the school may help teachers, staff and administration develop a plan to decrease opportunities for students to bully during the school day.

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

Teasing and rumours are issues that we continue to address through the Bullying Rubric and SRC. A more systemic analysis of where bullying occurs in the school may help teachers, staff and administration develop a plan to decrease opportunities for students to bully during the school day.

Perception Data – Parents/Guardians

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

Results of the spring 2013 parent survey showed that parents feel that the overall school atmosphere is safe and caring, the staff cares about their child, their child receives a quality academic program, and students have opportunities to participate in enrichment activities.

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

Compared to 2010 parent responses parents feel that the overall school atmosphere remains safe and caring, the staff cares about students, and students receive a quality educational program.

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

There is a great deal of uncertainty regarding the quality of differentiated instruction, bullying and the student discipline system.

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

Compared to 2011, parents perceive less opportunities for students to achieve extra help, they perceive the staff to be slightly less student centered, and feel less informed about school events and happenings.

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

Parents were more uncertain about many things in the 2013 survey. This indicates a need to improve communication to parents regarding programming, school discipline, and to refocus on differentiated instruction.

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

More frequent communication to parents in the form of newsletters, emails, facebook, and instant messages will be implemented to better explain school processes, programs, events, curriculum and teaching pedagogy.

Perception Data – Teachers/Staff

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

Teacher satisfaction is highest in shared beliefs and sense of community and cooperation, clear school goals, intellectual stimulation, and quality interactions with students and teachers.

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

Baseline data in 2013.

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

Rewarding individual accomplishments, curriculum development, and Student Responsibility Center procedures and effectiveness are the biggest concerns for teachers.

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

Baseline data 2013.

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

Three different employees have been in charge of the SRC in the past three years. Some stability and a review of procedures and SRC philosophy is needed. Curriculum has been in a constant upheaval since the new Michigan Merit Curriculum and now the Common Core State Standards and Next Generation Science Standards.

Other

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

N/A

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

District vision, mission and goals drive the decision making process in all Saugatuck Public Schools buildings. Potential changes must align to our board goals to provide a personalized education, promote excellence in offerings and delivery, create a culture conducive to learning, and increase our district's strength and viability.

Teacher teams work on a rotating basis to study best practice programs and methods in each core academic area. State and national standardized test data, classroom assessment data, and building assessment data are used to identify gaps and problem areas. After all data is gathered and analyzed, teams research potential programs that are working in other districts. Content teams recommend changes to the building steering team. Parent, student, and teacher survey data are used to identify areas of strengths and weaknesses and gather stakeholder input. Course changes and major curriculum changes are presented to the Board of Education for approval following a process for parent and Board review.

Ongoing curriculum adjustments, along with changes in methods and assessments, are constantly being made following data analysis in each core instructional area. Stakeholder input is requested in the following ways: students and student groups - annual surveys, informal input, anecdotal data; parents and parent groups - annual surveys, informal input, building level committees in health, one-to-one Title 1 interviews, special education parent input via IEP process; teachers and teacher teams - annual surveys, informal input, building level committees, formal meetings; community members - surveys, informal input, community forums, and formal meetings.

What evidence do you have to indicate the extent to which the standards are being implemented?

Professional development last year focused on formative assessment and the depth of knowledge of student learning targets. In general Common Core state standards require higher level thinking skills at DOK 2,3, and 4. Teacher leaders and I have attending curriculum updates and conferences on alignment in mathematics, language arts and Next Generation Science Standards.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	No	The middle school serves students in grades 6-8.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The Annual Education Report and Annual Education Report Cover letter are both posted on our district website.	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	EDP's are updated annually using Career Cruising.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	EDP's are updated annually and reviewed by our guidance counselor.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Elizabeth Broderick Director of Business and Human Resource Services P.O. Box 818 Douglas, MI 49406 269-857-1444	

School Improvement Plan

Saugatuck Middle School

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		SMS School-Parent Involvement Plan

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

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No		

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

Health and Safety (HSAT)

The following assurances come directly from the [Healthy School Action Tool \(HSAT\) Assessment](http://www.mihealthtools.org/hsat), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	No	N/A

	Statement or Question	Response	Rating
Question 3	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

	Statement or Question	Response	Rating
Question 4	Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.	Yes	N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Reviewed policy, but not yet adopted	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

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	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	No, but use a health education curriculum	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Reviewed policy, but not yet adopted	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	No	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Other curriculum	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	No	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	150 minutes or more at elementary level, 225 minutes or more at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

School Improvement Plan

Saugatuck Middle School

	Statement or Question	Response	Rating
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	Statement or Question	Response	Rating
Question 17	During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.	No	N/A

	Statement or Question	Response	Rating
Question 18	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	Statement or Question	Response	Rating
Question 19	Our school has a health services provider or school nurse accessible to students.	No	N/A

	Statement or Question	Response	Rating
Question 20	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	No Written Policy	N/A

	Statement or Question	Response	Rating
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	Response	Rating
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	No action taken	N/A

	Statement or Question	Response	Rating
Question 23	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	No	N/A

School Improvement Plan

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	Statement or Question	Response	Rating
Question 24	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 25	During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
Question 27	Our school's mission statement includes the support of employee health and safety.	No	N/A

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	No	N/A

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	Yes	N/A

	Statement or Question	Response	Rating
Question 30	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	No	N/A

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	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	Yes	N/A

	Statement or Question	Response	Rating
Question 33	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to some indoor facilities	N/A

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

How was the comprehensive needs assessment conducted?

The needs assessment was first completed by the entire faculty and staff at a back to school inservice. The school improvement leadership team also reviewed the needs assessment before submitting.

What process was used to identify children who are failing, or most at risk of failing, to meet the state core curriculum standards in the four core academic areas?

Each September, January, and May all students in grades 6th - 8th are assessed by our Title 1 Coordinator using the AIMSweb Maze Comprehension Assessment, the DIBELS Oral Reading Fluency Assessment (6th grade only), and the Six-Minute Solution Benchmark Assessment for Oral Reading Fluency (7th -8th grades only). In addition, all students are tested each fall using the state MEAP test, and in the spring using the NWEA Measure of Academic Progress tests in reading and language usage. Each of these assessments provides scales to measure student achievement compared to same-age and grade peers. Students scoring below the benchmark on multiple measures are determined at risk of failing to meet the State's academic achievement standards and in need of an intervention in reading.

All parents and teachers are notified prior to the start of testing. Parents and teachers of students determined to be at risk are invited to meet to discuss their student's needs, go over testing results, and learn about interventions. As interventions are implemented, parents and teachers are kept informed via email or phone call about their student's progress.

Sixth through eighth grade mathematics teachers will use a combination of data collected through MEAP, NWEA Map and Delta Math screeners for all students entering their classes to determine the need for differentiated instruction in the classroom and to identify students who are at-risk in math.

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

Students in grades 6-8 are monitored for their progress in reading, mathematics, and science using three common measures: NWEA Map test scores in reading, mathematics and scientific content and processes, MEAP tests, and classroom grades. Taken together, these measures determine which students are credentialed at grade level.

Math screeners, MAZE testing, and Dibels are also used to identify students eligible for Title One services.

For schools with preschool through grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

N/A

Component 2: Services to Eligible Students

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

Eligible students are provided supplemental assistance using three research based reading programs, Read Naturally, REWARDS, and LANGUAGE! Students are assigned an intervention based on individual need as shown through analysis of universal screening assessment results.

Our commitment to differentiation and our teachers' adeptness at adapting curriculum to meet the needs of students at all readiness levels, provides further assistance to students needing support. Students who require extended time to complete work, shortened assignments, or alternative assessments in the regular classroom are provided those accommodations as needed in classes. Teachers also use student learning styles data, classroom formative assessments, and observational data to adapt lessons and provide a rich learning experience for each student, every day.

Classroom teachers provide after school support for all students through after school office hours and homework help each week, Monday through Thursday.

from a Douglas Ele

Component 3: Incorporated Into Existing School Program Planning

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

Title 1 and Regular Education Coordination: Our elementary school reading specialist provides reading materials and suggestions for summer reading for students transitioning to the middle school. Our 6th Saugatuck Middle School

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grade language arts teacher and our district learning coordinator both provide summer reading lists to students and post reading lists on the school website to assist families in choosing books for summer reading enrichment. In addition, information about our community library's summer reading programs is distributed to students during a library visit in the spring.

Articulation meetings are held in the fall of each year. All 5th grade teachers, special education teachers, school principals, and Title 1 coordinators meet to discuss student needs, strategies that have been tried, and successful interventions. A middle school visit day is also held for all 5th graders transitioning to 6th grade, and our middle school principal spends an afternoon in each 5th grade classroom

discussing the middle school transition.

A parent meeting is held at the middle school prior to the start of each school year to help parents with the transition from school to school. At each meeting, our school principal discusses what parents can expect in terms of student programs, communication, and curriculum. Our high school guidance counselor schedules a meeting with each family of an

8th grade student each spring to plan a high school schedule and discuss the transition from 8th grade to high school. During the third week of the school year, an Open House is held for families of students at each grade level as well.

Core teachers serve on the reading committee and writing committee and intervention strategies for Title I eligible students are coordinated with strategies for all students in each core classroom. The Title I program supports the regular education program by providing support in mathematics and reading that help students meet learning goals in all core classrooms.

An ESL instructor is provided for our one ESL student. Services are coordinated with the student's regular education program.

Component 4: Instructional Strategies

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

Eligible students are provided supplemental assistance using three research based reading programs, Read Naturally, REWARDS, and LANGUAGE! Students are assigned an intervention based on individual need as shown through analysis of universal screening assessment results.

Explicit instruction in academic vocabulary both in the Title I program and regular classroom is a research based strategy for helping students reach state standards in all subject areas.

Our commitment to differentiation and our teachers' adeptness at adapting curriculum to meet the needs of students at all readiness levels, provides further assistance to students needing support. Students who require extended time to complete work, shortened assignments, or alternative assessments in the regular classroom are provided those accommodations as needed in classes. Teachers also use student learning styles data, classroom formative assessments, and observational data to adapt lessons and provide a rich learning experience for each student, every day.

Classroom teachers provide after school support for all students through after school office hours and homework help each week, Monday through Thursday.

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

Differentiated instruction and formative assessment strategies in the regular classroom combined with explicit academic vocabulary instruction improve learning for all students. In addition eligible students receive additional reading instruction using REWARDS, Read Naturally and LANGUAGE!

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

MEAP reading scores have shown an upward trend in both the 7th and 8th grade over the past four years. MEAP reading scale scores for students in the bottom 30% of the score distribution have also improved in three of the last four years.

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

Schedules for individual students receiving supplemental instruction are developed in consultation with both the student and the parents. Students are rarely pulled from core courses for supplemental instruction.

Component 5: Title I and Regular Education Coordination

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

Title 1 and Regular Education Coordination: Our elementary school reading specialist provides reading materials and suggestions for summer reading for students transitioning to the middle school. Our 6th Saugatuck Middle School

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grade language arts teacher and our district learning coordinator both provide summer reading lists to students and post reading lists on the school website to assist families in choosing books for summer reading enrichment. In addition, information about our community library's summer reading programs is distributed to students during a library visit in the spring.

Articulation meetings are held in the fall of each year. All 5th grade teachers, special education teachers, school principals, and Title 1 coordinators meet to discuss student needs, strategies that have been tried, and successful interventions. A middle school visit day is also held for all 5th graders transitioning to 6th grade, and our middle school principal spends an afternoon in each 5th grade classroom discussing the middle school transition.

A parent meeting is held at the middle school prior to the start of each school year to help parents with the transition from school to school. At each meeting, our school principal discusses what parents can expect in terms of student programs, communication, and curriculum. Our high school guidance counselor schedules a meeting with each family of an 8th grade student each spring to plan a high school schedule and discuss the transition from 8th grade to high school. During the third week of the school year, an Open House is held for families of students at each grade level as well.

Core teachers serve on the reading committee and writing committee and intervention strategies for Title I eligible students are coordinated with strategies for all students in each core classroom. The Title I program supports the regular education program by providing support in mathematics and reading that help students meet learning goals in all core classrooms.

An ESL instructor is provided for our two ESL students. Services are coordinated with the student's regular education program.

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

N/A

Component 6: Instruction by Highly Qualified Staff

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

For the coming 2013-14 school year, all Title I paraprofessionals are highly qualified.

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

For the coming 2013-14 school year, all Title I paraprofessionals are highly qualified.

Component 7: High Quality and Ongoing Professional Development

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

Professional development has focused on and will continue to focus on formative assessment and feedback, depth of knowledge, differentiated instruction and academic vocabulary.

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

Our RTI coordinator has completed a course in RTI processes and in the LANGUAGE! program. Our ESL provider attends workshops on providing ESL services to students and all volunteers who administer screeners, receive yearly training from our reading coordinator in best practice strategies in administering those screeners.

Component 8: Strategies to Increase Parental Involvement

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

The school-parent compact was created, reviewed and evaluated by the title one reading coordinator, the district learning coordinator and by several parents of students receiving Title I services. Parents of Title I students are invited to review and evaluate the interventions available to their student prior to the implementation of interventions each year. Recommended interventions must be approved and agreed to by parents and students before being implemented

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

Parents of each student eligible for Title I services are consulted about the type of reading intervention prescribed for their student and the time interventions will be provided including before school, after school, summer school, tutorial or during an elective course.

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

Parents of Title I student are surveyed regarding the quality of the program. In addition parent surveys are conducted every other school year. Survey results are used to evaluate programs including Title 1 and gifted and talented services. They will also help our school improvement teams to gather parent input about student programs and parent/school communication.

How will the parent involvement activities be evaluated?

Meeting minutes of the parent advisory team will be kept to document parent input in the targeted assistance plan.

Signed School-Parent compacts will be kept for verification of parent involvement in decisions involving their children.

Parents of students receiving targeted assistance will be surveyed regarding their satisfaction with the program.

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

Our Parent Involvement Policy and school Code brochure are handed out and discussed with parents of new students by our building principal and teachers at the school Open House. Our Parent-School Compact is reviewed and signed by every parent of a student receiving Title 1 services at a scheduled meeting each fall with the Reading Coordinator.

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

All student achievement data and survey data is evaluated by the building principal each year. The Title One reading coordinator presents the data to classroom teachers and to the principal each spring. Individual student results and program results are evaluated each year based on gains in student achievement. Changes to the school improvement plan and Title One programs come from the careful evaluation of program results. They are included in the school's improvement plan for the following year.

How was the school-parent compact developed?

A team of middle school parents reviewed the School-Parent Compact at the middle school in 2012.

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

N/A

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

Our reading coordinator breaks assessment and progress information down into parts that can be easily understood by parents. Comparison charts and graphs showing progress over time are presented and explained so that parents walk away from the meeting having a clear understanding of their child's progress and goals. T By inviting parents to meet one-to-one with the reading coordinator each fall, parents have the opportunity to ask questions and give feedback about the compact, program, assessments, and interventions.

Component 9 Coordination of Title I and Other Resources

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

Our Title 1 program is coordinated with other federal, state, and local programs in our school to provide a total support system for students. In addition to providing a Title 1 Coordinator, our school also employs a full time instructional aide to assist middle school students struggling with reading, math, science, or social studies.

Social work and counseling services are also available to serve eligible children by supporting social and emotional development which impacts student learning. An intervention specialist was put in place last school year to monitor student behavior, attendance and academic progress.

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

Our Title 1 program is coordinated with other federal, state, and local programs in our school to provide a total support system for students. In addition to providing a Title 1 Coordinator, our school also employs both a part time instructional aide, and a full time instructional aide to assist middle school students struggling with reading, math, science, or social studies. Both paraprofessionals work both in the classroom and during tutorial times.

In addition, our district learning coordinator provides opportunities for 6th grade students to work in small groups in math through a math mentor program. During the 2nd and 3rd trimesters, students are grouped by readiness in math and assigned a high school math mentor for one hour each week. Students needing extra help with basic mathematical skills work with the classroom math teacher during this time.

All 6th - 8th grade health classes teach units on violence prevention, physical and mental health, nutrition, resisting drugs and alcohol, and sex education. A parent advisory group, along with our health teachers, assists in developing and monitoring these programs. Materials to support these programs were purchased through our district Safe and Drug Free School Grant funds.

To ensure all of our students have opportunities to enrich their school experiences, our school offers extra-curricular clubs in creative problem solving, quiz bowl, and student leadership. Through our Community Recreation program, Saugatuck Middle School offers middle school sports programs in soccer, football, baseball, softball, basketball, volleyball, cross country and track. We also have a self-esteem

building program for middle school girls, run by teacher volunteers.

Our homeless coordinator and middle school counselor are available to help families in need of finding services outside of our school system that can help with support. Student scholarships are available based

School Improvement Plan

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on financial need through our Saugatuck Teachers' Association and the Saugatuck-Douglas Educational Foundation.

As part of our district-wide effort to provide opportunities for students to see college as the next step toward a successful career, the entire 8th grade class visits a college on our college vi

Component 10: Ongoing Review of Student Progress

How is eligible student progress reviewed on an ongoing basis?

Our Response to Intervention is a fluid program. Once eligibility is determined, an intervention is implemented, and student progress monitoring is completed, students may do one of the following: exit out of the program - with continued support in the classroom - if the intervention caused the student to improve enough to test at grade level in reading; move onto another intervention if the first intervention did not cause the student to improve enough to test at grade level in reading; be referred to the school child study team for possible special education testing. At anytime a parent may request that their child exit the program or that another intervention be assigned. Progress monitoring is done every two weeks while any intervention is being implemented. At the end of each trimester, every student participating in the TAP program is re-evaluated by our Title 1 Coordinator using the AIMSweb Maze Comprehension Assessment, the DIBELS Oral Fluency Assessment (grade 6th only), and the Six-Minute Solution Benchmark Assessment for Oral Fluency (Grades 7th -8th only). In addition, all students are tested each fall using the state MEAP test, and in the spring using the NWEA Measure of Academic Progress tests in reading and language usage.

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

Individual student data is analyzed yearly by grade level including MEAP results, MAP results and the number of students credentialed at grade level. Students receiving Title I interventions are progress monitored and a final summary report for each student is generated by the Title I reading coordinator. These results are discussed with the building principal and program modifications for the following year are discussed and planned.

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

Teachers have been trained in differentiated instruction, formative assessment, and in the development of student friendly learning targets. Students struggling to meet learning targets are identified by classroom teachers and student staffing meetings are convened to plan for student success.

Evaluation

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

The targeted assistance program is reviewed annually. New research-based interventions are added and less effective interventions are retired. Teachers and paraprofessionals receive ongoing professional training to ensure our program grows more and more effective each year. Parent input is requested and used each year to increase the strength of the program via one-to-one meetings and through parent surveys.

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

MAZE/DAZE, Dibels and MEAP data are reviewed for students receiving targeted assistance and analyzed to evaluate overall success of the program. These results are also used to identify 8th grade students for additional assistance during summer school.

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

Individual student growth on MAZE/DAZE, Dibels, and MEAP scores are reviewed to measure student growth. MEAP scale scores for the bottom 30% of students in reading performance have shown a positive trend.

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

The building principal and RTI coordinator periodically discuss student data and revise strategies to ensure the continuous improvement of students in the targeted assistance program.

Saugatuck Middle School SIP 2013-14

Overview

Plan Name

Saugatuck Middle School SIP 2013-14

Plan Description

School improvement plan for 2013-14.

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 will be proficient in mathematics.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$2042
2	All students will be proficient in reading and writing.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$6500
3	All students will be proficient in science.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$3225
4	All middle school teachers will become proficient in the use of educational technology.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: All students will be proficient in mathematics.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all math standards in Mathematics by 06/30/2022 as measured by state level assessments..

Strategy 1:

Increase Teacher Capacity - Middle and High School mathematics teachers will use nine high-yield instructional strategies identified as having the greatest positive affect on student achievement for all students.

Research Cited: Classroom Instruction that Works: Research-based strategies for Increasing Student Achievement, Robert Marzano (2001).

Tier:

Activity - Math Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Six teachers will participate in a book study using Vocabulary for the Common Core by Robert Marzano to increase their capacity to teach academic vocabulary.	Professional Learning			09/03/2013	06/06/2014	\$141	Title II Part A	Dorie Galloway, math teacher Tim Travis, principal

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle school and high school mathematics teachers will work with Mike Klavon, math specialist from the OAISD to implement high yield instructional strategies in mathematics.	Professional Learning			09/03/2013	06/06/2014	\$0	No Funding Required	Teachers Jordan Campbell, Jim Smith, Melanie Moorer, Dorie Galloway, Brian Ward. Principal Tim Travis

Strategy 2:

Math Response to Intervention - A math RTI team will monitor student mastery of mathematical learning targets using Delta Math screeners and will provide opportunities for students to receive additional instruction on these learning targets during homework club or during after school office hours.

Research Cited: Marzano, 2003. What Works in Schools, Translating Research into Action.

Tier:

School Improvement Plan

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Activity - Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle school RTI and Special Education support personnel will receive three half days of small group training through the OAISD to increase their capacity to assist classroom teachers in using math data to determine prescriptive interventions to use in the classroom to support students in math.	Professional Learning			09/03/2013	06/06/2014	\$0	No Funding Required	Kim Rumpsa, RaeAnne Walters, Jim Smith
Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School math teachers will participate in OAISD provided professional development in math. Teachers will collaborate with teachers in other districts to synthesize the latest research strategies, mathematical practices, and resources for teaching the common core state standards in mathematics.	Professional Learning			09/03/2013	06/06/2014	\$576	Title II Part A	Jim Smith, Jordan Campbell
Activity - Math Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All middle school students will use IXL math software to increase math fact fluency.	Academic Support Program			09/03/2013	06/06/2014	\$1325	General Fund	Kim Rumpsa, Math RTI Jim Smith, Jordan Campbell Math Teachers Katie Tidball, Special Education Teacher

Goal 2: All students will be proficient in reading and writing.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in reading and writing standards in English Language Arts by 06/30/2022 as measured by state level assessments..

Strategy 1:

Reading RTI - The reading coordinator will progress monitor and provide support for students at risk of not achieving the core content in reading.

Research Cited: Marzano et al. 2001. Classroom Instruction that Works.

Marzano, 2003. What Works in Schools.

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Tier:

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer jump start program for students entering high school identified as at risk of not achieving the core content in reading.	Academic Support Program			06/09/2014	07/31/2014	\$3500	General Fund	Principal Tim Travis

Activity - Reading Screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sixth through eighth grade students will be tested three times each school year to identify and progress monitor student reading fluency and comprehension.	Academic Support Program			09/03/2013	06/06/2014	\$2500	General Fund	Kim Rumpsa, Reading Coordinator

Strategy 2:

Informational Reading Strategies - Saugatuck Middle School teachers will use primary and secondary sources and other informational reading strategies to align to the common core standards and increase student understanding of complex text.

Research Cited: The DBQ project. (Document Based Questions).

Tier:

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School teachers will receive two 2-hour training sessions on using Document Based Questions to improve informational reading and writing.	Professional Learning			09/03/2013	06/06/2014	\$250	Title I Part A	Elizabeth TerHaar Tim Travis

Strategy 3:

Close and critical reading and writing strategies - Middle School teachers will use close and critical reading and writing strategies to increase student comprehension of complex text.

Research Cited: Moore, D.W. (2012). Reading Comprehension Strategies.

Tier:

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School teachers will receive two 2-hour professional development sessions in the area of close and critical reading and writing strategies.	Professional Learning			09/03/2013	06/30/2014	\$250	Title II Part A	Angel Lohman Tim Travis

Goal 3: All students will be proficient in science.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all science standards in Science by 07/30/2022 as measured by state level assessments..

Strategy 1:

Best Practice Instruction - Middle School teachers will learn about best practices associated with the Next Generation Science Standards.

Research Cited: The NGSS Framework for k-12 Science Education.

Tier:

Activity - Depth of Knowledge Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Middle School teachers will participate in a one day depth of knowledge training with Karen Bailey.	Professional Learning			09/03/2013	06/06/2014	\$1500	Title II Part A	Tim Travis

Activity - VanAndel partnership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Five middle school and high school teachers will participate in 3 days of professional training provided by VanAndel Institute science trainers.	Professional Learning			09/03/2013	06/06/2014	\$1725	Title II Part A	Kate Hankins Deb Marcusse Ann Marie Willette Brad Smit Jeff Lukins Tim Travis

Goal 4: All middle school teachers will become proficient in the use of educational technology.

Measurable Objective 1:

collaborate to increase staff capacity by 09/05/2014 as measured by the number of teachers demonstrating proficiency with technology use throughout the K-12 curriculum..

Strategy 1:

Technology Integration - Staff will learn about best practices for the use of educational technology to support student learning.

Research Cited: ISTE Standards

Tier:

School Improvement Plan

Saugatuck Middle School

Activity - Classroom Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district technology team will continue its work to implement the technology integration plan.	Academic Support Program			09/03/2013	09/05/2014	\$0	No Funding Required	Nicole Baumann, Linda Dehn, Kim Losik, Traci Jackson, John Green, AnnMarie Willette, Rolfe Timmerman

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
Depth of Knowledge Training	All Middle School teachers will participate in a one day depth of knowledge training with Karen Bailey.	Professional Learning			09/03/2013	06/06/2014	\$1500	Tim Travis
VanAndel partnership	Five middle school and high school teachers will participate in 3 days of professional training provided by VanAndel Institute science trainers.	Professional Learning			09/03/2013	06/06/2014	\$1725	Kate Hankins Deb Marcusse Ann Marie Willette Brad Smit Jeff Lukins Tim Travis
Math Vocabulary	Six teachers will participate in a book study using Vocabulary for the Common Core by Robert Marzano to increase their capacity to teach academic vocabulary.	Professional Learning			09/03/2013	06/06/2014	\$141	Dorie Galloway, math teacher Tim Travis, principal
Teacher Training	Middle School math teachers will participate in OAISD provided professional development in math. Teachers will collaborate with teachers in other districts to synthesize the latest research strategies, mathematical practices, and resources for teaching the common core state standards in mathematics.	Professional Learning			09/03/2013	06/06/2014	\$576	Jim Smith, Jordan Campbell
Teacher Training	Middle School teachers will receive two 2-hour professional development sessions in the area of close and critical reading and writing strategies.	Professional Learning			09/03/2013	06/30/2014	\$250	Angel Lohman Tim Travis

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Saugatuck Middle School

Teacher Training	Middle School teachers will receive two 2-hour training sessions on using Document Based Questions to improve informational reading and writing.	Professional Learning			09/03/2013	06/06/2014	\$250	Elizabeth TerHaar Tim Travis
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Screening	Sixth through eighth grade students will be tested three times each school year to identify and progress monitor student reading fluency and comprehension.	Academic Support Program			09/03/2013	06/06/2014	\$2500	Kim Rumpsa, Reading Coordinator
Summer School	Summer jump start program for students entering high school identified as at risk of not achieving the core content in reading.	Academic Support Program			06/09/2014	07/31/2014	\$3500	Principal Tim Travis
Math Fluency	All middle school students will use IXL math software to increase math fact fluency.	Academic Support Program			09/03/2013	06/06/2014	\$1325	Kim Rumpsa, Math RTI Jim Smith, Jordan Campbell Math Teachers Katie Tidball, Special Education Teacher

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training	Middle school and high school mathematics teachers will work with Mike Klavon, math specialist from the OAISD to implement high yield instructional strategies in mathematics.	Professional Learning			09/03/2013	06/06/2014	\$0	Teachers Jordan Campbell, Jim Smith, Melanie Moorer, Dorie Galloway, Brian Ward. Principal Tim Travis

School Improvement Plan

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Classroom Technology Integration	The district technology team will continue its work to implement the technology integration plan.	Academic Support Program			09/03/2013	09/05/2014	\$0	Nicole Baumann, Linda Dehn, Kim Losik, Traci Jackson, John Green, AnnMarie Willette, Rolfe Timmerman
Math Support	Middle school RTI and Special Education support personnel will receive three half days of small group training through the OAISD to increase their capacity to assist classroom teachers in using math data to determine prescriptive interventions to use in the classroom to support students in math.	Professional Learning			09/03/2013	06/06/2014	\$0	Kim Rumpsa, RaeAnne Walters, Jim Smith