



# **School Improvement Plan**

**Douglas Elementary School**

**Saugatuck Public Schools**

Mrs. Michaelle Gust, Principal  
261 Randolph Street  
Box 818  
Douglas, MI 49406

# TABLE OF CONTENTS

Introduction.....	1
<b>Executive Summary</b>	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information .....	7
<b>Improvement Plan Stakeholder Involvement</b>	
Introduction.....	9
Improvement Planning Process.....	10
<b>School Data Analysis</b>	
Introduction.....	13
Student Enrollment Data.....	14
Student Achievement Data for All Students.....	16
Subgroup Student Achievement.....	19
Perception Data - Students.....	25
Perception Data – Parents/Guardians.....	27
Perception Data – Teachers/Staff.....	29

Other..... 30

**School Additional Requirements Diagnostic**

Introduction..... 33  
School Additional Requirements Diagnostic..... 34

**Title I Targeted Assistance Diagnostic**

Introduction..... 37  
Component 1: Needs Assessment ..... 38  
Component 2: Services to Eligible Students ..... 40  
Component 3: Incorporated Into Existing School Program Planning..... 41  
Component 4: Instructional Strategies..... 42  
Component 5: Title I and Regular Education Coordination ..... 45  
Component 6: Instruction by Highly Qualified Staff ..... 47  
Component 7: High Quality and Ongoing Professional Development..... 48  
Component 8: Strategies to Increase Parental Involvement..... 49  
Component 9 Coordination of Title I and Other Resources..... 52  
Component 10: Ongoing Review of Student Progress..... 53  
Evaluation..... 55

**2013-2014 Douglas Elementary School SIP**

Overview..... 58  
Goals Summary..... 59

Goal 1: All students at Douglas Elementary School will be proficient in the areas of reading and writing.....	60
Goal 2: All students at Douglas Elementary School will be proficient in mathematics.....	62
Goal 3: All students at Douglas Elementary School will be proficient in science.....	64
Activity Summary by Funding Source.....	66

## **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. <br><br> 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, and maintaining district strength and viability.

### Mission Statement

Prepare Students for Life

### Beliefs Statement

We Value

Every Individual

Integrity

Excellence

Our Community

The Saugatuck School System embodies its purpose through its program offerings and expectations for students in the following ways:

\*By creating and using an Instructional Model outlining a path for teachers to follow when instructing students including creating essential questions, promoting student engagement, providing differentiated instruction, using varied assessment, and building positive relationships with students.

\*By creating and using learning targets aligned to rigorous state standards to guide lesson content.

\*By using the district's vision to provide a personalized education, culture conducive to learning, excellence in offerings and delivery, and district strength and viability to guide all school improvement work in all areas.

## **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 school has several notable achievements during the past 3 years. Some of those achievements include the following:

Douglas Elementary School was named a Rewards Schools and Beating the Odds School by the Michigan Department of Education during the 2012-13 school year.

Internal and external perception data show a high level of satisfaction from our community, teachers, parents, and students with the direction of the school.

Academic strength: MEAP scores in math and reading show a slight increase over the past several years.

Areas for improvement include the following: MEAP scores in science, social studies, and writing show a slight decline over the past several years overall.

## **Additional Information**

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

Douglas Elementary School students consistently score above state averages on the MEAP; During the 2011-2012 MEAP test cycle, math scores showed 13% growth at third grade, 12% at fourth grade, and 33% at fifth grade; reading scores showed 9% growth at third grade, 2% at fourth grade , and 7% at fifth grade, and fifth grade MEAP science showed 17% growth compared to 2010-2011 school year.

# **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 building principal collected input from the school parent-teacher association.
- \*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.

## School Improvement Plan

Douglas Elementary School

---

\*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?**

Generally, we've experienced a slight decrease in enrollment at the elementary school level over the past 5 years. We've dropped in enrollment from 397 students in 2008-09 to 379 in 2012-13 (fall counts). Because of this decline in enrollment, along with a decrease in funding at the state level, we've been forced to raise class sizes and reduce the number of sections at each grade level (two less sections). Although we've been able to avoid laying off teachers, we've not replaced teachers as they've retired or moved to the middle school building.

### **How do student enrollment trends affect staff recruitment?**

Staff recruitment has not been a problem in the past. It stands to reason that as state funding goes down and class sizes go up, it may be more difficult to recruit and keep highly qualified teachers at all levels and in all classes.

### **How do student enrollment trends affect budget?**

With fewer students, there are fewer dollars to fund quality programs.

### **How do student enrollment trends affect resource allocations?**

Resources are allocated according to need. One enrollment trend that affects resource allocation is our increasing number of economically disadvantaged students. Because of this change, we continually shift resources to increase parent involvement and provide more services and enrichment opportunities to insure student needs are met in all areas.

### **How do student enrollment trends affect facility planning and maintenance?**

Our slight decrease in enrollment at the elementary level does not carry through to the secondary level. At the secondary level, our enrollment is increasing allowing for small growth in enrollment as a district.

We've asked our community for a building and site sinking fund and a technology bond allowing us to shift some resources that were taken from general funds in the past for facility maintenance, technology equipment, busses, and band instruments.

### **How do student enrollment trends affect parent/guardian involvement?**

Because of our increase in the number of economically disadvantaged students, increasing parent involvement and providing more services and enrichment opportunities is important to insure student needs are met. To do this, our Title 1 coordinator has offered the following: one-to-one meetings each fall with parents of Title 1 students; a four-day-per-week Learning is Fun Together mentor program; and a fall parent

night with a drawing for gift cards for those in attendance.

In addition, our school had worked to increase parent and community involvement by reaching out to and partnering with our school's Parent-teacher association, church groups, the local library, and several community organizations.

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

Professional learning remains a priority for our school and district. Our school teams create lofty goals in all academic areas and then find ways to support teachers as they work to meet those goals. We've gotten very creative in how we stretch our dollars to insure we are providing our students the best educational experiences possible at each grade level and in each area. Professional learning is a serious commitment at DES. Teachers and teacher teams continually step up to do the hard work it takes to become teacher leaders. Our collaborative approach to professional learning is one of our strengths as a staff. Fewer dollars have meant more work, but our team believes it is worth the extra effort.

In the area of public relations, our community and parents also step up to help with often as many as 80 volunteers each week in the building working with students, volunteering in classrooms, supervising the lunch room, and providing enrichment opportunities.

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

Our challenge continues to be to find ways to meet the increasing needs of our students with fewer teachers and fewer dollars.

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

We plan to continue to work with parents and our community to find creative ways to provide as many assets as we can to meet our students where they are academically when they come into classrooms and successfully take them to the next level of learning.

### **What are the challenges you noticed based on student attendance?**

Our students with more than 10 absences remains about the same as in years past. Our high number of schools of choice students may be reflected in our attendance percentages as many students have increased absences when the weather is bad and travel is more difficult. Our biggest challenge is in the number of tardies due to schools of choice families having to travel.

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

To address these challenges, parents are reminded that students need to be on time and in attendance through enrollment forms, newsletters, and letters addressing attendance for specific students.

## **Student Achievement Data for All Students**

This area includes data questions.

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

2012-13 MEAP math and reading scores represent the highest levels of student achievement at Douglas Elementary School with 44% of 3rd grade students proficient in math compared with 41% proficient in the state; 79% of 3rd grade students proficient in reading compared with 67% in the state; 53% of 4th grade students proficient in math compared with 45% in the state; 87% of 4th grade students proficient in reading compared with 68% in the state; 66% of 5th grade students proficient in math compared with 46% in the state; 90% of fourth grade students proficient in reading compared with 70% in the state; 65% of 6th grade students proficient in math compared with 40% in the state; and 82% of 6th grade students proficient in reading compared with 68% in the state.

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

2012-13 MEAP data show both math and reading scores demonstrate a positive trend in performance with increases from 47% to 53% of 4th grade students proficient in math; 84% to 87% of 4th grade students proficient in reading; 55% to 66% of 5th grade students proficient in math; 79% to 90% of 5th grade students proficient in reading when compared to the same students' scores in 2011-12.

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

DES students demonstrate achievement above state targets of performance in reading, math, and social studies.

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

MEAP scale scores of the top 30% of students show the following:

Math in 3rd grade has risen slightly from 349.9 in 2010 to 351.7 in 2012; reading in 3rd grade has dropped slightly from 372.9 in 2010 to 365.3 in 2012.

Math in 4th grade has risen slightly from 453.4 in 2010 to 455.9 in 2012; reading in 4th grade has dropped slightly from 476.1 in 2010 to 467.2 in 2012; writing in 4th grade has dropped significantly from 432.5 in 2010 to 419.6 in 2012.

Math in 5th grade has risen significantly from 553.7 in 2010 to 569.0 in 2012; reading in 5th grade has risen significantly from 561.9 in 2010 to 572.1 in 2012; science in 5th grade has dropped significantly from 567.5 in 2010 to 558.7 in 2012.

Math in 6th grade has risen significantly from 636.6 in 2010 to 670.5 in 2012; reading in 6th grade has risen slightly from 665.9 in 2010 to

670.9 in 2012; social studies has risen significantly from 633.1 in 2010 to 643.0 in 2012.

### **What factors or causes contributed to improved student achievement?**

Improved student achievement in math and reading could be attributed to a directed long-range plan aimed at increasing targeted professional development for teachers in those 2 core academic areas. Other changes over the past 3 years include the following: an increase in professional learning in the areas of data collection and analysis provided by the building principal; an effort to provide release time for teachers to work in teams to analyze data; a movement to create resident experts in core content areas who are willing to provide ongoing professional learning to teacher teams; assigning paraprofessionals to work with small groups of students who are struggling in reading and math.

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

A triangulation of data in both reading and math show an increase in student achievement at all grade levels.

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

The lowest levels of student achievement are in the areas of science and writing.

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

Both writing and science show a negative trend over the past 3 years at Douglas Elementary School. However, students in 7th grade show positive growth in writing, and Saugatuck High School 11th grade students achieve at very high levels in writing as demonstrated by college readiness and ACT writing and English scores. Science scores are not as strong. At Saugatuck Middle School, 8th grade science scores show the same negative trend as DES scores and college readiness levels and ACT scores in science are much lower than in writing. What we know from analyzing these data is that we should concentrate efforts to increase teacher capacity, specifically in the area of informational writing, at the elementary level but need to focus on science instruction as a whole district.

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

Student achievement is below the state targets of performance in science and 4th grade writing.

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

MEAP scale scores of the bottom 30% of students show the following:

Math in 3rd grade has risen slightly from 312.2 in 2010 to 313 in 2012; reading in 3rd grade has risen slightly from 310.7 in 2010 to 314.6 in 2012.

Math in 4th grade has risen slightly from 412.2 in 2010 to 413.8 in 2012; reading in 4th grade has risen significantly from 406.4 in 2010 to 418.9 in 2012; writing in 4th grade has risen slightly from 379.8 in 2010 to 380 in 2012.

Math in 5th grade has risen significantly from 497.2 in 2010 to 512.7 in 2012; reading in 5th grade has risen significantly from 507.9 in 2010 to 524.4 in 2012; science in 5th grade has risen significantly from 503.6 in 2010 to 513.4 in 2012.

Math in 6th grade has risen significantly from 599.4 in 2010 to 609.2 in 2012; reading in 6th grade has risen slightly from 606.5 in 2010 to 609.7 in 2012; social studies has remained about the same from 596.2 in 2010 to 596 in 2012.

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

There was no decline in student achievement at any grade level or in any subject. The opposite has occurred. Students in the bottom 30% have shown slight to significant growth in all subjects over the past 3 years.

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

There was no decline in student achievement at any grade level or in any subject. The opposite has occurred. Students in the bottom 30% have shown slight to significant growth in all subjects over the past 3 years.

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

Achievement challenges only exist in writing and science as shown in the top 30% MEAP scale scores. To address these challenges we plan to do the following:

Create a directed long-range plan aimed at increasing targeted professional development for teachers in those 2 core academic areas; increase professional learning in the areas of data collection and analysis; provide release time for teachers to work in teams to analyze writing and science data; create resident experts in core content areas of writing and science who are willing to provide ongoing professional learning to teacher teams; partner with the VanAndel Institute to increase teacher capacity to teach science district wide; create a plan to study the possibility of building a science lab and assigning a 1/2 time teacher to teach science enrichment at all grade levels beginning in 2014-15.

## **Subgroup Student Achievement**

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

**Response:**

- Male
- Female
- Economically Disadvantaged

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

**Response:**

- Male
- Female
- Economically Disadvantaged

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

The achievement gap is closing for female students in the following areas: math and social studies

The achievement gap is closing for male students in the following areas: math, reading, and social studies

The achievement gap is closing for economically disadvantaged students in the following areas: math and social studies

**How do you know the achievement gap is closing?\***

The percentage of students meeting MEAP proficiency targets in those subgroups is increasing.

**What other data support the findings?**

In the area of mathematics, Delta math screener data show growth for males and females. In the area of reading, DIBELS reading fluency and DAZE comprehension data show growth for males in reading.

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

Improved student achievement in math and social studies for all 3 subgroups and in reading for could be attributed to a directed long-range plan aimed at increasing targeted professional development for teachers in math and reading. Other changes over the past 3 years include the following: an increase in professional learning in the areas of data collection and analysis provided by the building principal; an effort to

## School Improvement Plan

Douglas Elementary School

---

provide release time for teachers to work in teams to analyze data; a movement to create resident experts in core content areas who are willing to provide ongoing professional learning to teacher teams; assigning paraprofessionals to work with small groups of students who are struggling in reading and math; a curriculum shift in social studies; increased efforts to utilize parent volunteers to help students who are struggling in reading and math; increased efforts for parent involvement throughout the school.

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

A triangulation of data in both reading and math show an increase in student achievement at all grade levels. Local social studies data show an increase in student achievement in 4th and 5th grades.

### What actions could be taken to continue this positive trend?

Positive achievement trends for subgroups exist in mathematics and social studies for all 3 groups and in reading for males as shown in percentage of students in each subgroup meeting the MEAP proficiency targets in those academic areas. To increase these trends we plan to do the following:

Increase professional learning in the areas of data collection and analysis; provide release time for teachers to work in teams to analyze data; create resident experts in core content areas who are willing to provide ongoing professional learning to teacher teams; continue to identify students who are struggling in reading or math early and prescribing research-based interventions to address those weaker academic areas.

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

**Response:**

- Students with Disabilities

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

**Response:**

- Students with Disabilities

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

The achievement gap is growing for special education students in the following areas: math, reading, science, social studies, and writing as shown on the MEAP.

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

The percentage of special education students meeting MEAP proficiency targets is decreasing. However, Northwest Evaluation Association

## School Improvement Plan

Douglas Elementary School

---

Measure of Academic Progress (NWEA Map) data show steady to significant gains overall in reading and math for special education students. In addition, DIBLES fluency screeners and DAZE comprehension screeners show steady to significant growth overall in reading for special education students. Reading plus data also show steady growth in reading for special education students receiving resource room support.

These data seem to contradict the MEAP data.

### **What other data support the findings?\***

Northwest Evaluation Association Measure of Academic Progress (NWEA Map) data show steady to significant gains overall in reading and math for special education students. In addition, DIBLES fluency screeners and DAZE comprehension screeners show steady to significant growth overall in reading for special education students. Reading plus data also show steady growth in reading for special education students receiving resource room support.

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

Although special education students taking the MEAP test receive the accommodations outlined in their Individualized Education Plan, the format and pressure associated with MEAP testing could result in lower scores for this subgroup of students.

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

A discrepancy in achievement data in reading and math lead us to believe there may be some variables, including the pressures associated with the test, that could cause students to underperform.

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

Continue to take into consideration test pressure and format. Work to better prepare students to take this kind of test by teaching them how to reduce anxiety, break the test down into small chunks, and become more familiar with the test format.

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

We do not have any English Language Learners currently in grades that take the MEAP test.

### **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.)?**

All students receiving Title 1 and special education services are encouraged to enroll in after school help room on Tuesdays and Thursdays and in summer school programs. All students are screened 3 times each year to monitor progress in reading and mathematics.

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

Each September, January, and May all students in grades Kindergarten - 5th are assessed by our Title 1 Reading Coordinator and a team of testing personnel using the DAZE Comprehension Assessment / DIBELS Oral Reading Fluency Assessment. In addition, all students in grades 3rd - 5th are tested each fall using the state MEAP test, and in the spring (grades 2nd - 5th) using the NWEA Measure of Academic Progress tests in reading and language usage. In math, all students in 1st -5th grade are assessed each September and progress monitored in January and May using Delta Math Screeners. In addition, all students in grades 3rd - 5th are tested each fall using the state MEAP test, and in the spring (grades 2nd - 5th) using the NWEA Measure of Academic Progress tests in math. 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 or math.

Students are assigned an intervention based on individual need as shown through analysis of universal screening assessment results. Targeted interventions are administered by our Title 1 Reading Coordinator, typically over a 9-12 week period during regular class times. Students are progress monitored bi-weekly throughout each intervention. If progress monitoring shows an intervention to be successful with the student, work is continued. If students show little growth over a period of a few weeks, the intervention is stopped and a new one is prescribed. If a student shows a resistance to interventions and continues to demonstrate little or no growth in an academic area, he/she is recommended for a child study team meeting to discuss either trying different Tier 2 interventions or testing for a specific learning disability.

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

All students in grades 3rd - 5th receiving Title 1 and special education services are encouraged to enroll in after school help room on Tuesdays and Thursdays and in summer school programs.

All students in grades Kindergarten - 2nd identified as being at risk or at some risk in reading receive small group support provided by our reading coordinator each week.

All students in grades Kindergarten - 2nd identified as being at risk or at some risk in reading receive one-to-one mentor support through our Learning is Fun Together (LIFT) program each week.

All students in grades 3rd - 5th identified as being at risk or at some risk in math receive small group support provided by our math coordinator each week.

Students in grades 1st - 5th identified as being at risk or at some risk in math receive some one-to-one support provided by a parent or community volunteer when available.

Tier 1 interventions in reading and math are administered by the classroom teacher through differentiated activities for students in Kindergarten - 5th grade for students identified as being at risk or at some risk in reading or math. In addition, teachers differentiate for students in the classroom identified as being high ability or high achieving students in reading and math.

Students in grades 2nd - 5th identified as being high ability or high achieving students in reading receive small group support provided by

## School Improvement Plan

Douglas Elementary School

---

parent volunteers and our building principal in reading each week.

Students in grades Kindergarten - 5th participate in after school enrichment clubs in math, music, art, baking, self esteem, and Bal-a-Vis-X.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	62.0

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

Parents are an integral part of our school team. We are continuously working to keep parents informed and included in all instructional decisions about their student. All parents and teachers are notified prior to the start of Title 1 screening. Parents and teachers of students determined to be at risk as shown through multiple measures are invited to meet to discuss their student's needs, go over testing results, learn about interventions, and help in the development of an individual plan for their student. Our Reading Team Coordinator works to present test results and information in a way parents can understand. She, along with our classroom teachers, provides resources and support to families to work with their children at home. As interventions are implemented, parents and teachers are kept informed via email or phone call about their student's progress.

Our school website is updated regularly and provides information about school policies, practices, and programs in parent-friendly language. 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. Newsletters and email blasts about after school enrichment opportunities are sent out bi-weekly to all parents.

Each summer, DES offers courses in reading and math as part of our summer school program. Parents of all students who are identified at-risk in reading or math are contacted to discuss the summer school option. Families who need financial assistance for summer school are supported through scholarships provided by our Parent-Teacher Association.

In an effort to make parent involvement stronger, our District Steering Committee created and administered a parent involvement survey to all parents. Survey results are used to evaluate programs including Title 1. These annual surveys also help our improvement teams gather parent input about student programs and parent/school communication.

Label	Question	Value
	What is the total FTE count of teachers in your school?	25.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	4.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	11.0

## School Improvement Plan

Douglas Elementary School

---

Label	Question	Value
	How many teachers have been teaching 9-15 years?	2.0

Label	Question	Value
	How many teachers have been teaching >15 years?	8.0

### What impact might this data have on student achievement?

The Douglas Elementary School staff demonstrates a mix of teachers at the beginning, middle and end of their careers with most teachers being in the middle (4-8 years). Teachers leaders have stepped up in mostly the middle (4-8 years and 9-15 years of experience). Experienced teachers are available to mentor new teachers and some new teachers and middle teachers bring new ideas to our school.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	104.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	139.0

### What impact might this data have on student achievement?

It would stand to reason that teacher professional meeting and learning days have a positive impact on student achievement overall as teachers are increasing their capacity to teach in core academic areas. The missed days due to illness have a negative impact on student achievement overall.

## **Perception Data - Students**

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

A student perception data sample shows the highest overall level of satisfaction among students is in the area of safety with 100% of the students surveyed reporting they feel safe at school often or always.

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

The areas of students respecting each other and feeling respected by others, including staff, shows a positive trend toward increasing student satisfaction with 91.3% of students reporting that students treat other students will respect often or always; 91.3% of students reporting that students treat teachers with respect often or always; and 91.3% of students reporting they feel they are treated fairly by teachers often or always.

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

The lowest overall level of satisfaction among students is in the area of name calling with only 8.7% of students surveyed reporting that it is never a problem at our school and 52.2% of students reporting that it is sometimes a problem at our school.

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

The area that shows a trend toward decreasing student satisfaction at DES is rigor with 73.9% of students surveyed reporting that their teacher never or sometimes lets them struggle to figure something out and only 26% of students reporting that their teacher often or always lets them struggle to figure something out.

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

The possible causes for the high level satisfaction in the area of safety include the following: an effort to ensure adults are visible at the doors and in the hallways in the morning and during passing times; a school-wide Love and Logic discipline model; fair consequences when students break rules.

The possible cause for the decreasing student satisfaction with rigor is a practice of not allowing students to struggle academically that needs to be addressed with the teaching faculty.

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

All teachers will receive ongoing professional development in the area of Depth of Knowledge in an effort to increase teacher capacity to

teach at higher DOK levels in all academic areas.

## **Perception Data – Parents/Guardians**

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

A 2012-13 parent survey shows the highest level of satisfaction among those surveyed was in the area of having the opportunity to be involved with the school with 100% of parents agreeing or strongly agreeing to the following statement: I have opportunities to be involved in my child's school.

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

2011-12 to 2012-13 parent survey data show an increase in the level of satisfaction among those surveyed in the following areas: school to parent communication, having opportunities to be involved with the school, and in the extracurricular offerings offered for their child's age group.

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

2012-13 parent survey data show the lowest level of satisfaction among those surveyed was in the receiving feedback about student academic performance with 11.4% of parents answering that they disagreed they were well informed throughout the school year of their student's academic progress and 8% of parents surveyed answering that they disagreed that report cards provided them with valuable feedback regarding their student's progress.

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

2011-12 to 2012-13 parent survey data show decreasing parent satisfaction among those surveyed was in the receiving feedback about student academic performance with 11.4% of parents answering that they disagree they were well informed throughout the school year of their student's academic progress compared with 4.9% in 2011-12; and 8% of parents surveyed answering that they disagreed that report cards provided them with valuable feedback regarding their student's progress compared with 2.5% in 2011-12.

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

The possible causes for the high level satisfaction in the area of communication and opportunities to be involved in school include the following: an effort to increase parent communication through regular bi-weekly newsletters; and our PTA's efforts to provide an increased number of opportunities for volunteers to participate in school activities and events.

The possible cause for the decreasing parent satisfaction with feedback about academic progress is a move from a traditional report card to a standards-based report card.

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

As we enter our second full year of using standards-based report cards, we feel we will see a drop in the number of parents who report they don't receive quality feedback about academic progress. In addition, as teachers become better at using standards to assess student growth and better at communicating to parents how those standards are assessed, we believe we'll see an increase in parent satisfaction rates in that area.

## **Perception Data – Teachers/Staff**

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

A 2012-13 Principal Feedback Survey shows the highest levels of satisfaction among teachers and staff is in the following areas: Learning Environment, Management, and Ethics

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

The area that shows a trend toward increasing teacher/staff satisfaction is in the area of management with 13.3% (2 people) disagreement in 2011-12 to 5.9% (1 person) disagreement in 2012-13.

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

The lowest level of satisfaction among teachers/staff is in the area of school community with 5.9% in disagreement (1 person) and 11.8% uncertain (2 people).

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

The area that shows a trend toward decreasing teacher/staff satisfaction is in the area of school community with 5.9% (1 person) disagreement and 11.8% (2 people) uncertain.

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

Possible causes for the patterns identified in staff perception data are the following: Teachers and staff are generally satisfied with the vision, culture, and direction of the school - 14 or 15 of the 17 who replied to the survey answered "agree," 1 to 3 people answered "uncertain" to 1 or more questions, and 1 person answered "disagree" to one or more questions. What that shows is that 1 or 2 outliers have some dissatisfaction and most of the staff is satisfied. With such a small sample, each person surveyed counts as 5.9% for each question. The survey was intended to take a dipstick sample to allow us to identify any big problems or trends - none were identified.

## 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.**

Decisions about curriculum, instruction and assessment are made using the following guidelines:

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 30 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, formal meetings, Parent-teacher organization monthly meetings.

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

Common Core State Standards are being implemented in the following ways:

2010-11 school year:

MATH - The DES math team received training to implement Common Core Standards in math during summer and school year workshops at the ISD.

The team worked with the Saugatuck Middle School math team and the math consultant at the Ottawa Area Intermediate School District to [create a plan for implementation.](#)

## School Improvement Plan

Douglas Elementary School

---

2011-12 school year:

MATH - All DES math teachers participated in 3 half days of math training in best practice methods for teaching math.

ELA - The DES ELA team received training to implement Common Core Standards in reading and writing through integration of science and social studies. Team members attended multiple training sessions provided by the ISD in the summer and during the school year.

2012-13 school year:

MATH - The DES math team provided 1 day of inservice work that included studying exemplar lessons and developing grade level Common Core lessons and assessments at levels 2 & 3 - Take "Common Core Exemplar" and apply it to your own curriculum in math. Teacher teams worked once each month to share and critique the lessons.

ELA - All DES teachers received 3 half days of release time to work with the DES ELA team to create Common Core level narrative, expository, and informational writing pieces across multiple curricular areas.

# 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.	Yes		

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		2012 AER DES

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A	

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

Douglas Elementary 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		2012-13 DES Parent Involvement Policy

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

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

# **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?**

All state, national, and local assessment, satisfaction, process, and input data was gathered and analyzed. Gaps and problem areas were identified in all core content areas. Recommendations were made for improvements by building and district teams.

### **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 Kindergarten - 5th are assessed by our Title 1 Reading Coordinator and a team of testing personnel using the DAZE Comprehension Assessment / DIBELS Oral Reading Fluency Assessment. In addition, all students in grades 3rd - 5th are tested each fall using the state MEAP test, and in the spring (grades 2nd - 5th) using the NWEA Measure of Academic Progress tests in reading. In addition, all students in Kindergarten - 5th grade are assessed using multiple classroom assessments in reading.

In math, all students in 1st -5th grade are assessed each September and progress monitored in January and May using Delta Math Screeners. All students in grades 3rd - 5th are tested each fall using the state MEAP test, and in the spring (grades 2nd - 5th) using the NWEA Measure of Academic Progress tests in math. In addition, all students in Kindergarten - 5th grade are assessed using multiple classroom assessments in math.

All students in grade 4th are tested each fall in writing using the state MEAP test, and in the spring (grades 2nd - 5th) using the NWEA Measure of Academic Progress tests in language usage. In addition, all students in Kindergarten - 5th grade are assessed using multiple classroom assessments in writing.

All students in grade 5th are tested each fall in science using the state MEAP test, and in the spring (grades 2nd - 5th) using the NWEA Measure of Academic Progress tests in science. In addition, all students in Kindergarten - 5th grade are assessed using multiple classroom assessments in science.

All students in grades Kindergarten - 5th grade are assessed using multiple classroom assessment in social studies. In addition, all 6th grade students are tested each fall in social studies using the state MEAP test.

Each of the standardized 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, writing, science, and 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?**

## School Improvement Plan

Douglas Elementary School

---

MEAP Reading, Math, Writing, Science, Social Studies - partially proficient or non proficient

NWEA Map Reading, Language Usage, Math, Science - One or more grade level below the benchmark for each grade level

DIBELS/DAZE Reading Fluency and Comprehension - Below Benchmark or Well Below Benchmark

Delta Math Screeners - Below 66% proficient on Grade Level Benchmarks

Grade Level Assessments in all core content areas - Below 60% mastery

### **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?**

Students in kindergarten and 1st grade identified to be at risk or at some risk of not meeting the state's performance standards work in small groups 4 days each week with the reading coordinator. In addition, students are assigned mentors in reading through our LIFT program, and provided small group practice and instruction with the assistance of a paraprofessional in each of the kindergarten and pre kindergarten classrooms.

Each September, January, and May all students in grades Kindergarten - 5th are assessed by our Title 1 Reading Coordinator and a team of testing personnel using the DAZE Comprehension Assessment / DIBELS Oral Reading Fluency Assessment. In math, all students in 1st -5th grade are assessed each September and progress monitored in January and May using Delta Math Screeners. In the spring (grades 2nd - 5th) using the NWEA Measure of Academic Progress tests in math. 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 or math.

Students are assigned an intervention based on individual need as shown through analysis of universal screening assessment results. Targeted interventions are administered by our Title 1 Reading Coordinator, typically over a 9-12 week period during regular class times. Students are progress monitored bi-weekly throughout each intervention. If progress monitoring shows an intervention to be successful with the student, work is continued. If students show little growth over a period of a few weeks, the intervention is stopped and a new one is prescribed. If a student shows a resistance to interventions and continues to demonstrate little or no growth in an academic area, he/she is recommended for a child study team meeting to discuss either trying different Tier 2 interventions or testing for a specific learning disability.

## **Component 2: Services to Eligible Students**

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

Through research of best practice, our school Title 1 team has adopted several programs to be used as interventions for at-risk readers. Each program is designed to target specific skills. The PALS activities used in grades kindergarten through 2nd focuses on phonological awareness and literacy skills. The Read Naturally Program involves modeling of fluent reading, repeated practice, self-monitoring, and comprehension questions. The REWARDS Program is designed to develop strategies for reading and understanding multisyllabic words in context. The EBLI program focuses on improving reading comprehension, spelling, and writing by providing instruction in the following areas: Phonics, Understanding the logic of the English code, Multi-Syllable word reading/spelling strategies, and fluency. In addition to these programs, our team also uses Rode to the Code, Reading A-Z, Sign for Sounds, Sound Partners, and Recipe for Reading strategies.

Students are assigned an intervention based on individual need as shown through analysis of universal screening assessment results. Targeted interventions are administered by our Title 1 Reading Coordinator, typically over a 9-12 week period during regular class times. Students are progress monitored bi-weekly throughout each intervention. If progress monitoring shows an intervention to be successful with the student, work is continued. If students show little growth over a period of a few weeks, the intervention is stopped and a new one is prescribed.

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 the school's Help Room each week, Tuesday through Thursday, for one hour each day. Any 3rd - 5th grade student who needs help with any subject can come to the Help Room and get one-to-one assistance from a Douglas Elementary School teacher.

Each summer, DES offers courses in reading and math as part of our summer school program. Parents of all students who are identified at-risk in reading or math are contacted to discuss the summer school option. Families who need financial assistance for summer school are supported through scholarships provided by our Parent-Teacher Association.

### **Component 3: Incorporated Into Existing School Program Planning**

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

Our elementary school reading coordinator provides reading materials and suggestions for summer reading for students transitioning from grade level to grade level. Our classroom teachers and our reading coordinator provide summer reading lists to students to assist families in choosing books for summer reading practice and 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 spring of each year with all teachers at all grade levels to discuss students transitioning from grade level to grade level. In addition, articulation meetings are held each spring with all teachers at grade levels 5th and 6th to discuss students transitioning to Saugatuck Middle School. 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 transition.

A Kindergarten Round Up night is held each spring for parents of incoming prekindergarten and kindergarten students. For the past five years, DES has offered all-day everyday kindergarten. Beginning in 2013-14, DES will offer an all-day everyday prekindergarten program as well. As students transition into the prekindergarten or kindergarten programs, classroom teachers work with parents to create a smooth transition. An extensive screening process is in place to help recommend whether a prekindergarten or kindergarten placement would best fit the social, academic, and emotional needs of each student. In addition, prekindergarten and kindergarten teachers schedule an Open House before the school year begins for all students and their families.

In the summer, our PTA hosts a welcome picnic for families who are new to Douglas Elementary School. As teachers are getting classrooms ready for the school year, many teachers encourage informal visits from families of incoming students. During the first two weeks of the school year, an Open House is held for families of students at each grade level. A parent meeting is held at the middle school prior to the start of each school year to help parents with the transition from Douglas Elementary School to Saugatuck Middle School. At the meeting, the middle school principal discusses what parents can expect in terms of student programs, communication, and curriculum.

## Component 4: Instructional Strategies

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

Through research of best practice, our school Title 1 team has adopted several programs to be used as interventions for at-risk readers. Each program is designed to target specific skills. The PALS activities used in grades kindergarten through 2nd focuses on phonological awareness and literacy skills. The Read Naturally Program involves modeling of fluent reading, repeated practice, self-monitoring, and comprehension questions. The REWARDS Program is designed to develop strategies for reading and understanding multisyllabic words in context. The EBLI program focuses on improving reading comprehension, spelling, and writing by providing instruction in the following areas: Phonics, Understanding the logic of the English code, Multi-Syllable word reading/spelling strategies, and fluency. In addition to these programs, our team also uses Rode to the Code, Reading A-Z, Sign for Sounds, Sound Partners, and Recipe for Reading strategies. Students are assigned an intervention based on individual need as shown through analysis of universal screening assessment results. Targeted interventions are administered by our Title 1 Reading Coordinator, typically over a 9-12 week period during regular class times. Students are progress monitored bi-weekly throughout each intervention. If progress monitoring shows an intervention to be successful with the student, work is continued. If students show little growth over a period of a few weeks, the intervention is stopped and a new one is prescribed.

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 the school's Help Room each week, Tuesday through Thursday, for one hour each day. Any 3rd - 5th grade student who needs help with any subject can come to the Help Room and get one-to-one assistance from a Douglas Elementary School teacher.

Each summer, DES offers courses in reading and math as part of our summer school program. Parents of all students who are identified at-risk in reading or math are contacted to discuss the summer school option. Families who need financial assistance for summer school are supported through scholarships provided by our Parent-Teacher Association.

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

Through research of best practice, our school Title 1 team has adopted several programs to be used as interventions for at-risk readers. Each program is designed to target specific skills. The PALS activities used in grades kindergarten through 2nd focuses on phonological awareness and literacy skills. The Read Naturally Program involves modeling of fluent reading, repeated practice, self-monitoring, and comprehension questions. The REWARDS Program is designed to develop strategies for reading and understanding multisyllabic words in context. The EBLI program focuses on improving reading comprehension, spelling, and writing by providing instruction in the following areas: Phonics, Understanding the logic of the English code, Multi-Syllable word reading/spelling strategies, and fluency. In addition to these programs, our team also uses Rode to the Code, Reading A-Z, Sign for Sounds, Sound Partners, and Recipe for Reading strategies. Students are assigned an intervention based on individual need as shown through analysis of universal screening assessment results. Targeted interventions are administered by our Title 1 Reading Coordinator, typically over a 9-12 week period during regular class times.

Students are progress monitored bi-weekly throughout each intervention. If progress monitoring shows an intervention to be successful with

the student, work is continued. If students show little growth over a period of a few weeks, the intervention is stopped and a new one is prescribed.

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 the school's Help Room each week, Tuesday through Thursday, for one hour each day. Any 3rd - 5th grade student who needs help with any subject can come to the Help Room and get one-to-one assistance from a Douglas Elementary School teacher.

Each summer, DES offers courses in reading and math as part of our summer school program. Parents of all students who are identified at-risk in reading or math are contacted to discuss the summer school option. Families who need financial assistance for summer school are supported through scholarships provided by our Parent-Teacher Association.

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

MEAP scores in reading and math over the past 5 years show a gradual, overall increase in student achievement. NWEA Map scores show individual students receiving Rtl services are making gains each year. DIBELS and Daze data used to progress monitor each student receiving supplemental learning time show students are making gains. Decreases in the number of students receiving special education services over the past 5 years show early interventions are working. Delta math screener data used to progress monitor each student receiving supplemental learning time show students are making gains in math.

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

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.

Many of the Rtl interventions are administered by the classroom teacher in the regular classroom. Teachers are supported by a reading and math coordinator who assist them as they assist their students. Students who do leave the classroom to receive supplemental instruction do so during non-core learning times.

Classroom teachers provide after school support for all students through the school's Help Room each week, Tuesday through Thursday, for one hour each day. Any 3rd - 5th grade student who needs help with any subject can come to the Help Room and get one-to-one assistance from a Douglas Elementary School teacher.

Each summer, DES offers courses in reading and math as part of our summer school program. Parents of all students who are identified at-risk in reading or math are contacted to discuss the summer school option. Families who need financial assistance for summer school are

supported through scholarships provided by our Parent-Teacher Association.

## **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?**

Our elementary school reading coordinator provides reading materials and suggestions for summer reading for students transitioning from grade level to grade level. Our classroom teachers and our reading coordinator provide summer reading lists to students to assist families in choosing books for summer reading practice and 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 spring of each year with all teachers at all grade levels to discuss students transitioning from grade level to grade level. In addition, articulation meetings are held each spring with all teachers at grade levels 5th and 6th to discuss students transitioning to Saugatuck Middle School. 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 transition.

A Kindergarten Round Up night is held each spring for parents of incoming prekindergarten and kindergarten students. For the past five years, DES has offered all-day everyday kindergarten. Beginning in 2013-14, DES will offer an all-day everyday prekindergarten program as well. As students transition into the prekindergarten or kindergarten programs, classroom teachers work with parents to create a smooth transition. An extensive screening process is in place to help recommend whether a prekindergarten or kindergarten placement would best fit the social, academic, and emotional needs of each student. In addition, prekindergarten and kindergarten teachers schedule an Open House before the school year begins for all students and their families.

In the summer, our PTA hosts a welcome picnic for families who are new to Douglas Elementary School. As teachers are getting classrooms ready for the school year, many teachers encourage informal visits from families of incoming students. During the first two weeks of the school year, an Open House is held for families of students at each grade level. A parent meeting is held at the middle school prior to the start of each school year to help parents with the transition from Douglas Elementary School to Saugatuck Middle School. At the meeting, the middle school principal discusses what parents can expect in terms of student programs, communication, and curriculum.

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

Our 3-year-old and 4-year-old preschool programs are located on our school campus. Families of preschool students are encouraged to participate in DES functions including open houses, fundraisers, and school events. Our preschool teacher works closely with our kindergarten teachers to make the transition from one program to the next a smooth one. Screening is done throughout preschool and prior to entering kindergarten to recommend pre-kindergarten or kindergarten placements. Articulation meetings are scheduled each spring to provide time for our preschool teacher to discuss placements and student needs. In addition, our special education staff work to ensure special services continue into the kindergarten program for all preschool students identified as needing extra support. School services including homeless support, occupational therapy, physical therapy, speech and language, and special education are coordinated between

programs for a seamless transition from one level to another.

## **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?**

All Title 1 paraprofessionals meet NCLB requirements.

**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?**

All Douglas Elementary School Teachers are highly qualified and meet NCLB requirements.

## **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?**

Our Elementary Title One Reading Paraprofessional has received extensive training in the implementation of REWARDS and Read Naturally, and progress monitored students using DIBELS/DAZE assessments. In addition, our teachers in all grade levels have received ongoing training and support in how to provide classroom interventions and progress monitor students to assist in each student's prescribed reading program. In an effort to better assist students who struggle with reading, during the 2013-14 school year, the reading coordinator will receive additional training in EBLI.

Our Reading Coordinator has implemented a Students and Teachers Enhancing Personalized-Educational Strategies (S.T.E.P.S.) model for Response to Intervention at the elementary school level. She provides professional development and support for our staff on a regular basis in the area of Rtl. By working with the middle school reading team, she has created a seamless transition for students from the elementary to the middle school Title 1 programs.

Our entire staff receives training on an ongoing basis in the area of differentiated instruction. Through four in-service days and five collaboration days each year, staff members are able to learn and use current best practice methods to provide an individualized education for each student. In addition, teachers are supported in their efforts to make data-driven decisions in the classroom including student readiness, interest, and learning style.

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

In addition to the professional development listed in component 7, our Rtl math coordinator will receive 3 half days of small group training through the Ottawa Area Intermediate School District 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.

Parent volunteers working in the LIFT program and volunteers working with struggling students in the classroom receive training each year provided by our reading paraprofessional in research-based interventions. 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?**

In an effort to make parent involvement stronger, our District Steering Committee created and administered a parent involvement survey to all parents. Survey results are used to evaluate programs including Title 1. These annual surveys also help our improvement teams gather parent input about student programs and parent/school communication.

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

Parents are an integral part of our school team. We are continuously working to keep parents informed and included in all instructional decisions about their student. All parents and teachers are notified prior to the start of Title 1 screening. Parents and teachers of students determined to be at risk as shown through multiple measures are invited to meet to discuss their student's needs, go over testing results, learn about interventions, and help in the development of an individual plan for their student. Our Reading Team Coordinator works to present test results and information in a way parents can understand. She, along with our classroom teachers, provides resources and support to families to work with their children at home. As interventions are implemented, parents and teachers are kept informed via email or phone call about their student's progress.

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

As interventions are implemented, parents are kept informed via email or phone call about their student's progress. Teachers are in constant contact with parents via email and telephone too. Progress reports are sent regularly to all parents of elementary school students. In addition, teachers have planning time each week to meet with parents requesting a meeting.

Parent-teacher conferences are held twice each year. In the spring each year, parents and teachers work together to evaluate the success of the targeted assistance program in place for individual students during parent-teacher conferences. If parents and or teachers feels the interventions used were not rigorous enough, either party can request a child study team meet to review the data and make recommendations for more rigorous interventions if needed.

### **How will the parent involvement activities be evaluated?**

In an effort to make parent involvement stronger, our school team administers a parent involvement survey to all parents each spring. Survey results are used to evaluate programs including Title 1. These annual surveys also help our improvement teams gather parent input about student programs and parent/school communication.

## **School Improvement Plan**

Douglas Elementary School

---

**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. The Douglas Elementary School Code, Douglas Elementary School Parent-School Compact, Douglas Elementary School Parent Involvement Policy and Saugatuck Public Schools District Parent Involvement Policies are all attached to this plan.

**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 fall, winter, and 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 carefully evaluation of program results. They are included in the school's improvement plan for the following year.

**How was the school-parent compact developed?**

The school-parent compact was developed by a team of DES educators and parents. 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 is the parent compact used at elementary-level parent teacher conferences?**

All parents and teachers are notified prior to the start of Title 1 screening. Parents and teachers of students determined to be at risk as shown through multiple measures are invited to meet to discuss their student's needs, go over testing results, learn about interventions, and help in the development of an individual plan for their student. 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.

Our Reading Team Coordinator works to present test results and information in a way parents can understand. She, along with our classroom teachers, provides resources and support to families to work with their children at home. As interventions are implemented, parents and teachers are kept informed via email or phone call about their student's progress.

**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. Teachers are also trained to use a common language when talking with parents about their student's reading progress. 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 reading coordinator, our school also employs a part time instructional aide to assist students struggling with reading and/or math. Our school social worker is available to assist students two days each week and our Speech and Language Therapist, Occupational Therapist, and Physical therapist are all available to work with students as needed. Community Learning Is Fun Together (L.I.F.T.) mentors and parent volunteers work each week with struggling readers as part of our school-wide program. In addition, we offer a Bal-a-Vis-X (balance, auditory, vision exercises) program, a JumpStart morning running program for all students before school each day.

### **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)?**

To ensure all of our students have opportunities to enrich their school experiences, our school offers extra-curricular clubs in creative problem solving, math, art, baking, music, and Bal-a-Vis-X. Through our Community Recreation program, Douglas Elementary School offers sports programs in soccer, football, baseball, softball, and basketball. We also offer a Girls-on-the-Run self-esteem building program for girls.

Our homeless coordinator is available to help families in need of finding services outside of our school system that can help with support. Student scholarships are available based on financial need through our Parent-Teacher Association, The Saugatuck Teachers' Association and The Saugatuck-Douglas Educational Foundation. In addition, a parent advisory group, along with our health teachers, assists in developing and monitoring all district-wide health programs. Materials to support these programs were purchased through our district Safe and Drug Free School Grant funds.

## **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 bi-weekly student progress monitoring occurs, 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; move to another intervention if the first one 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 any time, a parent may request that their child exit the program or that another intervention be assigned.

Progress monitoring is done while any intervention is being implemented. Each September, January, and May all students in grades 1st - 5th are assessed by our Title 1 Reading Team using the DAZE Comprehension Assessment and the DIBELS Oral Reading Fluency Assessment. In addition, all students in grades 3rd - 5th are tested each fall using the state MEAP test, and in the spring (grades 2nd - 5th) 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.

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

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

Our entire staff receives training on an ongoing basis in the area of differentiated instruction. Through four in-service days and five collaboration days each year, staff members are able to learn and use current best practice methods to provide an individualized education for each student. In addition, teachers are supported in their efforts to make data-driven decisions in the classroom including student readiness, interest, and learning style.

Our Reading Coordinator has implemented a Students and Teachers Enhancing Personalized-Educational Strategies (S.T.E.P.S.) model for Response to Intervention at the elementary school level. She provides professional development and support for our staff on a regular basis in the area of RtI. By working with the middle school reading team, she has created a seamless transition for students from the elementary to the middle school Title 1 programs.

In addition, our district contracts with an outside reading specialist to provide small group training for lower elementary teachers and our reading coordinator in using research-based interventions.



## **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?**

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 fall, winter, and 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 carefully evaluation of program results. They are included in the school's improvement plan for the following year.

In addition, all students in grades 3rd - 5th are tested each fall using the state MEAP test, and in the spring (grades 2nd - 5th) 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.

### **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?**

Our Response to Intervention is a fluid program. Once eligibility is determined, an intervention is implemented, and bi-weekly student progress monitoring occurs, 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; move to another intervention if the first one 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 any time, a parent may request that their child exit the program or that another intervention be assigned.

Progress monitoring is done while any intervention is being implemented. Each September, January, and May all students in grades 1st - 5th are assessed by our Title 1 Reading Team using the DAZE Comprehension Assessment and the DIBELS Oral Reading Fluency Assessment.

### **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?**

Once eligibility is determined, an intervention is implemented, and bi-weekly student progress monitoring occurs, students may do one of the  
SY 2013-2014

## School Improvement Plan

Douglas Elementary School

---

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; move to another intervention if the first one 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 any time, a parent may request that their child exit the program or that another intervention be assigned.

# **2013-2014 Douglas Elementary School SIP**

## Overview

### Plan Name

2013-2014 Douglas Elementary School SIP

### Plan Description

DES SIP

## 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 Douglas Elementary School will be proficient in the areas of reading and writing.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$94226
2	All students at Douglas Elementary School will be proficient in mathematics.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$7450
3	All students at Douglas Elementary School will be proficient in science.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$3341

# Goal 1: All students at Douglas Elementary School will be proficient in the areas of reading and writing.

**Measurable Objective 1:**

85% of All Students will demonstrate a proficiency in all reading and writing standards in English Language Arts by 06/30/2020 as measured by state level assessments (currently MEAP).

**Strategy 1:**

Tier 2 reading support - Reading paraprofessionals will 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; Florida Center for Reading Research; Hope Foundation, Effective Assessment for Effective Learning.

Tier:

Activity - Summer school	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Douglas Elementary School and Saugatuck Middle School will provide summer school programs to support students at risk of not achieving the core content in reading.	Academic Support Program			06/09/2014	09/05/2014	\$7000	Title I Part A	Principal Michaelle Gust
Activity - Reading screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten - 5th grade students will be tested 3 times each year to determine which students require reading interventions and to progress monitor students identified as being at risk and at some risk of not meeting core content standards in the area of reading.	Academic Support Program			09/03/2013	06/06/2014	\$2500	General Fund	Linda Masopust, Principal Michaelle Gust
Activity - Reading paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Douglas Elementary School

The school will assign a full-time reading Rtl intervention paraprofessional to work with small groups of students determined to be at risk in reading and to support teachers as they provide classroom level reading interventions for at risk students. In addition, the school will assign paraprofessionals to support students at risk of not achieving the core content in reading.	Academic Support Program			09/03/2013	08/31/2014	\$79250	Title I Part A	Linda Masopust, Matt Diaz, Julie Carten-Crandall, Cindy O'Brien, Galina Rank, Principal Michaelle Gust
--	--------------------------	--	--	------------	------------	---------	----------------	--

### Strategy 2:

Informational reading strategies - Douglas Elementary School teachers will use primary and secondary sources and other informational reading strategies to align to the Common Core Standards and increase student comprehension of complex text.

Research Cited: Common Core College and Career Readiness Anchor Standards for reading, writing, speaking & listening, and language, as well as the Common Core English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects adopted by the Michigan Department of Education. (Michigan Department of Education, 2012).

Tier:

Activity - Integrating social studies and science through inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two teachers will attend 4 days of training at the Ottawa Area Intermediate School District in the area of integrating social studies and science through inquiry.	Professional Learning			10/16/2013	03/11/2014	\$276	Title II Part A	Casey Lokker, Cassie Koeman, Principal Michaelle Gust

Activity - MC 3 Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One special education teacher and one 4th grade teacher will attend training to help 3rd and 4th grade teachers implement Michigan social studies content expectations and support students in informational reading strategies used throughout social studies content.	Professional Learning			09/03/2013	06/06/2014	\$770	Title II Part A	Pam Brady, Renette Glass, Principal Michaelle Gust

Activity - Teacher training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Douglas Elementary School

Saugatuck High School Teacher Elizabeth TerHaar will provide Two 2 hour sessions of professional training during 2 days of professional development in October and December in the area of using primary and secondary sources to support informational reading and writing.	Professional Learning			10/01/2013	12/31/2013	\$750	Title II Part A	Elizabeth TerHaar, Principal Michaelle Gust
--	-----------------------	--	--	------------	------------	-------	-----------------	--

### Strategy 3:

Close and Critical Reading and Writing strategies - Douglas Elementary teachers will use close and critical reading and writing strategies aligned to the Common Core standards 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
Reading teachers Angel Lohman, Gracie Bosch, and Jamie MacPherson will provide professional training for all Douglas Elementary School teachers during 3 half-days of release time throughout the school year.	Professional Learning			09/03/2013	06/06/2014	\$2930	Title II Part A	Gracie Bosch, Angel Lohman, Jamie MacPherson, Principal Michaelle Gust

Activity - Principal training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Douglas Elementary School principal will attend 5 days of training offered by the Michigan Department of Education and the ASCD. The training will be concentrated in the area of curriculum leadership.	Professional Learning			08/15/2013	03/14/2014	\$750	Title II Part A	Principal Michaelle Gust

## Goal 2: All students at Douglas Elementary School 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 (currently MEAP).

### Strategy 1:

Math Response to Intervention - A math RtI team will develop interventions for classroom teachers to use and create a network of support for working with small groups of students determined to be more than one grade level below the grade level median in mathematics.

Research Cited: What Works in School Translating Research into Action (Marzano, 2003).

## School Improvement Plan

Douglas Elementary School

Tier:

Activity - Tier 2 math support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will assign a 1/2 time math Rtl intervention paraprofessional to work with small groups of students determined to be at risk in math.	Academic Support Program			09/03/2013	06/06/2014	\$4950	Title I Part A	Matt Diaz, Principal Michaëlle Gust

Activity - Math support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary Rtl and special education support personnel will receive 3 half days of small group training through the Ottawa Area Intermediate School District to increase their capacity to assist classroom teachers in using math data to determine prescriptive interventions to us in the classroom to support students in math.	Professional Learning			09/03/2013	06/06/2014	\$0	No Funding Required	Matt Diaz, Pam Brady, Principal Michaëlle Gust

Activity - Teacher training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One teacher from each grade level will participate in OAISD provided professional development in math. Teachers will collaborate with teachers from 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	\$1000	Title II Part A	Michelle Heyser, Laura Page, Peg Hopf, Angel Lohman, Kim Losik, Tara Kortman

### Strategy 2:

Math Fact Fluency - All Douglas Elementary School math teachers will use IXL math software as a tool to increase math fluency for all students. An increase in math fluency will enable students to shift mathematical thinking toward synthesizing more complex mathematical problems required by Common Core math standards.

Research Cited: Ashcraft, 1992; Campbell, 1987b; Logan, 1991a.

Tier:

Activity - Math fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Douglas Elementary School

All students in grades 1st -5th will use IXL math software to increase math fact fluency.	Academic Support Program			09/03/2013	06/06/2014	\$1500	General Fund	Douglas Elementary School 1st-5th grade teachers, Principal Michaelle Gust
---	--------------------------	--	--	------------	------------	--------	--------------	--

### Goal 3: All students at Douglas Elementary School will be proficient in science.

#### Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all science standards in Science by 06/30/2022 as measured by state level assessments (currently MEAP).

#### Strategy 1:

Best Practice Instruction - Staff in grades Kindergarten - 5th grade will learn about best practices associated with the Next Generation Science Standards.

Research Cited: The NGSS Framework for K-12 Science Education developed by the National Research Council.

Tier:

Activity - Engineering practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four science teachers will attend professional training led by science consultants at the Ottawa Area Intermediate School District. The training will allow teachers to explore the characteristics and best practices associated with three of the eight science and engineering practices within the Next Generation Science Standards.	Professional Learning			01/13/2014	02/05/2014	\$1096	Title II Part A	Alaina Hale, Traci Jackson, Suzanne Bullinger, Cassie Koeman, Principal Michaelle Gust

Activity - Depth of Knowledge training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Douglas Elementary School teachers will participate in a one day Depth of Knowledge workshop. The professional learning will be directed by Karen Bailey, strategic consultant for professional development at SunGard.	Professional Learning			09/03/2013	06/06/2014	\$1875	Title II Part A	Principal Michaelle Gust

Activity - Science team preparation for NGSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Douglas Elementary School

Two teachers and the district curriculum director will attend professional learning provided by science consultants at the Ottawa Area Intermediate School District. The team will explore the critical policy and structural elements of the Next Generation Science Standards to build capacity to lead a long-range district analysis and planning effort to implement the NGSS.	Professional Learning			09/19/2013	11/01/2013	\$370	Title II Part A	Suzanne Bullinger, Traci Jackson, Principal Michelle Gust
---	-----------------------	--	--	------------	------------	-------	-----------------	--

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math fluency	All students in grades 1st -5th will use IXL math software to increase math fact fluency.	Academic Support Program			09/03/2013	06/06/2014	\$1500	Douglas Elementary School 1st-5th grade teachers, Principal Michaelle Gust
Reading screening	All Kindergarten - 5th grade students will be tested 3 times each year to determine which students require reading interventions and to progress monitor students identified as being at risk and at some risk of not meeting core content standards in the area of reading.	Academic Support Program			09/03/2013	06/06/2014	\$2500	Linda Masopust, Principal Michaelle Gust

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math support	Elementary Rtl and special education support personnel will receive 3 half days of small group training through the Ottawa Area Intermediate School District to increase their capacity to assist classroom teachers in using math data to determine prescriptive interventions to us in the classroom to support students in math.	Professional Learning			09/03/2013	06/06/2014	\$0	Matt Diaz, Pam Brady, Principal Michaelle Gust

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

## School Improvement Plan

Douglas Elementary School

Science team preparation for NGSS	Two teachers and the district curriculum director will attend professional learning provided by science consultants at the Ottawa Area Intermediate School District. The team will explore the critical policy and structural elements of the Next Generation Science Standards to build capacity to lead a long-range district analysis and planning effort to implement the NGSS.	Professional Learning			09/19/2013	11/01/2013	\$370	Suzanne Bullinger, Traci Jackson, Principal Michaelle Gust
Integrating social studies and science through inquiry	Two teachers will attend 4 days of training at the Ottawa Area Intermediate School District in the area of integrating social studies and science through inquiry.	Professional Learning			10/16/2013	03/11/2014	\$276	Casey Lokker, Cassie Koeman, Principal Michaelle Gust
Depth of Knowledge training	All Douglas Elementary School teachers will participate in a one day Depth of Knowledge workshop. The professional learning will be directed by Karen Bailey, strategic consultant for professional development at SunGard.	Professional Learning			09/03/2013	06/06/2014	\$1875	Principal Michaelle Gust
Teacher training	Reading teachers Angel Lohman, Gracie Bosch, and Jamie MacPherson will provide professional training for all Douglas Elementary School teachers during 3 half-days of release time throughout the school year.	Professional Learning			09/03/2013	06/06/2014	\$2930	Gracie Bosch, Angel Lohman, Jamie MacPherson, Principal Michaelle Gust
Teacher training	One teacher from each grade level will participate in OAISD provided professional development in math. Teachers will collaborate with teachers from 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	\$1000	Michelle Heyser, Laura Page, Peg Hopf, Angel Lohman, Kim Losik, Tara Kortman
Teacher training	Saugatuck High School Teacher Elizabeth TerHaar will provide Two 2 hour sessions of professional training during 2 days of professional development in October and December in the area of using primary and secondary sources to support informational reading and writing.	Professional Learning			10/01/2013	12/31/2013	\$750	Elizabeth TerHaar, Principal Michaelle Gust
Principal training	The Douglas Elementary School principal will attend 5 days of training offered by the Michigan Department of Education and the ASCD. The training will be concentrated in the area of curriculum leadership.	Professional Learning			08/15/2013	03/14/2014	\$750	Principal Michaelle Gust

## School Improvement Plan

Douglas Elementary School

Engineering practices	Four science teachers will attend professional training led by science consultants at the Ottawa Area Intermediate School District. The training will allow teachers to explore the characteristics and best practices associated with three of the eight science and engineering practices within the Next Generation Science Standards.	Professional Learning			01/13/2014	02/05/2014	\$1096	Alaina Hale, Traci Jackson, Suzanne Bullinger, Cassie Koeman, Principal Michaelle Gust
MC 3 Network	One special education teacher and one 4th grade teacher will attend training to help 3rd and 4th grade teachers implement Michigan social studies content expectations and support students in informational reading strategies used throughout social studies content.	Professional Learning			09/03/2013	06/06/2014	\$770	Pam Brady, Renette Glass, Principal Michaelle Gust

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer school	Douglas Elementary School and Saugatuck Middle School will provide summer school programs to support students at risk of not achieving the core content in reading.	Academic Support Program			06/09/2014	09/05/2014	\$7000	Principal Michaelle Gust
Reading paraprofessionals	The school will assign a full-time reading RtI intervention paraprofessional to work with small groups of students determined to be at risk in reading and to support teachers as they provide classroom level reading interventions for at risk students. In addition, the school will assign paraprofessionals to support students at risk of not achieving the core content in reading.	Academic Support Program			09/03/2013	08/31/2014	\$79250	Linda Masopust, Matt Diaz, Julie Carten-Crandall, Cindy O'Brien, Galina Rank, Principal Michaelle Gust
Tier 2 math support	The school will assign a 1/2 time math RtI intervention paraprofessional to work with small groups of students determined to be at risk in math.	Academic Support Program			09/03/2013	06/06/2014	\$4950	Matt Diaz, Principal Michaelle Gust