



District Improvement Plan

Saugatuck Public Schools

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Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

Description of the School System

Describe the school system'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 system 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.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system 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 system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

The district has several notable achievements during the past 3 years. Some of those achievements include the following:

Douglas Elementary School and Saugatuck Middle School were both named Rewards Schools and Beating the Odds Schools by the Michigan Department of Education during the 2012-13 school year. In addition, Saugatuck Middle School was named a Beating the Odds School during the 2011-12 school year.

Saugatuck High School has increased opportunities for Experiential learning and extended school year options. Summer courses such as Food Matters, Urban Experience, Dune Ecology and IChallengeU extend the classroom to the real world in a profound way. Art and Band trips to New York City or Chicago expose students to urban life, art and culture. Participation in the Women in Science Conference at the Argonne National Laboratory promotes careers in science for our female students. Interact club members installing Bio-Sand filters in the Dominican Republic give students a more global perspective and encourage a lifetime of service to others. Articulation agreements with Davenport University, Ferris State University and Grand Rapids Community college, direct credit courses in Spanish, English, Art and Mathematics through Lake Michigan Community College and Kendall College, Dual Enrollment options through Hope College and Advanced Placement courses in United States History, English Language and Composition and English Literature and Composition make it possible for students at SHS to graduate from high school with over 30 college credits.

Academic strength: MEAP scores in math and reading show a slight increase over the past several years. In addition, ACT composite scores have improved by 13% over the past six years while ACT composite scores statewide have increased by only 1.6%.

Areas for improvement include the following: MEAP scores in science 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.

In 2011, Saugatuck Middle School scored extremely high in student engagement on a national Gallup Poll and earned top honors from the state as first in its cohort group, and top 10% statewide.

Saugatuck High School ranked 7th in its cohort and in the top 25% of all Michigan High Schools

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 district'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, superintendent, or committee based on interest, relevance, expertise, and ability to provide input (ie, parent, student, and staff surveys, community meetings, school-level committees, etc.)

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

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

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

- *Students and student groups - annual surveys, informal input, anecdotal data.
- *Parents and parent groups - annual surveys, informal input, building level committees in health, one-to-one Title 1 interviews, special education parent input via IEP process and liaison.

*Teachers and teacher teams - annual surveys, informal input, building level committees, formal meetings.

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

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

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

District Additional Requirements Diagnostic

Introduction

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

District Additional Requirements Diagnostic

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

Label	Assurance	Response	Comment	Attachment
	The District School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes	see acceptable use policy	

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

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

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Label	Assurance	Response	Comment	Attachment
	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section.	Yes	see district technology plan	

Label	Assurance	Response	Comment	Attachment
	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section.	Yes	Learning Targets and "I Can" Statements were created for technology integration at each grade level and in each core content area.	I Can Statements

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes	see district tech guide	SPS Ed Tech Guide from Website

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	See Educational Technology Plan	District Technology Plan

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.	Yes		Notice of non discrimination from website

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 comments section.	Yes	Elizabeth Broderick Director of Business and Human Resource Services Saugatuck Public Schools 201 Randolph Street P.O. Box 818 Douglas, MI 49406 269-857-1444	

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

Label	Assurance	Response	Comment	Attachment
	The District has additional information necessary to support your improvement plan.	No		

Saugatuck Public Schools District Improvement Plan 2013-2014

Overview

Plan Name

Saugatuck Public Schools District Improvement Plan 2013-2014

Plan Description

DIP for SPS

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 Saugatuck Public Schools will become proficient in the area of mathematics	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$9613
2	All students at Saugatuck Public Schools will become proficient in the areas of reading and writing	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$94976
3	All students at Saugatuck Public Schools will become proficient in the area of science	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$8966
4	All Saugatuck Public Schools teachers will become proficient in the area of technology use	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: All students at Saugatuck Public Schools will become proficient in the area of 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/MME).

Strategy 1:

Math Response to Intervention - A math Rtl 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 Schools Translating Research into Action states: "Everything else being equal, the typical student who receives tutoring will obtain achievement scores .50 standard deviation higher than the typical student who does not receive tutoring. That translates into a 19percentile point gain" (Marzano, 2003).

Tier:

Activity - Math support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary and Middle School Rtl and Special Education support personnel will receive 3 half days of small group training through the 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. Schools: All Schools	Professional Learning			09/03/2013	06/06/2014	\$0	No Funding Required	Matt Diaz, Kim Rumpsa, Principal Michaelle Gust, Principal Tim Travis
Activity - Teacher training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>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.</p> <p>Schools: All Schools</p>	<p>Professional Learning</p>			<p>09/03/2013</p>	<p>06/06/2014</p>	<p>\$1730</p>	<p>Title II Part A</p>	<p>Michelle Heyser, Laura Page, Peg Hopf, Angel Lohman, Kim Losik, Tara Kortman, Principal Michaelle Gust Jordan Campbell, Jim Smith, Nicole Baumann, Dorie Galloway, Brian Ward, Principal Tim Travis</p>
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Activity - Tier 2 math support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will assign a ½ time math Rtl intervention paraprofessional to work with small groups of students determined to be at risk in math at Douglas Elementary School.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>			<p>09/03/2013</p>	<p>06/06/2014</p>	<p>\$4950</p>	<p>Title I Part A</p>	<p>Matt Diaz, Principal Michaelle Gust</p>

Strategy 2:

Math Fact Fluency - All Douglas Elementary School and Saugatuck Middle 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

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All students in grades 1st - 8th will use IXL math software to increase math fact fluency. Schools: All Schools	Academic Support Program			09/03/2013	06/06/2014	\$2650	General Fund	Douglas Elementary School 1st - 5th grade teachers, Middle School 6th - 8th grade teachers, Principal Michaelle Gust, Principal Tim Travis
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Strategy 3:

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

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

Tier:

Activity - Teacher training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All middle and high school math teachers will receive training in high yield instructional strategies in the area of mathematics. Training will be provided by the math specialist at the Ottawa Area Intermediate School District. Schools: All Schools	Professional Learning			09/03/2013	06/06/2014	\$0	No Funding Required	Jordan Campbell, Jim Smith, Nicole Bauman, Brian Ward, Dorie Galloway, Principal Tim Travis

Activity - Math Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twelve teachers will participate in a book study using Vocabulary for the Common Core by Robert Marzano to increase their capacity to teach academic and content-area terms taken directly from the mathematics and English language arts Common Core standards. Schools: All Schools	Professional Learning			09/03/2013	06/06/2014	\$283	Title II Part A	Principal Michaelle Gust, Principal Tim Travis

Goal 2: All students at Saugatuck Public Schools will become 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 06/30/2022 as measured by state level assessments (currently MEAP/MME).

Strategy 1:

Close and critical reading and writing strategies - Saugatuck Middle and High School 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 - Middle and high school teacher training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Douglas Elementary Reading Teacher Angel Lohman will provide 2 two-hour-sessions during 2 days of professional development in October and December to Saugatuck Middle and High School teachers in the area of Close and Critical Reading and Writing strategies. Schools: All Schools	Professional Learning			10/01/2013	12/31/2013	\$750	Title II Part A	Angel Lohman, Principal Tim Travis
Activity - Elementary 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. Schools: All Schools	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

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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
Schools: Douglas Elementary School								

Strategy 2:

Informational reading strategies - Douglas Elementary, Saugatuck Middle, and Saugatuck High 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 - Elementary, middle, and high school teacher training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Saugatuck High School Social Studies Teacher Elizabeth TerHaar will provide 2 two-hour professional training sessions during 2 days of professional development in October and December to Douglas Elementary, Saugatuck Middle, and High School teachers 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 Tim Travis
Schools: All Schools								

Activity - MC 3 Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One Douglas Elementary School 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
Schools: All Schools								

Activity - Integrating social studies and science through inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Two Douglas Elementary School 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. Schools: All Schools	Professional Learning			10/16/2013	03/11/2014	\$276	Title II Part A	Casey Lokker, Cassie Koeman, Principal Michaelle Gust
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Strategy 3:

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 - Reading paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will assign a full-time reading Rtl intervention paraprofessional to work with small groups of students determined to be at risk in reading at Douglas Elementary School and to support teachers as they provide classroom level reading interventions for at risk students. In addition, the district will assign paraprofessionals to support students at risk of not achieving the core content in reading. Schools: All Schools	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

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. Schools: All Schools	Academic Support Program			06/09/2014	09/05/2014	\$7000	Title I Part A	Principal Michaelle Gust, Principal Tim Travis

Activity - Reading screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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
Schools: All Schools								

Goal 3: All students at Saugatuck Public Schools will become proficient in the area of 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/MME).

Strategy 1:

Best Practice Instruction - Staff in grades Kindergarten - 12th 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 - Science team preparation for NGSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two Douglas Elementary School, 2 Saugatuck Middle-High School 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-term district analysis and planning effort to implement the NGSS.	Professional Learning			09/19/2013	11/01/2013	\$670	Title II Part A	Suzanne Bullinger, Traci Jackson, Ann Marie Willette, Brad Smit, Michaelle Gust
Schools: All Schools								

Activity - Depth of Knowledge training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Saugatuck Public Schools 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	\$3750	Title II Part A	Principal Michaelle Gust, Principal Tim Travis
Schools: All Schools								

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Activity - Engineering practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four Douglas Elementary School 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. Schools: All Schools	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 - VanAndel partnership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Five Saugatuck Middle and High School Teachers will participate in 3 days of professional training provided by VanAndel Institute trainers. Schools: All Schools	Professional Learning			09/03/2013	06/06/2014	\$3450	Title II Part A	Katie Hankins, Deb Marcusse, Ann Marie Willette, Brad Smit, Jeff Lukins, Principal Tim Travis

Goal 4: All Saugatuck Public Schools teachers will become proficient in the area of technology use

Measurable Objective 1:

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

Strategy 1:

Technology Integration - Staff in grades Kindergarten - 12th grade will learn about best practices associated with the ISTE National Educational Technology Standards.

Research Cited: International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) - <http://www.iste.org/standards.aspx>

Tier:

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Saugatuck Public Schools

Activity - Classroom technology integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Saugatuck technology team will work to implement the strategic plan for Saugatuck Public Schools in the area of K-12 technology integration. The focus of the team will include the following: recommend professional learning for K-12 staff; create professional development activities to support the district technology plan; provide support for technology integration programming; assist in planning for technology upgrades, etc.</p> <p>Schools: All Schools</p>	Academic Support Program			07/01/2013	09/05/2014	\$0	No Funding Required	Nicole Baumann, Linda Dehn, Kim Losik, Traci Jackson, Geri Pantelleria, John Green, Ann Marie Willette, Superintendent Rolfe Timmerman

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Science team preparation for NGSS	Two Douglas Elementary School, 2 Saugatuck Middle-High School 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-term district analysis and planning effort to implement the NGSS.	Professional Learning			09/19/2013	11/01/2013	\$670	Suzanne Bullinger, Traci Jackson, Ann Marie Willette, Brad Smit, Michaelle Gust
Elementary, middle, and high school teacher training	Saugatuck High School Social Studies Teacher Elizabeth TerHaar will provide 2 two-hour professional training sessions during 2 days of professional development in October and December to Douglas Elementary, Saugatuck Middle, and High School teachers 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 Tim Travis
Math Vocabulary	Twelve teachers will participate in a book study using Vocabulary for the Common Core by Robert Marzano to increase their capacity to teach academic and content-area terms taken directly from the mathematics and English language arts Common Core standards.	Professional Learning			09/03/2013	06/06/2014	\$283	Principal Michaelle Gust, Principal Tim Travis
Depth of Knowledge training	All Saugatuck Public Schools 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	\$3750	Principal Michaelle Gust, Principal Tim Travis

District Improvement Plan

Saugatuck Public Schools

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	\$1730	Michelle Heyser, Laura Page, Peg Hopf, Angel Lohman, Kim Losik, Tara Kortman, Principal Michaelle Gust Jordan Campbell, Jim Smith, Nicole Baumann, Dorie Galloway, Brian Ward, Principal Tim Travis
MC 3 Network	One Douglas Elementary School 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 though out social studies content.	Professional Learning			09/03/2013	06/06/2014	\$770	Pam Brady, Renette Glass, 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 are of curriculum leadership.	Professional Learning			08/15/2013	03/14/2014	\$750	Principal Michaelle Gust
Engineering practices	Four Douglas Elementary School 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

District Improvement Plan

Saugatuck Public Schools

VanAndel partnership	Five Saugatuck Middle and High School Teachers will participate in 3 days of professional training provided by VanAndel Institute trainers.	Professional Learning			09/03/2013	06/06/2014	\$3450	Katie Hankins, Deb Marcusse, Ann Marie Willette, Brad Smit, Jeff Lukins, Principal Tim Travis
Middle and high school teacher training	Douglas Elementary Reading Teacher Angel Lohman will provide 2 two-hour-sessions during 2 days of professional development in October and December to Saugatuck Middle and High School teachers in the area of Close and Critical Reading and Writing strategies.	Professional Learning			10/01/2013	12/31/2013	\$750	Angel Lohman, Principal Tim Travis
Elementary 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
Integrating social studies and science through inquiry	Two Douglas Elementary School 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

No Funding Required

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

Saugatuck Public Schools

Classroom technology integration	The Saugatuck technology team will work to implement the strategic plan for Saugatuck Public Schools in the area of K-12 technology integration. The focus of the team will include the following: recommend professional learning for K-12 staff; create professional development activities to support the district technology plan; provide support for technology integration programming; assist in planning for technology upgrades, etc.	Academic Support Program			07/01/2013	09/05/2014	\$0	Nicole Baumann, Linda Dehn, Kim Losik, Traci Jackson, Geri Pantelleria, John Green, Ann Marie Willette, Superintendent Rolfe Timmerman
Teacher training	All middle and high school math teachers will receive training in high yield instructional strategies in the area of mathematics. Training will be provided by the math specialist at the Ottawa Area Intermediate School District.	Professional Learning			09/03/2013	06/06/2014	\$0	Jordan Campbell, Jim Smith, Nicole Bauman, Brian Ward, Dorie Galloway, Principal Tim Travis
Math support	Elementary and Middle School Rtl and Special Education support personnel will receive 3 half days of small group training through the 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.	Professional Learning			09/03/2013	06/06/2014	\$0	Matt Diaz, Kim Rumpsa, Principal Michaelle Gust, Principal Tim Travis

General Fund

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

District Improvement Plan

Saugatuck Public Schools

Math fluency	All students in grades 1st - 8th will use IXL math software to increase math fact fluency.	Academic Support Program			09/03/2013	06/06/2014	\$2650	Douglas Elementary School 1st - 5th grade teachers, Middle School 6th - 8th grade teachers, Principal Michaelle Gust, Principal Tim Travis
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 2 math support	The district will assign a ½ time math RtI intervention paraprofessional to work with small groups of students determined to be at risk in math at Douglas Elementary School.	Academic Support Program			09/03/2013	06/06/2014	\$4950	Matt Diaz, Principal Michaelle Gust
Reading paraprofessionals	The district will assign a full-time reading RtI intervention paraprofessional to work with small groups of students determined to be at risk in reading at Douglas Elementary School and to support teachers as they provide classroom level reading interventions for at risk students. In addition, the district 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
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, Principal Tim Travis

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math support	Elementary and Middle School RtI and Special Education support personnel will receive 3 half days of small group training through the 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.	Professional Learning			09/03/2013	06/06/2014	\$0	Matt Diaz, Kim Rumpsa, Principal Michaelle Gust, Principal Tim Travis
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	\$1730	Michelle Heyser, Laura Page, Peg Hopf, Angel Lohman, Kim Losik, Tara Kortman, Principal Michaelle Gust Jordan Campbell, Jim Smith, Nicole Baumann, Dorie Galloway, Brian Ward, Principal Tim Travis

District Improvement Plan

Saugatuck Public Schools

Math fluency	All students in grades 1st - 8th will use IXL math software to increase math fact fluency.	Academic Support Program			09/03/2013	06/06/2014	\$2650	Douglas Elementary School 1st - 5th grade teachers, Middle School 6th - 8th grade teachers, Principal Michaelle Gust, Principal Tim Travis
Elementary, middle, and high school teacher training	Saugatuck High School Social Studies Teacher Elizabeth TerHaar will provide 2 two-hour professional training sessions during 2 days of professional development in October and December to Douglas Elementary, Saugatuck Middle, and High School teachers 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 Tim Travis
Science team preparation for NGSS	Two Douglas Elementary School, 2 Saugatuck Middle-High School 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-term district analysis and planning effort to implement the NGSS.	Professional Learning			09/19/2013	11/01/2013	\$670	Suzanne Bullinger, Traci Jackson, Ann Marie Willette, Brad Smit, Michaelle Gust
MC 3 Network	One Douglas Elementary School 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

District Improvement Plan

Saugatuck Public Schools

Classroom technology integration	The Saugatuck technology team will work to implement the strategic plan for Saugatuck Public Schools in the area of K-12 technology integration. The focus of the team will include the following: recommend professional learning for K-12 staff; create professional development activities to support the district technology plan; provide support for technology integration programming; assist in planning for technology upgrades, etc.	Academic Support Program			07/01/2013	09/05/2014	\$0	Nicole Baumann, Linda Dehn, Kim Losik, Traci Jackson, Geri Pantelleria, John Green, Ann Marie Willette, Superintendent Rolfe Timmerman
Depth of Knowledge training	All Saugatuck Public Schools 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	\$3750	Principal Michaelle Gust, Principal Tim Travis
Teacher training	All middle and high school math teachers will receive training in high yield instructional strategies in the area of mathematics. Training will be provided by the math specialist at the Ottawa Area Intermediate School District.	Professional Learning			09/03/2013	06/06/2014	\$0	Jordan Campbell, Jim Smith, Nicole Bauman, Brian Ward, Dorie Galloway, Principal Tim Travis
Tier 2 math support	The district will assign a ½ time math Rtl intervention paraprofessional to work with small groups of students determined to be at risk in math at Douglas Elementary School.	Academic Support Program			09/03/2013	06/06/2014	\$4950	Matt Diaz, Principal Michaelle Gust
Middle and high school teacher training	Douglas Elementary Reading Teacher Angel Lohman will provide 2 two-hour-sessions during 2 days of professional development in October and December to Saugatuck Middle and High School teachers in the area of Close and Critical Reading and Writing strategies.	Professional Learning			10/01/2013	12/31/2013	\$750	Angel Lohman, Principal Tim Travis

District Improvement Plan

Saugatuck Public Schools

Elementary 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
Reading paraprofessionals	The district will assign a full-time reading Rtl intervention paraprofessional to work with small groups of students determined to be at risk in reading at Douglas Elementary School and to support teachers as they provide classroom level reading interventions for at risk students. In addition, the district 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
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, Principal Tim Travis
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
Integrating social studies and science through inquiry	Two Douglas Elementary School 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
Engineering practices	Four Douglas Elementary School 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

District Improvement Plan

Saugatuck Public Schools

VanAndel partnership	Five Saugatuck Middle and High School Teachers will participate in 3 days of professional training provided by VanAndel Institute trainers.	Professional Learning			09/03/2013	06/06/2014	\$3450	Katie Hankins, Deb Marcusse, Ann Marie Willette, Brad Smit, Jeff Lukins, Principal Tim Travis
Math Vocabulary	Twelve teachers will participate in a book study using Vocabulary for the Common Core by Robert Marzano to increase their capacity to teach academic and content-area terms taken directly from the mathematics and English language arts Common Core standards.	Professional Learning			09/03/2013	06/06/2014	\$283	Principal Michaelle Gust, Principal Tim Travis

Douglas Elementary School

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