

# School Improvement Plan

## Lakeview Middle School Lakeview Community Schools (Montcalm)

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### Introduction

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

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# Executive Summary

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## School Improvement Plan

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### Introduction

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

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

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### Description of the School

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

Lakeview Community Schools is located in a small, rural farming community in Montcalm County. The largest businesses in the school district boundaries are the hospital and the school. Demographic Data from city-data.com information found at results are as follows: Population as of 2013: 1,006 in the Village of Lakeview (This represents a decrease of 9.5% since 2009.) The district covers not only the Village of Lakeview, but also the towns of Sylvester, Trufant, Coral, Six Lakes, Amble, Morley, Altona, Entrican, Howard City and Gowen. Estimated Median Household Income: \$36,069

Median Age of Residents: 41.3

Average Household Size: 2.7

2014 Poverty Rate: 31.17%

The primary ethnicity in Lakeview Community Schools is Caucasian, with a small percentage of Hispanic, African Americans, Asians, and Pacific Islanders.

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### School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Vision Statement: Lakeview Community Schools: Cultivating effective leaders. Your dreams - our purpose.

Mission Statement: All students will become productive citizens and life-long learners.

Belief Statements:

We Believe:

All students will learn.

All students will have a safe learning environment.

Higher expectations lead to higher achievement.

Working relationships between community and school increase student achievement. Each child has equal worth and individual needs.

High Self esteem increases the likelihood of success.

Learning is a life-long process.

Productive citizens will benefit society.

We have the responsibility to meet all learning needs.

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### Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Notable achievements:

Working on written curriculum with Common Core State Standards 4-7 and adding critical content to all core areas

Evidence Based Literacy Instruction in all classrooms.

RTI process (Wildcat time) across all grade levels.

Based on current trend data, the school improvement planning team has decided on the following focus areas for improvement: Writing skills

Math skills/achievement

Reading Comprehension Skills

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### Additional Information

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

The school district's enrollment as of January 2016 count was 1,143. The district has one elementary school which has students in grades PK-3; one middle school grades 4-7, and one high school grades 8-12. District Demographic Data from the 2015 Fall MSDS Count file indicates:

346 Student count

Free Lunch Percentage 2015: 53%

Special Education Percentage 2016: 19.7%

Homeless: 13 students = 3.7%

Lakeview Community Schools has approximately 75 certified staff members, 18 support staff members, and 5 administrative staff. Programs offered for students include core academics as well as enrichments such as Physical Education, Music/Band, Industrial Arts, and Foreign Language. Lakeview uses Federal and State grant funds to offer interventions.

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# **Improvement Plan Stakeholder Involvement**

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## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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## **Improvement Planning Process**

Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Through various media, we recruit parents and community members to volunteer on all our committees and in the classrooms.

Meeting times are selected using surveys and common consensus. Parents, support staff, certified staff and administrators are recruited by the principal to participate on the building School Improvement team. Once on the team, the principal shares the meeting schedule, times, and locations and asks if these times are convenient for parents and staff. District and building School Improvement meetings are held after school hours, for the most part to allow for stakeholder input. Meetings follow a preplanned agenda, minutes for the

meeting are taken and a sign in sheet is completed for all in attendance. All team members have an active role in the process by adding to the agenda, and processing the implementation of the School-wide program.

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

Parents are selected based on their experience in the school improvement process and unique skills necessary to aide the team in decision making.

Staff Members are selected for their diverse skills and their experience in school improvement process. We encourage participation and involvement by including them in groups and sub-committees.

We expect communication to their stakeholder groups between school meetings to share and gather other feedback.

Members of the team are provided ongoing training at least 4 times a year, through a consultant, to ensure they are knowledgeable about programs and their regulatory requirements. Training is focused on successful practices for working together, with staff, and stakeholders. Team members are trained to conduct a comprehensive needs assessment and how to lead the staff in developing the school-wide plan in addition to conducting and overseeing the program's annual evaluation.

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

Teachers and Support Staff have access to the final plan through Lakeview Community Schools google drive, staff meetings, and school improvement meetings.

The School improvement planning team has the autonomy and the commitment to stakeholder participation in major program development to carry out the functions necessary, oversee the needs assessment process, lead the staff in developing the school-wide plans and conduct and oversee the program's annual evaluation.

It is also available to all stakeholders at our school website at lakeviewschools.net.

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# School Data Analysis

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## Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses

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

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Lakeview Middle School (02103) 2010-11 All Students N/A 89.4% 109 N/A Lakeview Middle School (02103) 2011-12 All Students >95% 88.6% 81 20.3% Lakeview Middle School (02103) 2012-13 All Students 94.9% 89.4% 108 27.3% Lakeview Middle School (02103) 2013-14 All Students 94.9% 90.0% 91 25.1% Lakeview Middle School (02103) 2014-15 All Students 95.2% 89.6% 84

24.4%

## **Demographic Data**

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

### **Student Demographic Data**

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

Socioeconomic Status -

Gender - Males 186, Females 162

Ethnicity - African American and Hispanic males include less than 10 students in our district. Migrant - Migrant students include less than 10 students in our district.

Homeless - 12 of 348 students

English Learners - students include less than 10 students in our district.

Students with Special needs/disabilities - 57 of 348 students

Students performing in the bottom 30% - Not available for 15-16 school year

Due to declining enrollment we have had to make continued changes to staff and programming, through budget reductions.

### **Student Demographic Data**

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

Student attendance data appears to show increased chronic absentee issues. We have reported to truancy a higher number of students this year than in the past in order to encourage parent support with student attendance. In the 2013-2014 school year we referred 6 students to the truancy officer, in the 2014-2015 school year we referred 9 students to the truancy officer. In the 2013-2014 school year the attendance rate was:

Location Name School Year Attendance Rate (All) Attendance Rate (Chronically Absent) Student Count (Chronically Absent) % Chronically Absent

### **Student Demographic Data**

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

This is based on data from our PRIDE behavior system. A PRIDE slip is given to a student when a teacher feels that a student's bad behavior warrants removal from class and after three warnings. Students may be suspended immediately for a severe misbehavior, but also

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will be suspended for every PRIDE slip after four. A decrease in the number of PRIDE slips and suspensions issued means that student behavior is improving in the building.

There were 150 total student suspensions in 2012-2013. There were 75 total student suspensions in 2013-2014. There were 116 total student suspensions in 2014-2015.

While there was a drop in suspensions from 2012-2013 to 2013-2014 school year, the suspensions took a drastic increase in 2014-2015. Some of the challenges are inconsistencies in reporting by teachers. Also, different teachers follow the PRIDE program more closely than others. Another challenge is that with a 4-7 building the lower two grades follow more of an elementary philosophy but the upper two are more middle school minded. Overall we might need an overhaul in the PRIDE program.

### Student Demographic Data

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

We have identified a better process to report truant students. We will continue to use the PRIDE program to continue to see the decrease in discipline referrals. We will look into overhauling the PRIDE program with the help of our behavior interventist..

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

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

The majority of our staff has between 12 and 21 years teaching experience. Administrator has over 20 years experience in the same district. This helps us offer a better trained staff that is comfortable with curriculum and behavior management. It provides an atmosphere for collaboration. Relationship between staff and administration demonstrates a steady pattern of professional development and communication.

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

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

The majority of our staff has between 12 and 21 years teaching experience. This helps us offer a better trained staff that is comfortable with curriculum and behavior management. It provides an atmosphere for collaboration.

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

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

During the 2013-2014 school year, administration was absent 11% of student days. During the 2014-2015 school year, administration was absent 5.9% of student days.

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As of now we cannot see any correlation between administration attendance and either behavior or student achievement. For the 2014-2015 school year the administration absences went down, but behavior issues went up.

This might indicate that the PRIDE behavior plan needs an overhaul.

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

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

During the 2013-2014 school year, teachers were absent 11.5% of the student days. During the 2014-2015 school year, teachers were absent 8.6% of the student days.

Teachers were absent less this year than the year before. This might have been due to the difficulty finding subs in our district. Also we moved some district-wide meetings to after school, so that those teachers would not have to be out of the classroom.

The impact caused by absences can be lost time with students, behavior issues and gaps in curriculum.

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

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

To address identified challenges we will continue with the early release to reduce the number of days teachers are out of the classroom. We will also adjust meeting times to after school hours to gain teacher-student time in the classroom.

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### Process Data

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

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

At this time Strand 4, School, Family and Community Relations for learning is standing out above the other strands with a score of 2.75

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

Teaching for learning and Professional learning culture are challenges. This is mainly due to the lack of survey data to support evidence of these indicators. The score in both areas is 2.0.

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

Without survey data we do not know where our true strengths and weakness are and what to address.

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

Before school starts for 2015-2016 school year:

1. Identify survey to use for staff, students, parents, and/or community.
2. Make it a priority to create a calendar for Survey data. (August)
3. Collect pre/post data annually.
4. Analyze and reflect on data
5. Plan accordingly based on data.

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

Through the use of the following processes (Success Coach, CNA's, Youth Clinic, Success for all, School Intervention Team) we ensure that all students with disabilities have access to the full array of intervention programs, and are not excluded from any program supports offered to all students.



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

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4-7 Extended day program is offered to our neediest students with program reviewing and reteaching in Math and ELA standards. This met 2 days per week for 10 weeks during February-April. Each session met for 90 minutes.

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

State data, local data, and teacher recommendations are used to identify students for extended learning opportunities. Parents are notified through phone contacts, emails, and letters.

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

1. Lesson plans are reviewed by the building principal and coincide with teacher evaluations and observations.
2. The curriculum directors have assisted in getting digital curriculum and with gap analysis.
3. Horizontal curriculum alignment meetings amongst each grade are held twice a month. Vertical curriculum alignment meetings were held as a whole district twice this year. Meetings are held pi throughout the school year to assure vertical and horizontal alignment.
4. There were also grade level meeting and early release time also allowed for collaboration.

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

We completed the MIPHY health survey, and we use to share information with Lakeview Youth Clinic, social workers, LMS counselors and school board.

1. Take surveys.
2. Review results.
3. Share with stakeholders.
4. We and the Lakeview Youth Clinic might make some small adjustments. The Youth Clinic added the BMI challenge and a hospital clothes closet this year.

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**Achievement/Outcome Data**

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

**19a. Reading- Strengths**

Based on State (2015 Spring M-Step) and local data (2016 Spring NWEA RIT national norm scores): 4th grade Male and Females over 50% scored over the grade level RIT  
7th grade 58% of Males and Females passes the state MStep - 9% higher than state average.  
7th grade 60% scored over the grade level RIT

No gap between males and females on 4th grade MStep

**19b. Reading- Challenges**

Based on State (2015 M-Step) and local data (2016 Spring NWEA RIT national norm scores):

Large gap between students with disabilities and students without disabilities.

Significant gap between students economically disadvantaged and students not economically disadvantaged in 4th, 7th 5th grade Economical Disadvantaged scored lower the Non Economical Disadvantaged by 17%

**19c. Reading- Trends**

Spring 2016 NWEA Reading (percent passing the 2015 RIT national norm scores):

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2015-2016 NWEA All Students 4th - 54%

5th - 36%

6th - 43%

7th - 60%

2015-2016 NWEA Males 4th - 51%

5th - 30%

6th - 42%

7th - 55%

2015-2016 NWEA Females 4th - 57%

5th - 41%

6th - 44%

7th - 66%

2015-2016 NWEA Economically Disadvantaged 4th - 42%

5th - 27%

6th - 39%

7th - 41%

2015-2016 NWEA NonEconomically Disadvantaged 4th - 66%

5th - 42%

6th - 48%

7th - 77%

2015-2016 NWEA Students with disabilities 4th - 10%

5th - 21%

6th - 0%

7th - 36%

2015-2016 NWEA Students without disabilities 4th - 59%

5th - 40%

6th - 49%

7th - 64%

2014-2015 M-Step percent proficient:

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2014-2015 M-Step Overall Reading 4th - 29%  
5th - 29%  
6th - 45%

7th - 58%

2014-2015 M-Step Overall Reading 4th - 29%  
5th - 23%  
6th - 34%

7th - 58%

2014-2015 M-Step Overall Reading 4th - 30%  
5th - 33%  
6th - 55%

7th - 58%

2014-2015 M-Step Overall Reading 4th -16%  
5th - 23%  
6th - 34%

7th - 49%

2014-2015 M-Step Overall Reading 4th - 50%  
5th - 39%  
6th - 53%

7th - 70%

2014-2015 M-Step Overall Reading 4th - 6%  
5th - 9%  
6th - 18%

7th - 0%

2014-2015 M-Step Overall Reading 4th - 21%  
5th - 32%  
6th - 49%

7th - 67%

Males

Females

Economically Disadvantaged

Non ED

with Disability

without disability

2014-2015 M-Step Claim Data Reading

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### **School Improvement Plan**

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4th - 35% 5th - 42% 6th - 42% 7th - 53%

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

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

Efforts will be focused on the MTSS process and continued EBLLI strategies in reading.

**20a. Writing- Strengths**

Based on Spring 2016 NWEA local data (using the 2015 RIT national norms):

Language usage (7th grade, 2014 and 2015)

7th- 79.5% of females proficient, Non economically disadvantaged 71.1% proficient

5th - Only 3% gap between males and females, only 1% difference between ED and non ED 6th - No gap between ED and non ED

M-Step (2015 spring writing claim) 7th grade 52% proficient

**20b. Writing- Challenges**

Spring 2016 NWEA (based on 2015 RIT national norm - language usage):

All females outperform males in all grade levels.

Large gaps between Students with Disabilities and Students without disabilities.

M-Step (2015 spring writing claim): 4th grade 41% proficient

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**20c. Writing- Trends**

Language Trends for Spring 2016 NWEA (percent met or exceeded the 2015 RIT national norms): 2015-2016 All Students

4th - 45%

5th - 34%

6th - 48% 7th - 62%

2015-2016 Males 4th - 38%

5th - 38%

6th - 33%

7th - 42%

2015-2016 Females 4th - 54%

5th - 41%

6th - 65%

7th - 80%

2015-2016 Economically Disadvantaged 4th - 35%

5th - 37%

6th - 48%

7th - 50%

2015-2016 NonEconomically Disadvantaged 4th - 56%

5th - 36%

6th - 48%

7th - 70%

2015-2016 Students with disabilities 4th - 20%

5th - 1%

6th - 0%

7th - 40%

2015-2016 Students without disabilities 4th - 49%

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5th - 40% 6th - 52% 7th - 64%

2014-2015 Writing Claim data for M-Step 4th - 41%

5th - 46%

6th - 51%

7th - 52%

### 20d. Writing- Summary

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

We need to better incorporate EBLI strategies in writing and we need to explore additional strategies to address students with disabilities.

### 21a. Math- Strengths

Based on state data, current fourth grade students' Spring 2015 M-Step scores are above the state average.

7th grade Spring 2016 NWEA Math RIT scores are closer to the national norm than any other grade. Males showed an increase in 11 of 12 categories in 4th-7th grades in Math, Reading, and Language. Females showed an increase in 12 out of 12 categories in 4th-7th grades in Math, Reading, and Language. Economically Disadvantaged showed an increase in 12 out of 12 categories in 4th-7th grades in Math, Reading, and Language. Students with Disabilities showed an increase in 9 out of 12 categories in 4th-7th grades in Math, Reading, and Language.

### 21b. Math- Challenges

There is a decline in the percent of students proficient as grade levels increase for both state (2015 M-Step) and local (Spring 2016 NWEA)

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data.

In sixth and seventh grades the percent of students with disabilities proficient in both state (2015 M-Step) and local (Spring 2016 NWEA) data is below 10%

Based on local data - 2016 Spring NWEA RIT national norm scores:

5th Math gap increased by 2

Lakeview 2014 RIT - 199, National Norm 2014 -209 Lakeview 2015 RIT - 206, National Norm 2015 - 218

In 2014 for the winter NWEA Math in 5th grade there was a ten point gap between our 5th graders' scores when compared to the national norm.

In 2015 for the winter NWEA Math in 5th grade there was a twelve point gap between our 5th graders' scores when compared to the national norm.

This shows a two point increase in the gap, which means that the gap is worse.

6th Math gap increased by 5

Lakeview 2014 RIT - 207, National Norm 2014 - 218 Lakeview 2015 RIT - 210, National Norm 2015 - 223

In 2014 for the winter NWEA Math in 6th grade there was an eleven point gap between our 6th graders' scores when compared to the national norm.

In 2015 for the winter NWEA Math in 6th grade there was a thirteen point gap between our 6th graders' scores when compared to the national norm.

This shows a two point increase in the gap, which means that the gap is worse.

7th Math gap increased by 2

Lakeview 2014 RIT - 218, National Norm 2014 - 223 Lakeview 2015 RIT - 221, National Norm 2015 - 228

In 2014 for the winter NWEA Math in 7th grade there was a five point gap between our 7th graders' scores when compared to the national norm.

In 2015 for the winter NWEA Math in 7th grade there was a seven point gap between our 7th graders' scores when compared to the national norm.

This shows a two point increase in the gap, which means that the gap is worse.

### 21c. Math- Trends

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Based on 2016 Spring NWEA RIT national norm data:

5th grade Math gap decreased by 5.

- Lakeview 2016 Spring RIT - 213. National Norm 2016 Spring - 220.

- In 2016 for the spring NWEA Math in 5th grade there was a 7 point gap between our 5th graders' scores when compared to the national norm.

- This shows a 5 point decrease from 2015 to 2016, indicating that the gap is better.

6th grade Math Spring NWEA RIT point gap decreased by 3.

- Lakeview 2016 Spring RIT - 214. National Norm 2016 Spring RIT - 224.

- In 2016 for the spring NWEA Math in 6th grade there was a 10 point RIT gap between our 6th graders' scores when compared to the national norm.

- This shows a 3 point RIT score decrease from 2015 to 2016, indicating that the gap is better.

7th grade Math Spring NWEA RIT point gap decreased by 3.

- Lakeview 2016 Spring RIT - 224. National Norm 2016 Spring nRIT - 228.

- In 2016 for the spring NWEA Math in 7th grade there was a 4 point RIT gap between our 7th graders' scores when compared to the national norm.

- This shows a 3 point RIT decrease from 2015 to 2016, indicating that the gap is better.

The average NWEA Spring RIT score is increasing in 5th through 7th grades. There are no trends in state data because this is the first year of the test.

The trend in the math data shows that NWEA RIT scores get closer to the national norm as students advance from 4th to 7th grade. 5th grade Math females showed a +1 point RTI score gap closure compared to the males.

7th grade Math females showed a +2 point RTI score gap closure compared to the males.

4th grade Math Economically Disadvantaged showed a +3 point RTI score gap closure compared to Non-Economically Disadvantaged. 7th grade Math Economically Disadvantaged showed a +8 point RTI score gap closure compared to Non-Economically Disadvantaged. 6th grade Math Students with Disabilities showed a +4 point RTI score gap closure compared to Students without Disabilities.

### 21d. Math- Summary

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

Based on the noted challenges and trends, we will continue to address concerns through MTSS.

Based on the noted challenges, the math coach will continue for the 2016-2017 school year. We will continue monitoring the effects of the

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## School Improvement Plan

Lakeview Middle School

EnVisions math curriculum in the 4th and 5th grade.

### 22a. Science- Strengths

M-STEP (Spring 2015 state test)

Science data is limited due to the fact that the test changed from MEAP to M-STEP in 2014-2015. Because of this we cannot show any comparisons and/or trends in our students science scores since the 2015-2016 data has not been officially released and/or testing is not complete.

NWEA (Spring 2016 RIT national norm district data)

Male and female RIT point gap closes in the 6th and 7th grade.

### 22b. Science- Challenges

M-STEP (spring 2015 state test)

4th- Only 5% of 4th graders proficient

7th- No significant gaps (Less than 10% is not a significant gap)

### 22c. Science- Trends

M-STEP (spring 2015 state test) No trends available

NWEA (Spring 2016 RIT national norm scores district data)

There is not a significant gap in students that are proficient 4th-7th grades.

4th and 5th grades both have a significant gap between males and females.

7th and 5th grades do not have a significant gap between ED and Non-ED students.

4th and 6th have significant gaps for ED and Non-ED students.

Students with disabilities still have significant gaps 4-7 when compared to students without disabilities.

(Percents are indicated as those achieving at or above NWEA RIT national norm.)

4th grade 38% achievement gap between SWD and SWOD

5th grade 28%

6th grade 39%

7th grade 48%

### 22d. Science- Summary

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## School Improvement Plan

Lakeview Middle School

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

M-STEP(spring 2015 state test)

4th grade - percentages for proficient (scoring at or above RIT national norm) are all under 6%, therefore significant gaps are indicated. 7th grade males and females are the same %, there is no gap. Students with disabilities 0% (at or above RIT national norm) compared to students without disabilities at 58% proficient (at or above RIT national norm).

### 23a. Social Studies- Strengths

2015 M-Step (percent proficient)

5th grade - History 47%, Discourse and decision making 49%, Civics and government 45% 8th grade - Civics and government 52%, World History 50% All disciplines evenly distributed.

### 23b. Social Studies- Challenges

2015 M-Step state test (percent proficient) 5th grade - Economics 29%

**23c. Social Studies- Trends**

2015 M-Step overall (Percents given as percent proficient) 4th - Not given

5th - 4%

6th - Not given

7th - Not given 8th - 10%

2015 M-Step males 4th - Not given

5th - 5%

6th - Not given

7th - Not given 8th - 13%

2015 M-Step Females 4th - Not given

5th - 2%

6th - Not given

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**School Improvement Plan**

Lakeview Middle School

7th - Not given 8th - 7%

2015 M-Step ED 4th - Not given 5th - 4%

6th - Not given 7th - Not given 8th - 5%

2015 M-Step Non ED 4th - Not given

5th - 4%

6th - Not given

7th - Not given 8th - 17%

2015 M-Step SWD 4th - Not given

5th - 9%

6th - Not given

7th - Not given 8th - 0%

2015 M-Step SWOD 4th - Not given

5th - 3%

6th - Not given

7th - Not given 8th - 11%

**23d. Social Studies- Summary**

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

With the challenges recognized by our limited data in Social Studies, we will address them through EBLI strategies, content area vocabulary and MTSS strategies.

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**School Improvement Plan**

Lakeview Middle School

**Perception Data**



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

**24a. Student Perception Data**

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

Indicator 1: The School engages in a systematic, inclusive, and comprehensive process to review, revise and communicate school purpose for student success.

Indicator 3.10: Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

**24b. Student Perception Data**

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

Indicator 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

**24c. Student Perception Data**

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

Staff will look for ways for students to be proud of their school and take pride in their school environments. A climate team has been chosen for next year and students on the team have had some training. They intend to be more active in the next school year.

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

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

Areas of overall highest level of satisfaction among parents/guardians: My student has up-to-date computers and technology 100%

School provided safe learning environment 93%

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**School Improvement Plan**

Lakeview Middle School

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

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

Lowest level of satisfaction among parents/guardians: All my children's teachers meet his/her learning needs by individualizing instruction. 36%

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

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

To improve in our lowest parent perception area we will continue to improve RTI/MTSS process.

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

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

The highest level of satisfaction is in the area of Governance and leadership with 70% agreement.

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

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

The only area we had a staff member that strongly disagreed is "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data".

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

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

Training will be offered to staff in the area of evaluation, interpretation and use of data.

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

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

The overall highest level of satisfaction among stakeholders/community are: My student has up-to-date computers and technology 100%  
School provided safe learning environment 93%

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**School Improvement Plan**

Lakeview Middle School

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

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

The overall lowest level of satisfaction among stakeholders/community is: All my children's teachers meet his/her learning needs by individualizing instruction. 36%

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

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

To improve the level of satisfaction of stakeholder/community we will continue to improve RTI/MTSS process.

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**School Improvement Plan**

Lakeview Middle School

**Summary**

**28a. Summary**

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

**Data-demographic:**

We have identified a better process to report truant students. We will continue to use the PRIDE program to see if continue the decrease in discipline referrals. We will look into overhauling the PRIDE program. We will also continue with the early release to reduce the number of days teachers are out of the classroom. We will also adjust meeting times to after school hours to gain time in the classroom.

**Process Data:**

At this time Strand 4, School, Family and Community Relations for learning is standing out above the other strands with a score of 2.75 Teaching for learning and Professional learning culture are challenges. This is mainly due to the lack of survey data to support evidence of these indicators. The score in both areas is 2.0. Without survey data we do not know where our true strengths and weakness are and what to address.

**Achievement/Outcomes Data:**

Efforts will be focused on the MTSS process and continued EBLI strategies in Reading.

At this time Writing strategies are being researched for strategies that are evidence based for our population of students.

Based on the noted challenges, the math coach will continue for the 2016-2017 school year. We will be monitoring the effects of the EnVisions math curriculum in the 4th and 5th grade.

At this time due to the improvement in science based the NWEA map scores, there are no challenges at this time.

With the challenges recognized by our limited data in Social Studies, we will address them through EBLI strategies with content area vocabulary and MTSS strategies.

Perception data:

Staff will look for ways for students to be proud of their school and take pride in their school environments. A climate team has been chosen for next year and students on the team have had some training. They intend to be more active in the next school year.

We will continue to improve RTI/MTSS process to improve parent perception of individualized instruction. Training will be offered to staff in the area of evaluation, interpretation and use of data.

### **28b. Summary**

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

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### **School Improvement Plan**

Lakeview Middle School

Demographic data: If students are in school more getting "best first instruction" from teachers and not substitutes, academic performance should increase.

Process data:

If we improve our data collecting process for Professional Learning Culture we will have a better understanding of what is affecting achievement.

Perception data:

Success depends on continued implementation of our School Climate Team, fine tuning our RTI/MTSS process, and improving staff use of data.

### **28c. Summary**

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

The challenges will be addressed through the following goals, objectives, strategies and activities:

- Goal 1: All Lakeview Middle School students will be proficient in Math
- Goal 2: All Lakeview Middle School students will be proficient in Reading
- Goal 3: All Lakeview Middle School students will be proficient in Writing
- Goal 4: All Lakeview Middle School students will be proficient in Science
- Goal 5: All Lakeview Middle School students will be proficient in Social Studies

Objectives: Demonstrate proficiencies in the areas of math, reading, writing, science, and social studies.

Strategies: Multi-Tiered System of Support (MTSS), Family Engagement, Differentiated best practices, Evidence Based Literacy Instruction (EBLI) and Technology Integration.

Activities: Timely and additional supplemental support, program evaluation, family events, data days, extended services, 1-1 technology training, and EBLI instruction.

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### **School Improvement Plan**

Lakeview Middle School

# School Additional Requirements Diagnostic

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## School Improvement Plan

Lakeview Middle School

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

## Introduction

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## School Improvement Plan

Lakeview Middle School

## School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Language, Reading, and Math are tested 3 times a year with NWEA Map testing ELA and Math are tested yearly with M-Step/MiAccess	
Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). <a href="http://www.lakeviewschools.net/uploads/LMS/LMS%202013-14_AER_School_Cover_Letter.pdf">http://www.lakeviewschools.net/uploads/LMS/LMS%202013-14_AER_School_Cover_Letter.p df</a> <a href="http://www.lakeviewschools.net/uploads/LMS/2013-14%20LMS%20AER%20Data%20Report.pdf">http://www.lakeviewschools.net/uploads/LMS/2013-14%20LMS%20AER%20Data%20Report.pdf</a>	
Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		
Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		
Label	Assurance	Response	Comment	Attachment

5.	<p>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.</p> <p>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.</p>	Yes	The Lakeview Community Schools anti discrimination board policy #4122 is attached.	LCS board policy 4122
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### School Improvement Plan

Lakeview Middle School

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	<p>Tim Erspamer (Principal) 516 Washington Ave Lakeview, MI 48850 Phone 989-352- 8016</p> <p>Kelly Nielsen (Principal) 9497 Paden Road Lakeview MI 48850 Phone 989-352- 7221 ext. 3000 Board Policy 1422</p>	
Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Policy #2112 Parent involvement in the school program.	
Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		
Label	Assurance	Response	Comment	Attachment
9.	The School has additional information	Yes	Materials for support are filed	2016-2017

	necessary to support your improvement plan (optional).		and held in the principal's office. PD plan uploaded here	LMSPDPlan
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### School Improvement Plan

Lakeview Middle School

# LMS 2016-2017 Plan 6.9/16

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### School Improvement Plan

Lakeview Middle School

## Overview Plan Name

LMS 2016-2017 Plan 6.9/16

### Plan Description

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### School Improvement Plan

Lakeview Middle School

## 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 Academic

Total Funding \$222470

1 All Lakeview Middle School students will be proficient in Math

Objectives: 1 Strategies: 4 Activities: 11

2 All Lakeview Middle School will be proficient in Reading.

Objectives: 1 Strategies: 5 Activities: 12

Academic

\$27801

3 All Lakeview Middle School students will be proficient in Writing.

Objectives: 1 Strategies: 2 Activities: 4

Academic

\$0

4 All Lakeview Middle School students will be proficient in Science

Objectives: 1 Strategies: 4 Activities: 7

Academic

\$1595

5 All Lakeview Middle School students will be proficient in Social Studies

Objectives: 1 Strategies: 3 Activities: 5

Academic

\$0

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### **School Improvement Plan**

Lakeview Middle School

## **Goal 1: All Lakeview Middle School students will be proficient in Math** Measurable Objective 1:

45% of All Students will demonstrate a proficiency rating in Mathematics by 10/31/2016 as measured by state data.

### **Strategy 1:**

Multi-tiered System of Support - 4-7 grade staff and administration will continue to understand, design and implement a multi-tiered system of support to close the achievement gap in math between Economically disadvantaged and Non Economically disadvantaged students.

Category: Learning Support Systems

Research Cited: Johnston, Peter (2010). RTI in literacy, responsive and comprehensive.

International Reading Association Inc. Owcki, Gretchen (2010). RTI daily planning book.

Heimemann publishing, NH. Allington, Richard (2009). What really matters in response to

intervention. Pearson Education Canada. Doug Fisher, Nancy Frey 2010. Enhancing RTI; how to ensure success-classroom instruction. Association for Supervision and Curriculum Development.

Tier: Tier 2

Activity - Tier I MTSS implementation

Activity Type

Tier

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsible

4-7 grade classroom teachers will implement the MTSS to include responses to interventions to close the achievement gap in Math using the building wide strategies during Wildcat time

designated for each grade level. Staff will be accountable to implement MTSS-RTI strategies with fidelity. Implementation will be monitored for all staff members by building principal throughout the school year.

Academic Support Program, Direct Instruction, Teacher Collaborati on

Tier 1

Monitor

09/03/2013

06/09/2017

\$0

General Fund

4-7 certified staff and building administrat or.

Activity - Tier II timely and additional supplemental support

Activity Type

Tier

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsibl e

SY 2016-2017

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### **School Improvement Plan**

Lakeview Middle School

Students in grades 4 - 7 will receive supplemental academic support to close the achievement gap and raise the proficiency for all students. Section 31 A Interventionists will be providing the Tier II support. In grades 4- 7, Section 31a funds are used to provide interventions for students not mastering the state's core standards. Share 2 Section 31a Interventionist Teachers: 2 teacher wages - \$123,428, 2 teacher insurance - \$21,392, 2 teacher retirement - \$32,100, 2 teacher FICA - \$9,720, Total Intervention Teachers: \$186,640. Supplies \$5000. If funding available, share intervention paraprofessionals: wages \$14,338, retirement - \$4,512, FICA - \$1,326 - Total paraprofessionals: \$23,176.

Academic Support Program, Supplemen tal Materials, Direct Instruction, Teacher Collaborati on

Tier 2

Implement

08/26/2013

06/09/2017

\$214480

Section 31a

Section 31a intervention ists



Total of Intervention Teachers, supplies, and Intervention Paraprofessionals: \$214,816.

Activity - MTSS Program Evaluation

Activity Type

Tier

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsible

2016-2017 school year

MTSS grade level teams will evaluate the ongoing MTSS process. Grade level teachers will each receive at least one half day to evaluate the process. 31a staff will receive at least a full day to evaluate the process. Substitutes 18 x 1/2 day x \$100 = \$900. Substitutes 2 x 1 day x \$100 = \$200

Academic  
Support Ready Program,  
Policy and  
Process,  
Teacher  
Collaboration

05/02/2016

06/09/2017

\$1100

General Fund

LMS staff and building administrator.

**Strategy 2:**

Tier: Tier 1

Activity - 4-7 Family events Activity Tier Type

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsible

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Tier 1

Getting

Family engagement - Staff at Lakeview Middle School will design and implement family engagement activities to involve parents in their children's learning through a family academic event.

Category:

Research Cited: Epstein, Joyce (2008) Family, School and Community partnerships 3rd edition. Corwin Press. Thousand Oaks CA.

### **School Improvement Plan**

Lakeview Middle School

4-7 grade staff will implement an academic event for parents to learn how to work with their children at home. Possible ideas include math game night to sustain throughout the year, carnival math kick off, sending game packets home for math log. Can be introduced at orientation with hand out of information and may focus on math. In addition, parents/students will have a presentation about overdrive to encourage the use of the public library resources on their 1-1 technology.

Academic Support Program, Behavioral Support Program, Community Engagement, Materials, Parent Involvement, Technology, Teacher Collaboration

Tier 1

Evaluate

08/31/2015

06/09/2017

\$400

General Fund

4-7 grade certified staff and building administrator.

1. Select Date/Facility use form
2. Create information/promotion hand out
  - a. Contact Tamarack Library for consultant.
3. Create activities/log
4. Plan event (ie. Carnival) - Volunteers, food, donations, prizes

### **Strategy 3:**

Differentiated best practices - All administrators and teachers will differentiate and enhance instruction to engage students in the learning process through the implementation of research based best practices. 1) Technology integration. 2) Math differentiation

Category:

Research Cited: Tomlinson, Carol (2003). Differentiation in Practice. Association for Supervision and curriculum development. Alexandria, VA.

Tier: Tier 1

Activity - Math coach

Activity Type

Tier

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsible

4-7 staff will be provided math coach to learn effective math strategies using a multi-tiered system of support to increase student academic achievement. Math coach may be internal. Substitutes: 2 days x 9 teachers x \$100 a day= \$1,800. Will be prioritized if funding is available.

Academic Support Program, Behavioral Support Program, Curriculum Development, Direct Instruction, Professional Learning, Teacher Collaboration

Tier 1

Monitor

08/23/2013

06/10/2016

\$1800

Title II Part A

4-7 grade math teachers, section 31a interventionists, special education teachers and building administrator.

Activity - Data Days

Activity Type

Tier

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsible

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**School Improvement Plan**

Lakeview Middle School

Grade level staff will have 3 data day meetings, three times during the year (Two PD days in August and October and an early release day in May) The early release day will be extended by two hours and a committee compensation pay will be offered to staff. \$17.50 x 20 staff members = \$350.

Academic Support Program, Teacher Collaboration

Tier 1

Evaluate

07/01/2014

06/09/2017

\$350

General Fund

Lakeview Middle School teachers and building administrator

Activity - Extended Services

Activity Type

Tier

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsible

Extended year services will be offered to qualifying students not yet mastering the Common Core state standards. See Reading Activity "Extended Year Services" for funding information. We will continue to discuss the need for programming.

Academic Support Program, Supplemental Materials, Direct Instruction, Teacher Collaboration

Tier 2

Evaluate

08/31/2015

06/09/2017

\$0

Section 31a

building administrator

Activity - School Improvement Workdays

Activity Type

Tier

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsible

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### **School Improvement Plan**

Lakeview Middle School

Representatives from the LMS School Improvement Team will attend the MDE sponsored School Improvement Conference as well as ISD sponsored School Improvement Workdays as needed throughout the year. 2016-2017 ISD workday session topics are as follows: Progress Monitoring To keep your school improvement plan on track, the key is to progress monitor. This session will give you helpful tips and strategies to involve your entire staff in the monitoring process. Participants will also be provided with deadlines for grant amendments and upcoming PD SIP Evaluation with PD Discussion Teams will begin to evaluate their 2016-2017 plan and update it for 2016-2017. We will discuss connections between the SIP/DIP and SPR/DPR. We will also

discuss what PD locals need that the ISD can help provide. That's a Wrap By mid-March, evaluation of 2016-2017 SIPs must be complete and plans should be in place for 2017- 2018. Work can begin on the DIP/SIP and planning can start on the consolidated application. This session will feature work time and discussions on consolidated application planning.

Policy and Process, Professional Learning, Teacher Collaboration

Tier 1

Implement

07/01/2015

06/09/2017

\$1940

General Fund

Building Administrator  
School Improvement Team Members

MDE State Fall Conference

4 staff registration -  $\$150 \times 4 = \$600$  3 subs  $\times \$100 = \$300$

2 hotel rooms  $\$70/\text{night} = \$140$

ISD Workdays - 4 days if offered by ISD - LMS will participate in these days as needed - will plan on attending 3 days

4 staff - no registration cost

3 staff - subs  $\$300 \times 3 \text{ days} = \$900$

Total for MDE conference and ISD workdays = \$1,940 Will prioritize if funding is available.

Activity - Data Consultant Professional Development

Activity Type

Tier

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsible

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### **School Improvement Plan**

Lakeview Middle School

September, 2016 School Improvement Team representatives will work with Sam Ewing, a data consultant, to look at strategies for improving student learning based on past data. This group will work together from 7:45-1:10 with Sam. After our early release dismissal, Sam will work with the entire LMS staff from 1:20-3:05pm. The agenda below will be used. This agenda will be adjusted as needed to look at focus school issues.

Academic Support Program, Professional Learning, Teacher Collaboration

Tier 1

Implement

08/31/2015

06/09/2017

\$2400

Title II Part A

Building Principal, Curriculum Coordinator

0) Develop understanding of “TOP to BOTTOM rankings and Scorecards”

- a. History of scorecards
- b. Z scores
- c. Top to Bottom Lookup Spreadsheet
- d. Achievement/Improvement/Gaps
- e. Overview of Priority/Focus and Reward Schools
- f. Success Story from Michigan..(Otsego)

1) Introduction to Michigan Data Portal - [www.mischooldata.org](http://www.mischooldata.org) (Public View)

- a. Dashboard,
- b. Accountability Scorecard – drill down by subject
- c. Top to Bottom ranking – drill down to school details
- d. Review data for potential areas of concern for

School/District

- e. Beating the Odds – Look up spreadsheet
- f. GAP Analysis Tool - Look-up spreadsheet for Focus

Schools

2) M-STEP Results and Implications ([www.mischooldata.org](http://www.mischooldata.org)) (Public to School View)

- a. Explore Achievement Trends for School – 3, 4, 5, 6, 7, 8 and 9
- b. Explore Cohort Proficiency Charts
- c. Explore M-STEP Data in Depth – Strands/Item Level/GAPS – Start with SI Team and then finish work with whole Staff in

Small teams

- i. Using M-STEP Released Items with Reports
- ii. Identify and Record Challenges and Strengths by

grade/content

- iii. Teams Report to group

d. Implications for the School Improvement Plan. 3) Exploring Common Core Resources ([www.michiganccr.org](http://www.michiganccr.org))

- a. Effective Instruction
- b. Balanced Assessment
- c. Accountability
- d. Taking a practice Test (Math or ELA)

4) Developing Protocols for LOCAL Unit (Interim Assessments

- a. Assessment Protocol
- b. Planning the Next Unit

5) Evaluation and next steps

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### **School Improvement Plan**

Lakeview Middle School

Activity - MAS/FPS Conferences

Activity Type

Tier

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsible

MAS/FPS State Conferences

Fall - 2 interventionists, 2 subs \$600, registration \$750, lodging 3 nights \$360, meals \$120, mileage \$100

Fall total = \$1,390

Academic Support Program, Behavioral Support Program, Community Engagement, Curriculum Development, Supplemental Materials, Policy and Process, Materials, Direct Instruction, Parent Involvement, Career Preparation /Orientation, Technology, Professional Learning, Teacher Collaboration

Tier 2

Implement

07/01/2014

06/09/2017

\$0

Title II Part A

Building Administrator

School Improvement Team

Winter - 2 interventionists, 1 principal - 2 days, 2 sub \$400, registration \$900, lodging 1 night \$220, dinner \$120, mileage \$100

Winter total = \$1,640

total for fall and winter

Total \$3,130

(Funding source found in Reading activities)

**Strategy 4:**

1:1 Technology Integration - During the 2015-2016 school year, all LMS teachers will use 1:1 technology as an instructional strategy in their core subject area lessons to enhance student learning and increase student achievement.

Category:

Research Cited: Ertmer, P.A., and Ottenbreit-Leftwich, A.T. (2010). Teacher technology change: How Knowledge, Confidence, Beliefs, and Culture Intersect (PDF) Tier: Tier 1

Activity - 1:1 Technology Staff Training Activity Tier Type

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsibility

SY 2016-2017

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## **School Improvement Plan**

Lakeview Middle School

This training is designed to inspire and equip our staff with methods and strategies supported by industry research. CBD training is differentiated by grade level and/or subject, ability of the teacher, and previous experience with technology. Staff will receive support throughout the year in the form of shoulder to shoulder support from a CBD consultant to help sustain teacher learning. The cost for this PD will be covered by Title II A to be prioritized if funding is available. This is a district initiative.

Academic Support Program, Curriculum Development, Career Preparation /Orientation, Professional Learning, Technology, Teacher Collaboration

Tier 1

Getting Ready

08/31/2015 06/09/2017 \$0

No Funding Certified

## **Goal 2: All Lakeview Middle School will be proficient in Reading. Measurable Objective 1:**

45% of Fourth, Fifth, Sixth and Seventh grade Economically Disadvantaged students will demonstrate a proficiency rating in Reading by 10/31/2016 as measured by state assessment.

### **Strategy 1:**

EBLI - Teachers will implement Evidence Based Literacy Instruction in daily classroom lessons to improve reading achievement. vocabulary, reading fluency, and reading comprehension.

Category:

Research Cited: EBLI Results

Tier: Tier 2

Activity - EBLI instruction

Activity Type

Tier

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsibility

Either the building administrator or outside consultant will provide implementation oversight to ensure the fidelity of the EBLI strategies. Building administrator will provide walk through data to monitor fidelity. If prioritized and funding is available, outside consultant will work with staff one day to provide updates and monitor performance.

Academic Support Program, Professional Learning, Walkthrough



Tier 1

Monitor

08/31/2015

06/09/2017

\$3000

Title II Part A

Onsite coaches for fidelity and principal observation /walkthrough process.

Activity - Initial EBLI training

Activity Type

Tier

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsible

SY 2016-2017

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Required

Staff

### **School Improvement Plan**

Lakeview Middle School

One initial 3 day training for one staff member. Training \$1500, mileage \$100, meals \$60

Academic Support Program, Career Preparation /Orientation , Professional Learning

Tier 2

Implement

08/01/2016

06/02/2017

\$1660

Title II Part A

Building Administrator

### **Strategy 2:**

Multi-Tiered System of Support - 2015-2016 School year:

4-7 grade staff and administration will continue to understand, design, and implement a multi tiered system to support to close the achievement gap in reading. Category:

Research Cited: Johnston, Peter. (2010). Rti in Literacy, Responsive and Comprehensive. International Reading Association Inc. Owock, Gretchen. (2010). The Rti Daily Planning Book. Heinemann Publishing. NH. Allington, Richard. (2009). What Really Matters in Response to Intervention. Pearson Education Canada. Doug Fisher and Nancy Frey. (2010). Enhancing Rti: How to Ensure Success - Classroom Instruction. Association for Supervision and Curriculum

Development

Tier: Tier 2

Activity - Tier I MTSS Implementation

Activity Type

Tier

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsibility

4-7 grade classroom teachers will implement the MTSS to include responses to interventions to close the achievement gap in Reading using the building wide strategies during Wildcat time designated for each grade level. Staff will be accountable to implement MTSS-RTI strategies with fidelity. Implementation will be monitored for all staff members by building principal throughout the school year.

Academic Support Program, Direct Instruction, Teacher Collaboration

Tier 1

Monitor

09/03/2013

06/09/2017

\$0

General Fund

4 - 7 grade certified staff and building administrator

Activity - Tier II Timely and Additional Supplemental Support

Activity Type

Tier

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsibility

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### **School Improvement Plan**

Lakeview Middle School

Section 31 A Interventionists will be providing the Tier II support in grades 4- 7. 2 Section 31a Interventionist Teachers: 2 teacher wages - \$124,031, 2 teacher insurance - \$21,501, 2 teacher retirement - \$31,007.75, 2 teacher FICA - \$9,763.77, Total Intervention Teachers: \$186,303.52

Supplies \$5000.

If funding available, share intervention paraprofessionals: wages \$14,338, retirement - \$4,512, FICA - \$1,326 - Total paraprofessionals: \$23,176.

Academic Tier Support Program, Supplement

2

Implement

08/31/2015

06/09/2017

\$0

Section 31a

Section 31a interventionists, building administrator

Total of Intervention Teachers, supplies, and Intervention Paraprofessionals= \$214,479.52.

Funding is found under Math support Tier II Timely and Additional Support.

Math Materials, Direct Instruction, Teacher Collaboration

Activity - MTSS Program Evaluation

Activity Tier Type

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsible

2016-2017 school year

MTSS grade level teams will evaluate the ongoing MTSS process. Grade level teachers will each receive at least one half day to evaluate the process. 31a staff will receive at least a full day to evaluate the process. Substitutes 18 x 1/2 day x \$100 = \$900. Substitutes 2 x 1 day x \$100 = \$200

Funding is located under Math Activities, MTSS Program Evaluation

Academic Tier Support Program,  
Policy and Process, Teacher Collaboration

1

Getting Ready

08/31/2015

06/09/2017

\$0

General Fund

LMS staff and building administrator

Activity - Visualization and Verbalization

Activity Tier Type

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsibility

The Visualizing and Verbalizing® (V/V®) program develops concept imagery—the ability to create an imagined or imaged gestalt from language—as a basis for comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing.

Academic Tier Support Program, Curriculum Development

2

Getting Ready

04/20/2017

04/21/2017

\$786

Title II Part A

Kim Shaft

Conference Cost \$679 per person x 1 person, 2 days Mileage 47.7 miles, 190 miles ( 47.7 miles one way to Grand Rapids) x .557 = \$106.28 or take school van. Total cost = \$785.28

nt, Direct Instruction, Professional Learning

Activity - MTSS/PBIS

Activity Tier Type

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsibility

SY 2016-2017

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on

### **School Improvement Plan**

Lakeview Middle School

Work time with PBIS (Positive Behavior Intervention Support) coach for instructional staff grades 4-7. \$100 x 4 subs x 2 times a year x 4 grades = \$3,200

Behavioral Support Program, Professional Learning, Teacher Collaboration

Tier 2

Implement

08/24/2016

06/06/2017

\$3200

Title II Part A

Building Administrator

Activity - MAS/FPS (Michigan Association of State and Federal Program Specialists)

Activity Type

Tier

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsible

MAS/FPS builds capacity of educational leaders to implement effective State and Federal programs to increase achievement for all students.

The MAS/FPS customers are the people responsible for designing, implementing, and evaluating State and Federal Programs, especially Title I, at the local or regional level.

Academic Support Program, Behavioral Support Program, Curriculum Development, Policy and Process, Direct Instruction, Career Preparation /Orientation, Professional Learning, Teacher Collaboration

Tier 2

Implement

08/24/2016

06/09/2017

\$3130

Title II Part A

Intervention Teachers and building administrator

Fall 2 staff, reg \$750, hotel \$360, meals \$120, subs 6 days \$600, mileage \$100; Total Fall \$1,390 - Winter 3 staff; Registration X \$300 = \$900 Lodging: 2 Rooms X \$110 Per night = \$220. Meals: 3 Staff X 2 Days X \$20 = \$120. 2 Subs X 2 Days X \$100 = \$400 Mileage = \$100 Total Winter \$1,740 Total fall and winter \$3,130

**Strategy 3:**

Family Engagement - Staff at Lakeview Middle School will design and implement family engagement activities to involve parents in their child's learning through a family academic event.

Category:

Research Cited: Epstein, Joyce. (2008.) Family, School and Community Partnerships. 3rd Edition. Corwin Press. Thousand Oaks, CA.

Tier: Tier 1

Activity - 4 - 7 Family Events Activity Tier Type

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsible

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### **School Improvement Plan**

Lakeview Middle School

4-7 grade staff will implement an academic event for parents to learn how to work with their children at home. Possible ideas include math game night to sustain throughout the year, carnival math kick off, sending game packets home for math log. Can be introduced at orientation with hand out of information and may focus on math. In addition, parents/students will have a presentation about overdrive to encourage the use of the public library resources on their 1-1 technology.

Academic Support Program, Community Engagement, Supplemental Materials, Parent Involvement, Teacher Collaboration

Tier 1

Evaluate

09/01/2015

06/09/2017 \$0

General 4 - 7 Fund certified

1. Select Date/Facility use form
2. Create information/promotion hand out
  - a. Contact Tamarack Library for consultant.
3. Create activities/log
4. Plan event (Carnival) - Volunteers, food, donations, prizes Funding source is located in Math activities, 4-7 Family Events.

#### **Strategy 4:**

Differentiated Best Practices - All administrators and teachers will differentiate and enhance instruction to engage students in the learning process through the implementation of research based best practices. 1. Technology Integration 2. Reading Differentiation

Category:

Research Cited: Tomlinson, Carol (2003). Differentiation in Practice. Association for Supervision and Curriculum Development. Alexandria, VA.

Tier: Tier 1

Activity - Data Days

Activity Type

Tier

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsibility

Grade level staff will have 3 day data meetings three times during the year (Two PD days in August and October and an early release day in May) The early release day will be extended by two hours and a stipend will be offered to staff.  $\$17.50 \times 20$  staff members = \$350. Funding available under math goal.

Academic Support Program, Curriculum Development, Teacher Collaboration

Tier 1

Evaluate

08/01/2015

06/09/2017

\$0

General Fund

LMS certified staff, building administrator

Activity - Extended Services

Activity Type

Tier

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsibility

SY 2016-2017

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staff and administrator

**School Improvement Plan**

Lakeview Middle School

Extended year services will be offered to qualifying students not yet mastering the Common Core state standards. We will continue to discuss the need for programming.

Academic Support Program, Supplemental Materials, Direct Instruction, Teacher Collaboration

Tier 2

Evaluate

08/01/2015

06/09/2017

\$16025

Section 31a Building Administrator

$4$  teachers +  $1$  coordinator  $\times 30$  days  $\times \$20 \times 2.0$  hours = \$6,000

\$675 - FICA + \$2283 - ret. = \$2,958

$4$  paraprofessionals  $\times 30$  days  $\times \$11 \times 1.5$  hours = \$1,980

\$150 - Fica + \$502 - ret = \$652 classroom supplies (250x4 ) = \$1,000 Transportation (3 drop off locations)

Trufant - 26.6 + Six Lakes - 13.8 + Altona - 18.4 miles = 58.8 miles x .35 per mile x 30 days = \$617.40

\$15.30 per hour x 3 busses x 30 days = \$1,377 snacks

\$.60 x 80 students x 30 days = \$1440 Total cost = \$16,024.40

### Strategy 5:

1:1 Technology Integration - During the 2014-2015 school year, all LMS teachers will use 1:1 technology as an instructional strategy in their core subject area lessons to enhance student learning and increase student achievement.

Category:

Research Cited: Ertmer, P.A., and Ottenbreit-Leftwich, A.T. (2010). Teacher technology change: How Knowledge, Confidence, Beliefs, and Culture Intersect (PDF) Tier: Tier 1

Activity - 1:1 Technology Staff Training

Activity Tier Type

Phase Begin Date End Date Resource Assigned

Source Of Funding

Staff Responsibility

This training is designed to inspire and equip our staff with methods and strategies supported by industry research. CBD training is differentiated by grade level and/or subject, ability of the teacher, and previous experience with technology. Staff will receive support throughout the year in the form of shoulder to shoulder support from a CBD consultant to help sustain teacher learning. The cost for this PD will be covered by Title II A to be prioritized if funding is available. This is a district initiative.

Academic Tier 1 Support  
Program, Professional

Implement 07/01/2015 06/09/2017 \$0

No Funding Required

Certified Staff

## **Goal 3: All Lakeview Middle School students will be proficient in Writing. Measurable Objective 1:**

Learning, Technology, Teacher Collaboration

60% of Fourth, Fifth, Sixth and Seventh grade students will demonstrate a proficiency rating in Writing by 10/31/2016 as measured by state assessment.

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or

### **School Improvement Plan**

Lakeview Middle School

### **Strategy 1:**



Multi Tiered System of Support - 4-7 grade staff and administrations will continue to understand, design, and implement a multi tiered system to support to close the achievement gap in writing.

Category:

Research Cited: Johnston, Peter.(2010). Rtl in Literacy, Responsive and Comprehensive. International Reading Association Inc. Owocki, Gretchen. (2010). The Rtl

Daily Planning Book. Heinemann Publishing, NH. Allington, Richard. (2009). What Really Matters in Response to Intervention. Pearson Education Canada.

Doug Fisher

and Nancy Frey. (2010). Enhancing Rtl: How to Ensure Success - Classroom Tier: Tier 1

Instruction. Association for Supervision and Curriculum Development

Activity - Tier I MTSS Implementation

Activity Tier Type

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsibl e

4-7 grade classroom teachers will implement the MTSS to include responses to interventions to close the achievement gap in writing using the building wide strategies during Wildcat time designated for each grade level. Staff will be accountable to implement MTSS-RTI strategies with fidelity. Implementation will be monitored for all staff members by building principal throughout the school year.

Academic Tier Support Program, Curriculum Developme

1

Monitor

09/03/2013

06/09/2017

\$0

Title II Part A

4-7 Certified staff and building administrat or

Activity - Tier II Timely and Additional Supplemental Support

Activity Tier Type

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsibl e

Section 31 A Interventionists will be providing the Tier II support in grades 4- 7. 2 Section 31a Interventionist Teachers: 2 teacher wages - \$124,031, 2 teacher insurance - \$21,501, 2 teacher

retirement - \$31,007.75, 2 teacher FICA - \$9,763.77, Total Intervention Teachers: \$186,303.52  
Supplies \$5000.

If funding available, share intervention paraprofessionals: wages \$14,338, retirement - \$4,512,  
FICA - \$1,326 - Total paraprofessionals: \$23,176.

Academic Tier Support Program

2

Implement

08/26/2013

06/09/2017

\$0

Section 31a

31a Intervention ist teachers and building administrat or

Total of Intervention Teachers, supplies, and Intervention Paraprofessionals= \$214,479.52.

Funding support is located under Math Activities for Tier II Timely and Additional Support.

Activity - MTSS Program Evaluation

Activity Tier Type

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsibl e

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nt, Direct Instruction, Teacher Collaborati on

### **School Improvement Plan**

Lakeview Middle School

MTSS grade level teams will evaluate once end of year data is available. Grade level teachers will each receive one half day to complete the task. 31a staff will receive a full day to complete the task. Substitutes 18 x 1/2 day x \$90 = \$810. Substitutes 2 x 1 day x \$90 = \$180

building administrat or

#### **Strategy 2:**

Activity - 1:1 Technology Staff Training

Activity Tier Type

Phase Begin Date End Date Resource Assigned

Source Of Funding

Staff Responsibl e

This training is designed to inspire and equip our staff with methods and strategies supported by industry research. CBD training is differentiated by grade level and/or subject, ability of the teacher, and previous experience with technology. Staff will receive support throughout the year

in the form of shoulder to shoulder support from a CBD consultant to help sustain teacher learning. The cost for this PD will be covered by Title II A to be prioritized if funding is available.

Professional Tier 1 | Learning

Implement 07/31/2015 06/09/2017 \$0

No Funding Required

Certified Staff

## **Goal 4: All Lakeview Middle School students will be proficient in Science** Measurable Objective 1:

Policy and Process

Tier 1

Getting Ready

05/01/2016

06/09/2017 \$0

General LMS staff Fund and

1:1 Technology Integration - During the 2014-2015 school year, all LMS teachers will use 1:1 technology as an instructional strategy in their core subject area lessons to enhance student learning and increase student achievement.

Category:

Research Cited: Ertmer, P.A., and Ottenbreit-Leftwich, A.T. (2010). Teacher technology change: How Knowledge, Confidence, Beliefs, and Culture Intersect (PDF) Tier: Tier 1

25% of Fourth and Seventh grade students will demonstrate a proficiency rating in Science by 10/31/2016 as measured by state assessment.

### **Strategy 1:**

Multi-tiered System of Support - 4-7 staff and administration will continue to understand, design and implement a multi-tiered system of support to close the achievement gap in science.

Category:

Research Cited: Johnston, Peter (2010). RTI in literacy, responsive and comprehensive. International Reading Association Inc. Owicki, Gretchen (2010). RTI daily planning book. Heimemann publishing, NH. Allington, Richard (2009). What really matters in response to intervention. Person Education Canada. Doug Fisher, Nancy Frey 2010. Enhancing RTI; how to ensure success-classroom instruction. Association for Supervision and Curriculum Development.

Tier:

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### **School Improvement Plan**

Lakeview Middle School

Activity - Tier I MTSS implementation

Activity Tier Type

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsibility

4-7 grade classroom teachers will implement the MTSS to include responses to interventions to close the achievement gap in Science using the building wide strategies during Wildcat time designated for each grade level. Staff will be accountable to implement MTSS-RTI strategies with fidelity. Implementation will be monitored for all staff members by building principal throughout the school year.

Academic Tier Support Program, Curriculum Development

1

Monitor

09/03/2013

06/09/2017

\$0

General Fund

4-7 certified staff and building principal.

Activity - Tier II timely and additional supplemental support

Activity Tier Type

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsibility

Section 31 A Interventionists will be providing the Tier II support in grades 4- 7. 2 Section 31a Interventionist Teachers: 2 teacher wages - \$124,031, 2 teacher insurance - \$21,501, 2 teacher retirement - \$31,007.75, 2 teacher FICA - \$9,763.77, Total Intervention Teachers: \$186,303.52  
Supplies \$5000.

If funding available, share intervention paraprofessionals: wages \$14,338, retirement - \$4,512, FICA - \$1,326 - Total paraprofessionals: \$23,176.

Academic Tier Support Program, Supplemental

2

Implement

08/26/2013

06/09/2017

\$0

Section 31a

Section 31a interventionist teachers and building administrator

Total of Intervention Teachers, supplies, and Intervention Paraprofessionals= \$214,479.52.

Funding is found under Math support Tier II Timely and Additional Support.

Materials, Direct Instruction, Teacher Collaboration

Activity - MTSS Program Evaluation

Activity Tier Type

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsible

2016-2017 school year

MTSS grade level teams will evaluate the ongoing MTSS process. Grade level teachers will each receive at least one half day to evaluate the process. 31a staff will receive at least a full day to evaluate the process. Substitutes 18 x 1/2 day x \$100 = \$900. Substitutes 2 x 1 day x \$100 = \$200

Funding is located under Math Activities, MTSS Program Evaluation

Academic Tier Support Program, Curriculum Development

1

Getting Ready

05/04/2015

06/09/2017

\$0

General Fund

LMS staff and building administrator

**Strategy 2:**

Differentiated best practices - All administrators and teachers will differentiate implementation of research based best practice. 1) Technology integration. 2) Science differentiation.

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nt, Direct Instruction, Teacher Collaboration

nt, Policy and Process, Teacher Collaboration

and

enhance instruction to engage students in the learning process through the

**School Improvement Plan**

Lakeview Middle School

Category:

Research Cited: Tomlinson, Carol (2003). Differentiation in Practice. Association for Supervision and Curriculum Development. Alexandria, VA. Tier: Tier 1

Activity - Data Days

Activity Tier Phase Begin Date End Date Resource Type Assigned

Source Of Funding

Staff Responsible

Grade level staff will have 3 day data meetings three times during the year (Two PD days in August and October and an early release day in May) The early release day will be extended by two hours and a stipend will be offered to staff. \$17.50 x 20 staff members = \$350. Funding available under math goal.

Academic Support Program, Curriculum Development, Policy and Process, Teacher Collaboration

Tier 1

Evaluate

07/01/2014

06/09/2017

\$0

General Fund

Lakeview Middle School staff and building administrator

### Strategy 3:

1:1 Technology Integration - During the 2014-2015 school year, all LMS teachers will use 1:1 technology as an instructional strategy in their to enhance student learning and increase student achievement.

Category:

Research Cited: Ertmer, P.A., and Ottenbreit-Leftwich, A.T. (2010). Teacher technology change: How Knowledge, Confidence, Beliefs, and Tier: Tier 1

core subject area lessons

Activity - 1:1 Technology Staff Training

Activity Tier Phase Begin Date End Date Resource Type Assigned

Source Of Funding

Staff Responsible

This training is designed to inspire and equip our staff with methods and strategies supported by industry research. CBD training is differentiated by grade level and/or subject, ability of the teacher, and previous experience with technology. Staff will receive support throughout the year in the form of shoulder to shoulder support from a CBD consultant to help sustain teacher learning. The cost for this PD will be covered by Title II A to be prioritized if funding is available. This is a district initiative.

Academic Support Program, Professional Learning, Technology , Teacher Collaboration

Tier 1

Getting Ready

07/01/2014

06/09/2017

\$0

No Funding Required

Certified Staff and building administrator

### Strategy 4:

MSS Battle Creek Kit Integration - The fourth and fifth grade staff will begin to incorporate the new Battle Creek NGSS/MSS aligned kits to their curriculum as they become available from the Battle

Creek Math and Science Center.

Category: Science

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Culture Intersect (PDF)

### **School Improvement Plan**

Lakeview Middle School

Research Cited: The need for Standards <http://www.nextgenscience.org/need-standards> Tier: Tier 1

Activity - Battle Creek MSS kit training

Activity Type

Tier

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsible

The fourth and fifth grade staff will participate in Battle Creek NGSS/MSS kit trainings as they become available. The Physical Science Kit training will be available during the 2016- 2017 school year.

Academic Support Program, Curriculum Development, Supplemental Materials, Professional Learning, Teacher Collaboration

Tier 1

Implement

07/01/2016

06/30/2017

\$1420

Title II Part A

Classroom Teachers Building Administrator

Registration cost - 6 staff x \$120 = \$720 (this includes teacher guides)

Subs - 6 x \$100 - \$600

Transportation - \$100, School van will be used if available. Lunch included in registration cost.

Total - \$1,420

Activity - August Battle Creek Kit Alignment

Activity Type

Tier

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsibility

4th/5th Science Committee Chairs will meet one day in August prior to the start of school to align the Battle Creek Physical Science MSS kits. Materials will be pulled from existing kits to create the new MSS aligned kits.

Academic Support Program, Curriculum Development, Career Preparation /Orientation, Professional Learning, Teacher Collaboration

Tier 1

Implement

07/01/2016

06/30/2017

\$175

General Fund

Building Administrator or Curriculum Coordinator

2 teachers - 1 per grade level

Teachers will be given \$17.50/hour (summer work committee pay) for up to 5 hours of work.

cost: 2 teachers x 5 hours x \$17.50 = \$175

## **Goal 5: All Lakeview Middle School students will be proficient in Social Studies** Measurable Objective 1:

10% of Fifth grade students will demonstrate a proficiency rating in Social Studies by 10/31/2016 as measured by Proficiency on the MStep.

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### **School Improvement Plan**

Lakeview Middle School

#### **Strategy 1:**

Multi Tiered System of Support - 4 - 7 staff and administration will continue to understand, design and implement a multi-tiered system of support to close the achievement gap in Social Studies.

Category:

Research Cited: Johnston, Peter. (2010). RTI in Literacy, Responsive and Comprehensive International Reading Association, Inc. Owecki, Gretchen. (2010). The RTI Daily Planning Book. Heinemann Publishing, NH. Allington, Richard. (2009). What Really Matters in Response to Intervention. Pierson Education, Canada. Doug

Fisher and Nancy Frey. (2010). Enhancing RTI; How to Ensure Success- Classroom Instruction. Association for Supervision and Tier: Tier 1

Curriculum Development.

Activity - Tier I MTSS Implementation

Activity Tier Type

Phase



Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsible

4-7 grade classroom teachers will implement the MTSS to include responses to interventions to close the achievement gap in Social Studies using the building wide strategies during Wildcat time designated for each grade level. Staff will be accountable to implement MTSS-RTI strategies with fidelity. Implementation will be monitored for all staff members by building principal throughout the school year.

Academic Tier Support Program, Curriculum Development

1

Monitor

09/03/2013

06/09/2017

\$0

General Fund

4-7 certified staff and administrator.

Activity - Tier II Timely and Additional Support

Activity Tier Type

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsible

Section 31 A Interventionists will be providing the Tier II support in grades 4- 7. 2 Section 31a Interventionist Teachers: 2 teacher wages - \$124,031, 2 teacher insurance - \$21,501, 2 teacher retirement - \$31,007.75, 2 teacher FICA - \$9,763.77, Total Intervention Teachers: \$186,303.52 Supplies \$5000.

If funding available, share intervention paraprofessionals: wages \$14,338, retirement - \$4,512, FICA - \$1,326 - Total paraprofessionals: \$23,176.

Academic Tier Support Program, Supplement

2

Implement

08/26/2013

06/09/2017

\$0

Section 31a

31a interventionist teachers and building administrator

Total of Intervention Teachers, supplies, and Intervention Paraprofessionals= \$214,479.52.  
Funding is found under Math support Tier II Timely and Additional Support.

tal Materials, Direct Instruction, Teacher Collaborati on

Activity - MTSS Program Evaluation

Activity Tier Type

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsibl e

SY 2016-2017

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nt, Direct Instruction, Teacher Collaborati on

### **School Improvement Plan**

Lakeview Middle School

2016-2017 school year

MTSS grade level teams will evaluate the ongoing MTSS process. Grade level teachers will each receive at least one half day to evaluate the process. 31a staff will receive at least a full day to evaluate the process. Substitutes 18 x 1/2 day x \$100 = \$900. Substitutes 2 x 1 day x \$100 = \$200

Funding is located under Math Activities, MTSS Program Evaluation

Academic Support Program, Curriculum Developme nt, Policy and Process, Teacher Collaborati on

Tier 1

Getting Ready

05/04/2015

06/09/2017

\$0

General Fund

LMS Staff and Building Administrat or

### **Strategy 2:**

Differentiated Best Practices - All administrators and teachers will differentiate and enhance instruction to engage students in the learning process through the implementation of research based best practices. 1. Technology integration 2. Social Studies Differentiation

Category:

Research Cited: Tomlinson, Carol (2003). Differentiation in Practice. Association for Supervision and Curriculum Development. Alexandria, VA.

Tier: Tier 1

Activity - Data Days

Activity Type

Tier

Phase

Begin Date

End Date Resource Assigned

Source Of Funding

Staff Responsibility

Grade level staff will have 3 day data meetings three times during the year (Two PD days in August and October and an early release day in May) The early release day will be extended by two hours and a stipend will be offered to staff. \$17.50 x 20 staff members = \$350. Funding available under math goal.

Academic Support Program, Curriculum Development, Policy and Process, Teacher Collaboration

Tier 1

Evaluate

08/31/2015

06/09/2017 \$0

General Fund

Certified Staff

**Strategy 3:**

1:1 Technology Integration - During the 2014-2015 school year, all LMS teachers will use 1:1 technology as an instructional strategy in their core subject area lessons to enhance student learning and increase student achievement.

Category:

Research Cited: Ertmer, P.A., and Ottenbreit-Leftwich, A.T. (2010). Teacher technology change: How Knowledge, Confidence, Beliefs, and Culture Intersect (PDF) Tier: Tier 1

Activity - 1:1 Technology Staff Training Activity Tier Type

Phase

Begin Date

End Date

Resource Assigned

Source Of Funding

Staff Responsibility

SY 2016-2017

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**School Improvement Plan**

Lakeview Middle School

This training is designed to inspire and equip our staff with methods and strategies supported by industry research. CBD training is differentiated by grade level and/or subject, ability of the teacher, and previous experience with technology. Staff will receive support throughout the year in the form of shoulder to shoulder support from a CBD consultant to help sustain teacher learning. The cost for this PD will be covered by Title II A to be prioritized if funding is available. This is a district initiative.

Academic Tier 1 Support  
Program, Professional

Implement 07/01/2014 06/09/2017 \$0

No Funding Required

Certified Staff and building administrator

SY 2016-2017

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Learning, Technology, Teacher Collaboration

### **School Improvement Plan**

Lakeview Middle School

## **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

MTSS/PBIS

Work time with PBIS (Positive Behavior Intervention Support) coach for instructional staff grades 4-7. \$100 x 4 subs x 2 times a year x 4 grades = \$3,200

Behavioral Support Program, Professional Learning, Teacher Collaboration

Tier 2

Implement

08/24/2016

06/06/2017

\$3200

Building Administrator

SY 2016-2017

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### **School Improvement Plan**

Lakeview Middle School

Data Consultant Professional Development

September, 2016 School Improvement Team representatives will work with Sam Ewing, a data consultant, to look at strategies for improving student learning based on past data. This group will work together from 7:45-1:10 with Sam. After our early release dismissal, Sam will work with the entire LMS staff from 1:20-3:05pm. The agenda below will be used. This agenda will be adjusted as needed to look at focus school issues.

Academic Support Program, Professional Learning, Teacher Collaboration

Tier 1

Implement

08/31/2015

06/09/2017

\$2400

Building Principal, Curriculum Coordinator

0) Develop understanding of "TOP to BOTTOM rankings and Scorecards"

- a. History of scorecards
- b. Z scores
- c. Top to Bottom Lookup Spreadsheet
- d. Achievement/Improvement/Gaps
- e. Overview of Priority/Focus and Reward

Schools

f. Success Story from Michigan..(Otsego)

1) Introduction to Michigan Data Portal - [www.mischooldata.org](http://www.mischooldata.org) (Public View)

- a. Dashboard,
  - b. Accountability Scorecard – drill down by subject
  - c. Top to Bottom ranking – drill down to school details
  - d. Review data for potential areas of concern for School/District
  - e. Beating the Odds – Look up spreadsheet
  - f. GAP Analysis Tool - Look-up spreadsheet for Focus Schools
- 2) M-STEP Results and Implications ([www.mischooldata.org](http://www.mischooldata.org)) (Public to School View)
- a. Explore Achievement Trends for School – 3, 4, 5, 6, 7, 8 and 9
  - b. Explore Cohort Proficiency Charts
  - c. Explore M-STEP Data in Depth – Strands/Item Level/GAPS – Start with SI Team and then finish work with whole Staff in

Reports

Small teams

- i. Using M-STEP Released Items with
  - ii. Identify and Record Challenges and Strengths by grade/content
  - iii. Teams Report to group
- d. Implications for the School Improvement

Plan.

3) Exploring Common Core Resources ([www.michiganccr.org](http://www.michiganccr.org))

- a. Effective Instruction
- b. Balanced Assessment
- c. Accountability

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## **School Improvement Plan**

Lakeview Middle School

Battle Creek MSS kit training

The fourth and fifth grade staff will participate in Battle Creek NGSS/MSS kit trainings as they become available. The Physical Science Kit training will be available during the 2016-2017 school year.

Academic Support Program, Curriculum Development, Supplemental Materials, Professional Learning, Teacher Collaboration

Tier 1

Implement

07/01/2016

06/30/2017

\$1420

Classroom Teachers Building Administrator

c. Accountability

d. Taking a practice Test (Math or ELA) 4) Developing Protocols for LOCAL Unit (Interim Assessments

a. Assessment Protocol

b. Planning the Next Unit 5) Evaluation and next steps

Registration cost - 6 staff x \$120 = \$720 (this includes teacher guides)

Subs - 6 x \$100 - \$600

Transportation - \$100, School van will be used if available.

Lunch included in registration cost. Total - \$1,420

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## **School Improvement Plan**

Lakeview Middle School

MAS/FPS Conferences

MAS/FPS State Conferences

Fall - 2 interventionists, 2 subs \$600, registration \$750, lodging 3 nights \$360, meals \$120, mileage \$100

Fall total = \$1,390

Academic Support Program, Behavioral Support Program, Community Engagement, Curriculum Development, Supplemental Materials, Policy and Process, Materials, Direct Instruction, Parent Involvement, Career Preparation /Orientation, Technology, Professional Learning, Teacher Collaboration

Tier 2

Implement

07/01/2014

06/09/2017

\$0

Building Administrator  
School Improvement Team

Winter - 2 interventionists, 1 principal - 2 days, 2 sub \$400, registration \$900, lodging 1 night \$220, dinner \$120, mileage \$100  
Winter total = \$1,640

total for fall and winter

Total \$3,130

(Funding source found in Reading activities)

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### **School Improvement Plan**

Lakeview Middle School

MAS/FPS (Michigan Association of State and Federal Program Specialists)

MAS/FPS builds capacity of educational leaders to implement effective State and Federal programs to increase achievement for all students.

The MAS/FPS customers are the people responsible for designing, implementing, and evaluating State and Federal Programs, especially Title I, at the local or regional level.

Academic Support Program, Behavioral Support Program, Curriculum Development, Policy and Process, Direct Instruction, Career Preparation /Orientation, Professional Learning, Teacher Collaboration

Tier 2

Implement

08/24/2016

06/09/2017

\$3130

Intervention Teachers and building administrator

Tier I MTSS Implementation

4-7 grade classroom teachers will implement the MTSS to include responses to interventions to close the achievement gap in writing using the building wide strategies during Wildcat time designated for each grade level. Staff will be accountable to implement MTSS-RTI strategies with fidelity. Implementation will be monitored for all staff members by building principal throughout the school year.

Academic Support Program, Curriculum Development, Direct Instruction, Teacher Collaboration

Tier 1

Monitor

09/03/2013

06/09/2017

\$0

4-7 Certified staff and building administrator

Visualization and Verbalization

The Visualizing and Verbalizing® (V/V®) program develops concept imagery—the ability to create an imagined or imaged gestalt from language—as a basis for comprehension and higher

order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing.

Academic Support Program, Curriculum Development, Direct Instruction, Professional Learning

Tier 2

Getting Ready

04/20/2017

04/21/2017

\$786

Kim Shaft

Fall 2 staff, reg \$750, hotel \$360, meals \$120, subs 6 days \$600, mileage \$100; Total Fall \$1,390  
- Winter 3 staff; Registration X \$300 = \$900 Lodging: 2 Rooms X \$110 Per night = \$220. Meals: 3  
Staff X 2 Days X \$20 = \$120. 2 Subs X 2 Days X \$100 = \$400 Mileage = \$100

Total Winter \$1,740

Total fall and winter \$3,130

Conference Cost \$679 per person x 1 person, 2 days Mileage 47.7 miles, 190 miles ( 47.7 miles  
one way to Grand Rapids) x .557 = \$106.28 or take school van. Total cost = \$785.28

SY 2016-2017

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### **School Improvement Plan**

Lakeview Middle School

Initial EBLI training

One initial 3 day training for one staff member. Training \$1500, mileage \$100, meals \$60

Academic Support Program, Career Preparation /Orientation , Professional Learning

Tier 2

Implement

08/01/2016

06/02/2017

\$1660

Building Administrator

Math coach

4-7 staff will be provided math coach to learn effective math strategies using a multi-tiered system of support to increase student academic achievement. Math coach may be internal. Substitutes: 2 days x 9 teachers x \$100 a day= \$1,800. Will be prioritized if funding is available.

Academic Support Program, Behavioral Support Program, Curriculum Development, Direct Instruction, Professional Learning, Teacher Collaboration

Tier 1

Monitor

08/23/2013

06/10/2016

\$1800



4-7 grade math teachers, section 31a intervention ists, special education teachers and building administrator.

EBLI instruction

Either the building administrator or outside consultant will provide implementation oversight to ensure the fidelity of the EBLI strategies. Building administrator will provide walk through data to monitor fidelity. If prioritized and funding is available, outside consultant will work with staff one day to provide updates and monitor performance.

Academic Support Program, Professional Learning, Walkthrough

Tier 1

Monitor

08/31/2015

06/09/2017

\$3000

Onsite coaches for fidelity and principal observation /walkthrough process.

### **Section 31a**

Activity Name

Activity Description

Activity Type

Tier

Phase

Begin Date

End Date

Resource Assigned

Staff Responsible

SY 2016-2017

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### **School Improvement Plan**

Lakeview Middle School

Tier II timely and additional supplemental support

Section 31 A Interventionists will be providing the Tier II support in grades 4- 7. 2 Section 31a Interventionist Teachers: 2 teacher wages - \$124,031, 2 teacher insurance - \$21,501, 2 teacher retirement - \$31,007.75, 2 teacher FICA - \$9,763.77, Total Intervention Teachers: \$186,303.52 Supplies \$5000.

Academic Support Program, Supplemental Materials, Direct Instruction, Teacher Collaboration

Tier 2

Implement

08/26/2013

06/09/2017

\$0

Section 31a interventionist teachers and building administrator

Extended Services

Extended year services will be offered to qualifying students not yet mastering the Common Core state standards. We will continue to discuss the need for programming.

Academic Support Program, Supplemental Materials, Direct Instruction, Teacher Collaboration

Tier 2

Evaluate

08/01/2015

06/09/2017

\$16025

Building Administrator

Tier II Timely and Additional Supplemental Support

Section 31 A Interventionists will be providing the Tier II support in grades 4- 7. 2 Section 31a Interventionist Teachers: 2 teacher wages - \$124,031, 2 teacher insurance - \$21,501, 2 teacher retirement - \$31,007.75, 2 teacher FICA - \$9,763.77, Total Intervention Teachers: \$186,303.52 Supplies \$5000.

Academic Support Program

Tier 2

Implement

08/26/2013

06/09/2017

\$0

31a Interventionist teachers and building administrator

If funding available, share intervention paraprofessionals: wages \$14,338, retirement - \$4,512, FICA - \$1,326 - Total paraprofessionals: \$23,176.

Total of Intervention Teachers, supplies, and Intervention Paraprofessionals= \$214,479.52. Funding is found under Math support Tier II Timely and Additional Support.

4 teachers + 1 coordinator x 30 days x \$20 x 2.0 hours = \$6,000

\$675 - FICA +\$2283 - ret.= \$2,958

4 paraprofessionals X 30days x \$11 X 1.5 hours =\$1,980

\$150 - Fica + \$502 - ret = \$652 classroom supplies (250x4 ) = \$1,000 Transportation (3 drop off locations)

Trufant - 26.6 + Six Lakes - 13.8 + Altona - 18.4 miles = 58.8 miles x .35 per mile x 30 days = \$617.40

\$15.30 per hour x 3 busses x 30 days = \$1,377 snacks

\$.60 x 80 students x 30 days = \$1440 Total cost = \$16,024.40

If funding available, share intervention paraprofessionals: wages \$14,338, retirement - \$4,512, FICA - \$1,326 - Total paraprofessionals: \$23,176.

Total of Intervention Teachers, supplies, and Intervention Paraprofessionals= \$214,479.52. Funding support is located under Math Activities for Tier II Timely and Additional Support.

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**School Improvement Plan**

Lakeview Middle School

**Extended Services**

Extended year services will be offered to qualifying students not yet mastering the Common Core state standards. See Reading Activity "Extended Year Services" for funding information. We will continue to discuss the need for programming.

Academic Support Program, Supplemental Materials, Direct Instruction, Teacher Collaboration

Tier 2

Evaluate

08/31/2015

06/09/2017

\$0

building administrator

Tier II Timely and Additional Supplemental Support

Section 31 A Interventionists will be providing the Tier II support in grades 4- 7. 2 Section 31a Interventionist Teachers: 2 teacher wages - \$124,031, 2 teacher insurance - \$21,501, 2 teacher retirement - \$31,007.75, 2 teacher FICA - \$9,763.77, Total Intervention Teachers: \$186,303.52 Supplies \$5000.

Academic Support Program, Supplemental Materials, Direct Instruction, Teacher Collaboration

Tier 2

Implement

08/31/2015

06/09/2017

\$0

Section 31a intervention ists, building administrator

Tier II timely and additional supplemental support

Students in grades 4 - 7 will receive supplemental academic support to close the achievement gap and raise the proficiency for all students. Section 31 A Interventionists will be providing the Tier II support. In grades 4- 7, Section 31a funds are used to provide interventions for students not mastering the state's core standards. Share 2 Section 31a Interventionist Teachers: 2 teacher wages - \$123,428, 2 teacher insurance - \$21,392, 2 teacher retirement - \$32,100, 2 teacher FICA - \$9,720, Total Intervention Teachers: \$186,640. Supplies \$5000. If funding available, share intervention paraprofessionals: wages \$14,338, retirement - \$4,512, FICA - \$1,326 - Total paraprofessionals: \$23,176.

Academic Support Program, Supplemental Materials, Direct Instruction, Teacher Collaboration

Tier 2

Implement

08/26/2013

06/09/2017

\$214480

Section 31a intervention ists

If funding available, share intervention paraprofessionals: wages \$14,338, retirement - \$4,512, FICA - \$1,326 - Total paraprofessionals: \$23,176.

Total of Intervention Teachers, supplies, and Intervention Paraprofessionals= \$214,479.52.  
Funding is found under Math support Tier II Timely and Additional Support.

Total of Intervention Teachers, supplies, and Intervention Paraprofessionals: \$214,816.

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## **School Improvement Plan**

Lakeview Middle School

Tier II Timely and Additional Support

Section 31 A Interventionists will be providing the Tier II support in grades 4- 7. 2 Section 31a Interventionist Teachers: 2 teacher wages - \$124,031, 2 teacher insurance - \$21,501, 2 teacher retirement - \$31,007.75, 2 teacher FICA - \$9,763.77, Total Intervention Teachers: \$186,303.52  
Supplies \$5000.

Academic Tier Support Program, Supplemen

2

Implement

08/26/2013

06/09/2017

\$0

31a intervention ist teachers and building administrat or

### **General Fund**

Activity Name

Activity Description

Activity Tier Type

Phase

Begin Date

End Date

Resource Assigned

Staff Responsibl e

Tier I MTSS Implementation

4-7 grade classroom teachers will implement the MTSS to include responses to interventions to close the achievement gap in Sojcial Studies using the building wide strategies during Wildcat time designated for each grade level. Staff will be accountable to implement MTSS-RTI strategies with fidelity. Implementation will be monitored for all staff members by building principal throughout the school year.

Academic Tier Support Program, Curriculum Developme

1

Monitor

09/03/2013

06/09/2017

\$0

4-7 certified staff and administrat or.

MTSS Program Evaluation

2016-2017 school year

MTSS grade level teams will evaluate the ongoing MTSS process. Grade level teachers will each receive at least one half day to evaluate the process. 31a staff will receive at least a full day to evaluate the process. Substitutes 18 x 1/2 day x \$100 = \$900. Substitutes 2 x 1 day x \$100 = \$200 Funding is located under Math Activities, MTSS Program Evaluation

Academic Tier Support Program, Curriculum Developme

1

Getting Ready

05/04/2015

06/09/2017

\$0

LMS Staff and Building Administrat or

MTSS Program Evaluation

Policy and Tier Process

1

Getting Ready

05/01/2016

06/09/2017

\$0

LMS staff and building administrat or

If funding available, share intervention paraprofessionals: wages \$14,338, retirement - \$4,512, FICA - \$1,326 - Total paraprofessionals: \$23,176.

tal Materials, Direct Instruction, Teacher Collaborati on

Total of Intervention Teachers, supplies, and Intervention Paraprofessionals= \$214,479.52.

Funding is found under Math support Tier II Timely and Additional Support.

MTSS grade level teams will evaluate once end of year data is available. Grade level teachers will each receive one half day to complete the task. 31a staff will receive a full day to complete the task. Substitutes 18 x 1/2 day x \$90 = \$810. Substitutes 2 x 1 day x \$90 = \$180

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nt, Direct Instruction, Teacher Collaborati on

nt, Policy and Process, Teacher Collaborati on

### **School Improvement Plan**

Lakeview Middle School

MTSS Program Evaluation

2016-2017 school year

MTSS grade level teams will evaluate the ongoing MTSS process. Grade level teachers will each receive at least one half day to evaluate the process. 31a staff will receive at least a full day to evaluate the process. Substitutes 18 x 1/2 day x \$100 = \$900. Substitutes 2 x 1 day x \$100 = \$200 Funding is located under Math Activities, MTSS Program Evaluation

Academic Support Program, Policy and Process, Teacher Collaborati on

Tier 1

Getting Ready

08/31/2015

06/09/2017

\$0

LMS staff and building administrat or

Tier I MTSS implementation

4-7 grade classroom teachers will implement the MTSS to include responses to interventions to close the achievement gap in Math using the building wide strategies during Wildcat time designated for each grade level. Staff will be accountable to implement MTSS-RTI strategies with fidelity. Implementation will be monitored for all staff members by building principal throughout the school year.

Academic Support Program, Direct Instruction, Teacher Collaborati on

Tier 1

Monitor

09/03/2013

06/09/2017

\$0

4-7 certified staff and building administrat or.

Data Days

Grade level staff will have 3 day data meetings three times during the year (Two PD days in August and October and an early release day in May) The early release day will be extended by two hours and a stipend will be offered to staff. \$17.50 x 20 staff members = \$350. Funding available under math goal.

Academic Support Program, Curriculum Developme nt, Policy and Process, Teacher Collaborati on

Tier 1

Evaluate

07/01/2014

06/09/2017

\$0

Lakeview Middle School staff and building administrat or

4-7 Family events

4-7 grade staff will implement an academic event for parents to learn how to work with their children at home. Possible ideas include math game night to sustain throughout the year, carnival math kick off, sending game packets home for math log. Can be introduced at orientation with

hand out of information and may focus on math. In addition, parents/students will have a presentation about overdrive to encourage the use of the public library resources on their 1-1 technology.

Academic Support Program, Behavioral Support Program, Community Engagement, Materials, Parent Involvement, Technology, Teacher Collaboration

Tier 1

Evaluate

08/31/2015

06/09/2017

\$400

4-7 grade certified staff and building administrator.

1. Select Date/Facility use form
2. Create information/promotion hand out
  - a. Contact Tamarack Library for consultant.
  3. Create activities/log
4. Plan event (ie. Carnival) - Volunteers, food, donations, prizes

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### **School Improvement Plan**

Lakeview Middle School

MTSS Program Evaluation

2016-2017 school year

MTSS grade level teams will evaluate the ongoing MTSS process. Grade level teachers will each receive at least one half day to evaluate the process. 31a staff will receive at least a full day to evaluate the process. Substitutes 18 x 1/2 day x \$100 = \$900. Substitutes 2 x 1 day x \$100 = \$200 Funding is located under Math Activities, MTSS Program Evaluation

Academic Support Program, Curriculum Development, Policy and Process, Teacher Collaboration

Tier 1

Getting Ready

05/04/2015

06/09/2017

\$0

LMS staff and building administrator

Tier I MTSS Implementation

4-7 grade classroom teachers will implement the MTSS to include responses to interventions to close the achievement gap in Reading using the building wide strategies during Wildcat time designated for each grade level. Staff will be accountable to implement MTSS-RTI strategies with fidelity. Implementation will be monitored for all staff members by building principal throughout the school year.

Academic Support Program, Direct Instruction, Teacher Collaboration

Tier 1

Monitor

09/03/2013

06/09/2017

\$0

4 - 7 grade certified staff and building administrator

August Battle Creek Kit Alignment

4th/5th Science Committee Chairs will meet one day in August prior to the start of school to align the Battle Creek Physical Science MSS kits. Materials will be pulled from existing kits to create the new MSS aligned kits.

Academic Support Program, Curriculum Development, Career Preparation /Orientation, Professional Learning, Teacher Collaboration

Tier 1

Implement

07/01/2016

06/30/2017

\$175

Building Administrator Curriculum Coordinator

2 teachers - 1 per grade level

Teachers will be given \$17.50/hour (summer work committee pay) for up to 5 hours of work.

cost: 2 teachers x 5 hours x \$17.50 = \$175

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### **School Improvement Plan**

Lakeview Middle School

4 - 7 Family Events

4-7 grade staff will implement an academic event for parents to learn how to work with their children at home. Possible ideas include math game night to sustain throughout the year, carnival math kick off, sending game packets home for math log. Can be introduced at orientation with hand out of information and may focus on math. In addition, parents/students will have a presentation about overdrive to encourage the use of the public library resources on their 1-1 technology.

Academic Support Program, Community Engagement, Supplemental Materials, Parent Involvement, Teacher Collaboration

Tier 1

Evaluate

09/01/2015

06/09/2017

\$0

4 - 7 certified staff and administrator

Tier I MTSS implementation

4-7 grade classroom teachers will implement the MTSS to include responses to interventions to close the achievement gap in Science using the building wide strategies during Wildcat time



designated for each grade level. Staff will be accountable to implement MTSS-RTI strategies with fidelity. Implementation will be monitored for all staff members by building principal throughout the school year.

Academic Support Program, Curriculum Development, Direct Instruction, Teacher Collaboration

Tier 1

Monitor

09/03/2013

06/09/2017

\$0

4-7 certified staff and building principal.

Data Days

Grade level staff will have 3 data day meetings, three times during the year (Two PD days in August and October and an early release day in May) The early release day will be extended by two hours and a committee compensation pay will be offered to staff.  $\$17.50 \times 20$  staff members = \$350.

Academic Support Program, Teacher Collaboration

Tier 1

Evaluate

07/01/2014

06/09/2017

\$350

Lakeview Middle School teachers and building administrator

MTSS Program Evaluation

2016-2017 school year

MTSS grade level teams will evaluate the ongoing MTSS process. Grade level teachers will each receive at least one half day to evaluate the process. 31a staff will receive at least a full day to evaluate the process.  $18 \times 1/2 \text{ day} \times \$100 = \$900$ .  $2 \times 1 \text{ day} \times \$100 = \$200$

Academic Support Program, Policy and Process, Teacher Collaboration

Tier 1

Getting Ready

05/02/2016

06/09/2017

\$1100

LMS staff and building administrator.

1. Select Date/Facility use form
  2. Create information/promotion hand out
    - a. Contact Tamarack Library for consultant.
  3. Create activities/log
  4. Plan event (Carnival) - Volunteers, food, donations, prizes
- Funding source is located in Math activities, 4-7 Family Events.

SY 2016-2017

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### **School Improvement Plan**

Lakeview Middle School

#### **Data Days**

Grade level staff will have 3 day data meetings three times during the year (Two PD days in August and October and an early release day in May) The early release day will be extended by two hours and a stipend will be offered to staff.  $\$17.50 \times 20$  staff members = \$350. Funding available under math goal.

Academic Support Program, Curriculum Development, Policy and Process, Teacher Collaboration

Tier 1

Evaluate

08/31/2015

06/09/2017

\$0

Certified Staff

#### **Data Days**

Grade level staff will have 3 day data meetings three times during the year (Two PD days in August and October and an early release day in May) The early release day will be extended by two hours and a stipend will be offered to staff.  $\$17.50 \times 20$  staff members = \$350. Funding available under math goal.

Academic Support Program, Curriculum Development, Teacher Collaboration

Tier 1

Evaluate

08/01/2015

06/09/2017

\$0

LMS certified staff, building administrator

SY 2016-2017

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### **School Improvement Plan**

Lakeview Middle School

#### **School Improvement Workdays**

Representatives from the LMS School Improvement Team will attend the MDE sponsored School Improvement Conference as well as ISD sponsored School Improvement Workdays as needed throughout the year. 2016- 2017 ISD workday session topics are as follows: Progress Monitoring To keep your school improvement plan on track, the key is to progress monitor. This session will give you helpful tips and strategies to involve your entire staff in the monitoring process. Participants will also be provided with deadlines for grant amendments and upcoming PD SIP Evaluation with PD Discussion Teams will begin to evaluate their 2016-2017 plan and update it for 2016-2017. We will discuss connections between the SIP/DIP and SPR/DPR. We will also discuss what PD locals need that the ISD can help provide. That's a Wrap By mid-March,

evaluation of 2016-2017 SIPs must be complete and plans should be in place for 2017-2018. Work can begin on the DIP/SIP and planning can start on the consolidated application. This session will feature work time and discussions on consolidated application planning.

Policy and Process, Professional Learning, Teacher Collaboration

Tier 1

Implement

07/01/2015

06/09/2017

\$1940

Building Administrator  
School Improvement Team Members

**No Funding Required**

Activity Name

Activity Description

Activity Type

Tier

Phase

Begin Date

End Date

Resource Assigned

Staff Responsible

MDE State Fall Conference

4 staff registration -  $\$150 \times 4 = \$600$  3 subs  $\times \$100 = \$300$

2 hotel rooms  $\$70/\text{night} = \$140$

ISD Workdays - 4 days if offered by ISD - LMS will participate in these days as needed - will plan on attending 3 days

4 staff - no registration cost

3 staff - subs  $\$300 \times 3 \text{ days} = \$900$

Total for MDE conference and ISD workdays = \$1,940

Will prioritize if funding is available.

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**School Improvement Plan**

Lakeview Middle School

1:1 Technology Staff Training

This training is designed to inspire and equip our staff with methods and strategies supported by industry research. CBD training is differentiated by grade level and/or subject, ability of the teacher, and previous experience with technology. Staff will receive support throughout the year in the form of shoulder to shoulder support from a CBD consultant to help sustain teacher learning. The cost for this PD will be covered by Title II A to be prioritized if funding is available. This is a district initiative.

Academic Support Program, Professional Learning, Technology , Teacher Collaboration

Tier 1

Implement 07/01/2014 06/09/2017 \$0

Certified Staff and building administrator

1:1 Technology Staff Training

This training is designed to inspire and equip our staff with methods and strategies supported by industry research. CBD training is differentiated by grade level and/or subject, ability of the teacher, and previous experience with technology. Staff will receive support throughout the year in the form of shoulder to shoulder support from a CBD consultant to help sustain teacher learning. The cost for this PD will be covered by Title II A to be prioritized if funding is available. This is a district initiative.

Academic Support Program, Curriculum Development, Career Preparation /Orientation , Professional Learning, Technology , Teacher Collaboration

Tier 1

Getting Ready

08/31/2015 06/09/2017 \$0

Certified Staff

1:1 Technology Staff Training

This training is designed to inspire and equip our staff with methods and strategies supported by industry research. CBD training is differentiated by grade level and/or subject, ability of the teacher, and previous experience with technology. Staff will receive support throughout the year in the form of shoulder to shoulder support from a CBD consultant to help sustain teacher learning. The cost for this PD will be covered by Title II A to be prioritized if funding is available. This is a district initiative.

Academic Support Program, Professional Learning, Technology , Teacher Collaboration

Tier 1

Implement 07/01/2015 06/09/2017 \$0

Certified Staff

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Professional Learning

Tier 1

Implement 07/31/2015 06/09/2017 \$0

Certified Staff

SY 2016-2017

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**School Improvement Plan**

Lakeview Middle School

### 1:1 Technology Staff Training

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Academic Support Program, Professional Learning, Technology, Teacher Collaboration

Tier 1

Getting Ready

07/01/2014

06/09/2017

\$0

Certified Staff and building administrator

SY 2016-2017

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