School Improvement Plan

Red Hawk Elementary School

Cedar Springs Public Schools

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2016-17 School Improvement Plan

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Red Hawk School serves 240 students in a rural/suburban fringe area, located 20 miles north of Grand Rapids, MI. We have a balance of economically disadvantaged and non-economically disadvantaged students (50/50) Our demographics show 97% white and 3% other. The school district serves as the epicenter for the community, providing various types of programming opportunities for birth through senior citizens.

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, Mission and Beliefs

Vision Statement

Our children will become self-confident citizens capable of facing the challenges of a changing world. All students will meet or exceed grade level standards. All students will be provided differentiated instruction and extended learning opportunities to ensure their success.

Mission Statement

To provide a high quality, world class education that ensures success for every child through exemplary teaching and learning.

Beliefs Statement

Cedar Springs Public Schools is committed to doing whatever it takes to ensure every child regardless of gender, race, ethnicity, socioeconomic status or disability is challenged and learns at high levels.

Every student is a unique learner and Cedar Springs Public Schools will tailor instruction to meet the needs of each student.

Cedar Springs Public Schools is committed to a culture of respect that involves integrity, fair treatment, honesty and openness.

Cedar Springs Public Schools believes that the development of the whole child is an essential role of the school district and as such we will work to build high efficacy, critical thinking and team work skills in all students. (Habits of Mind)

Cedar Springs Public Schools believes that the success of each child is dependent on strong partnerships between teachers, students, parents and the community.

Cedar Springs Public Schools believes that a culture that supports collaboration, innovation and excellence will allow us to better meet the needs of each child.

Cedar Springs Public Schools recognizes that high levels of engagement, creating urgency and relevance are critical to ensuring each Cedar student becomes the "best for the world." We will work to design our culture

LEARNING PRINCIPLES

- All learners are capable of quality work, given the right conditions for learning are established.

- Successful learning requires meta-cognition: Reflection -' Self Assessment -' Feedback Loops for self adjustment. These meta-cognitive processes might be taught explicitly

- The goal of learning is fluent and flexible transfer - powerful use of knowledge across a variety of contents.

- The complex nature of learning requires teacher to draw upon a variety of teaching and assessing strategies aligned to the particular learning goal.

-    High learning levels require a delicate balance of challenge (rigor) and comfort. Learners must know success is attainable and that persistent effort will bring reward.

-    Effective learning recognizes that feedback must be specific and frequent. Learners should have multiple opportunities to practice skills in a risk-free environment (gradual release), with timely opportunities to use feedback to improve.

-    Learning is creating meaning; therefore, learning goals must make sense to both the teacher and the learner. Learners need opportunities to see value in what they learn and create relational connections to past and future learning.

-    Because learning is the basic purpose of schools; we must create a model where continuous learning is valued and honored. Learning is vital to our continuing growth and should include all members of our school community.

-    All learning related work is enhanced when the learning is personalized. The learner's interest strengthens and prior knowledge should be honored.

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.

Red Hawk Elementary School is an NCA Accredited school. We have achieved the Michigan Green Schools Award for the past 5 years and received an Emerald School award in 2015. In regards to student achievement, we outperformed the state average in both math and reading on the 2015 spring M-Step Assessment. On our Michigan Report Card we are at a Yellow status.

In the area of school culture, we have worked hard to stop bullying and create a positive school environment through a building-wide initiative called, "A Step in the Right Direction" and through a consistent building behavior plan entitled, RISE (Red Hawks Intentionally Surpassing Expectations).

Over the last three years, there has been an increased use of data to make informed instructional decisions.

Additional Information

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

Red Hawk Elementary School is committed to ongoing learning. Our staff work tirelessly to apply research on teaching and learning. Within the school year, we have dedicated over 50 hours to PLC and other professional development. 100% of Red Hawk teachers receive instructional support from our building coach.

In response to building data, a math interventionist was added during the 2013-14 school year and has continued through the 2015-16 year. A reading interventionist has also been added for the 2015-16.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Our building School Improvement Team consists of teachers, a parent, and building principal. Parent was selected to provide multiple perspectives based on having students in 4 buildings district-wide. Meetings are held both during the school day and after school. Stakeholder input was gathered at Parent/Teacher Conferences in a survey format. PLC groups are regularly asked for feedback. Administrative team meeting time is allotted to discuss district and school improvement plans.

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

The Red Hawk Building team consists of a parent, teachers, and principal. Responsibilities include attending district level meetings as well as building level meetings. Input is solicited from each team member.

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

The plan is uploaded to the district webpage and communicated at Board of Education meetings. Building administration shares plan with teaching staff at a fall staff meeting. The plan was distributed to all parents during fall parent/teacher conferences. A progress meeting will be held at spring conferences.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance diagnostic

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

On the 2015 M-Step, our Math and ELA performance was above the state level of achievement for the all student group in both areas. On the 2011, 2012, and 2013 Reading MEAP assessment, students outperformed the state average each year. On the 2011 and 2012 Math MEAP assessment, students outperformed the state average.

Describe the area(s) that show a positive trend in performance.

Looking at the MEAP data for 2011-2013, students showed a positive trend in all 3 areas assessed. In Reading, student performance increased each year from 76% in 2011 to 78% in 2012 to 79% in 2013. In Math, students increased each year from 36% in 2011 to 40% in 2012 to 58% in 2013. In Social Studies, students held stable with a 1% growth from 27%(2011) to 28% (2012 and 2013).

Which area(s) indicate the overall highest performance?

English Language Arts shows the highest achievement. On the MEAP Reading assessment, students consistently scored 8+ points above the state average. On the 2015 ELA M-Step assessment, students scored 3.1 points better than the state average. Historically, math has been a struggle and Red Hawk students have achieved right at the state average. On the 2015 M-Step, students outperformed the state average by 6.9 points, making math our strongest area when compared to the state.

Which subgroup(s) show a trend toward increasing performance?

Our Special Education students had a positive trend from 2011-2013 on the MEAP Reading test. The gap between special education students and general education decreased from 64% to 53% to 47%.

Between which subgroups is the achievement gap closing?

In reading, the achievement gap is closing between the general education students and the special education students.

Which of the above reported findings are consistent with findings from other data sources?

Local unit assessment data would support the findings listed in the above questions.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

In the areas tested at 6th grade on the M-Step, we are performing above the state average and do not have an area below expected performance. On the MEAP assessment, we performed below expected levels on the 2012 Social Studies assessment. However, in 2013, we were just above the state average.

Describe the area(s) that show a negative trend in performance.

Due to having only one year of M-Step data, the trend data reviewed comes from the 2011-2013 MEAP assessments. Overall, there were no areas assessed that showed a negetive trend.

Which area(s) indicate the overall lowest performance?

Social Studies had the overal lowest performance. We were only 1.5 points above the state average in 2013 with only 28% of our students being proficient.

Which subgroup(s) show a trend toward decreasing performance?

The male subgroup has had a decrease in performance on the MEAP Social Studies test from 2011-2013. Their performance has decreased from 36% to 32% to 29% respectively.

Between which subgroups is the achievement gap becoming greater?

The acievement gap has become greater for the Free/Reduced population compared with the non-free/reduced population in math. In 2011, the gap was 9 points, in 2012 the gap was 24 points and in 2013 the gap was 24 points.

Which of the above reported findings are consistent with findings from other data sources?

Local unit assessment data supports the findings listed.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3
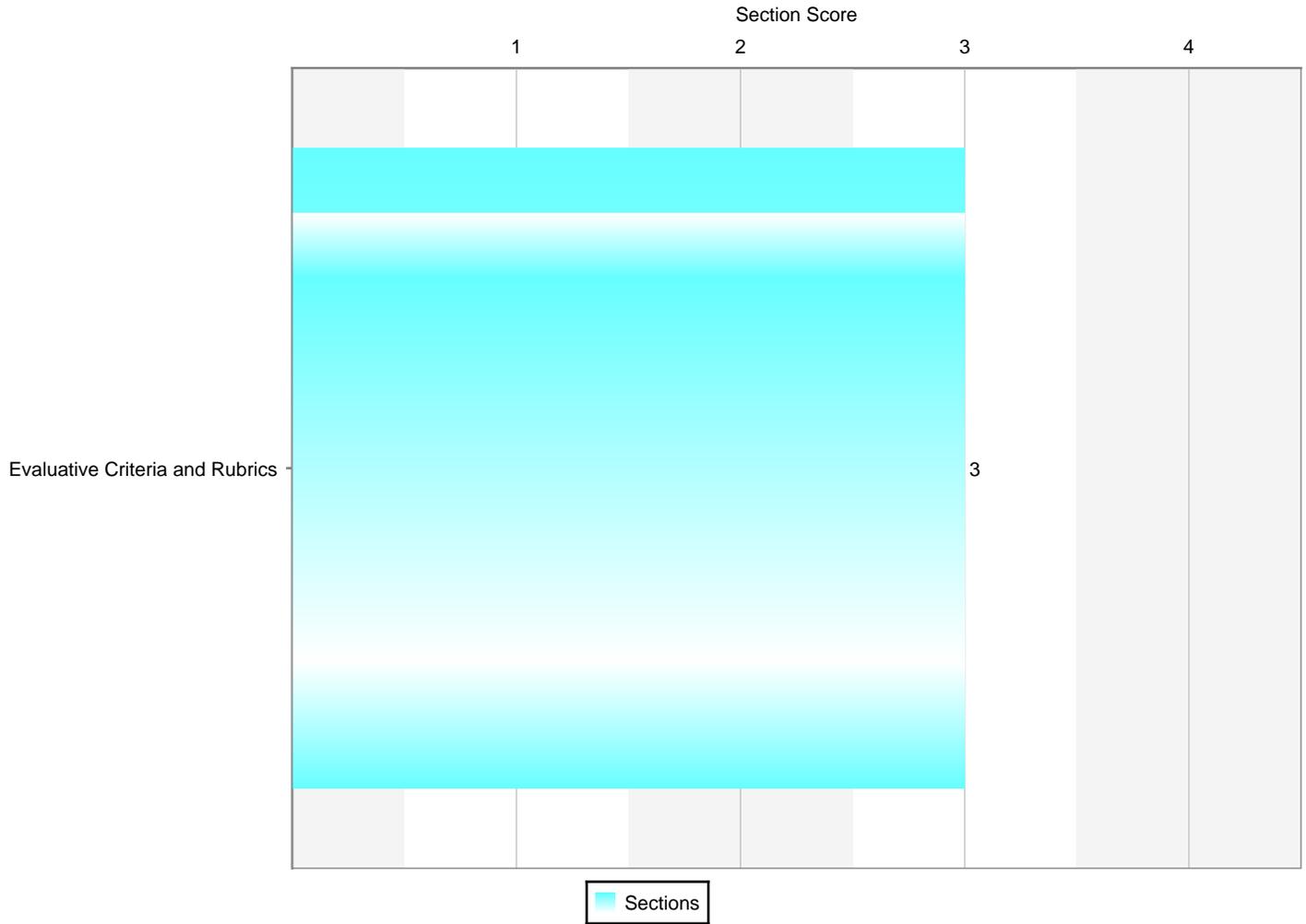
Sections

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Red Hawk Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	**Response**	**Rating**
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	**Response**	**Rating**
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

In regards to the parent surveys, our parents feel strongly (avg 4.21) that our school provides a safe learning environment for students. Other areas of strength include our school have an established goal and plan for improving student learning (avg 4.09), and that all teachers support student learning.(avg 4.07).

In regards to the student surveys, students graded our school positively. In 10 questions, the results showed an average above 2.8 (converted score 4.67). The highest scores were indicators 4.5 (avg. .2.99 or 4.98), 3.4 (avg. 2.93 or 4.88) and 1.1 (avg. 2.92 or 4.87). The above scores show that students feel the technology infrastructure supports teaching, learning, and operational needs, that school leaders monitor and support the improvement of instructional practices to ensure student success and the the school engages in a systemic, inclusive, and comprehensive process to review, revise and communicate a school purpose for student success.

In regards to school staff surveys, staff gave the highest average scores to indicators in the standards of Teaching and Assessing for Learning and Resources and Support Systems. Staff rated 4.1, 3.3, 3.6 and 4.2 the highest.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Due to this being the first time we gave this survey, we do not have concrete data to support trends. However, informally, we are noticing strengths in standard 4 across all groups surveyed.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

During informal conversations with students, they report feeling supported in learning by our (almost) 1:1 technology structure. Parents share the quality instruction children receive from teachers.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Based on our parent survey, the weak areas were found in governance and leadership, indicators 2.2 (at an average score of 3.65) and 2.3 (with an average score of 3.35).

Based on our student survey, overall students rated all standards high; however, the lowest rating was with indicator 5.1 (the average score was 2.29 which converts to 3.82).

Based in our staff survey, staff noted weak areas in 2.1 (at an average score of 3.17) and 5.2 (with an average score of 3.17).

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Due to the fact that this is the first year of data collection, we have no hard evidence. However, from an informal standpoint it appears parents and students do not have a solid understanding of the meaning behind the survey questions asked.

What are the implications for these stakeholder perceptions?

This implicates that we need a more effective communication strategy with parents and staff, for what the governing body represents.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The students rated technology very high and when asked informally, students often state that learning with Chromebooks are the preferred way to learn.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5
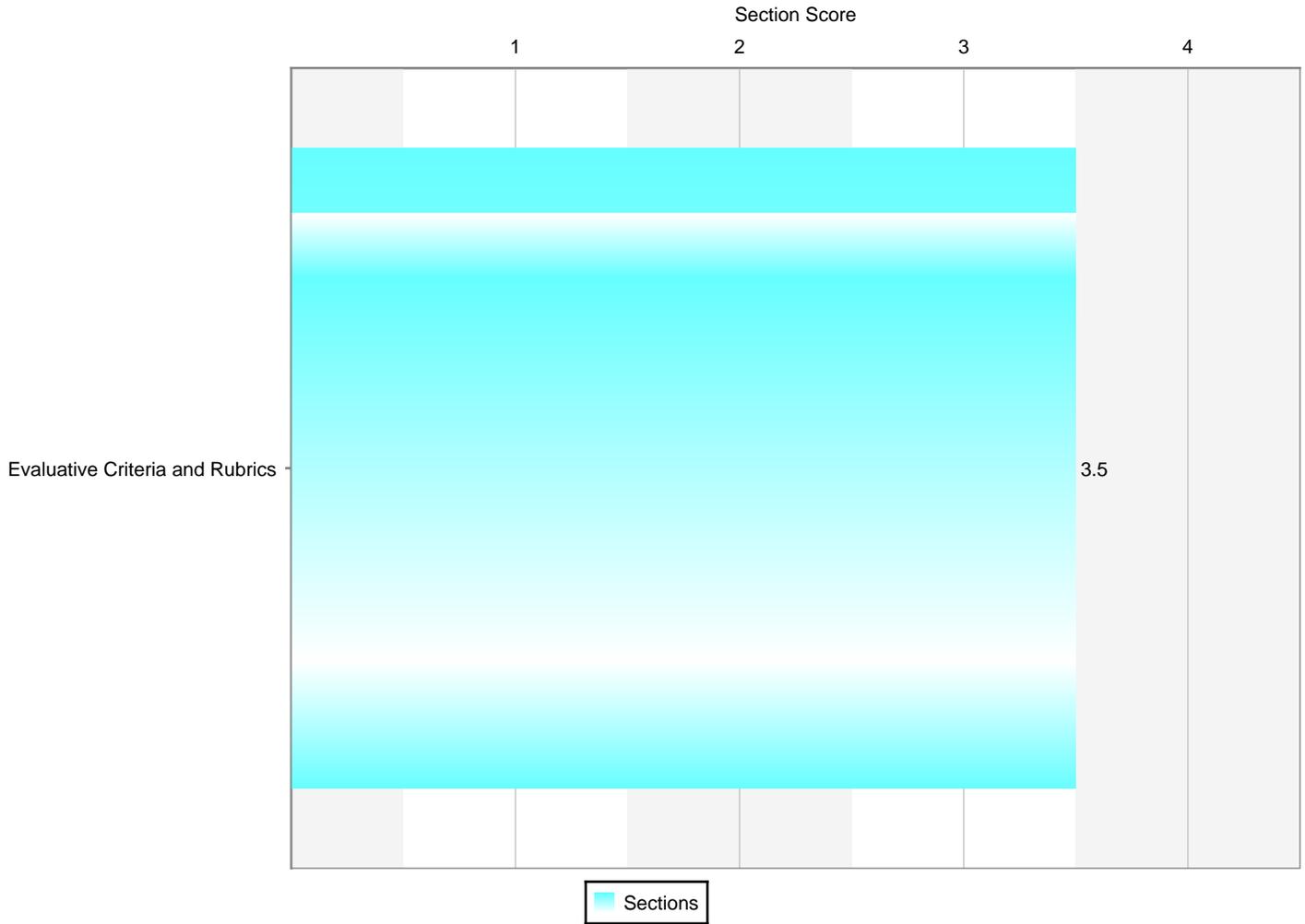
Sections

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths 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.

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?

We have challenges based on the increasing number of students in transition and from economically disadvantaged households. Additionally, the fluctuating number of students with disabilities present consistency challenges.

Student Demographic Data

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

As Kent School Service Network support has decreased, the consistency of addressing frequent absences has become a greater challenge.

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?

Our challenges have been creating a consistent building wide behavior plan, documentation, and referral process.

Student Demographic Data

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

Kent School Service Network referrals for family support and attendance concerns. Consistent building behavior plan and record keeping as well as building referral process to educational management team.   Students in transition data tracked by instructional support coach. Building wide behavior and attendance data are shared with stakeholders via data wall and school newsletters.

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?

Knowing that consistency and length of time as a leader have a positive impact on student achievement, it is the goal of Red Hawk Elementary to maintain current leadership over time.

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?

Eighty percent of our Red Hawk teaching staff has fifteen or more years of teaching experience. This experience lends consistency to instructional model, curriculum, instruction, assessment, and professional development.

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?

The positive impact of bringing new trends and learning back to the building needs to be balanced with the negative impact of immediate availability to support students and teachers.

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?

Research shows that student achievement is negatively impacted by high teacher absences. Teachers have the greatest impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

As a building. we need to prioritize which professional development opportunities are aligned to our school improvement plan and intentionally delegate which teachers are attending.

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?

Standards 2 and 3 are our strengths.

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?

Indicators 1.3 and 5.3 are our challenges.

12. How might these challenges impact student achievement?

Indicator 1.3 impacts student achievement because without clear communication to all stakeholders, our instructional purpose may stray from our school improvement plan.

Indicator 5.3 impacts student achievement because data conversations without universal training results in varying levels of expertise, differing strategic approaches in supporting high need students, and ineffective interpretation of district and state-wide assessments.

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.

Indicator 1.3 could be addressed with more consistent school improvement meetings, expanding the number of stakeholders involved in school improvement meetings, and more frequent communication regarding school improvement updates.

Indicator 5.3 could be addressed with additional professional development around data analysis, entering all district-wide assessment data in a common warehouse (IGOR) and purposeful selection of data to be collected and evaluated.

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?

Instructional coach, partially funded through 31A, supports students with disabilities in a team taught literacy classroom two hours per week. Team taught math and literacy classes with small group and individual instruction provided to meet IEP goals as needed.

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

Thirty sixth grade students attend math extension. After school tutoring is provided for all students through ENGEDI.

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

Fifth grade math MEAP data and sixth grade classroom and district assessment data is used to identify students for math extension opportunities. All students are invited to attend ENGEDI for after school tutoring support in all content areas.
Parents were notified about math extension opportunities with parent letters, emails, and phone calls.

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?

District curriculum director ensured a guaranteed and viable curriculum for all content areas. Grade level and content teams meet weekly to discuss curriculum, instruction, and assessment. Professional learning communities and instructional support coaches discuss vertical alignment at bi-monthly coaching professional learning community meetings.

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.

NA

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

Three year upward trend for all students on state-wide reading assessment. Gap between all students and students with disabilities is closing. No significant difference between male and female students.

19b. Reading- Challenges

Approximately fifty percent of students are proficient or above on district benchmark reading assessment (Scholastic Reading Inventory). On state reading assessments, students with disabilities are still significantly below students without disabilities.

19c. Reading- Trends

Slight upward three year trend on state wide reading assessments.

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.

Our aligned curriculum, instruction, and assessment, lab classroom opportunities, reading focus during content team meetings and professional learning communities address our reading challenges.

20a. Writing- Strengths

Consistent upward trend on state-wide writing assessments. District-wide adoption of rigorous writing curriculum.

20b. Writing- Challenges

Students with disabilities consistently score below students without disabilities on state-wide assessments.

20c. Writing- Trends

Consistent upward trend in all sub-groups on state-wide assessments.

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.

Our aligned curriculum, instruction, and assessment, lab classroom opportunities, writing focus during content team meetings and professional learning communities address our writing challenges.

21a. Math- Strengths

District wide commitment to consistent delivery of math curriculum

21b. Math- Challenges

Three year trend data shows an achievement plateau, with a slight increase last year.
Significant achievement gap between students without disabilities and with disabilities.
Identified challenges are in decimals and fractions.

21c. Math- Trends

Three year trend data shows an achievement plateau, with a slight increase last year.

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.

Our aligned curriculum, instruction, and assessment, lab classroom opportunities, math focus during content team meetings, math interventionist and professional learning communities address our math challenges.

22a. Science- Strengths

No identified strengths based on student data

22b. Science- Challenges

State assessments indicate challenges in the scientific inquiry process and earth science.

22c. Science- Trends

Three year trends show flat data, with no increase or decrease.

22d. Science- 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.

Our aligned curriculum, instruction, and assessment, lab classroom opportunities, science focus during content team meetings, and professional learning communities address our science challenges.

23a. Social Studies- Strengths

State wide assessment data do not indicate any strengths.

23b. Social Studies- Challenges

Trend data for the last three years indicates a decline in state assessment scores.
Lack of vertical guaranteed and viable curriculum across all grade levels.
Lack of focus on academic vocabulary

23c. Social Studies- Trends

Trend data for the last three years indicates a decline in state assessment scores.

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.

Our aligned curriculum, instruction, and assessment, lab classroom opportunities, social studies focus during content team meetings, and professional learning communities address our social studies challenges.

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?

This area was not formally surveyed in 2014-15

24b. Student Perception Data

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

This area was not formally surveyed in 2014-15.

24c. Student Perception Data

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

This are was not formally surveyed in 2014-15.

25a. Parent/Guardian Perception Data

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

Strong communication and dedication of staff

25b. Parent/Guardian Perception Data

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

Additional math support outside of the regular school day

25c. Parent/Guardian Perception Data

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

Look into the possiblility of offering an afterschool math support program.

26a. Teacher/Staff Perception Data

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

This are was not formally surveyed in 2014-15

26b. Teacher/Staff Perception Data

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

This area was not formally surveyed in 2014-15

26c. Teacher/Staff Perception Data

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

This area was not formally surveyed in 2014-15

27a. Stakeholder/Community Perception Data

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

A stakeholder/community survey has not been administered during the current school year.

27b. Stakeholder/Community Perception Data

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

A stakeholder/community survey has not been administered during the current school year.

27c. Stakeholder/Community Perception Data

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

A stakeholder/community survey has not been administered during the current school year.

Summary

28a. Summary

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

Reading and Writing continue to be a strength area for Red Hawk Elementary. We continue to work with KSSN to support families with counseling needs. We also have a new health clinic that offers medical and mental health services to support our fami1es.

Struggles continue in the area of math, science and social studies. The math interventionist made great strides this year to boost our students' math achievement and we hope to continue this program next year.

28b. Summary

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

When students basic needs are not met, they will likely struggle academically. Also, if students are not in attendance on a regular basis, they will struggle with the content missed.

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?

Formal surveys will be implemented to collect perception data. M-Step data will be analyzed to determine areas of growth and success. A continuation of the strategies and activities from the previous year will continue to support students and teachers.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

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	available at www.csredhawks.org	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Done online through Career Cruising	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	High school students update in the winter of each school year through Career Cruising.	

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

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	Carrie Duddles 204 E Muskegon St Cedar Springs, MI 49319 616-696-1204 X1006	

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	reference website: http://www.csredhawks.org	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Part of the Red Hawk Handbook available at www.csredhawks.org	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	www.csredhawks.org- Red Hawk Building tab	

2016-17 School Improvement Plan

Overview

Plan Name

2016-17 School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in English Language Arts	Objectives: 5 Strategies: 2 Activities: 6	Academic	$188370
2	All students will be proficient in mathematics	Objectives: 3 Strategies: 2 Activities: 5	Academic	$233690
3	All students will be proficient in science	Objectives: 1 Strategies: 1 Activities: 5	Academic	$209430
4	All students will be proficient in social studies	Objectives: 1 Strategies: 1 Activities: 5	Academic	$207630

Goal 1: All students will be proficient in English Language Arts

Measurable Objective 1:

57% of All Students will demonstrate a proficiency ,at a level equal to or higher than the state expectation, in English Language Arts by 06/01/2017 as measured by M-Step.

(shared) Strategy 1:

Teachers will use Gradual Release of Responsibility Model within Workshop Model to differentiate instruction for all students. - Aligned Curriculum, Assessment, & Instruction:

Staff meetings will continue to provide professional development supporting the gradual release model dovetailed with our 5D growth rubric. Through improved practices, we will increase the number of students scoring proficient or advanced proficient as measured by the M-Step.

Increase Reading Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments and M-Step. The district will support teachers to ensure curriculums, assessments, and instruction are aligned horizontally and vertically (1) through a focus on Professional Learning Communities, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted interventions.

Category: Other - All content areas

Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008).

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004).

*Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies. This will be done by: -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will be know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", So what/why...", Now what?"	Professional Learning	Tier 1	Monitor	08/01/2016	06/01/2017	$6070	General Fund	Building administration, Professional Learning Communities Leaders, all certified staff

Activity - Instructional Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices. This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Cognitive Coaching -Training focused on a problem of practice: Lab Classrooms- teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation	Professional Learning	Tier 1	Implement	08/01/2016	06/01/2017	$13300	General Fund, Title II Part A	All PreK-12 Staff, PLC Leaders, Curriculum Teams, Building Core Content Interventionist Coaches, District Administration

Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored. This will be implemented and monitored through: -Professional Learning Communities (PLC's) -District Curriculum Rounds	Implementation	Tier 1	Monitor	08/01/2016	06/01/2017	$0	General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Activity - ELA Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

-Jeff Anderson books for grammar support -Doug Stark to lead grammar PD	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$1000		General Fund	Building Administration, PLC administration, Office of Teaching and Learning staff

Measurable Objective 2:

85% of Sixth grade students will demonstrate a proficiency ,at a level equal to or higher than the district expectation, in English Language Arts by 06/01/2017 as measured by Scholastic Reading Inventory (SRI).

(shared) Strategy 1:

Teachers will use Gradual Release of Responsibility Model within Workshop Model to differentiate instruction for all students.   - Aligned Curriculum, Assessment, & Instruction:

Staff meetings will continue to provide professional development supporting the gradual release model dovetailed with our 5D growth rubric. Through improved practices, we will increase the number of students scoring proficient or advanced proficient as measured by the M-Step.

Increase Reading Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments and M-Step. The district will support teachers to ensure curriculums, assessments, and instruction are aligned horizontally and vertically (1) through a focus on Professional Learning Communities, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted interventions.

Category: Other - All content areas

Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008).

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004).

*Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies.

This will be done by:
-PLC's participating in 30 hours of grade level PLC and/or content PLC
-PLC's focusing on the following questions: What do we want our student to know/do? How will be know they have learned it? What will we do to extend? What will we do to remediate?
-PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", So what/why...", Now what?" | Professional Learning | Tier 1 | Monitor | 08/01/2016 | 06/01/2017 | $6070 | General Fund | Building administration, Professional Learning Communities Leaders, all certified staff |

Activity - Instructional Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices. This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Cognitive Coaching -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation	Professional Learning	Tier 1	Implement	08/01/2016	06/01/2017	$13300	Title II Part A, General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, Building Core Content Interventionist Coaches, District Administration

Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored.

This will be implemented and monitored through:
-Professional Learning Communities (PLC's)
-District Curriculum Rounds | Implementation | Tier 1 | Monitor | 08/01/2016 | 06/01/2017 | $0 | General Fund | All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration |

Activity - ELA Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-Jeff Anderson books for grammar support -Doug Stark to lead grammar PD	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$1000	General Fund	Building Administration, PLC administration, Office of Teaching and Learning staff

Measurable Objective 3:

45% of Economically Disadvantaged students will demonstrate a proficiency ,at a level equal to or higher than the state expectation, in English Language Arts by 06/01/2017 as measured by M-Step.

(shared) Strategy 1:

Targeted Interventions - Targeted interventions- Increase proficiency- Increase the number of students scoring "proficient/advanced" as determined by local assessments and M-Step All students will be assessed using both local and state assessments. All students below grade level expectation and/or not meeting set criteria within a grade level will receive intervention.

Category:

Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008).

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

*Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York: Solution Tree.

Tier:

Activity - Academic Support Program-31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. During the school day, the building interventionist will work directly with identified students. 31A Interventions: -.5 Core Content Interventionist Coach working with bottom 30% students and teachers - 5 hour/day reading and math interventionist to work with small groups of at-risk students	Academic Support Program	Tier 2	Evaluate	08/01/2016	06/01/2017	$93000	Section 31a	All PreK-12 Staff, Teaching Staff, Building Reading/Math Interventionist Coach, Instructional Coach, District Administration

Activity - School Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavioral & Emotional support for at-risk students. - Responsible for monitoring Educational Management Team - Monitor progress of bottom 30% of students - Run Social Skills groups -Support students in emotional crisis	Behavioral Support Program, Implementation	Tier 2	Implement	08/01/2016	06/01/2017	$75000	Section 31a	Building Administrator

Measurable Objective 4:

20% of Students with Disabilities students will demonstrate a proficiency ,at a level equal to or higher than the state expectation, in English Language Arts by 06/01/2015 as measured by MEAP and MME.

(shared) Strategy 1:

Targeted Interventions - Targeted interventions- Increase proficiency- Increase the number of students scoring "proficient/advanced" as determined by local

assessments and M-Step All students will be assessed using both local and state assessments. All students below grade level expectation and/or not meeting set

criteria within a grade level will receive intervention.

Category:

Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N.

(2008).

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based

Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

*Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York: Solution Tree.

Tier:

Activity - Academic Support Program-31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. During the school day, the building interventionist will work directly with identified students. 31A Interventions: -.5 Core Content Interventionist Coach working with bottom 30% students and teachers - 5 hour/day reading and math interventionist to work with small groups of at-risk students	Academic Support Program	Tier 2	Evaluate	08/01/2016	06/01/2017	$93000	Section 31a	All PreK-12 Staff, Teaching Staff, Building Reading/Math Interventionist Coach, Instructional Coach, District Administration

Activity - School Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavioral & Emotional support for at-risk students. - Responsible for monitoring Educational Management Team - Monitor progress of bottom 30% of students - Run Social Skills groups -Support students in emotional crisis	Behavioral Support Program, Implementation	Tier 2	Implement	08/01/2016	06/01/2017	$75000	Section 31a	Building Administrator

Measurable Objective 5:

80% of All Students will demonstrate a proficiency at a level equal to or greater than district expectations in Writing by 06/01/2017 as measured by as measured by common locally developed assessments.

(shared) Strategy 1:

Teachers will use Gradual Release of Responsibility Model within Workshop Model to differentiate instruction for all students.   - Aligned Curriculum, Assessment, & Instruction:

Staff meetings will continue to provide professional development supporting the gradual release model dovetailed with our 5D growth rubric. Through improved practices, we will increase the number of students scoring proficient or advanced as measured by the M-Step.

Increase Reading Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments and M-Step. The district will support teachers to ensure curriculums, assessments, and instruction are aligned horizontally and vertically (1) through a focus on Professional Learning Communities, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted interventions.

Category: Other - All content areas

Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008).

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004).

*Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies. This will be done by: -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will be know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", So what/why...", Now what?"	Professional Learning	Tier 1	Monitor	08/01/2016	06/01/2017	$6070	General Fund	Building administration, Professional Learning Communities Leaders, all certified staff

Activity - Instructional Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices. This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Cognitive Coaching -Training focused on a problem of practice: Lab Classrooms- teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation	Professional Learning	Tier 1	Implement	08/01/2016	06/01/2017	$13300	Title II Part A, General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, Building Core Content Interventionist Coaches, District Administration

Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored. This will be implemented and monitored through: -Professional Learning Communities (PLC's) -District Curriculum Rounds	Implementation	Tier 1	Monitor	08/01/2016	06/01/2017	$0	General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Activity - ELA Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-Jeff Anderson books for grammar support -Doug Stark to lead grammar PD	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$1000	General Fund	Building Administration, PLC administration, Office of Teaching and Learning staff

Goal 2: All students will be proficient in mathematics

Measurable Objective 1:

51% of All Students will demonstrate a proficiency ,at a level equal to or higher than the state expectation, in Mathematics by 08/01/2017 as measured by M-Step.

Strategy 1:

Teachers will use Gradual Release of Responsibility Model within Workshop Model to differentiate instruction for all students.   - Aligned Curriculum, Assessment, & Instruction:

Increase Mathematics Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments and M-Step. The district will support teachers to ensure curriculums, assessments, and instruction are aligned horizontally and vertically (1) through a focus on Professional Learning Communities, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted interventions.

Category:

Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008).

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004).

*Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

Tier:

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies. This will be done by: -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will be know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", So what/why...", Now what?"	Professional Learning	Tier 1	Monitor	08/01/2015	06/01/2016	$6070	General Fund	Building administration, Professional Learning Communities Leaders, all certified staff

Activity - Instructional Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices.

This will be implemented and monitored through:
-Classroom Observations, Building Observations, and Feedback Loops
-District Instructional Rounds- Building Walk Throughs

Professional Development will include:
-Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning
-Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students
-Training focused on a problem of practice: Lab Classrooms- teaching staff with Building Coaches
-Training focused on district-wide School Improvement
-Training focused on Guided Instruction and the Gradual Release of Responsibility Model
-Training focused on 5-Dimensions Teacher Evaluation
-Training focused on Math Workshop- Guided instruction through the use of data | Professional Learning | Tier 1 | Implement | 08/01/2015 | 06/01/2016 | $84560 | Title II Part A, General Fund | All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration |

Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored. This will be implemented and monitored through: -Professional Learning Communities (PLC's) -District Curriculum Rounds	Implementation	Tier 1	Monitor	08/01/2015	06/01/2016	$0	General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

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

-4 teacher work days for 4 teachers to ensure accurate assessment data is entered into the data warehouse and is aligned with appropriate grade level CCSS. - 2 teachers to attend MCTM (Michigan Council of Teachers of Mathematics) Conference - 4 teachers attend Math in Action Day at Grand Valley State University - Content-based webinars as they come available - Big Ideas Math updates/trainings as they become available	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$3060	General Fund	Buidling administration, PLC Administrator, Office of Teaching and Learning staff

Measurable Objective 2:

30% of Economically Disadvantaged students will demonstrate a proficiency ,at a level equal to or higher than the state expectation, in Mathematics by 08/01/2017 as measured by M-Step.

(shared) Strategy 1:

Targeted Interventions - Targeted interventions- Increase proficiency- Increase the number of students scoring "proficient/advanced" as determined by local

assessments and M-Step. All students will be assessed using both local and state assessments. All students below grade level expectation and/or not meeting set

criteria within a grade level will receive intervention.

Category:

Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N.

(2008).

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based

Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

*Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York: Solution Tree.

Tier:

Activity - Academic Support Program-31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities.

31A Interventions:
-.5 Core Content Interventionist Coach
-Homeless Population Interventionists
-ESL (English as Second Language) Interventionist
-Home/School Community Schools
-Extended Learning Opportunities; After School Student Support | Academic Support Program | Tier 2 | Evaluate | 08/01/2016 | 06/01/2017 | $140000 | Section 31a | All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration |

Measurable Objective 3:

10% of Students with Disabilities students will demonstrate a proficiency ,at a level equal to or higher than the state expectation, in English Language Arts by 08/01/2017 as measured by M-Step.

(shared) Strategy 1:

Targeted Interventions - Targeted interventions- Increase proficiency- Increase the number of students scoring "proficient/advanced" as determined by local

assessments and M-Step. All students will be assessed using both local and state assessments. All students below grade level expectation and/or not meeting set

criteria within a grade level will receive intervention.

Category:

Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N.

(2008).

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based

Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

*Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York: Solution Tree.

Tier:

Activity - Academic Support Program-31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities.

31A Interventions:
-.5 Core Content Interventionist Coach
-Homeless Population Interventionists
-ESL (English as Second Language) Interventionist
-Home/School Community Schools
-Extended Learning Opportunities; After School Student Support | Academic Support Program | Tier 2 | Evaluate | 08/01/2016 | 06/01/2017 | $140000 | Section 31a | All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration |

Goal 3: All students will be proficient in science

Measurable Objective 1:

80% of All Students will demonstrate a proficiency ,at a level equal to or higher than the state expectation, in Science by 06/01/2017 as measured by Battle Creek Science Unit Assessments.

Strategy 1:

Teachers will use Gradual Release of Responsibility Model within Workshop Model to differentiate instruction for all students.   - Aligned Curriculum, Assessment, & Instruction:

Increase Science Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments and M-Step. The district will support teachers to ensure curriculums, assessments, and instruction are aligned horizontally and vertically (1) through a focus on Professional Learning Communities, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted interventions.

Category:

Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008).

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004).

*Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

*Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York: Solution Tree.

Tier:

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies. This will be done by: -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will be know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", So what/why...", Now what?"	Professional Learning	Tier 1	Monitor	08/01/2015	06/01/2016	$6070	General Fund	Building administration, Professional Learning Communities Leaders, all certified staff

Activity - Instructional Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices. This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms- teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation -Training with STEM Project and Next Generation Science Standards with VanAndel Research Institute- Grades 6-12	Professional Learning	Tier 1	Implement	08/01/2015	06/01/2016	$60560	Title II Part A, General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored.

This will be implemented and monitored through:
-Professional Learning Communities (PLC's)
-District Curriculum Rounds | Implementation | Tier 1 | Monitor | 08/01/2015 | 06/01/2016 | $0 | General Fund | All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration |

Activity - Academic Support Program-31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. 31A Interventions: -.5 Core Content Interventionist Coach -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Extended Learning Opportunities; After School Student Support	Academic Support Program	Tier 2	Evaluate	08/01/2015	06/01/2016	$140000	Section 31a	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Activity - Science Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Five work days to get NGSS implemented and assessments into IGOR (data warehouse) 2. All teachers to attend the MSTA conference for NGSS implementation, modeling, best practices, course alignment 3. GVSU Scicon conference attendance for NGSS implementation, modeling, best practices	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$2800	General Fund	Building Administration, PLC administrator, Office of Teaching and Learning staff.

Goal 4: All students will be proficient in social studies

Measurable Objective 1:

80% of All Students will demonstrate a proficiency ,at a level equal to or higher than the state expectation, in Social Studies by 06/01/2017 as measured by local assessments.

Strategy 1:

Teachers will use Gradual Release of Responsibility Model within Workshop Model to differentiate instruction for all students.   - Aligned Curriculum, Assessment, &

Instruction:

Increase Social Studies Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments, MEAP, and MME.

The district will support teachers to ensure curriculums, assessments, and instruction are aligned horizontally and vertically (1) through a focus on Professional

Learning Communities, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted interventions.

Category:

Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008).

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004).

*Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

*Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York: Solution Tree.

Tier:

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies. This will be done by: -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will be know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", So what/why...", Now what?"	Professional Learning	Tier 1	Monitor	08/01/2015	06/01/2016	$6070	General Fund	Building administration, Professional Learning Communities Leaders, all certified staff

Activity - Instructional Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices. This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms- teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation	Professional Learning	Tier 1	Implement	08/01/2015	06/01/2016	$60560	Title II Part A, General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored. This will be implemented and monitored through: -Professional Learning Communities (PLC's) -District Curriculum Rounds	Implementation	Tier 1	Monitor	08/01/2015	06/01/2016	$0	General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Activity - Academic Support Program-31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities.

31A Interventions:
-.5 Core Content Interventionist Coach
-Homeless Population Interventionists
-ESL (English as Second Language) Interventionist
-Extended Learning Opportunities; After School Student Support | Academic Support Program | Tier 2 | Evaluate | 08/01/2015 | 06/01/2016 | $140000 | Section 31a | All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration |

Activity - SS Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-AP History grader to support teachers in essay writing at all levels -Data Based Questions support	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$1000	General Fund	Building administration, PLC Administration, Office of Teaching and Learning staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Support Program-31A	All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. 31A Interventions: -.5 Core Content Interventionist Coach -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Extended Learning Opportunities; After School Student Support	Academic Support Program	Tier 2	Evaluate	08/01/2015	06/01/2016	$140000	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
Academic Support Program-31A	All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. 31A Interventions: -.5 Core Content Interventionist Coach -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Home/School Community Schools -Extended Learning Opportunities; After School Student Support	Academic Support Program	Tier 2	Evaluate	08/01/2016	06/01/2017	$140000	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Academic Support Program-31A	All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. During the school day, the building interventionist will work directly with identified students. 31A Interventions: -.5 Core Content Interventionist Coach working with bottom 30% students and teachers - 5 hour/day reading and math interventionist to work with small groups of at-risk students	Academic Support Program	Tier 2	Evaluate	08/01/2016	06/01/2017	$93000	All PreK-12 Staff, Teaching Staff, Building Reading/Math Interventionist Coach, Instructional Coach, District Administration
Academic Support Program-31A	All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. 31A Interventions: -.5 Core Content Interventionist Coach -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Extended Learning Opportunities; After School Student Support	Academic Support Program	Tier 2	Evaluate	08/01/2015	06/01/2016	$140000	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
School Counselor	Behavioral & Emotional support for at-risk students. - Responsible for monitoring Educational Management Team - Monitor progress of bottom 30% of students - Run Social Skills groups -Support students in emotional crisis	Behavioral Support Program, Implementation	Tier 2	Implement	08/01/2016	06/01/2017	$75000	Building Administrator

Title II Part A

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

Instructional Focus	Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices. This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation	Professional Learning	Tier 1	Implement	08/01/2015	06/01/2016	$50300	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

School Improvement Plan

Red Hawk Elementary School

Instructional Focus	Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices. This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation -Training focused on Math Workshop- Guided instruction through the use of data	Professional Learning	Tier 1	Implement	08/01/2015	06/01/2016	$74300	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Instructional Focus	Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices. This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation -Training with STEM Project and Next Generation Science Standards with VanAndel Research Institute- Grades 6-12	Professional Learning	Tier 1	Implement	08/01/2015	06/01/2016	$50300	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Instructional Focus	Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices. This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Cognitive Coaching -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation	Professional Learning	Tier 1	Implement	08/01/2016	06/01/2017	$11300	All PreK-12 Staff, PLC Leaders, Curriculum Teams, Building Core Content Interventionist Coaches, District Administration

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ELA Professional Development	-Jeff Anderson books for grammar support -Doug Stark to lead grammar PD	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$1000	Building Administration, PLC administration, Office of Teaching and Learning staff

Guaranteed and Viable Curriculum	Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored. This will be implemented and monitored through: -Professional Learning Communities (PLC's) -District Curriculum Rounds	Implementation	Tier 1	Monitor	08/01/2016	06/01/2017	$0	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
Guaranteed and Viable Curriculum	Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored. This will be implemented and monitored through: -Professional Learning Communities (PLC's) -District Curriculum Rounds	Implementation	Tier 1	Monitor	08/01/2015	06/01/2016	$0	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
SS Professional Development	-AP History grader to support teachers in essay writing at all levels -Data Based Questions support	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$1000	Building administration, PLC Administration, Office of Teaching and Learning staff

Professional Learning Communities	PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies. This will be done by: -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will be know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", So what/why...", Now what?"	Professional Learning	Tier 1	Monitor	08/01/2015	06/01/2016	$6070	Building administration, Professional Learning Communities Leaders, all certified staff
Instructional Focus	Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices. This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation -Training with STEM Project and Next Generation Science Standards with VanAndel Research Institute- Grades 6-12	Professional Learning	Tier 1	Implement	08/01/2015	06/01/2016	$10260	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Instructional Focus	Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices. This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation	Professional Learning	Tier 1	Implement	08/01/2015	06/01/2016	$10260	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
Professional Learning Communities	PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies. This will be done by: -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will be know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", So what/why...", Now what?"	Professional Learning	Tier 1	Monitor	08/01/2016	06/01/2017	$6070	Building administration, Professional Learning Communities Leaders, all certified staff

School Improvement Plan

Red Hawk Elementary School

Instructional Focus	Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices. This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation -Training focused on Math Workshop- Guided instruction through the use of data	Professional Learning	Tier 1	Implement	08/01/2015	06/01/2016	$10260	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Instructional Focus	Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices. This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Cognitive Coaching -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation	Professional Learning	Tier 1	Implement	08/01/2016	06/01/2017	$2000	All PreK-12 Staff, PLC Leaders, Curriculum Teams, Building Core Content Interventionist Coaches, District Administration
Professional Learning Communities	PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies. This will be done by: -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will be know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", So what/why...", Now what?"	Professional Learning	Tier 1	Monitor	08/01/2015	06/01/2016	$6070	Building administration, Professional Learning Communities Leaders, all certified staff
Science Professional Development	1. Five work days to get NGSS implemented and assessments into IGOR (data warehouse) 2. All teachers to attend the MSTA conference for NGSS implementation, modeling, best practices, course alignment 3. GVSU Scicon conference attendance for NGSS implementation, modeling, best practices	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$2800	Building Administration, PLC administrator, Office of Teaching and Learning staff.

Math Professional Development	-4 teacher work days for 4 teachers to ensure accurate assessment data is entered into the data warehouse and is aligned with appropriate grade level CCSS. - 2 teachers to attend MCTM (Michigan Council of Teachers of Mathematics) Conference - 4 teachers attend Math in Action Day at Grand Valley State University - Content-based webinars as they come available - Big Ideas Math updates/trainings as they become available	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$3060	Buidling administration, PLC Administrator, Office of Teaching and Learning staff
Guaranteed and Viable Curriculum	Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored. This will be implemented and monitored through: -Professional Learning Communities (PLC's) -District Curriculum Rounds	Implementation	Tier 1	Monitor	08/01/2015	06/01/2016	$0	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
Guaranteed and Viable Curriculum	Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored. This will be implemented and monitored through: -Professional Learning Communities (PLC's) -District Curriculum Rounds	Implementation	Tier 1	Monitor	08/01/2015	06/01/2016	$0	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Professional Learning Communities	PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies. This will be done by: -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will be know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", So what/why...", Now what?"	Professional Learning	Tier 1	Monitor	08/01/2015	06/01/2016	$6070	Building administration, Professional Learning Communities Leaders, all certified staff