



Single Building District Improvement Plan

Central Lake Schools
Central Lake Public Schools

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Introduction

The SBDIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SBDIP 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.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Abbreviated Goals & Plans Template	Abbreviated Goals and Plans template has been uploaded	CLPS Abbreviated Goals and Plan 2018 CLPS ELA Goal 2018 pt 2 CLPS Climate/Culture Goal 2018 CLPS Math Goal 2018

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.

In the winter of 2018 community stakeholders had the opportunity to provide the district with feedback regarding long range needs and priorities at a community planning meeting. This stakeholder group included business owners, parents, staff, and board members. Actions Teams, which include staff members, met periodically to review goals, essential questions and monitor progress. The school board was updated regularly during meetings, via email and in face to face conversations.

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

The stakeholder group included teachers from each level, parents, administrators, and school board members. The superintendent facilitated the meetings. Various stakeholders hold different responsibilities such as note-taker, time keeper, presenter, and facilitator.

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

Stakeholders received information on the improvement plan during a community meeting, staff meetings (monthly), board meetings (monthly) and via the school webpage.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

This year our Comprehensive Needs Assessment was conducted through our Advanc-Ed accreditation process.

We conducted multiple tiers of collecting data, including stakeholders from the community, parents, staff, students and administration/school board.

That information/data was then organized in the Advanc-Ed portal for our visit in April.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

The results were positive - we achieved accreditation from Advanc-Ed. We learned that our school district has made great strides in the last two years, and we continue to have things we want to work on.

Our positive gains include:

Improved relations with all stakeholders, including community, parents, school board, staff and administration

Improved communication to all stake holders, including community, parents, staff and parents.

Improved internal structure for School Improvement, School Board committees, staff committees, Interventions, Student Data and curriculum.

Our areas of need include:

Low student performance scores at the elementary grades in math and reading

Lack of program/document to retain teachers

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

The school goals are connected to our student performance - we need to place a very strong and directed focus on our elementary reading and math.

It is clear that a detailed analysis of multiple data was conducted to select the goals, including NWEA data, MStep data, STAR reading data, A to Z, PAST, report cards.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

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The goals address the needs of the whole school population by encompassing academic content - ELA and Math - and also Culture and Climate.

Our ELA goal has two parts-

ELA Part 1 -

High Quality Teaching & Learning (HQTL)

Teachers will work in collaborative teams with same-content and grade-band educators across the ISD to identify priority and supporting standards, develop learning targets, success criteria, learning progressions, and aligned formative assessments to ensure a guaranteed and viable curriculum exists and is implemented for all students.

ELA Part 2-

Essential Instructional Practices in Early Literacy

The "Essential Instructional Practices in Early Literacy" were developed to increase the capacity of instructional staff to improve children's literacy through implementation of a small set (10) of research-supported instructional practices. The implementation focus is on classroom practices, rather than on school- or systems-level practices. Research suggests that each of these ten practices can have a positive impact on literacy development when practices are used in every classroom every day with every child. Although the Early Literacy Essential Practices were developed for grades K-3, they are considered best practice literacy practices that can be easily extended and applied to grades 4-5. Although there are ten essential practices, our school will focus on the following essentials in 2018-2019: #2 Read alouds of age-appropriate books and other materials, print or digital, #3 Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children observed and assessed needs in specific aspects of literacy development, and #6) Research and standards-aligned writing instruction.

Math -

Teachers will work in collaborative teams to research a variety of math curriculums to be implemented for all students.

Climate and Culture-

Positive Behavioral Intervention & Supports (SWPBIS)

Teachers will work in collaboration with district and building leaders, instructional coaches, the ISD PBIS Leadership Team, and MIBLSI to build and implement multi-tiered systems of emotional, social, and behavioral support, removing barriers to and ensuring access to equitable learning opportunities for all students. We are currently in year 1 of implementation at the Elementary, however for context purposes, both year 1 and 2 activities have been included. In addition we are adding the Middle School year 1 of implementation for 2018-2019.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

ELA Part 1-

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ELA Part 2-

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2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

These strategies will build foundations, which we are lacking and that will be the beginning of increasing the quality and quantity of instruction across the district.

The HQTL project has the potential to be incredibly powerful - aligning all of our standards with common assessments and common understanding of what students are expected to learn and how we will measure what they do and don't learn.

The Essentials Practices in Early Literacy will be the beginning of building a staff with a true understanding of how to teach children how to read and write.

The PBIS is a powerful program that should resonate throughout our district and benefit all students in all areas of instruction.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Our research-based reform strategies are directly aligned with the findings of the comprehensive needs assessment;

Our academic scores in reading, writing and math are low at the elementary.

Our climate and culture identified a need to address positive behavioral supports K-12.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

The PBIS program will provide interventions for students who need the most support in all major subgroups.

The HQTL training for our staff will provide all kinds of curriculum and assessments to assist us in determining which students are in need of interventions - and more importantly, how to address student needs in the classroom - Tier I.

5. Describe how the school determines if these needs of students are being met.

The school determines if these needs of students are being met via a variety of ways:

Academic assessments including the NWEA, MStep, STAR, PAST, A to Z, Briggance.

In addition PBIS will provide multiple surveys for us to use with our students, staff and families.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

One part time teacher left for a full time position.

One full time teacher retired.

2. What is the experience level of key teaching and learning personnel?

We have nineteen certified full time teaching staff.

Of the nineteen certified teaching staff, only two are on probationary status - all others have been teaching five or more years.

Eight of the nineteen teachers have fifteen or more years of teaching experience.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

The school provided teacher mentors for the first four years of teaching.

In addition, professional development beyond the school-provided PD is made available, including content area workshops at the ISD, state offered workshops, and visits to surrounding schools to encourage conversations with colleagues outside of our district.

Post-graduate education classes and/or classes in the specific field, are financially supported via the district.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

The school provided teacher mentors for the first four years of teaching.

In addition, professional development beyond the school-provided PD is made available, including content area workshops at the ISD, state offered workshops, and visits to surrounding schools to encourage conversations with colleagues outside of our district.

Post-graduate education classes and/or classes in the specific field, are financially supported via the district.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

We do not have a high turnover rate - we work hard to retain highly qualified teachers via our mentor support, and our financial support for continuing education.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Our staff will be involved in several areas of professional development:

I. PBIS - we have an elementary PBIS team that will be entering its second year of implementation and training. We have a middle school PBIS team that will be starting its first year of implementation and training.

II. Early Literacy - our elementary staff will be participating in a book study to better understand the foundations of early literacy skills across all grades, including the Essential Elements.

III. HQT, Power Standards and Formative Assessments - we have 5 teachers involved in the very intensive curriculum work being led by the Charlevoix Emmet Intermediate School District, with Larry Ainsworth at the helm.

IV. Tier II Interventions - our secondary staff is involved in learning about developing Tier II interventions, based on data and classroom assessments, to intervene with students early and provide additional supports in addition to classroom supports.

2. Describe how this professional learning is "sustained and ongoing."

This professional learning is sustained and ongoing because it will begin the first day of professional learning - before the student arrive - and be a part of all or most of our professional learning all year long.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	This is our Professional Learning Plan as of this date - it is possible that it will be modified based on unexpected needs or interests.	CLPS Professional Learning Plan 2018-2019

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parent Surveys, PTO, Parent Stakeholder meetings for AdvancEd accreditation.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parent Surveys, PTO, Parent Stakeholder meetings for AdvancEd accreditation.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parent Surveys, PTO, Parent Stakeholder meetings for AdvancEd accreditation.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		CLPS Parent Involvement Plan 2018-2019

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

- Parent Conferences (November, January, additional conferences available upon request)
- Local assessment information (NWEA, district writing assessment, Fountas & Pinnell, district common assessments) shared with parents at conferences
- Students receiving additional assistance will be progress monitored on a monthly or bi-weekly basis depending on student need. Information will be shared with parents when appropriate.
- Title I teacher available at conferences to provide information and answer questions about assessments
- Flexible meeting times
- Handicapped Accessible Facilities
- Home Visits
- Phone Conferences (Bilingual interpreter, as needed)
- Classroom Newsletters/District Newsletters
- Accommodations for Non-English Speakers
- Collaboration with community agencies; i.e., Community Mental Health, Communities In Schools
- Transportation Assistance

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Teacher and Parent feedback, PTO input,

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Feedback from the evaluation will be reviewed and incorporated as appropriate

8. Describe how the school-parent compact is developed.

The school-parent compact is developed with the input of teachers and parents at the elementary level.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

The School-Parent Compact is used as a talking point at parent teacher conferences. It is a tool that is used to enhance the quality and depth of conversation between the parents and staff. It provides the staff with guidelines for the parents to embrace and it provides the parents with useful tools on how to assist their child be successful in school.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

It is not shared with middle or high school parents.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		CLPS Parent Compact 2018-2019

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

All students at CLPS have parents whose first language is English. Translation services are available through our ISD if needed.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Our elementary houses two preschool classrooms. Our kindergarten teacher interacts regularly with the preschool teaching staff. In addition, the incoming kindergarten preschool children are invited to visit kindergarten classroom multiple times in the spring before they enter kindergarten.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

We work closely with Great Start Collaborative and Early On and NMCCA (Northwest Michigan Community Action Agency) in providing programming to all parents, including preschool parents. This past year we offered a Love & Logic class that was taught over 8 different evenings during the school year. Additional programming will be offered next year.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Our data team is made up entirely of teachers. This team provides significant information to administration regarding what school based academic assessments we use, in addition to what teachers use already in their individual classrooms.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teacher make up our data teams; data teams meet once every six weeks to review student data and discuss intervention needs of all students.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Our data team first reviews the scores - and identifies where students fell on the score table. Then the data team cross references these students to data from our NWEA, STAR, grades, and teacher referrals to determine if a student is in need of additional interventions.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Timely, effective, additional assistance is provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards via Title I and or direct instruction in academic support seminar class.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

All staff are trained in differentiated instruction and on-going professional development is provided to support new and innovative techniques for differentiated instruction. Small groups, peer groups, and teacher one-on-one time are just a few examples of how our teachers differentiate in the classrooms.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

The programs are coordinated and integrated toward achievement of our school wide goals by utilizing the following programs/resources:

Title I

Title II

ISD professional development - HQTl and PBIS

State funded grant - PBIS

Local professional development

Locally provided resources for 10 Essential Practices

Locally provided resources for math research

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

CLPS will use Title I and other resources to do the following to implement the ten required schoolwide components:

Title I teacher will be supported by Title I funds

Professional Development for HQTl will be supported by ISD and local resources

Professional Development, and implementation of PBIS will be supported by state, ISD and local sources

Local resources will support teacher time to research math

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

CLPS utilizes vocational and technical education programs to support the success of our high schools students with academic, behavioral and career planning goals.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

CLPS evaluates the school wide program on a couple of levels -

We utilize our teachers to review our data and we survey our teachers to gather input and suggestions on implementation of our programs. We utilize surveys for parents, students and staff to evaluate our school.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

CLPS looks at our state data at least once a year- we hope to do it more often as we gain momentum in our structure for reviewing data and establishing goals to work toward.

Our data team meets at least three times a year to look at NWEA, STAR and other sources of data (grades, attendance, behavior referrals).

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

Our data team tracks students from the beginning of the year with a Pre-Test, to the middle of the year with a mid-year assessments and then end of the year with final assessments.

At each of these points the data team cross references students who are making growth and where they are at in our schoolwide program.

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

Our process to review our plan is based on annual changes - we believe in supporting a program for at least one year, preferably three years, to determine if it is having the expected impact. Having said that, if a student is not making expected gains that does not mean we don't evaluate what is best for that student and make plans for additional/different interventions to support learning and growth for all students.