School Improvement Plan

Coloma Intermediate School

Coloma Community Schools

Ms. Karra Haffer
274A SOUTH WEST ST
COLOMA, MI 49038-9511

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Introduction

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

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Improvement Plan Assurance

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Introduction

During the 2018-2019 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.

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Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in Assist	

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Title I Schoolwide Diagnostic

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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).

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Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The district team met on October 22 for an introduction to the year long School Improvement process. After that meeting the school team met on October 28 to determine a plan of action for the year. There were also monthly meetings with parents and the principal to discuss procedures and concerns. The school team met again on November 8 to plan the Needs Assessment for the stakeholders and the district team met on November 26. We met as a full staff with parents attending on January 15 to conduct our Comprehensive Needs Assessment.

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?

Student Achievement Data:
Math:
All Students: (3 year trend shows no consistency)
5th grade: 34.5% down 3.0%
4th grade: 42.6% up 1.2%
Ethnic: White (3 year trend constant)
5th grade: 34.5% down 6.7%
4th grade: 49.1% up 7.5%
Ethnic: Black (3 year trend shows no consistency)
5th grade: <10 students, no significant data
4th grade: <10 students, no significant data
Gender: Female (3 year trend was showing growth until past year)
5th grade: 34% up 1.8%
4th grade: 39.7% down 3.4%
Gender: Male (3 year trend shows no consistency)
5th grade: 35.1% down 6.9%
4th grade: 45.2% up 5.2%
Students with disabilities (3 year trend inconsistent)
5th grade: <10 students, no significant data
4th grade: 30% (previous year : <10 students)
Economically Disadvantaged: (3 year trend no consistency)
5th grade: 29.6% down 0.5%
4th grade: 29.3% down 10.1%
Reading:
All Students (3 year trend show no consistency in results)
5th grade: 74.5% up 12%
4th grade: 65.7% down 1.9%
Ethnic: White (3 year trend shows constant)
5th grade: 73.6% up 5.3%

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4th grade: 68.2% up 0.8%

Ethnic: Black (3 year trend shows continual growth)

5th grade: <10 students, no significant data

4th grade: <10 students, no significant data

Gender: Female (3 year trend shows consistent decrease)

5th grade: 79.2% up 14.3%

4h grade: 73.4% down 0.9%

Gender: Male (3 year trend shows continual growth)

5th grade: 70.2% up 9.6%

4th grade: 58.9% down 4.4%

Students with disabilities (3 year trend data shows growth)

5th grade: <10 students, no significant data

4th grade: 60% (previous year: <10 students)

Economically Disadvantaged: (3 year trend shows constant)

5th grade: 70.4% up 19.7%

4th grade: 62.7% down 2.5%

Science:

All Students: (3 year trend shows no consistency in scores)

5th grade: 3.6% down 3.2%

Ethnic: White

5th grade: 3.4% down 5.3%

Ethnic: Black (3 year trend shows no consistency in scores)

5th grade: <10 students, no significant data

Gender: Female (3 year trend shows no consistency in scores)

5th grade 3.8% down 1.1%

Gender: Male (3 year trend shows no consistency in scores)

5th grade: 3.4% down 4.9%

Students with disabilities (3 year trend shows no consistency in scores)

5th grade: <10 students, no significant data

Economically Disadvantaged: (3 year trend shows no consistency in scores)

5th grade: 1.4% down 2.5%

Writing: (7th grade) remains consistent

All students: 59%

White: 63%

Male: 50%

Female: 68%

Economically disadvantaged: 58%

Students with Disabilities: <10

Social Studies: (6th grade)- significant increase of 14% between 2011-12 to 2012-13

All students: 26%

White: 33%

Male: 29%

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Female: 24%
Economically disadvantaged: 16%
Students with disabilities: 0%

Student Achievement -
Our data indicates that in grade 4, we should focus more diligently on the sub groups in females and the economically disadvantaged in math. In reading, our focus should be on males and the socio-economically disadvantaged to bring up scores.
For grade five, our white and male sub categories are showing the largest decline in Math. In reading at grade 5, there is significant growth in all areas.
The science scores show a decline in all areas.
Top to Bottom Ranking list - 2013-2014 37%
We do not have new Proficiency Targets for our building yet. The realignment of buildings should generate new targets for our specific building.
Program/Process:
Curriculum (I - Teaching for Learning) I.1.A.2 & I.1.B.2 Implemented; I.1.B.1 - Partially Implemented
Instruction (I - Teaching for Learning) I.2.A.1 & I.2.A.2 & I.2.B.2 & I.2.B.3 Implemented;
I.2.A.3 & I.2.B.1 - Partially Implemented - We need to provide a time for teachers to meet together to focus on improvement of instruction
Assessment (I - Teaching for Learning) all are implemented
Instructional Leadership (II - Leadership) all are implemented
Shared Leadership (II - Leadership) II.2.A.5 & II.2.A.6 implemented
II.2.A.4 & II.2.B.4 Partially Implemented - Need more team collaboration, and progress monitor our school improvement plan

Operational and Resource Management (II - Leadership) all implemented
Personnel Qualifications (III - Personnel and Professional Learning) all implemented
Professional Learning (III - Personnel and Professional Learning) all implemented
Parent/Family Involvement (IV - School and Community Relations) IV.1.A.2 & IV.1.B.2 Implemented
IV.1.B.3 Partially Implemented - We need to increase parental involvement

Community Involvement (IV - School and Community Relations) IV.2.B.3 Implemented
IV.2.A.2 - Partially Implemented - need more two way communications

Data Management (V - Data and Information Management) V.1.A.2 & V.1.C.1 Implemented
V.1.A.4 Partially implemented - Need to talk about the importance of data

Information Management (V - Data and Information Management) V.2.A.2 - Implemented
V.2.A.1 & V.2.B.1 & V.2.B.2 Partially Implemented - data needs to be an integral part of our instructional process and used to drive instruction

We had our School Improvement Team look over different sections of the SPR 40 to ensure we are in compliance and also to help us examine which areas in which to focus where we need to improve. Time was spent compiling evidence and determining our rating for each area.
Curriculum is an ongoing concern, especially in the areas of Reading and Math. A year long math committee met to align curriculum and create common power standards for each grade level. We are now working toward common assessments. We need to also take a complete

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look at achievement data from common assessments. We will work on this through prioritizing our content standards and create common assessments to ensure proficiency on each determined power standard.

We also saw a need to make sure the building is "parent-friendly" and to continue and improve our current parent/community perception. We saw a dramatic increase in our parent teacher conferences attendance this past year. Parent communication by phone and email, as well as classroom newsletters is encouraged.

We need to learn on-line testing, desegregation of data and application of data to better instruct all of our students.

Perception:

In the fall of 2014 we conducted a parent survey. The results are as follows:

School Environment -

Safe environment - 90%

Caring/Nurturing - 89%

Purpose -

Learning Occurs - 87%

Teachers motivate my student - 89%

Teacher is knowledgeable regarding subject matter - 92%

Teacher has high expectation of my child - 87%

School Environment -

Child is learning - 90%

Parent understand how to help child to become successful - 82%

School is a good place to learn - 90%

Teacher survey -Minimal responses from building

Professional development opportunities are available to teachers - High

Professional interactions and collaborations - Mid- range, more collaboration needed between teachers and administrators

Professional interactions between teachers and parents - Low

Recognition of academic achievement for teachers and students by building administrators - Low

School Environment - High on safety and nurturing, low on orderliness

Student expectations - High

Perception Summary

Our parents have a strong regard for the school. They feel it is a safe and nurturing place. The purpose is clear and the school environment is positive. There was a poor response by teachers for the teacher survey, but of the responses collected, it is determined that they are satisfied with the professional development opportunities. The teacher parent contact is low and parents hesitate to get too involved with the ongoing activities and opportunities at the school. Administrators do not acknowledge academic achievement by teachers or students enough. The student expectation remains high and teachers feel that the environment is safe and nurturing.

Demographic Data

Enrollment - We have a new configuration of students this year of Fourth and Fifth grade. The building population is currently 235 students. We have a good diversity of students with white as the majority at about 80 percent, and Hispanic and African American i almost equal numbers making up the balance at 10 % each. Of our 12 Hispanic students, 8 are migrant. Our School of Choice students increase every year but do not quite balance the students that we lose to School of Choice. We lost over 150 students this year in the district and currently have enrolled 99. Higher numbers of academically needy students are enrolling and we need to be up to the challenge with support and tools to meet the needs. We are updating and changing our RtI process of intervention.

We have a critical problem with absenteeism and tardiness with a large segment of our students.

Culture

Due to the change in grade levels and sending 6th grade to Junior High and adding in our 4th grade students we are now known as Coloma Upper Elementary, there are many culture changes underway for our school. We have fourth grade students and fourth grade staff members

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to meld with the partial group of teachers from the former Middle School. interest of kids. Moving from one building to another as well as shifting classrooms was the norm to all but a few staff members. Finally our PTO can operate as a single focused entity and gain some strength. The change is functioning but there are daily challenges. We will continue to focus on methods to develop professional learning communities in our building.

School Programs - Math was an area of great concern and part of the issue was determined to be a lack of coordinated math curriculum. As a result of this analysis, a math curriculum team was selected and over the course of the year and many meetings, a new math series was adopted and started in the fall of this year.

Finally, we saw a need in the area of writing, believing that writing is "thinking out loud" and improves understanding in all areas. The staff adopted the MAISA Writing Units and worked with the BRESA to have professional development with Amy Williams. We are reassessing how our Title I teachers and aides work with our teaching staff and are developing multiage pull-out groups to double or triple expose students to needed skills in early literacy, in addition to regular RtI interventions. We continue to offer professional development to support our teachers in all of the curriculum changes.

Discipline data:

Grade 4 - 2 incidences of inappropriate sexual behavior in the hallway

Grade 5 - 2 incidences of fighting in hallway, 2 incidents of bullying/harassment in classroom

Conclusions:

Areas of priority

Content Areas

a. Our main areas of concern in our building are building up CORE content in the regular education classrooms in the areas of reading and math. Developing common curriculum and common assessments will help us.

b. Math staff development is needed. A district-wide assessment for math is a critical need.

c. Common curriculum and common assessments using priority standards for reading and math are in the development stage and need to move forward.

d. Further development of the RtI process and remediation.

Subgroup Concerns

Grade 4 Math

- We need to focus on low-achieving females according to the MEAP data.
- Focus on all economically disadvantaged for better engagement and learning.

Grade 4 Reading

- We need to focus on low-achieving males according to the MEAP data.
- Focus on all economically disadvantaged for better engagement and learning.

Grade 5 Math

- We need to focus on low-achieving whites according to the MEAP data.
- We need to focus on low-achieving males according to the MEAP data.

Grade 5 Reading

Students made significant gains in reading for the year.

Perception Issues

- We need to maintain that Coloma is a safe and nurturing environment, that we have high expectations and an open door policy.
- Coloma administration needs to advertise and celebrate the positives that occur daily with students.

Demographic Trends

The district is dealing with a poverty rate in the 70's according to the most current Free and Reduced Lunch data. The poverty in the area is increasing and parents often do not show the skills necessary to best prepare their students for school or to provide support and

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encouragement with homework.

Professional Development needs

Our Professional Development needs are high to keep our teachers focused and prepared for the changing demographics at our school.

1) Dealing with a high poverty population (Ruby Payne)

2) Writer's Workshop with MAISA Units through Amy Williams at BRESA

3) Math Methods

4) Common Core/Power Standards/Common Assessments/Common Curriculum

Program Changes

- RtI block time is scheduled in both grades so children across the grades can get specific help on skills in a small group each day for 40 minutes.
- PLC time is being studied for implementation next year

Changes in Services Provided

- Staff reductions in grades 4 at the semester due to budget issues will increase class size in that grade level, but it will allow for one more Title I teacher to help with specific student needs.
- Before and after school child care will be provided within the next weeks which may help increase our attendance and give students an opportunity to complete classwork.

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.

After analyzing our classroom and DIBELS data and finally our M-STEP released data in grade level , our data indicates that in grade 4, we should focus more diligently on the sub groups in females and the economically disadvantaged in math. In reading, our focus should be on males and the socioe-conomically disadvantaged to bring up scores.

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?

Every goal is intended to serve our entire school population. We work diligently in the fall to service our migrant population as much as possible, knowing that their time with us is limited. We have a counselor who is very well imbedded with community help and services for our needy and homeless population. We stock clothing and supplies for students in need. All students are given breakfast and lunch. Academic needs are met through RtI.

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Component 2: Schoolwide Reform Strategies

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

Reading: Students will be proficient in reading.
Common assessments will be used drive instruction in each classroom. Teachers will collaborate to create common assessments linked to the standards. Data will be evaluated and modifications to instructional strategies used to determine growth. Development in the use of the data system for on-line/paper testing or other application of choice will provide practice for state testing.
Instructional strategies will be developed and implemented for students with disabilities and at risk students using differentiated instruction, one-on-one assistance, peer tutoring, and other researched based strategies. Teachers will spend identifying key vocabulary words and ensure each student understands its use.

Math: Students will be proficient in math.
Common assessments will be used drive instruction in each classroom. Teachers will collaborate to create common assessments linked to the standards. Data will be evaluated and modifications to instructional strategies used to determine growth. Development in the use of the data system for on-line/paper testing or other application of choice will provide practice for state testing.
Instructional strategies will be developed and implemented for students with disabilities and at risk students using differentiated instruction, one-on-one assistance, peer tutoring, and other researched based strategies. Teachers will spend identifying key vocabulary words and ensure each student understands its use.
Special Education Teachers will use a researched based resource, SRA Corrective Math to instruct students with disabilities in order to close achievement gap. Classroom teachers will use research based strategies to individualize mathematics instruction for English Language Learners utilizing Title I intervention specialist in small groups.

Science: Students will be proficient in science.
Teachers will increase learning through common assessments, training and vertical articulation. Commonly assessed vocabulary will be incorporated into teaching lessons. Instructional strategies will be developed and implemented for students with disabilities and at risk students using differentiated instruction.
Staff will collaborate to create common assessments. These will be linked to standards. Data from these common assessments will be used to drive instruction.
Staff will be trained in Instructional strategies (research based) will be given and added to the classroom curriculum to increase scores. Best practice instructional strategies will be incorporated into lesson plans

Social Studies: Students will be proficient in social studies.
Teachers will increase learning through common assessments, training and vertical articulation. Commonly assessed vocabulary will be incorporated into teaching lessons. Instructional strategies will be developed and implemented for students with disabilities and at risk students using differentiated instruction.
Staff will collaborate to create common assessments. These will be linked to standards. Data from these common assessments will be used to drive instruction.
Staff will be trained in Instructional strategies (research based) will be given and added to the classroom curriculum to increase scores. Best practice instructional strategies will be incorporated into lesson plans
The school is striving to implement the RtI model by universally screening all students and then providing intervention to those identified as At-risk. Our school uses progress monitoring to track implementation and student growth through DIBELS. Students are moved fluidly as

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needs arise or gains are noted into appropriate learning groups. We are moving to some multi age/multi classroom remediation for certain skills. Students are provided a double or even triple dose of varied methods of teaching a certain skill in a very small group setting to reach success. Students with the greatest needs are given the greatest time.

Writing: Students will be proficient in Writing.
Staff will do a pre-writing assessment in the fall of the year and a post-writing assessment at the end of the school year. This will be used to see if growth is occurring in writing. Staff have been trained in using the MAISA writing units and will demonstration implementation of writing lessons across the curriculum. Writing will become an integral part of all content areas.

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).

Focusing on improving Instruction:
- Continuing to providing on-going, sustained, high quality PD that is aligned to the school goals and comprehensive needs assessment. This PD for teachers is to assist them in more expertly conducting comprehensive needs assessments and making subsequent instructional and assessment decisions based on data with the intent to improve both the quality and quantity of instruction and ultimately student achievement. Provide a districtwide/schoolwide monitor to facilitate plan implementation and appropriate comprehensive data collection.
- On-going collegial collaboration and conversations between staff (level to level and building to building) to improve transitions. Substitute costs for teacher observations and vice versa, costs for training parents and staff, etc. would be provided in the plan.
- Provide on-going PD and/or instructional and professional "how-to" materials to teachers to improve the number and quality of instructional strategies they are capable of using and to know when and where to offer specific supportive help to students
- Staff will complete a book study by Mike Mattoes on Simplifying RTI
- Staff will map the curriculum using the basis from Heidi Hayes Jacobs, Mapping the Big Pictures
- Staff will use Master Instruction Strategies by Michael Lujan to help engage students in learning
- Staff will complete a separate book study regarding Classroom Assessment & Grading that Work by Robert Marzano

Focus on increasing instruction:
- Maintaining the position of Title I teachers to assist all 4-5 staff in providing a comprehensive program of timely and additional assistance (including summer school, and intervention programs) to students having difficulty in language acquisition/processing and/or mastering the common core state standards. Assistance will be in focused on determining targeted strategies, supporting MTSS activities, as well as (in conjunction with our school counselor and Parent Liaison) offering parenting workshops and information geared to improving parent understanding of literacy. Title I teachers will work to ensure the lowest students get substantial literacy support.
- Title I teachers to provide targeted reading and math interventions for students at-risk for learning failure.
- Maintaining the position of Parent-Community Liaison to provide on going support for increased parent involvement and connections to needed services and agencies serving our disadvantaged or high needs families.
- Instructional strategies will be used to increase student engagement.
- Staff will have the opportunity to review John Hattie's Best practice instructional strategies to ensure they are using the best to drive instruction in their classrooms.

We will use data to drive our instruction. Data analysis will be an integral part of our instructional process to ensure all students are learning and the achievement gap is closing. PLC's will be formed and meet on a regular, weekly basis. Best Practices at Tier 1 (Gregory, Kaufeldt, & Mattos) will be used as a resource for teachers this year. PLC team leaders, as well as administrator, will attend a three day conference

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focusing on the establishing, collaboration, and productivity of PLc's in meeting student needs.

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

The research-based reform strategies in the school wide plan align vey well with the comprehensive needs assessment. We will work with the community and staff to improve and succeed in all of the identified areas of need.

Examine our current intervention support system. We will be doing a book study by Mike Mattos on Simplifying RTI. We will look at what practices are working and which need to change. Interventions begin in the classroom. Classroom assessments (formative/summative) will be used to determine which students need more intense interventions. Additional Tier 2 and Tier 3 interventions will be conducted between classroom teachers and Title I Teachers.

Implementation of consistent academic vocabulary across grade levels and content areas.

Common assessments through collaborative efforts will begin across all grade levels. This data will be put into our data warehouse system in order to be able to compare data and chart progress. We will be offering a course in Assessment for Learning by Rick Stiggins during the course of the school year to inform teachers of the different ways to assess students in their classrooms.

Staff will be trained in how to break down (unpack) each state standards and apply instructional strategies to each. We will create/find different instructional strategies to ensure the learning of all students. These instructional strategies will be available for each level of intervention.

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.

Reading: We utilize DIBELS Assessments, STAR Reading Tests, Curriculum Assessments, and M-STEP data to determine individual need for additional academic interventions. Those falling in the intensive category are identified for additional small group instruction. We also look at classroom data and determine which students are not mastering the content standards. These students are grouped accordingly and provided additional instruction.

Math: We utilize M-STEP data, STAR Math, and classroom common assessments to determine the individual need for additional intervention. We base our groups on proficiency of the standards. Title staff are used to meet with small groups of identified students who need remediation at specifically determined skills.

Science: We take M-STEP data and look to see what correlated standards are need to be mastered at each grade level. We align the correlated standards with each grade level standards. Our classroom common assessments then are used to check for mastery. Those students not achieving mastery by each standard are provided additional support.

Social Studies: Teacher created assessments are used to determine mastery of content standards. Intervention teams meet to discuss the

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findings and determine the best instructional strategy to ensure student success.

Writing: Teachers will use peer-to-peer and student conferencing to help individual students succeed in writing.

Parents are kept informed of their child's need for assistance through various means: notes home, phone calls home, progress reports, parent/teacher conferences, report cards, and discussion of assessment results.

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

The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

Students are monitored closely to watch progress and understanding of the subject matter. Progress monitoring, chapter testing, common assessments are all methods used to determine if a child is mastering the material. If there is a problem, RtI groups are set up and ready to work with individual or small groups of students.

There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners.

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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	Yes Coloma Intermediate utilizes instructional paraprofessionals. These paraprofessionals as well as our teaching staff are highly qualified and meet the NCLB requirements for their positions. Title I teachers are actively involved in classroom instruction as well as small groups of students.	

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	Yes Coloma Intermediate prides itself on its exemplary staff. All Coloma Intermediate staff members are Highly Qualified Teachers. Coloma School District Administration Department is responsible for maintaining and housing teacher certifications and files. All Coloma Intermediate Teachers are Highly Qualified under the NCLB Act. The staff possesses a minimum of a Bachelor's degree and full state certification. In addition, staff meets the criteria of at least one of the following: Michigan Test for Teacher Certification (M.T.T.C), Master's Degree and Post Graduate studies and certifications.	

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Component 4: Strategies to Attract Highly Qualified Teachers

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

One social worker and one special education teacher.

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

Coloma Intermediate School has years of experience as follows:

0-5 years - 4 teachers
6-10 years - 1 teachers
15+ - 5 teacher

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

When postings occur, they are placed in university placement centers and on our website. We advertise highly qualified candidates only need to apply. Historically teacher turnover rates have not been a concern. Our support staff is instrumental in assisting new staff. Each grade level team embraces new staff members and provides informal guidance and support. Formal support is provided through assigned mentors.

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

Turn over usually only occurs due to retirements.
To assist teachers in acquiring continuing certification, the district offers partial tuition reimbursement.
Coloma Schools offers comprehensive medical plan and other additional perks.

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?

Except for the 17-18 school year there is not, typically, a high turnover rate.

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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.

1. Building-wide Professional Learning Communities focused on curriculum alignment and assessment development
2. Grade level teams are working together to develop common assessments in Language Arts and math.
3. Professional Development is being provided for our new ELA series adoption.
4. Title I teachers are working with teaching staff to better identify our at risk readers and provide intervention.

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

Each building's school improvement plan has been instrumental in driving the district's required professional development days. Our initiatives from last year with Professional Learning Communities are continuing.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Yes The school professional development plan is carefully constructed to make use of all available teacher days. A year long calendar is developed so that the maximum number of hours occur to meet required teacher license hours. The focus is assessment as it relates to content, data harvesting and technology. The PD Calendar 2018-19 is for the whole district with a K12, PLC focus.	

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Component 6: Strategies to Increase Parental Involvement

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

Parents are asked to be a part of our building improvement meetings. They also participate through parent surveys, conducted during our fall Parent Conferences. Parents will be asked to serve on various committees and/or asked to provide their feedback throughout the school year.

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

Parent input and feedback is gathered through our PTO, individual conversations, formal staff and parent meetings. Feedback from parents is well received and encouraged. We will share our plan with our stakeholder parent group, as well as all other interested stakeholders.

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

Another very supportive group, our PTO, is an interested and active stakeholder. At the first meeting of the year our school wide improvement plan is presented and discussion encouraged. At our last PTO meeting of the year, we review the plan and share our successes in meeting our school improvement goals with input for updating our plan..

Parents are asked to review the plan in process as well as responding to it after we post on our website. Parents respond to perception surveys, talk with teacher and building principal at parent/teacher conferences and throughout the school year. Based on this input, changes are made to the plan as needed. Parents will continue to serve on the school improvement team to evaluate the plan as amendments are made.

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	see attached board policy	

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

Provide information and assistance to parents regarding state and local academic standards and assessments. 1118 (e) (1)

To ensure that parents are informed about academic standards and assessments, Coloma Intermediate School will provide the following:
- Parent-Teacher conferences in the fall (additional conferences available upon request).
- Parent copy of state curriculum provided at all grade level open house/orientation and will be posted on the Coloma Intermediate School

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website.
- WIDA results for EL students mailed home to parents.
- State Assessment results mailed home to parents.
- Local assessment information shared with parents at Parent-Teacher conferences.
- Parent Workshops /Curriculum Nights.

Provide materials and training to parents. 1118 (e) (2)

Coloma Intermediate School offers training and materials to parents through the following events and activities:
- Open house/orientation.
- Parent Workshops /Curriculum Nights (childcare provided).
- March is Reading Month events.
- Classroom/school/district newsletters and publications.
- Coloma Upper Elementary School website.

Educate teachers, Title 1 staff, and principals regarding the value of parent involvement and parent contributions, ways to communicate effectively with parents, and the implementation of parents programs. 1118 (e) (3)

Coloma Intermediate School values and respects parent involvement in the school community. Parent involvement will be part of the professional development plan. Staff will attend workshops and implement new ideas for effective parent communication. When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact. The school district will in-service teachers on how to utilize electronic media to inform parents on resources and curriculum. The school will provide staff development regarding effective communication techniques and the importance of regular two-way communication between the school and the family.

Coordinate and integrate parental involvement programs with other programs. 1118 (e) (4)
Coloma Intermediate School will work to coordinate programs to ensure success for all:
- Transition to Upper Elementary school: Evening parent meeting in May.
- March is Reading Month.
- Field Day
- Field Trips
- Parent Teacher Organization
- Parent Volunteers

Inform parents of school and parent programs in a timely and practical format and in a language they can understand. 1118 (e) (5)

To ensure that all parents are informed in a timely and user-friendly manner, Coloma Intermediate School will provide:
- Student planners.
- Classroom/school/district newsletters and publications.
- PowerAnnouncement.
- Bilingual interpreter.
- School website.
- Telephone calls/Email correspondence.

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Provide support for parental involvement at their request. 1118 (e) (14)

Coloma Intermediate School will make every effort to support our parents and make sure their needs are met:
- Make every effort to accommodate parent requests to ensure that the individual needs of students and parents are met in order to foster positive parent involvement.

Part IV: Accessibility
Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. 1118 (f)

Coloma Intermediate School will provide:
- Flexible meeting times.
- Handicapped accessible facilities.
- Phone conferences (Bilingual interpreter as needed).
- Classroom/School/District newsletter written in a language parents can understand.
- Collaboration with community agencies (i.e. Community Mental Health).
- Transportation assistance.
- Bilingual interpreter available during Parent-Teacher conferences.
- Translation of communications to assist non-English speaking parents as needed.

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

Attendance at conferences, parent nights, sign in sheets for parent functions

Parents provide information to staff and administration through surveys and discussions. This information is used to update the parent involvement plan as needed.

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

Building level meetings will be held to share the information in regards to student success.

All survey results and information from discussions are taken in to considerations when decisions are made to improve our schools.

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

High student performance is a shared responsibility between parents, school staff, and children. Working together, we can maximize every child's learning experience in Coloma Area Schools. Staff collaborating with parents worked to create the parent compact.

The School-Parent compact was developed in collaboration with parents, staff, and building administration. It is reviewed and revised as needed.

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Parent/staff meetings are held and the compact is reviewed and modified on an annual basis. We spend time looking at what is important to ensure student success on the responsibility of the student, the staff, and the administration. This document clarifies what families and schools can do to help children reach high academic standards. A student's academic success will improve when the home and school work together. This compact reflects the needs and culture of the home as well as those of the student. In addition, meetings are scheduled at times and places sensitive to work requirements. The compact can serve as a valuable tool to effectively and meaningfully engage the school and the home in supporting the academic development and needs of the students.

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

Parents are walked through the compact and encourage to sign. These are then kept in the building office. Expressed responsibility of both parts is encouraged. The importance of communication between teachers and parents is discussed on a continuous basis. The compact is used to foster reasonable access to staff and opportunities to volunteer and participate in their child's class and observed classroom activities.

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

Buildings talk to each other and share pertinent information of past students. Student compacts can be passed along as well.

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

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

Throughout the school year parents receive a number of academic reports and conference with teachers over test results. At the end of the year each child created a bar graph for each pre and posttest they took during the school year. The bar graph uses color to describe achievement. Each chart had an explanation. Parents of special education students also receive a copy of the IEP, and IEP Progress Reports.
When necessary on site Spanish speaking staff interpret for Spanish speaking parents

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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?

N/A

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?

N/A

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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?

Areas specifically relating to instruction and assessment at Coloma Intermediate include teacher participation in decision making as well as the plan to provide timely and additional assistance to students experiencing difficulty mastering the standards. Staff members are actively involved with grade level teams within the building that will develop and align common academic assessments in each core area. Teachers have the freedom to create authentic assessments used in their classrooms to inform instruction. Teachers have input as to the scheduling of assessments and how the data from the assessments is collected and used to inform instruction. Staff meetings are held to analyze M-STEP data of upper grades. Teachers meet on a regular basis and discuss other forms of classroom data in order to inform instruction and make any necessary revisions to curriculum/instruction. Support staff includes one Title One teacher, one special education teacher, and Title One Paraprofessionals.

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

Staff members are actively involved with grade level teams within the building that will develop and align common academic assessments in each core area. Teachers have the freedom to create authentic assessments used in their classrooms to inform instruction. Teachers have input as to the scheduling of assessments and how the data from the assessments is collected and used to inform instruction. Teachers meet on a regular basis with the Title I teachers and discuss other forms of classroom data in order to inform instruction and make any necessary revisions to curriculum/instruction. RtI decisions are also made at these common meeting times.

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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.

All students are expected to meet the state standards in the four core areas (reading/writing, math, science, and social studies) at every grade level. Students are identified using staff/grade level team analysis of multiple data sources (listed below). Those who are at-risk of not achieving expectations qualify for support (including accelerated students). A learning gap between those at-risk and the other students greater than 10% is considered significant.

1. Student demographics
2. Implications from M-STEP Achievement results with sub group analysis (SES, gender, race, sped,LEP, homeless, neglected/delinquent, migrant).
3. M-STEP Item Analysis
4. District common grade level assessment results in each of the core areas(math, ELA, science, and social studies)
7. Length of time student attended Coloma Community. Schools (student mobility).
8. DIBELS; running records results.
9. Student discipline for attendance/retentions/suspensions/expulsions.
10. Student/parent/staff perceptions on learning, high expectations, etc.
12. Staff surveys and interviews relative to instructional practices.
13. Teacher recommendation.

Students scoring at the basic level are readily discernible when using the mischooldata.org site for MEAP proficiency.

Additionally, the DIBELS NEXT classroom reports in our data warehouse make it easy for teachers to determine those early students struggling with the Dynamic Indicators of Basic Early Literacy Skills who may also be at risk for M-STEP failure. Students who were not proficient in M-STEP Reading and/or Writing were initially placed on the list for Title I Services. Those with low DIBELS NEXT oral reading fluency scores receive other intensive reading support Additionally, running records helped to paint a full portrait of the at risk student.

Classroom Assessments pre and post testing allows the teacher to determine those students who are struggling with the mastery of the State's academic achievement standards so that additional time and strategies for learning can be provided on an on-going basis.

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?

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It is important for all students to successfully achieve in the core curriculum, so additional assistance is provided to those students who need extra help in order to do so. In addition to formal Title I programming, which includes Title I teachers, title I paraprofessionals, there is 1 special education teacher and speech therapist on staff as well as a full-time social worker.

Staff has been implementing SAF (Student Achievement Framework) which encourages good student behavior and RTI process for helping all students be successful. This training helped to focus on classroom management strategies. We are in the process of implementing the RTI process which focuses on various instructional strategies.

Intensive intervention is available to all students in our building who have an identified need. This time is used to supplement classroom instruction, not replace it. Students will sometimes be given a double or triple remediation time, depending on the need. This is done through interaction with our Title I teachers and Title I aides.

Data is analyzed on a continual basis in order to make instructional decisions. Weekly staff and grade level meetings provide time for staff members to analyze the data and make instructional decisions.

Reading: Grades 4-5

Teacher grade level teams and our new intervention team meets to assess and discuss individual students and their needs. Research based interventions are implemented by classroom and support staff for those identified students. Title I teachers and Title I aides are used to meet with small groups of identified students who need remediation at specifically determined skills. Differentiate Instruction through level Readers are used at students reading level. We utilize small group instruction derived from test data. We have Tier 2 and 3 intervention through pullout programs.

Staff successfully implemented a daily tier 2 RTi program that involved all students and all available staff providing 30 minutes of targeted intervention in core area skills. This included support for students of all levels. All staff continued the implementation and practice appropriate processes in differentiated instructional strategies.

To prepare students for state testing, Title I provided support to classroom teachers in their efforts to provide timely and effective intervention. This included assistance to intervention staff in developing and implementing effective Rti strategies/materials, monitoring student progress, guiding intervention facilitators, and model teaching. Teachers tutor students after school on an individual basis

Staff training will learn collaboration skills to facilitate effective team data analysis, design, planning, and implementation of effective Tier 1-3 interventions. Students experiencing learning difficulties receive additional classroom reading support with the Road to the Code, Read Naturally and/or Fundations as Tier II supports.

Before and after school tutoring is provided and supported by the district. . Teachers provide instruction at the child's instructional level while the other students are working with another teacher, or are being guided by a parapro, or a volunteer parent or student aide.

Math: Classroom is differentiated through online tools and manipulatives to increase students understanding. Title staff are used to meet with small groups of identified students who need remediation at specifically determined skills.

To prepare students for state testing, Title I provided support to classroom teachers in their efforts to provide timely and effective intervention.. This included assistance to intervention staff in developing and implementing effective Rti strategies/materials, monitoring

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student progress, guiding intervention facilitators, and model teaching. Teachers tutor students after school on an individual basis.

Staff training will learn collaboration skills to facilitate effective team data analysis, design, planning, and implementation of effective Tier 1-3 interventions. Before and after school tutoring is provided and supported by the district. . Teachers provide instruction at the child's instructional level while the other students are working with another teacher, or are being guided by a parapro, or a volunteer parent or student aide.

Science: Differentiated instruction uses hands-on experiments. Classroom assessments ensure mastery of content areas. Those not mastering these contents are provided with additional opportunities in small group settings.

Social Studies: Differentiated instruction is used for small groups to help with reading through Scholastic magazine and other classroom materials.

Writing: The use of peer-to-peer and student conferencing will be used to help students increase mastery and understanding of the writing process.

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

Staff has been trained in the practices of differentiated instruction. Our new teacher evaluation tool and our on line plan book helps our administrators determine how well teachers are differentiating in the classroom with our multi levels of abilities represented in our school. We are focusing on helping teachers work in small groups with students using the Daily 5 Framework in many of our classrooms.

Assessment tools are used to identify who need additional instruction and intervention.

Small reading groups are held to address reading needs.

Teachers use the MAISA writing units and provide individual conferring with all students to address their writing needs.

Teachers are utilizing online tools and classroom setts of manipulatives to increase student understanding.

Teachers are suing Big books, weekly readers, Scholastic magazines to enhance the learning process.

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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.

Priority is placed on reading and math. Most funds are geared towards these needs. We use Title I funds, Title 3 funds, at risk funds

Berrien County Health Department conducts hearing/vision screenings in our building.

Summer school for Reading, Math and Writing was available to students this past summer.

We welcome parents and community business members to facilitate lessons through Learning 4 Life, etc.

A local church provides mentoring for students.

We provide research based instructional strategies to ensure student success.

Highly qualified teachers are employed to instruction our students with disabilities populations.

Materials are purchased to support these students.

Professional opportunities are available for staff.

Recruiting and retaining highly qualified staff.

Technical support for teachers and stafff

The district's food service program participates in the free and reduced lunch program.

We have been participating in a recycling grant.

PTO group is active in our building.

A combination of federal, state, and local funds are used to provide various staff and resources to address the needs of the students. Title IA funds are used to provide support teachers and paraprofessional for identified intensive and strategic reads who are identified through specific assessments and cut scores. Math support comes through identifying students through state assessments as well as common assessments. Support help is available in science and social studies based upon reading needs
.
Supplimental materials are provided through Title I money in each of the core subject areas for the support teaching staff to use in the small groups/classroom groups. General funds provide classroom teachers with specific reading materials and assessment tools for instructional and progress monitoring needs.

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Title IIA money is used to provide professional development training for all staff on best practices, data disaggregation and assessment design.

Title IC provide staff support services for ELl students and the migrant program.

At risk funds are used to support a before/after school tutoring program.

All general education teachers and support staff work together to provide a cohesive academic program for all students under the leadership of building level and district level administration.

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.

School Wide Component Funding Source Programs

1. Comprehensive Needs Assessment
   district/building School Improvement meeting time - general funds
   Data management/disaggregation - general funds - Title IIA funds
   Building School improvement Training - Title IIA funds
2. School Wide Reform Strategies General Fund
   Planning, preparation, and evaluation - general funds
   Core support services (Title IA, Title IC)
   Migrant Supplemental Support - Title IC
3. High Qualified Staff Instruction Title IIA/Gen Fund
   Hiring practices - general funds
   Mentoring - general funds
   New staff orientation - general funds
   Professional development training - title IIA
   course Reimbursement - general fund
   Competitive Salaries - general fund
4. H.Q. & Ongoing Prof.Dev. - Title IIA, General Fund
   Instructional practices - Title IIa
   School Improvement training - Title IIA
   Assessment Alignment training - Title IIA, general funds
   Course reimbursements - general funds
   Intervention Support Systems training Title IIA
   Professional Learning communities - Title IIA
5. Attract H.Q.Staff - General fund (New Teacher Mtgs. Mentoring District P.D. Conferences)
   Instructional practices - Title IIa
   School Improvement training - Title IIA
   Assessment Alignment training - Title IIA, general funds
   Course reimbursements - general funds

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Intervention Support Systems training Title IIA

Professional Learning communities - Title IIA

6. Increase Parental Involvement Title I Night - Title IA

School Improvement team meetings - general fund

title I Parent meetings - Title IA

Development and evaluation of Parent Involvement Action Plans - Title IA

7.Teacher. Decision Making/Assessments Title IIa/Gen Fund (Dept.& Team Mtg,s Data Training)

RESA trainings - Title IIA, general funds

School improvement team meetings - general funds

Progress monitoring - general funds

Universal screening programs - general funds

Data dissemination - Title IIA

8.Diff. Mastering Standards Title I, IIA/31a/ (title I teachers, after school tutoring program)

Special education supplemental support services - IDEA, general funds

Before/after school support programs - Section 31a, general funds

Supplement support staff - Title IA

Parent volunteer programs - general funds

9.Coordination and Integration of Federal, State and Local Programs and Resources is funded through General Fund. The coordination of funds is completed by the State and Federal Programs Coordinator with staff, administration, and Central Office

Building level and strict level school improvement team meetings - general funds

RESA training - Title IIA, general funds

State level grant meetings - Title IIA general funds

Parent, staff, student survey - general funds

Parent Involvement meetings - title IA, general funds

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.

Coloma Intermediate School coordinates and integrates funds from Title I, Title II A, 31a, and general funds to support a variety of programs such as depicted in the chart below. Each of these programs is intended to provide staff, parents, and students with the skills and resources necessary to be successful in the educational role.

Title I support - Teachers meet to discuss the needs of students
Free meals program for all students
Professional development - we strive hard to continually improve our instructional skills
Counseling - counseling services are available

The district health and PE program provide students with information regarding nutrition and healthy lifestyles, good sportsmanship, self-control and team collaboration. The food service program provides students with healthy food choices through the school lunch program. Information regarding the importance of good nutrition and physical health/exercises is shared through school newsletters and website information.

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Evaluation:

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

The whole staff meets weekly to communicate with one another where teachers focus on Assessments, data analysis and ongoing curriculum alignment.
We also take time to progress monitor our staff with all of the Schoolwide Goals, to see if any adjustments are needed. The most current meeting consisted of teachers/other staff/parents and volunteers jotting down strengths and concerns in each of the identified Schoolwide areas. They then identified three of their critical concerns. This data was turned over to the School leadership Committee for analysis and revisions.

Each year we will add new data to determine if what we are doing is working. If it is, we will continue forward until we see strong trend data. If not, we will make modifications to our plan to best serve the needs of our students. We will look for any deficits on our part and provide professional development to the staff. Staff will be accountable for implementing new materials.

The School Improvement Plan and the process employed in its development encourage the collection of 4 types of data (perception, outcome, process, and demographic). The collection and analysis of the 4 types of data will be used to evaluate the overall success of the plan's components. The vertical teams will oversee the implementation and evaluation of each of the goals, objectives, strategies and actions articulated for each core content area. The SIP process will provide opportunities for the staff to report out on the progress being made on the School Improvement Plan. As the year progresses, changes will be noted by the vertical team and reported to the staff. The next or revised SIP plan will reflect the changes recommended by the vertical teams and the same process is used as the revised plan is implemented. The overall goal is to ensure the lowest and most at risk students get a high quality and quantity of sustained intensive interventions.

Data documentation is done with M-STEP, DIBELS NEXT, and district selected or created assessments by grade level. Analysis by gender, economically disadvantaged (EDD), race/ethnicity, disabilities(SWD), is readily available for staff use. Year to year progress by class and individual students can be documented in each area. All data is used to set, implement, and modify school improvement goals and objectives for instruction, assessment, and professional development.

Individual student progress over the years can be determined as well as the grade level class improvements.
Our data warehouse and mischooldata.org sites are used to manipulate the data to discover the discrepancy factors hindering learning success.

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.

Data meetings will be held at the end of the school year with the staff to disaggregate the data for all year end testing and to check for growth. Student data books will be sent home for parents to keep.

Annual state assessments are disseminated to staff members through the data warehouse. Staff is provided opportunities to study this data

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and make modifications to the curriculum. State data is used when it becomes available to check for trend data and areas of need, first with our school improvement/school leadership team, then with the staff both in grade level meetings and in across grade levels. Meetings are held to show teachers broad results across grade levels and classrooms. We look at data and how we can drill down to determine a focus for needs seen. We will gather trend data to evaluate our progress.

The school data is put into the annual reports and posted on our website.

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.

Title I teachers and grade level teachers will work together to analyze beginning of year test data to end of year test data to determine growth and review and revise programs and procedures for next year. We have developed a system of tracking those most at need by keeping a folder for each identified with current academic data, current teaching strategies used and to track who and how often the child is seen. Students also keep track of their own progress with their data binder which any of the teaching staff can examine at any time.

Data teams study the data to look for any gaps or further needs of students.

Tier 1 should have 80% or more students showing mastery of the expectations. If not, then the core instruction, differentiated instructional strategies and individualized classroom support has to be revisited. Tier 2 should have 20% or less of the students receiving strategic interventions. Evaluations of all intervention programs, strategies and human resources have to be in place to determine the success of the these interventions.

Tier 3 should have 5% or less of the students receiving intensive interventions. Evaluations have to be in place to determine the success of the these critical interventions.

We will continue to monitor systems of support for all students to ensure continuous progress.

Of particular note:
Students scoring at the basic level are readily discernible when using the mischooldata.org site for MEAP proficiency. Within each level of proficiency the team will look for improvement from not proficient to partially proficient and proficient to advanced. Every student in grades 4 and 5 must demonstrate growth in individual achievement in reading/math with scores on the MEAP that document improvement within the proficiency level (from low to middle or middle to high) and/or movement up to the next proficiency level(from not proficient to partially proficient; from partially proficient to proficient; from proficient to advanced) as compared to their previous year's scores. Of particular concern will be those students currently scoring in the partially proficient and not proficient/basic levels who need to move up a level. Looking at trends over time also helps us determine if the curriculum, interventions, and PD in place are effective in increasing student achievement.

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?

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Title I teachers and grade level teachers will work together to analyze beginning of year test data to end of year test data to determine growth and review and revise programs and procedures for next year.

Teachers, parents, and students will be provided with timely and meaningful progress related information. Online grades, parent-teacher conferences, emails, and assessment results along with the school improvement plan will be made available to all parties. Monthly PTO meetings will also help foster communication of goals and progress toward those goals. A translator will be provided to any Non-English speaking stakeholder to help facilitate understanding and involvement in the process

We will meet in the spring to survey teachers/staff/parents and volunteers on the current strengths and concerns regarding the schoolwide plan. This is done in an hour meeting after school using charts on a round robin basis. Once completed, staff returns to mark those areas that they feel the most strong as far as needing attention for the following year. Then the principal and the school leadership team will examine and revise the plan for the upcoming school year.

The plan will be shared with the district school improvement team so that all goals/strategies/activities will be aligned across the district. Professional development needs will be reassessed and added to the plan on a yearly basis. Future professional development plans will be designed based upon these needs.

Currently, to revise the school improvement plan, teachers discuss classroom strategies with colleagues based on the analysis of the data from multiple sources including action research on an on-going, regular basis. District central office staff shares technical expertise with principal and the administrative assistant that they received from area training. Staff comprehends the usefulness of data and the necessity of drawing accurate data-based conclusions as a part of their instructional and decision-making responsibilities. Grade level and school based collaborative teams have trusting collegial relationships based on the driving need to improve instruction for all students.

Monitoring and adjusting of the interpretations is on-going as new data is made available from multiple sources. When contradictions exist, more data is gathered so that snap instructional judgments are avoided. Our data warehouse allows users to compare multiple sets of data ("all data over time") so that they may identify needed interventions and address a range of concerns--from struggling readers to at-risk students to special student populations to advanced learners thus working to ensure their continuous improvement in school achievement.

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Coloma Intermediate School Improvement Plan 2019-20

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Overview

Plan Name

Coloma Intermediate School Improvement Plan 2019-20

Plan Description

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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

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

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