



School Improvement Plan

Flat River Academy - Elementary

Flat River Academy

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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.

Improvement Plan Assurance

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.

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	

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?

Administrative team members met for the purpose of analyzing our school level data. Parents and other key stakeholders were invited to participate in this process of determine the comprehensive needs of our school, to identify priority goals and develop a comprehensive school reform plan through the school survey process. Teachers met with administrators during PLC meetings, one-one one meetings and during professional development. The process resulted in the identification of priority goals, and the selection of research-based reform strategies that all key stakeholders committed to implement.

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?

Flat River Academy Elementary is a small charter academy that has less than 25 students per grade level. This year there are the following class configurations: K-1, 2-3, 4-5, 6-7. Most class cohorts are less than 15 students per grade level. Because of this, Flat River looked at mostly individual testing and individual student achievement. There are less than 5 of any type of subgroup by grade level, therefore there are no gender or racial subgroups. The SIT concentrated on the bottom 30% and also looked at the total high mobility population of students.

Demographic Data

Flat River Academy Elementary has few students per grade level (<25), most classes are multi-age and grade. Flat River has 65 students K-6; more than 80% of students qualify for free/reduced lunch. Student ethnicities include Caucasian and African-American (7) and Native-American. Flat River has no bilingual students. There are 15 students receiving Special Ed. Services. About 35-50 students per year are currently being serviced in the Title I program. In a given year, Flat River has a 25-30% mobility rate. There is a significant rate of absenteeism on a daily basis. In the past couple years, there has been a problem retaining special education staff and had multiple substitute teachers for one of the grade levels until a permanent replacement was found.

What was concluded:

A high population of disadvantaged students continues to be Flat River's most challenging demographic concern. There are no clear gaps in the traditional subgroups of ethnic, racial, gender or Native American students. While the enrollment stays generally consistent, there are high mobility issues throughout the year, where about 10% of the student body is either coming or going, resulting in achievement gaps in this group. These students come to Flat River with many issues, because of inconsistent instruction due to being in multiple enrollments at previous schools. They are also generally economically disadvantaged as well. For purposes of description in the rest of the plan, they will be included in the economically disadvantaged subgroup. There have also been inconsistent special education services due to multiple teachers in the past several years.

Academic Data

The needs assessment was made by looking at standardized testing including NWEA and MEAP/MISTEP. Classroom benchmark data and Dynamic Indicators of Basic Elementary Literacy Skills (DIBELS) and a few short diagnostic tests were also considered for ELA. NWEA was examined for the ELA strands of literature, informational text, and language. The Math strands examined included algebraic thinking, fractions, measurement and data. analysis, are not being Core subject performance on group testing

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Student survey results:

5th and 6th grade students were surveyed to determine their opinions on the delivery of services in the school. The two subjects least popular with students were Language Arts and Geography. Students also agreed that Math was the subject that was hardest for them to learn, because they don't understand it.

Students rated learning in groups as their favorite, followed by working on projects and reading yourself. Over half of the students picked tutoring as their most preferred method of support; tutoring by parents, teachers, other students and Title I were listed as helpful.

What was concluded:

After reviewing the survey responses, the administration team concluded that each group had different concerns about the Flat River Academy program. Teachers feel more need for support of instruction through focused professional development and use of data to guide instruction. Parents although generally happy with school communication, feel that more individual student attention is what they would like to see. The student responses were understandable to the team. Many students are struggling academically and that would make those subjects unpopular with them.

CONCLUSIONS-What are the CAUSES for the GAPS?

Areas of priority:

Content Areas

Over 50% of the school population is struggling in the core areas. Data analysis of tests that are currently given would provide more insight when decisions about instruction are made. Project based learning will be implemented to augment current ELA basal instruction in writing. More communication between grade levels should provide consistency of instruction from grade level to the next level.

Subgroup Concerns

The largest subgroup at Grattan Academy is the Economically Disabled. Absenteeism is a large concern among the economically disadvantaged population. A protocol will be set up that addresses parent contact after a certain number of absences. Possibly notifying Health and Human Services may have to be explored, if students are absent for a larger percentage of time.

.At present, when new students enroll, they are not tested to determine the level of their skills. Testing new students will give a more accurate picture of their needs. Records of new students (from the previous school/s) will be examined for documentation that grade placement is correct. Teachers will add data analysis to discussions about student support, incorporating data from all relevant tests before decisions are made for an instructional strategy.

An effort will be made to provide consistency of Special Education staff to ensure that services are delivered to students on a consistent basis and according to IEP.

Perception Issues

Teachers would like more targeted professional development. The staff would like to see more use of data in making instructional decisions. Better planning for parent engagement is needed, because the survey pointed out that some parents don't realize the extent that curriculum is individualized at the present time and that it is delivered in small groups, because of the small numbers of students per grade level. Students said that they preferred tutoring as a support to their learning, much of which already takes place, but could be improved by better using instructional time.

Many of the perception issues might just need to be clarified because of misunderstanding of what is currently taking place.

Demographic trends

Flat River Academy is enrolling more students who are of high mobility status, as different from the past years when many children lived within the geographical boundaries of the former school area when it was part of the Belding Area Schools. The students are coming in behind in basic skills. As stated above, tested soon after enrollment to determine the skill level of students should help with knowing where to place them in curriculum and programming. Also absenteeism is an issue for this same group of students. A more aggressive approach is needed to get some students to attend school regularly.

Professional Development Needs

A more focused professional development plan is needed to address: technology training, more time spent on data analysis, and time and planning spent on how to encourage parent support. Content area training needed is: 6+1

writing traits, IXL Math software training, and how to more effectively use differentiated instruction.

Program Changes

More parent programs are needed to ensure that parents are better informed about what students receive for instruction and support at school. And to enlist their support at school during the school day and for extra-curricular activities. In addition to the technology training on Skyward (parent connection to the gradebook), and other present activities, parents could be getting more information on how to better support their students at home.

Changes in Services Provided

More consistency in special education support is needed. A permanent staff member for providing service should be secured by the school. Stability of staff in grade level areas has been accomplished during 2nd semester of this year. Better data analysis should help focus interventions to more successfully support students.

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.

Alignment to GOALS

The comprehensive analysis shows students, across the board, are performing well below average on all assessments. All content areas need to be addressed, with particular focus on Math and ELA (as reading skills will correlate with improvement in content learning for Science and Social Studies).

The Flat River Academy goal statements are as follows:

All students at Flat River Academy will be proficient in Mathematics.

All students at Flat River Academy will be proficient in ELA.

All students at Flat River Academy will be proficient in Social Studies.

All students at Flat River Academy will be proficient in Science.

These priority areas have been identified by data analysis of M-Step, NWEA, DIBELS, and classroom/ grade level assessments, for establishing GOALS:

Mathematics

K-6: Numbers and operations, algebraic thinking, fractions, measurement and data.

Grade 5: fractions

Although memorization of math facts is not tested on M-Step, NWEA, or other assessments, teachers feel that students would calculate more efficiently if their math facts were memorized.

English Language Arts

Areas of priority per grade level:

1st grade: comprehension, grammar, phonics, spelling, comprehension.

2nd grade: grammar, phonics, and spelling, comprehension.

3rd grade: grammar, phonics, and vocabulary, comprehension and inference.

4th grade: grammar, comprehension and inference.

5th grade: grammar, spelling, comprehension and inference.

Science and Social Studies

All grade levels:

Vocabulary and informational text

Obtaining information from maps, graphs, and charts

These subgroups will be the focus of objectives and interventions:

Each goal area has one objective for general education (Tier I) students (classroom focus) and a second objective for at risk students needing interventions (extra time and instruction focus). The strategies and activities of these objectives provide descriptions of the interventions that will be employed for the separate groups. Economically disadvantaged students, which also includes high mobility students, and Special Education students will be the focus of Tier II and III interventions

Flat River has not incorporated an attendance monitoring in the goals, however, procedures already in place will be more strictly observed and enforced to ensure that student attendance improves. More effort will be made to keep current addresses, living arrangements, and contact avenues open with parents of high mobility students.

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?

Each core subject area has a goal. Each goal has two objectives. The first objective is written to address the needs of all students. The second objective is written to address the needs of students who are most at risk of failing, i.e. Title I identified, Special Education IEP, ICT identification.

The general ,under each goal ,addresses the needs of all students. Most of the strategies and activities of this objective deal with gaps in instruction due to curriculum inconsistencies or failure of materials to be aligned with tested concepts. These areas were determined by looking at strand information on testing. The strategies and activities of objective one will be delivered to students in the general education classroom by grade level teachers as part of grade level group instruction.

The second objective, under each goal, addresses the needs of identified students. Flat River Academy has 75% economically disadvantaged students, most of the bottom 30% of students fall into this category. Tier I repetitive instruction will be delivered to students in the general education classroom by their teacher. In addition, these students will be receiving the Tier II or Tier III strategies described in this objective as determined by the Instructional Consultation Teams, individual IEPs, and data analysis meetings. Title I paraprofessionals will deliver additional supplemental strategies during the Title I intervention times 1-5 days per week.

Parent activities have been included in language arts and math so that parent help can be part of at-home student support.

Component 2: Schoolwide Reform Strategies

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

Differentiation of Instruction-All teachers will use differentiation of instruction to grow the skills of all students and monitor student progression to mastery. Student support is provided by classroom teachers through repeated instruction and small group guidance. Classroom teachers will provide differentiated instruction in basic algorithms, number sense, algebra, geometry, measurement, fractions and decimals, applications to real world problems, using Georgia math. Students will receive differentiated instruction in reading based on their individual learning speed through the use of flexible reading groups during daily reading instructional time. This strategy addresses the student support in the classroom as a Tier 1 step for individual and small group instruction, changing how students learn and what students learn.

Technology-During class time, all students will receive computer time to work with ABC Mouse (K01) and IXL (grades 2-6) in addition, MathAids.com, softschools.com, onlinemathlearning.com, and arithmetic.com, programs will be used to increase math proficiency and support concepts taught in the classroom. K-3 students will be taught word processing skills and use them to type short compositions. 5th-6th grade students will type their compositions. Students who need the accommodation will be taught to use voice-to-text technology for writing. Videos, YouTube, and other online sources will be used to augment regular classroom theme unit instruction in Science and Social Studies. This strategy will be used for both general instruction and intervention. The regular instruction application will be using technology for learning and projects. The intervention application will use online programs for support.

Project based learning is added to the school improvement plan to better engage all students and have students working toward mastery of the standards through authentic learning experiences.

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).

Focus on increasing Instruction:

All teachers (k-6) will focus on accelerating instruction by incorporating project based learning activities. As per, the school charter the core subjects of ELA and Math will be addressed in the morning to minimize distraction of specials and other events in the afternoons. Teachers will be allowed the discretion of adjusting recess and specials times to accommodate the needs of the learners in their classrooms. Multi-age classrooms will allow for peer instruction, more individualized instruction, small group, and whole group instruction where intensity of delivery can be addressed.

Students who are identified through ICT (Instructional Consultation Team) will receive additional instruction opportunities through support staff and programs (Title 1, Special Education) as well as additional practice with the teacher and technology.

Focus on Improving Instruction:

All teachers (k-6) will focus on improving instruction by following the published school curriculum as designed to coincide with state standards. This will ensure an aligned approach school wide. All teachers will use differentiation and technology to grow the skills of all students and monitor student progression to mastery. Teachers will be sure to pace the delivery of instruction with more knowns than unknowns when introducing new information, consider age-level ability for retention and introducing new concepts. Teachers will use

additional interventions such as incremental rehearsal, repeated instruction, and picture charts for instructions and structure, as needed to promote individual growth.

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

Flat River Academy Elementary will promote the improvement in performance of all students. The interventions and classroom assessments are implemented for improvement of the struggling and low groups. The strategies were selected to address the low and low-average students that were identified by data from our classroom assessments and all-school assessments.

Differentiation Of Instruction-

This strategy addresses the student support in the classroom as a Tier 1 step for individual and small group instruction, changing how students learn and what students learn. This strategy addresses the need for intervention support for those students who need additional time and practice to master content area skills.

Tomlinson, C.A. & Strickland (2005). *Differentiation in practice: A resource guide for differentiating curriculum, grades 9-12*. Alexandria, VA: ASCDE. According to Tomlinson and Strickland (2005) teachers usually differentiate instruction by adjusting one or more of the following: the content (what students learn); the process (how students learn); or the product (how students demonstrate their mastery of the knowledge or skills).

Technology-

This strategy will be used for general classroom instruction, as well as, Tier 1 and Tier 2 support for identified students. The regular instruction application will be using technology for learning and projects. The intervention application will use online programs for support in content areas. Online applications will fill gaps in instruction caused by absenteeism or those students who enroll with a lack of basic skills, so that they can work at a level and pace that is appropriate for them.

Kuntz, Brad, "Engage Students by Embracing Technology In the Classroom with Brad Kuntz", ASCD, June 2012, Volume 54, Number 6 "Technological literacy will be a valued skill in students' futures: therefore, we should help them use technology effectively and efficiently. We need to engage our students in conversations about the appropriate application of technology and allow them to help us clearly define accepted applications, as well as inappropriate practices and the resulting consequences.

Being able to access information quickly, analyze search results, effectively evaluate resources, and synthesize findings are essential skills. As teachers we can provide opportunities in class for students to learn and demonstrate their mastery using technology. We can create innovative activities and projects and allow students to use technology as part of classwork."

Vocabulary and Informational text strategies in Science and Social Studies- This strategy will be used as both a Tier 1 classroom strategy and as Tier 2 strategy in Title 1 and special education to provide reinforcement of content instruction. Students with learning gaps from inconsistent instruction (migratory history) need extra reinforcement to close those instructional gaps.

Duke, N.K. Bennett-Armistead, V.S., & Roberts, E.M. (2002). *Incorporating informational text in the primary grades*. In C. Roller (Ed.) *Comprehensive reading instruction across the grade level* (pp.40-54) Newark, DE: International Reading Association.

Incremental Rehearsal- Those students identified for At-Risk and Special Education (Tier 2 and 3) services will receive additional time and guided practice, skill practice, one on one and small group instruction, 1-5 days per week depending on student needs or IEP, provided by Title 1 staff and Special Educational staff. This strategy will address learning gaps of students who struggle with content or who are dealing with learning gaps because of lack of basic skills.

MacQuarrie, Lara L; Tucker, James A; Burns, Matthew K; Hartman, Brian, "Comparison of retention rates using traditional, drill sandwich, and incremental rehearsal, flash card methods," *School Psychology Review*, 31.4 (2002): 583. The Incremental Rehearsal method is a

way of using flash cards more effectively. Starts with a presentation of an unknown word or math fact (U) and gradually intersperses known words or fact, with unknown. This has been shown by research studies to be an effective memorization technique.

Repeated Instruction-This strategy will target those students who are most at risk of failing (Tiers 2 and 3) by providing them more time and practice to master content. Those students identified for At Risk and Special Education services will receive additional time and guided practice, skill practice, one on one and small group instruction, 1-5 days per week depending on student needs or IEP , provided by Title 1 staff and special educational staff in core subjects to augment classroom instruction. Additional reading fluency support and reading skill support will be provided through Title 1 and Special education programs 1 to 5 days per week.

Berg, Kate, Lyke, Catherine, "USING REPEATED READING AS A STRATEGY TO IMPROVE READING FLUENCY AT THE ELEMENTARY LEVEL" ERIC, May 2012

Repeated reading directly targets oral reading fluency and can easily be interwoven into an existing reading program (Therrien & Kubina, 2006), There are various modifications that can be adapted to the repeated reading strategy, but all should include three main components students practice reading a weekly passage, ongoing teacher feedback, and biweekly progress monitoring to increase effectiveness (Conderman & Strobel, 2006) . Fluency is advanced through multiple opportunities to respond, followed by performance feedback, and reinforcement for responding (Ardoin et al. 2006)

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.

Instructional Consultation Team-Staff will conduct ICT meetings weekly to discuss the progress of the students and possible new interventions. Examination of grades, classroom assessments, Northwest Educational Assessment (NWEA) data, and Easy CBM are used to determine which students are most at risk of failing and reading and to monitor their progress and make program adjustments.

ICT (Instructional Consultation Team) meets every Wednesday. The protocol for the ICT is as follows:

1. Students are referred to the ICT by the classroom teacher based on poor achievement in a subject area, behavior issues, or other issues related to achievement. Teachers describe students who need support, they fill out a form on the student, and set up a case.
2. Students are given a reading assessment.
3. A process is conducted to determine the problem, this is called the problem identification phase. Questions are asked and answered to determine the major areas of difficulty.
4. A discussion is held to determine the educational match to the student's problem(s). Some solutions might be: to modify the task, modify the instruction, or to change the expectation for student learning.
5. A course of action is decided and provided and/or monitored by ICT staff, Title 1 staff and/or special education staff.

Incremental Rehearsal- Those students identified for At-Risk and Special Education services will receive additional time and guided practice, skill practice, one on one and small group instruction provided by Title 1 paraprofessionals or Special Education personnel, 1-5 days per week depending on student needs or IEP. Incremental rehearsal is used to drill vocabulary , math facts, or any content that requires memorization. It is a method of instruction that gradually introduces new material for practice interspersed with material that has been mastered previously to help student become confident and remain motivated.

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Repeated Instruction- Those students identified for At Risk and Special Education services will receive additional time and guided practice, skill practice, one on one and small group instruction, 1-5 days per week depending on student needs or IEP, provided by Title 1 staff and Special Educational staff in core subjects to augment classroom instruction. Additional reading fluency support and reading skill support will be provided through Title 1 and Special Education programs 1-to 5 days per week.

Technology- This strategy will be used for general classroom instruction, as well as, Tier 1 and Tier 2 support for identified students. The intervention application will use online programs for support in content areas. Online applications will fill gaps in instruction caused by absenteeism or those students who enroll with lack of basic skills, so that they can work at a level and pace that is appropriate for them. Computers are available in each classroom and teachers use them as assigned instruction. The programs used, such as IXL, ABC Mouse, Online Math learning, Arithmetic.com have student assessment activities built into them which allow teachers to monitor and adjust instruction by programming the lessons that students are assigned.

6+1 Writing Traits- 6+1 Traits writing process will be used for a supplement to the basal ELA series Imagine It! which contains writing instruction that meshes with reading instruction. 6+1 will be presented in the classroom and also used for intervention and supplemental practice by Title 1 and Special Education staff as a framework for supporting classroom writing assignments for those students who need more time and reinforcement to complete assignments. Students will be supported on an as needed basis in their regularly scheduled Title 1 or Special Education times, which vary from 1-5 days per week.

After school tutoring and summer school programs are available to all students that qualify for interventions. After school tutoring takes place all school year and is offered for 1 hour after school. Math and Language Arts tutoring are offered during this time. Instruction is provided by a certified teacher and through various means of direct instruction. Small group, computer support through Math IXL and easy CBM are used. The Imagine It series for Language arts offers interventions which are also used during this time.

Strategies for Improved Attendance- Absenteeism is a large concern among the economically disadvantaged population. A protocol will be set up that addresses parent contact after a certain number of absences. Possibly notifying Health and Human Services may have to be explored, if students are absent for a larger percentage of time.

High Mobility Student Issues- At present, when new students enroll, they are not tested to determine the level of their skills. Testing new students will give a more accurate picture of their needs. Records of new students (from the previous school/s) will be examined for documentation that grade placement is correct. Teachers will add data analysis to discussions about student support, incorporating data from all relevant tests before decisions are made for an instructional strategy. High Mobility students will be eligible for support programs through Title 1 and Special Education.

Staffing Issues- An effort will be made to provide consistency of Special Education staff to ensure that services are delivered to students on a consistent basis and according to IEP.

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

All students are tested with NWEA tests, grade level, unit testing and in class formative assessments. The Progress Monitoring interventions used for 2nd through 6th grade reading comprehension and Kindergarten reading fluency are with DIBLES. Math Progress Monitoring is done with the Mathaides.com constructed tests. Title 1 math interventions take place every week with Mathaides.com

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All students are tested with NWEA three times a year. Students who do not meet the benchmark are further diagnosed with DIBLES. Students are then placed into intervention groups based on diagnostic data.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	All Flat River Academy paraprofessionals are highly qualified according to current standards as defined by NCLB and the State of Michigan.	

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	All Flat River Academy teachers meet the Highly qualified standard set forth by the State of Michigan and NCLB	

Component 4: Strategies to Attract Highly Qualified Teachers

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

The school's teacher turn over rate is 75%

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

2 or 5 teaching staff 1 has 0-4 years of teaching experiences

2 have 5-10 years of teaching experiences

1 have 10-15 + years of experiences.

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

To attract highly qualified teachers to teach at Flat River Academy when given the opportunity to select, the leadership team seeks to interview the persons to determine if the person's teaching qualifications, background experiences and personal goals and ambitions fit into the high standards that we hold.

We want them to share the vision that we have managed to accomplish and maintain over the years. The interested teacher or parapro is then taken on a tour to observe classrooms and review the layout of the building. it is essential to have a visible leader who believes in accountability and who models the behaviours he/she wants to see in others. We give highly qualified teachers more leadership to design best practices for their classrooms so students will become high achievers. Teachers are encouraged to implement and put into place strategies that research has shown to increase student achievement.

The Academy also provided all teachers three days of professional development to implement project based learning to ensure all teachers had a common knowledge and foundation to implement PBL.

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

Flat River Academy Elementary attracts teachers through offering competitive salaries and benefits, and school university partnerships with Saginaw Valley State University and MJ Management. MJ Management acts as a human resource department for the academy and is able to secure benefit packages . SVSU is our authorizer and offers professional development to staff, discounts on graduate classes in order to continue teacher education and maintain certifications

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?

In an attempt to reduce higher than desired teacher turnover, Flat River Academy Elementary has worked towards raising salaries and offering incentive pay.

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.

Professional development for the 2018-2019 school year will focus on implementing Project Based Learning (PBL). The Buck institute will provide three days of on site professional development for all staff. Saginaw Valley State University and Midwest management will provide ongoing to support to the teachers and the school leader throughout the implementation process. The school leader will lead PLCs designed to support teachers with the development and implementation of PBL learning experiences.

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

Saginaw Valley State University and Midwest management will provide ongoing to support to the teachers and the school leader throughout the implementation process. The school leader will lead PLCs designed to support teachers with the development and implementation of PBL learning experiences.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		pd

Component 6: Strategies to Increase Parental Involvement

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

Flat River Academy Elementary has written a school-level parent involvement policy jointly developed with and distributed to parents. This policy was written on April 22, 2016 by a committee of parents, teachers, Title 1 staff, and administration. The policy was adopted by the Flat River Academy Board of Education on May 9, 2016.

This policy will be distributed through email, Skyward (the online gradebook system), Facebook, Remind.com, along with hard copies to be printed and sent home for all parents with the beginning of the year packet. The policy will be accessible on Flat River Academy's website.

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

Comprehensive Needs Assessment

Parents receive summary data of the NWEA , M-Step, and Imagine It! assessments. These summaries include group data as well as individual achievement data. Parents are invited to the Board of Education meeting when results of testing are presented and discussed. Data is also presented to parents at the Curriculum Night, when questions can be asked. Results of perception surveys are available to parents. Parents are part of the SIP meetings and welcome at any meetings where data is discussed.

Parental Involvement

Parents will be invited and encouraged to attend all meetings that are relevant for them during the school year. An annual Title 1 meeting will be held the last week of August yearly in conjunction with the school wide open house to invite and encourage parents to be involved in the Title I Schoolwide program. Meetings will be held at various times throughout the school day and year to encourage parent participation, eg open house, curriculum nights, conferences, student activity nights, day programs to involve parents with their students. Parents will be involved in marketing through testimonies about their experiences with Flat River Academy. We will be exploring a method of calling parents to remind them of events and meetings. We will develop a core group of parents to enlist the involvement of other parents..

Preschool Transition

Flat River Academy Elementary conducts visits to area preschools to distribute invitations to kindergarten round-up and open house. All school activities and events are open to all age groups including preschoolers, with specific activities targeting their developmental needs and interests. Teachers will conduct grade level surveys at the end of the school year to get feedback on what students/parents liked most and least about Flat River Academy that year. These quotes will be used to advertise the program at Flat River to encourage new enrollment.

Assessment Decisions

Parents will be invited to attend SIT meetings where these decisions are discussed and finalized.

Timely and Additional Assistance

Activites will be developed that include and encourage parents to participate in supporting their students at home and at school . This parent support could be through flash card practice, tutoring, reinforcing concepts at home with homework, IXL support at home, or helping as volunteers in the classroom Title 1 Program or after school tutoring program.

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Parents have been involved in support programs of the past and will be invited in the future to attend offerings by Ionia ISD on cyber bullying, violence prevention, Love and Logic, CPR training first aid, etc...

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

An annual meeting at the end of the school year will be held to evaluate the Schoolwide plan and parents will be invited and reminded to attend. their input will be welcomed at that meeting. Parents also provide input through surveys, at conferences, and during the annual Title I meeting and Fall Open House.

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	A copy of the parent involvement plan is attached	PI

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

Section 1118 (e)(1) Flat River Academy Elementary shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards, State student academic achievement standards, State and local academic assessments, and how to monitor their child's progress and work with educators to improve the achievement of their child.

The will school hosts a student showcase each marking quarter so parents and other stakeholders can observe the PBL experiences the kids are involved in.

Families have access to information in Skyward at any time through their personal login and password. Families without internet may also access Skyward through the school computer lab.

Grade level Open Houses provide parent information about the Core Curriculum standards and assessments and how to monitor their child's progress.

State Standards are noted on the school report card as it is a standards-based report card. Parents receive report cards 4 times each school year.

Teachers review and discuss State Standards and curriculum during parent/teacher conferences where their child's progress is discussed and plans for parents to offer home support are set.

Section 1118 (e)(2) Flat River Academy Elementary shall provide materials and training to help parents work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.

Teachers send home materials as appropriate to support classroom learning.

Parents are sent od each literature unit in the Imagine It! Language Arts series.

Teachers encourage students to actively maintain skill sets over summer break with literacy and math packets, online access to support classes through IXL and Spelling City, which are on the school website.

School Improvement Plan

Flat River Academy - Elementary

Section 1118 (e)(3) Flat River Academy Elementary shall, with the assistance of parents, educate teachers, pupil services personnel, principals, and other staff in the value and the utility of parents' contributions. Educators should also receive guidance in ways to reach out to parents; to communicate with them, to work with them as equal partners, to implement and coordinate parent programs, and to build ties between parents and the school.

Flat River Academy Elementary will conduct an annual professional development day to develop teacher communication skills and strategies.

Teachers will learn how to productively and effectively communicate with parents to facilitate relationship building between home and school.

Section 1118 (e)(4) Flat River Academy Elementary shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their child.

Flat River Academy Elementary invites parents to Kindergarten Round-Up through marketing materials, newspapers, flyers, communication with community preschools, church day care centers, social media posting and the school website.

Opportunities are publicized for parents to schedule classroom visits and observations.

Transition to secondary grades is accomplished through a trip to the MS/HS building in the spring of 6th grade to meet secondary teachers and staff and to tour the facility.

Section 1118 (e)(5) Flat River Academy Elementary shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, to the extent practicable, in a language the parents can understand. All parent communication is presented in easily understood, concise language, free from professional jargon and overly technical language. In the event that families are bi-lingual, parent communication will be translated to parent's primary language.

Communication with parents is presented in several formats, including: letters, email, phone calls, social media, website, classroom newsletters, and notes home.

Section 1118 (e)(14) Flat River Elementary shall provide such other reasonable support for parent involvement activities as parents may request.

Meeting and event times will vary in order to accommodate and increase parent involvement.

Assistance in transportation and communications will be provided to support parents as needed

Skyward/Family Access provides families information related to their child's educational experience,

including attendance, food service, student progress, and report cards. Hard copies are available upon request (as offered through newsletter, beginning of the year information, and Parent Night).

Section 1118 (f) Flat River Academy Elementary shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and language parents can understand.

Interpreters are utilized for families needing assistance at school activities, conferences, parent meetings (i.e., non-English speaking families, a Sign Language Interpreter is also available (Ionia ISD)

Flat River Academy Elementary Elementary is a handicapped accessible facility, door opening assistance, ramps, and a handicapped accessible restroom.

Additional accommodations are made as necessary for parents with disabilities

In the event that migratory families would enroll in Flat River Academy Elementary, these families would be offered additional opportunities for parent education, information about the school and assessment, and other information provided in native language and/or with translation. Additionally, should there be migratory students enrolled, referrals to community resources fitting this population and other care as well as

academic supports and intervention available regardless of enrollment time or duration of enrollment

For those parents who lack literacy skills, we are planning face to face conversation to ensure that the information was shared in a manner that is meaningful to them.

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

Flat River Academy Elementary will be putting several new strategies into place to increase parent involvement. The effectiveness of these strategies will be evaluated after each activity, Flat River will begin keeping track of parent volunteers through sign-in logs in the office, sign-in sheets at parent activities, such as, open house, parent information meetings, technology training, the annual title 1 meeting, etc... Will help us to gauge parent interest and increase in attendance. teachers will keep sign-ins and logs of parent volunteers and attendance of activities in their classrooms. Short evaluation of activity forms will be developed and will be a part of each parent activity that is conducted. This will help to determine which are the most effective in drawing parents and which are of value for them.

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

An annual meeting at the end of the school year will be held to evaluate the schoolwide plan and parents will be invited and reminded to attend. Parents also provide input through surveys, at conferences, and during the annual Title 1 meeting and fall open house. The results of all data collected on parent attendance at events and activities will be examined at the annual evaluation meeting. This information will be the basis for planning future parent activities and programming for students.

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

Parents and staff will have an opportunity to provide feedback on the existing compact through school survey and through the school improvement team who annually reviews the compact.

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

The Parent-School Compact will be included in the student Open House packet at the beginning of each school year. Parents and students will be asked to sign off and return the Compact, which will be reviewed at the Fall conference. At the fall conferences of each school year, which occur in October, the Title I Parent School Compact will be reviewed and questions about it will be answered.

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

The Parent-School Compact will be included in the student Open House packet at the beginning of each school year. Parents and students will be asked to sign off and return the Compact.

School Improvement Plan

Flat River Academy - Elementary

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

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

Students progress is sent through Skyward, emails, phone calls, and hard copies sent home. Hard copies of individual test scores, such as MEAP/MSTEP, NWEA, etc... are provided to parents at conferences. Individual Education Placement (IEPs) parents receive quarterly progress reports at the end of each marking period. Each teacher also communicates with parents about graded classroom assessments. NWEA testing results are provided three times per year. Annual MStep results are sent to parents in the Fall from the previous school year's testing. Parent teacher conferences occur each year in the Fall and Spring.

All parent communication is presented in easily understood, concise language, free from professional jargon and overly technical language. In the event that families are bi-lingual, parent communication will be translated to parent's primary language. Communication with parents is presented in several formats, including: letters, email, phone calls, social media, website, classroom newsletters, and notes home.

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?

Flat River Academy Elementary conducts visits to area pre-schools to distribute invitations to kindergarten roundup and open house. All school activities/events are open to all age groups including pre-schoolers with specific activities (for Ex: duck pond at school carnival, bead stringing at open house, coloring, sorting shapes, sucker tree at school carnival), developed based on their development and interests.

All Belding Public School and Greenville Public School preschool parents receive information about the Grattan Academy program. Flyers are included in area "fast food" (McDonalds) bags for families, ads and invitations are distributed through social media through Facebook and Twitter and our school website.

The area Head Start programs have meetings in which Kindergarten staff from all area schools present information regarding their specific programs to parents of in-coming kindergarten students. These meetings are normally held in the Spring of each school year. During the kindergarten roundup and open house, parents are given packets containing information regarding our program and the developmental needs for students to begin school.

Elementary students transitioning to Middle School attend orientation, and are invited to take part in, as well as attend sporting events and field trips. A mentoring program for 6th grade students is being developed. Parents of all age groups are invited to be a part of the School improvement process and to attend curriculum meetings and Title I meetings. High School students visit various college campuses throughout the school year, as well as, "academic fairs" at which multiple colleges and universities are in attendance to answer questions. College "recruiters" are also welcomed into the school to discuss post-secondary opportunities with students.

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?

Parent meetings are held to discuss topics of interest and concern in regards to children leaving preschool and entering kindergarten. This time is also used to discuss skills that will be needed to help students succeed. During open enrollment informational material is also available to parents. 6th Grade students moving to Middle School visit and take part in a "regular" school day at the middle school. Parents attend orientation where the transition process is discussed. This also happens in the spring each 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?

Teachers design and use their own grade level assessments. They identify student needs and check for effectiveness of instruction by basing decisions on MEAP/M-STEP, Northwest Evaluation Association (NWEA) testing, Dynamic Indicators of Basic Elementary Literacy Skills (DIBELS) and ImagineIt (ELA series) grade level subject area benchmark assessments. This is done at a minimum of 3 times a year in staff meetings after assessments have been given. Since Flat River Academy's staff is small, all teachers are on the School Improvement Team. Student grade level data is based on small numbers of students per grade, which makes trends harder to determine. Individualized planning is more the norm. Information is shared with parents at conferences or sooner if students are targeted for interventions or support programs.

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

Teachers use MEAP/M-STEP data to get core subject information. NWEA data is collected and examined by teachers 4 times a year in core subjects, and Imagine It core subject area grade level assessments are also given. This information is used by teachers to design and guide instructional practice in the classroom. The School Improvement Team uses this information to design schoolwide core subject initiatives and strategies for all students. ICT (instructional consultation team) also collects data and designs interventions for students who are the most at risk of failing based on bottom 30% data determined through the School Improvement process. Because of the small number of students per grade level, individualized programming is then designed to support the needs of each student. Teachers are involved in School Improvement Team, data analysis and program planning.

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.

Students participate in M-Step testing yearly, NWEA assessment quarterly in all content areas, classroom benchmark assessments, content area unit assessments. At the K-2 level, teacher observation is a large part of recommendations for interventions.

Processes to identify students needing support:

The ICT (instructional consultation team) meets every Wednesday. The protocol for the ICT is as follows:

1. Students are referred to the ICT by the classroom teacher based on poor achievement in a subject area, behavior issues, or other issues related to achievement. Teachers describe students needing support, they fill out a form on the student, and set up a case.
2. Students are given a reading assessment.
3. A process is conducted to determine the problem, this is called the problem identification phase. Questions are asked and answered to determine the major area of difficulty.
4. A discussion is held to determine the educational match to the student's problem(s). Some solutions might be: to modify the task, modify the instruction, or to change the student expectation for student learning.
5. A course of action is decided and provided and/or monitored by ICT staff.

A couple different considerations are made in identifying students for services.

Because the class cohorts are small, less than 25 students, the bottom 30% is determined on k-6 needs. For Example: one grade level may have more students of higher need than another. Therefore some grade levels may receive more services than others. Because of the more individualized nature of instruction in our school test results are not the only determining factor in who will receive interventions.

The Title I team meets every Monday to discuss the progress of the students and possible new interventions. Assessment of progress in reading interventions takes place every two weeks with the Easy CBM and quarterly with Dynamic Inventory of Basic Literacy Skills (DIBELS).

Special Education identification takes place through the referral, testing and IEP process.

English Language Arts

Reading-Identification/Criteria for Selection: students are identified for interventions based on failing or bottom 30% performance on Easy Curriculum Based Measurement (CBM), hot/cold reads, Florida center for reading research (FCRR) strategies for basic knowledge fluency, Dynamic Indicators of Basic Elementary Literacy Skills (DIBELS), and grade level Imagine IT! benchmarks and NWEA testing

Writing -identification/criteria for selection: students will be selected for support based on the 6+1 writing traits rubrics, teacher recommendation and bottom 30% performance grade level Imagine It! benchmarks and NWEA testing.

Math- Identification/criteria for selection: students are identified for interventions based on failing or bottom 30% performance of grade level benchmark assessments and unit testing, teacher recommendation and NWEA testing.

Science and Social Studies- Students are identified for interventions based on teacher recommendation, failing or bottom 30% performance on grade level content assessment, Imagine It! Informational text benchmarks and NWEA testing.

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?

The largest subgroup at Flat River Academy is the Economically Disadvantaged population (75%) which includes high mobility students which comprise about 1--20% of the school population. About 10% are identified as special education and have Individualized Educational Plans (IEPs) . Absenteeism is a large concern among the economically disadvantaged population. A protocol will be set up that addresses parent contact after a certain number of absences. Possibly notifying Health and Human Services may have to be explored, if students are absent for a larger percentage of time. At present, when new students enroll, they are not tested to determine the level of their skills. Testing new students will give a more accurate picture of their needs. Teachers will add data analysis to discussions about student support. An effort must be made to provide consistency of Special Education staff to ensure that services are delivered to students on a consistent basis and according to IEP.

Support for Academic areas

English Language Arts:

Reading- Imagine It! supplementary lessons are used in K-6 classrooms to augment regular instruction. The classroom teacher provides interventions and additional guidance on these lessons based on individual needs through differentiated instruction, in individual, and small group formats. Thirty minute sessions are provided daily by the Title 1 paraprofessionals or Special Education staff to repeat instruction for Tier 2 interventions in grades Kindergarten through 6th grade. Materials used for intervention include: Reading A to Z, and Imagine It! Supplementary lessons which are selected to address specific skills. Incremental rehearsal is used by all groups to teach vocabulary. For grades Kindergarten through 1st, thirty minute sessions are provided daily by the Title 1 paraprofessionals or Special Education staff using Tier 2 interventions to repeat instruction in strategies such as , word rings for Dolch word practice, letter recognition, beginning sounds, ending sounds and CVC words with A to Z lessons are used with students. Grades 2nd-6th use Reading A to Z comprehension stories to augment classroom instruction. All groups use supplementary materials provided by the Imagine It! ELA series.

Writing-Additional time and practice will be developed with 6+1 Traits for writing and Reading A toZ in the Title 1 classroom . These strategies will be used by Title 1 staff 1-5 times per week during the school day and Special Ed. staff as determined by student IEP and student skill level.

Second through 6th grades learn highlighting strategies, finding details and the main ideas of the story and writing summaries. These techniques are used by Title 1 staff 1-5 times per week during the school day and Special Ed staff as determined by student IEP and student skill level.

Mathematics-Georgia Math lessons are used in K-6 classrooms for general and supplementary instruction. The classroom teacher provides interventions and additional guidance on these lessons based on individual needs through differentiated instruction in individual tutoring or small groups. Based on assessment data, additional support (30 minute blocks, daily) is provided in the title 1 classroom by Title 1 paraprofessionals and Special Education classroom by special education staff. IXL.com is used by classroom teachers and all support staff for all grades for practice and enrichment in math. Incremental rehearsal is used by all groups to teach math facts.

In Grades 2nd-6th Title 1 paraprofessionals use the following websites and strategies to augment classroom instruction in math concepts such as mathaids.com, softschools.com, online mathlearning.com, arithmetic.com, touch math, math bingo, and other math games. Using the websites and repetition of addition, subtraction, multiplication, division and fractions provide instructional support.

Kindergarten math intervention groups provided by Title 1 and/or Special Educaiton staff 1-5 days per week use rote counting from 1-100 with repetition, games and pointing/counting to numbers.

Science and Social Studies- Reteaching of concepts and incremental rehearsal for vocabulary are provided by the classroom teacher to

individuals and small groups when needed through the reading program Imagine It! by using additional informational text passages. Title 1 paraprofessionals and special education staff also use Read Works.com when students need support in addition to classroom reinforcement. This support is delivered during their scheduled Title 1 or Special Education time 1-5 days per week.

After school tutoring and summer school programs are available to all students that qualify for interventions. After school tutoring takes place all school year and is offered for 1 hour after school 2 times a week. Math and Language Arts tutoring are offered during this time. Instruction is provided by a certified teacher and through various means of direct instruction. Small group, computer support through Math IXL and easy CBM are used. The Imaginelt series for Language arts offers interventions which are also used during this time. Summer school is provided by highly qualified teachers. 4 days a week from 8-12:00 Summer School lasts for 4-6 weeks each summer. math and Language Arts are the focus of the Summer School program. Teachers use reading support materials through readworks.com, Imaginelt, and Easy CBM as well as various purchased games and hands on materials purchased through Reallygood stuff.com In math direct instruction in small groups using IXL math, and hands on materials purchased through reallygoodstuff.com are also used to support math interventions.

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

Because of the >25 grade level student population, much instruction is done in small groups on a daily basis. classroom teachers' general delivery of concepts is by design a more individualized or small group instruction than occurs in most larger schools. This method can more easily target individual student needs and pace.

Imagine It! supplementary lessons are used in K-6 classrooms to augment regular ELA instruction. The classroom teacher provides interventions and additional guidance on these lessons based on individual needs through differentiated instruction, in individual and small group format. Georgia Math lessons are used in K-6 classrooms for general and supplementary instruction. The classroom teacher provides interventions and additional guidance on these lessons based on individual needs through differentiated instruction in individual tutoring or small groups. Reteaching of Science and Social Studies concepts and incremental rehearsal for vocabulary are provided by the classroom teacher to individuals and small groups when needed through the reading program Imagine It! and by using additional informational text passages.

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.

Flat River Academy Elementary received funding from the following sources: State of Michigan general district funds provide staff and basic programming for students, free and reduced lunch provides lunch support for at risk students, ESEA Title IA and 31a at-risk funding are used for salaries to support interventionists, teacher reading and math support and resources, IDEA special education provides programs for students who qualify under IEP, and Title IIB funds are used for professional development.

Title IA funds provide paraprofessionals that support students daily, including after school and summer school programs. Title IA will provide professional development that supports our goals, objectives, strategies and activities of the school wide plan.

Special Ed funds (IDEA) help support students at greater risk. The ISD partners with Flat River Academy to provide social work, occupational therapy, speech, physical therapy and school psychologist service, pupil accounting, compliance and professional development opportunities and Instructional consultation team facilitator

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.

Component #1: Comprehensive Needs Assessment (CNA)

The CNA was completed with support from general fund of district, with an MDE grant that helped pay for the services of the Schoolwide facilitator.

Component #2: Schoolwide Reform Strategies

Title IA will fund implementation of most of the school wide reform strategies for instructional support. General Education Funding will support the rest.

Title II will fund professional development support for teachers in the delivery of the strategies in the school wide plan.

Component #3: Instruction of Highly Qualified Staff

District funds will be used to ensure that teachers are highly qualified. Title IA may be used to ensure that paraprofessionals are highly qualified. Title II will provide funding for on-going professional development for all staff.

Component #4

Strategies to Attract Highly Qualified Teachers

District funds will be used to provide any recruitment or incentives involved in attracting and keeping highly qualified staff.

Component #5: Professional Development

Title I will pay for conferences, workshops, training sessions that involve learning about at risk students and programming. Title II will pay for general expenses for other types of professional development that focus on general issues in the school, such as discipline, curriculum development, etc. Many of these trainings and professional development opportunities are offered to us through the Ionia ISD and Saginaw Valley State University. I

School Improvement Plan

Flat River Academy - Elementary

Component #6: Parent Involvement Strategies to Increase Parent Involvement

Title I will pay for any expenses for parent involvement, such as staff time to conduct workshops or meetings, materials, transportation, workshop costs, etc.

Component #7: Preschool Transition Strategies

General fund will pay for staff involvement. Title I will pay for any expenses for parent involvement, such as materials, transportation, workshop costs, etc.

Component #8: Teacher Participation in Making Assessment Decisions

General fund pays for staff time during meetings that are during the regular school day such as, released afternoons on the 2nd and 4th Fridays. Title II will pay for any meetings that will train staff in assessment practices.

Component 9: Timely Additional Assistance

Title I funds staff, materials, expenses for parent meetings that involve the learning or presentation of strategies that are part of the Title I intervention program. Special Education funds staff, materials, expenses meetings that involve the learning or presentation of strategies that are part of the Special Education intervention program. Title I funding is used for after school and summer school programs.

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

Flat River Academy participates in the Federal Free and Reduced lunch program in order to provide a healthy lunch to economically disadvantaged students to promote academic success.

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.

Federal, State and local programs including the ISD support Flat River Academy Elementary in providing social work, occupational therapy, physical therapy, speech therapy and school psychologist services to assist in student success. Free and reduced lunch program is available to students. Special Education services are also assisted through the Skyward and Illuminate programs associated with the Ionia ISD and State of Michigan student data systems. Staff take part in professional development training and continued education through area universities and ISD's. Area Head Start programs share data for students entering Flat River Academy.

Evaluation:

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

An annual meeting at the end of the school year will be held to evaluate the Schoolwide plan. Staff, administration, and parents will be invited and encouraged to attend. The MDE Program Evaluation Tool will be used to format the meeting. Parent input through surveys, at conferences and during the annual Title 1 meeting and fall Open House will be discussed. The results of all academic, perception, and testing data will be examined. The conclusions of this meeting will be the basis for planning future parent activities and programming for students.

At this meeting, discussion will center on whether revision is needed of SIP goals, strategies, action steps, or intervention strategies or whether these should be replaced. Staff input will determine whether professional development should be increased to support staff in the implementation of the strategies and activities of the schoolwide plan. The effectiveness of parent activities will be discussed, and whether these strategies increased parent participation.

Results of NWEA , M-Step, grade level assessment, DIBELS and Title 1 program data will be examined to determine the progress of economically disadvantaged and high mobility students. Discussion of strategies in the plan to improve achievement of these groups and others in the bottom 30% will be help in planning future programming for these groups of students.

Attendance will be monitored through the Skyward program reports.

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.

School data will be compared to the objectives of the SIP to see if these have been met. The objective criteria from the SIP lists 100% proficiency as the goal for these groups of students. Progress towards 100% proficiency will be monitored. Strategies and activities will be revised and adjusted until this goal is met.

The progress of economically disadvantage, high mobility students, special education students, all of whom comprise of the bottom 30% will be monitored for improvement in all content areas. The bottom 30% are identified from data and teacher referral. Their progress is monitored in data team meetings. The ICT (Instructional Consultation Team) process also identifies students for support. Title 1 does weekly progress monitoring through CBM. Skyward program reports will be monitored to determine if the strategies to improve attendance are working.

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.

Each goal area has one objective for general education (Tier 1) students (classroom focus) and a second objective for at risk students needing interventions (extra time an dinstruction focus). Economically disadvantaged students, which also includes high mobility students, and Special Education students will be the focus of Tier II and III interventions. Progress on these objectives, strategies, and activities will be monitored throughout the school year at data meetings after NWEA testing, which occurs at the end each marking period. Data meetings will also include the examination of other data, such as Title 1 program testing, grade level assessments, Imagine It! units data, DIBELS, or other subject area testing, as relevant to the improvement of the identified subgroups and the bottom 30% of students. This progress monitoring

occurs three times per year.

Title 1 does progress monitoring using CBM weekly . Special Education student progress is monitored by mastering objectives in their IEP plan which is documented in the Illuminate program. Imagine It! benchmark testing is done every six weeks at the end of ELA units. DIBELS testing is done three times per year.

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?

Once the evaluation is complete, the following steps will be taken to revise the plan to ensure continuous improvement of students. Strategies and activities that have been proven to be ineffective will be revised or discarded as the evaluation team suggests. More research-based strategies would be examined to provide additional supports for the areas not showing progress. More or different types of professional development will be sought to support areas where students are failing to achieve objectives. Results of the annual evaluation meeting will be shared through updates in the school newsletter: the Annual Report, which is posted on the school webpage: and achievement summaries for parents (M-Step, DIBELS, or NWEA etc...)

2018-2019

Overview

Plan Name

2018-2019

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in mathematics.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$46000
2	All students will be proficient in English Language Arts	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$67000
3	All students will be proficient in science.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$1000
4	100% of students will be proficiency in Social Studies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$15000

Goal 1: All students will be proficient in mathematics.

Measurable Objective 1:

100% of All Students will increase student growth by 30% in Mathematics by 06/07/2019 as measured by MAP NWEA.

Strategy 1:

Differentiation - Teachers will utilize differentiation to meet the needs of all learners.

Category: Mathematics

Research Cited: Research Cited: Research Cited: Willis, J. (2010). Learning to love math: Teaching strategies that change student attitudes and get results. Alexandria, Va: ASCD.

Stein, M. K., Smith, M. S., Henningsen, M. A., & Silver, E. A. (2016). Implementing Standards-Based Math Instruction: A Casebook for Professional Development. Teachers College Press.

Furner, Joseph M., Noorchaya Yahya, and Mary Lou Duffy. "Teach mathematics: Strategies to reach all students." Intervention in school and clinic 41.1 (2005): 16-23.

Tier: Tier 1

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students are provided supplemental instruction.	Academic Support Program	Tier 2	Monitor	09/03/2018	06/14/2019	\$30000	Section 31a	School Principal

Activity - Online Computer Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students who are more than one grade level behind their peers will be afforded the opportunity to gain skills through CBI using selected programs both at school and at home. As well as Kahn Academy and IXL math	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$3000	Section 31a	School Principal, Classroom teachers

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide after school tutoring at least once a week per subject. Each subject level teacher will stay after on a different day so students may receive support in all subject areas if needed.	Academic Support Program	Tier 2	Implement	09/10/2018	06/07/2019	\$3000	Title I Part A	School Principal

Strategy 2:

Project Based Learning - Project Based Learning - Teachers will create authentic real-world problem-solving situations by designing questions and tasks that increase

School Improvement Plan

Flat River Academy - Elementary

student thinking and academic rigor. Students will engage in ongoing projects aligned to CCSS. Students will receive feedback and multiple formative assessments during the project to ensure learning

targets are being met. Teachers will be trained by the Buck Institute to provide Gold Standard project based learning. Ongoing sustained support will be provided by Saginaw Valley State University to ensure fidelity and the proper implementation of PBL.

Category: Mathematics

Research Cited: Bartscher, K., Gould, B., & Nutter, S. (1995). Increasing student motivation through project based learning. Master's Research Project, Saint Xavier and IRI Skylight.

Larmer, J., Mergendoller, J., & Boss, S. (2015). Setting the standard for project based learning. ASCD.

Gitomer, D. H., & Bell, C. A. (Eds.). (2016). Handbook of research on teaching. American Educational Research Association

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Project Based Learning Handbook, 2nd edition. Novato, CA: Buck Institute for Education.

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Tier: Tier 1

Activity - Materials for projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create project based learning projects that require different materials such as poster board, glue, markers, paper, wood, cardboard, foam. Materials will vary based on projects students and teachers choose to develop,	Materials	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$3000	Title I Part A	School Principal, Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development and ongoing coaching on project based learning.	Professional Learning	Tier 1	Getting Ready	08/28/2018	06/14/2019	\$3000	Section 31a	School Principal

Strategy 3:

Summer School - Students will be identified by classroom teacher for inclusion in a 4 week summer program consisting of in-depth math and English language arts instruction focused on individual student needs. Focus will be on basic skills to build a strong foundation

Category: Mathematics

Research Cited: Research-What Works Clearinghouse - Summer school produces positive effects on student achievement.

Tier: Tier 2

SY 2018-2019

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Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four week summer school program to be conducted by certified instructional staff with support of aides and individualized to student needs. Supplemental materials are used to provide alternative instruction.	Academic Support Program	Tier 1	Monitor	06/16/2017	08/30/2019	\$4000	Title I Part A	School Principal

Goal 2: All students will be proficient in English Language Arts

Measurable Objective 1:

100% of All Students will increase student growth by 30% in English Language Arts by 06/07/2019 as measured by MAP NWEA.

Strategy 1:

Differentiation - Students will be provided differentiation instruction based on their individual needs. Teachers will utilize classroom assessments, NWEA and DIBLES to formative assess and progress monitor student growth.

Category: English/Language Arts

Research Cited: Serravallo, J. (2010). Teaching reading in small groups: Differentiated instruction for building strategic, independent readers.

Serravallo, Jennifer. The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers. Heinemann, 2015.

Serravallo, J. (2017). The writing strategies book: Your everything guide to developing skilled writers.

Tier: Tier 1

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified student are provided supplemental and direct instruction.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$30000	Title II Part A	School Principal

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Push in and pull out academic support for students identified as needing this intervention using NWEA and classroom observations as documented by the general education teacher.	Academic Support Program	Tier 2		09/04/2018	06/14/2019	\$30000	Section 31a	School Principal

Strategy 2:

Summer School - Students will be identified by classroom teacher for inclusion in a 4 week summer program consisting of in-depth math and english language arts instruction focused on individual student needs. Focus will be on basic skills to build a strong foundation

Category: English/Language Arts

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Flat River Academy - Elementary

Research Cited: Research-What Works Clearinghouse - Summer school produces positive effects on student achievement.

Tier: Tier 1

Activity - Summer School teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four week summer school program to be conducted by certified instructional staff with support of aides and individualized to student needs. Supplemental materials are used to provide alternative instruction.	Academic Support Program	Tier 1	Monitor	07/09/2018	08/30/2019	\$4000	Section 31a	School Principal

Strategy 3:

Project Based Learning - Teachers will create real-world problem-solving situations by designing questions and tasks that increase student thinking and academic rigor. Students will engage in ongoing projects aligned to CCSS. Students will receive feedback and multiple formative assessments during the project to ensure learning targets are being met. Teachers will be trained by the Buck Institute to provide Gold Standard project based learning. Ongoing sustained support will be provided by Saginaw Valley State University to ensure fidelity and the proper implementation of PBL.

Category: English/Language Arts

Research Cited: Barron, B., & Darling-Hammond, L. (2008). Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning, Buck Institute for Education (BIE)

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development and ongoing coaching on project based learning.	Professional Learning	Tier 1		08/13/2018	06/07/2019	\$3000	Title I Part A	School Principal

Goal 3: All students will be proficient in science.

Measurable Objective 1:

100% of All Students will collaborate to achieve a at least a level three on a project based learning assignment in Science by 06/07/2019 as measured by a PBL rubric..

Strategy 1:

Project based learning - Teachers will create real-world problem-solving situations scientific science models by designing questions and tasks which increase student thinking and academic rigor. Students will engage in ongoing projects aligned to NGSS. Students will receive feedback and multiple formative assessments during the project to ensure learning targets are being met. Teachers will be trained by the Buck Institute to provide Gold Standard project based learning.

Category: Science

Research Cited: Trowbridge, Leslie W., and Rodger W. Bybee. Teaching secondary school science: Strategies for developing scientific literacy. Simon & Schuster

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Books For Young Readers, 1996.

Collette, Alfred T., and Eugene L. Chiappetta. Science Instruction in the Middle and Secondary Schools. The CV Mosby Company, 11830 Westline Industrial Drive, St. Louis, MO 63146, 1984.

Tier: Tier 1

Activity - Hands on science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize hands on learning materials to differentiate instruction based.	Materials	Tier 1	Monitor	08/24/2018	06/14/2019	\$500	Title I Part A	Science Teacher, School Principal

Activity - NGSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will receive professional development on Next Generation Science Standards best practices	Professional Learning	Tier 1	Getting Ready	08/24/2018	06/14/2019	\$500	Title I Part A	School Principal

Goal 4: 100% of students will be proficiency in Social Studies.

Measurable Objective 1:

100% of All Students will collaborate to achieve a at least a level three on a project based learning assignment in Science by 06/07/2019 as measured by a PBL rubric..

Strategy 1:

Project based Learning - Teachers will create real-world problem-solving situations by designing questions and tasks that increase student thinking and academic rigor. Students will engage in ongoing projects aligned to CCSS. Students will receive feedback and multiple formative assessments during the project to ensure learning targets are being met. Teachers will be trained by the Buck Institute to provide Gold Standard project based learning. Ongoing sustained support will be provided by Saginaw Valley State University to ensure fidelity and the proper implementation of PBL.

Category: Social Studies

Research Cited: Edutopia, December 3, 2012, Project-Based Learning Research Review, Vanessa Vega, Barron, B., & Darling-Hammond, L. (2008). Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning

Tier: Tier 1

Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will field trips to support their background knowledge in order to help them complete PBL activities.	Field Trip	Tier 1	Monitor	08/24/2018	06/07/2019	\$15000	Title I Part A	Classroom Teachers
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small group instruction	Identified student are provided supplemental and direct instruction.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$30000	School Principal

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Field Trips	Students will field trips to support their background knowledge in order to help them complete PBL activities.	Field Trip	Tier 1	Monitor	08/24/2018	06/07/2019	\$15000	Classroom Teachers
Summer School	Four week summer school program to be conducted by certified instructional staff with support of aides and individualized to student needs. Supplemental materials are used to provide alternative instruction.	Academic Support Program	Tier 1	Monitor	06/16/2017	08/30/2019	\$4000	School Principal
NGSS	Teacher will receive professional development on Next Generation Science Standards best practices	Professional Learning	Tier 1	Getting Ready	08/24/2018	06/14/2019	\$500	School Principal
Professional Development	Teachers will be provided professional development and ongoing coaching on project based learning.	Professional Learning	Tier 1		08/13/2018	06/07/2019	\$3000	School Principal
Hands on science	Teachers will utilize hands on learning materials to differentiate instruction based.	Materials	Tier 1	Monitor	08/24/2018	06/14/2019	\$500	Science Teacher, School Principal
Tutoring	Teachers will provide after school tutoring at least once a week per subject. Each subject level teacher will stay after on a different day so students may receive support in all subject areas if needed.	Academic Support Program	Tier 2	Implement	09/10/2018	06/07/2019	\$3000	School Principal

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Materials for projects	Students will create project based learning projects that require different materials such as poster board, glue, markers, paper, wood, cardboard, foam. Materials will vary based on projects students and teachers choose to develop,	Materials	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$3000	School Principal, Teachers
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will receive professional development and ongoing coaching on project based learning.	Professional Learning	Tier 1	Getting Ready	08/28/2018	06/14/2019	\$3000	School Principal
Academic Support	Push in and pull out academic support for students identified as needing this intervention using NWEA and classroom observations as documented by the general education teacher.	Academic Support Program	Tier 2		09/04/2018	06/14/2019	\$30000	School Principal
Summer School teachers	Four week summer school program to be conducted by certified instructional staff with support of aides and individualized to student needs. Supplemental materials are used to provide alternative instruction.	Academic Support Program	Tier 1	Monitor	07/09/2018	08/30/2019	\$4000	School Principal
Online Computer Programs	Identified students who are more than one grade level behind their peers will be afforded the opportunity to gain skills through CBI using selected programs both at school and at home. As well as Kahn Academy and IXL math	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$3000	School Principal, Classroom teachers
Small group instruction	Identified students are provided supplemental instruction.	Academic Support Program	Tier 2	Monitor	09/03/2018	06/14/2019	\$30000	School Principal