



Single Building District Improvement Plan

Lake Superior Academy

Lake Superior Academy

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Introduction

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

Improvement Plan Assurance

Introduction

During the 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	2016/2017 SIP will be created in ASSIST.	

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Parents, Teachers were active members of the SI Process. They attended meetings and helped with the creation of the plan.

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

4 parents and 2 teachers were involved in the process. Members of the community are invited, and we will actively try to find representation for next year.

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

The SI Plan was sent to all teachers, and is available on our website.

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment was conducted jointly by members of the School Improvement and School administration with a focus on student achievement. The following areas were looked at in depth to assure all needs of the school are being met. Michigan School Data Report Card, Curriculum and Instruction, Professional Development, Family and Community Involvement and School Organizational Structure.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

Data from the NWEA for all students and MI-Step for students in grade 3 was used in conjunction with other at risk criteria to identify students who were most at risk in all 4 core academic areas - Reading, Math, Science, and Social Studies.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

The Charter Authorizer has established grade level benchmark standards for grades K-3 on NWEA testing. These are specific to all four content areas for each grade level. These benchmark goals set exceed the proficiency levels set by the Michigan Department of Education for MI-Step testing that takes place in the spring.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Although MI-Step does not assess students in grades K-2, the school assesses these students using NWEA. The data from NWEA along with teacher and parent recommendations are used to identify K-2 students who are at risk.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

c

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

c

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

c

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

c

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

c

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

c

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

c

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

c

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	c	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	c	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

c

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

c

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	c	

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

c

2. How are parents involved in the implementation of the Targeted Assistance program plan?

c

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	No	c	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

c

5. Describe how the parent involvement activities are evaluated.

c

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

c

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	No	c	

8. How does the school provide individual student academic assessment results in a language parents can understand?

c

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Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	No	c	

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

c

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

c

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

c

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

c

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

c

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

c

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

C

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

C

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

C

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

C

Plan for Single Building District Improvement Plan

Overview

Plan Name

Plan for Single Building District Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in Reading.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$1641
2	All students will be proficient in Math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	All students will be proficient in Science.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students will be proficient in Reading.

Measurable Objective 1:

A 20% increase of American Indian or Alaska Native students will demonstrate a proficiency grade level reading. in Reading by 06/08/2018 as measured by NWEA/M-Step.

Strategy 1:

Small group intervention. - Based on academic need, students will be given instruction in small groups.

Category: Learning Support Systems

Research Cited: Marzano

Tier: Tier 2

Activity - Montessori Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use tactile learning activities encouraging small motor usage and development.	Academic Support Program	Tier 2	Implement	09/05/2017	06/26/2020	\$0	General Fund	Teacher
Activity - Orton Gillingham	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the OG method for supplemental reading instruction.	Academic Support Program	Tier 2	Implement	09/05/2017	06/26/2020	\$0	General Fund	Teacher
Activity - Effective Teacher Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Registration, lodging, and meals for 1 administrator to attend a 3 day workshop on Effective Teacher Evaluation and Teacher Retention and Development, Presented By Lisa Diez of Insignia Partners. July 15-17, 2019 at Boyne Mountain. Conference Fee \$350, 3 nights Lodging \$470.00, Meals for 3.5 days \$227 (65/ day), \$183 - 4 day Car rental and gas = Total \$1641	Professional Learning	Tier 1	Implement	07/15/2019	07/17/2019	\$1641	Title II Part A	Admin

Goal 2: All students will be proficient in Math.

Measurable Objective 1:

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A 20% increase of American Indian or Alaska Native students will demonstrate a proficiency in Mathematics. in Mathematics by 06/08/2018 as measured by NWEA/M-step.

Strategy 1:

Montessori Strategies - Montessori uses a concrete to abstract approach with a high percentage of activities involving tactile/kinesthetic manipulations to master new skills.

Category: Mathematics

Research Cited: Marzano

Tier:

Activity - Golden beads.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student uses 1, 10, 100 and 1000 sets of golden beads to perform basic Mathematic calculations.	Academic Support Program	Tier 2	Implement	09/05/2017	06/19/2020	\$0	General Fund	Teacher

Goal 3: All students will be proficient in Science.

Measurable Objective 1:

A 20% increase of American Indian or Alaska Native students will demonstrate a proficiency in Science. in Science by 06/08/2018 as measured by NWEA/M-Step.

Strategy 1:

Outdoor Classroom - Students will participate in daily outdoor Science activities.

Category: Science

Research Cited: Marzano

Tier: Tier 1

Activity - Stem Weather Station	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will daily complete weather reports based on indoor and outdoor readings.	Direct Instruction	Tier 2	Implement	09/05/2017	06/19/2020	\$0	General Fund	Teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Montessori Strategies	Use tactile learning activities encouraging small motor usage and development.	Academic Support Program	Tier 2	Implement	09/05/2017	06/26/2020	\$0	Teacher
Stem Weather Station	Students will daily complete weather reports based on indoor and outdoor readings.	Direct Instruction	Tier 2	Implement	09/05/2017	06/19/2020	\$0	Teacher
Golden beads.	Student uses 1, 10, 100 and 1000 sets of golden beads to perform basic Mathematic calculations.	Academic Support Program	Tier 2	Implement	09/05/2017	06/19/2020	\$0	Teacher
Orton Gillingham	Use the OG method for supplemental reading instruction.	Academic Support Program	Tier 2	Implement	09/05/2017	06/26/2020	\$0	Teacher

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Effective Teacher Evaluation	Registration, lodging, and meals for 1 administrator to attend a 3 day workshop on Effective Teacher Evaluation and Teacher Retention and Development, Presented By Lisa Diez of Insignia Partners. July 15-17, 2019 at Boyne Mountain. Conference Fee \$350, 3 nights Lodging \$470.00, Meals for 3.5 days \$227 (65/day), \$183 - 4 day Car rental and gas = Total \$1641	Professional Learning	Tier 1	Implement	07/15/2019	07/17/2019	\$1641	Admin