



School Improvement Plan

Duncan Lake Early Childhood Center

Caledonia Community Schools

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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.

Executive Summary

Introduction

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

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

Description of the School

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

Duncan Lake Early Childhood Center (DLECC) is a multi-program school serving students ages infancy through age 6 and is part of the Caledonia Community Schools. Programs include early childhood special education for ages birth through age 6 (80 students), community preschool for three and four year old (150 students), Young 5's (44 students), as well as Bright Beginnings (operated by Kent ISD) and childcare for ages 6 weeks through 6 years (operated by the YMCA).

Preschool

Preschool is offered for children 3 and 4 years of age at DLECC. This is a tuition based program and children attend 2 or 3 half days per week. The curriculum is aligned to the CCS Kindergarten curriculum and addresses early literacy, language development, math applications, and gross and fine motor development.

Early Childhood Special Education

Children who have been identified with special needs attend the ECSE program four half days per week, along with one Friday every month. This is a mandated, state-funded program which follows a preschool curriculum, as well as individualized goals for each child based upon their needs. Speech therapy, occupational therapy, physical therapy and social work services are embedded into the program.

Supported Preschool

The Supported Preschool Program is designed to support students with special needs within a general education Preschool environment. A Special Education teacher and General Education teacher co-teach. Students in this program attend two half days per week and attend groups on Fridays. During the Friday groups, a parent/guardian attends with the child to learn about strategies and skills to work on at home. Eligibility for this program is based on the child's Individual Education Program.

Great Start Readiness Program (GSRP)

The Great Start Readiness Program is for children who are 4 years old, on or before October 1, 2014. This program is funded through a grant by the Department of Education to provide free preschool for children who have been identified as being at risk of learning difficulties. The GSRP students attend school four half days per week.

Young 5's

Our Young 5's program meets 5 days a week and is designed for children who are five years old on or before October 1, 2014. The program was developed for children who need additional time and support to develop the skills needed for a successful kindergarten experience. The Young 5's curriculum provides appropriate social, emotional, physical and intellectual experiences to prepare children for success in school.

Our Services:

Family and Children Educational Services (FACES)

The FACES (Family and Children's Educational Services) program provides diagnostic services and home-based intervention to children with special needs from birth to three years old. The early interventionist works with families through weekly home visits and group visits at DLECC to provide individualized services for infants and toddlers with developmental delays.

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Bright Beginnings

The Kent ISD Bright Beginnings Early Childhood program is a partnership between Kent ISD and its constituent districts. This no-cost program provides services to all families with children birth through 5 years of age throughout Kent county. Play groups are held bi-weekly and DLECC and the Parent Educator also does home visits with enrolled families.

YMCA Childcare

Caledonia Community Schools began a partnership with the YMCA in September of 2006 to provide childcare within the school district. Care is provided by YMCA employees at DLECC for children birth through 5 years of age. Childcare for school-age children is provided at each elementary school.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our Mission:

The Duncan Lake Early Childhood Center is devoted to young children and their families. Partnering with the community, we will provide quality early childhood programs that enhance the experiences of each child for a bright and healthy future.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

DLECC has achieved a 4-star rating on the Great Start to Quality Rating System. The DLECC is in the initial stages of implementation of the Creative Curriculum and Multi-Tiered Systems of Supports (MTSS).

Additional Information

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

Our Mission

The Duncan Lake Early Childhood Center is devoted to young children and their families. Partnering with the community, we will provide quality early childhood programs that enhance the experiences of each child for a bright and healthy future.

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.

The Building Leadership Team (BLT) is composed of representatives from each of the programs within the building (Young 5's, preschool, and special education). Meetings are held monthly after school.

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

The Building Leadership Team (BLT) is composed of representatives from each of the programs within the building (Young 5's, preschool, and special education).

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 improvement plan was communicated to all stakeholders via the BLT representative. These groups meet on a monthly basis and review the plan and the progress towards goals.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

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

Overall student enrollment has remained consistent.

Student Demographic Data

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

Positive attendance rates have been between 88-95%. Chronic absenteeism rates are high, falling between 25% and 32%.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

There have been no suspension or expulsions. The challenge has been having many different programs with different behavioral expectations which has lead to the implementation of PBIS.

Student Demographic Data

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

Implementation of PBIS building-wide and collecting student behavioral data through office daily referrals. There are six half days scheduled in the district calendar which will impact balanced attendance for all sections of preschool programs.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

School leaders have several years of experience which has a positive impact on student achievement.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

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Having a range of teaching experience has a positive impact on student achievement.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The majority of days missed were due to professional learning, however, the overall number of days missed were low, having little negative impact on student achievement.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

The majority of days missed were due to professional learning, however, the overall number of days missed were low, having little negative impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

No action required.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Cultural responsiveness due to students with disabilities and inclusion programs and services. Safe and supportive environment due to students feeling safe and parent perception data reflecting this belief.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Data Analysis and Decision Making, Student Involvement in Assessment Process, Instructional Leadership: Results Focused

12. How might these challenges impact student achievement?

The challenges are around the lack of available student outcome data, which make it difficult to define the impact on student achievement.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Teachers could increase familiarity with the CCSS standards for Kindergarten, and review and update progress reports and curriculum documents. Teachers could meet and work with Kindergarten teachers and participate in professional development regarding Kindergarten curriculum. Define and implement data collection practices around early literacy development and student behavior.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Students with disabilities have annually reviewed IEPs to ensure access to the curriculum with appropriate services.

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

None due to the age of the students. There are special events such as the Literacy Festival that all students can participate in.

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

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Parents are notified through newsletters.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Lesson plans, walk through documentation, curriculum map, scope and sequence documents, unit plans, parent progress reports.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

Not applicable.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

There is no reading data available due to the grade band of this school.

19b. Reading- Challenges

There is no reading data available due to the grade band of this school.

19c. Reading- Trends

There is no reading data available due to the grade band of this school.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

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Staff will be provided with professional development around the four essential components of reading in June 2016. Staff will be focusing on fidelity of implementation of these strategies for Tier 1 along with data collection.

20a. Writing- Strengths

There is no writing data available due to the grade band of this school.

20b. Writing- Challenges

There is no writing data available due to the grade band of this school.

20c. Writing- Trends

There is no writing data available due to the grade band of this school.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We will be working on fidelity of implementation of Tier 1 strategies and using student data around obtainment of writing standards.

21a. Math- Strengths

There is no math data available due to the grade band of this school.

21b. Math- Challenges

There is no math data available due to the grade band of this school.

21c. Math- Trends

There is no math data available due to the grade band of this school.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

22a. Science- Strengths

There is no science data available due to the grade band of this school.

22b. Science- Challenges

There is no science data available due to the grade band of this school.

22c. Science- Trends

There is no science data available due to the grade band of this school.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

23a. Social Studies- Strengths

There is no social studies data available due to the grade band of this school.

23b. Social Studies- Challenges

There is no social studies data available due to the grade band of this school.

23c. Social Studies- Trends

There is no social studies data available due to the grade band of this school.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

No data was collected due to the age of the students.

24b. Student Perception Data

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

No data was collected due to the age of the students.

24c. Student Perception Data

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

No data was collected due to the age of the students.

25a. Parent/Guardian Perception Data

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

Satisfaction with quality programs and staff.

25b. Parent/Guardian Perception Data

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

There was not one specific low area.

25c. Parent/Guardian Perception Data

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

Individual areas of concern may be addressed as appropriate.

26a. Teacher/Staff Perception Data

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

Quality of instructional programming and range of services offered.

26b. Teacher/Staff Perception Data

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

There was no overall lowest area noted.

26c. Teacher/Staff Perception Data

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

No action required due to no identified area of dissatisfaction.

27a. Stakeholder/Community Perception Data

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

Satisfaction with quality programs and staff.

27b. Stakeholder/Community Perception Data

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

There was not one specific low area.

27c. Stakeholder/Community Perception Data

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

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Individual areas of concern may be addressed as appropriate.

Summary

28a. Summary

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

The identified strengths include student attendance, family and community participation, overall satisfaction, meeting the needs of special education students. The challenges include a limited amount of student level and aggregate data as well as inconsistent implementation of Tier I strategies for ELA and behavior.

28b. Summary

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

Chronic absenteeism could have a negative impact on student achievement.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

These goals will be addressed through professional development opportunities in ELA and behavior.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------------------------------|------------|
| 1. | Literacy and math are tested annually in grades 1-5. | No | DLECC does not have grades 1-5. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|------------|
| 2. | Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below. | Yes | http://www.calschools.org/ | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|-------------------------------|------------|
| 3. | Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file. | No | School does not have grade 8. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------------------------|------------|
| 4. | Our school reviews and annually updates the EDPs to ensure academic course work alignment. | No | School is preschool only. | |

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

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| 6. | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Alissa Hofstee, Director of Special Programs 9753 Duncan Lake Ave. Caledonia, MI 49316 (616)891-0219 | |

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| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|------------|
| 7. | The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below. | Yes | Parent Involvement We encourage parents to keep in contact with teachers and ask any necessary questions as the need occurs. Parent/teacher conferences are scheduled in the fall and spring in order to share an update of your child's progress and answer questions. Parents are always welcome to visit during the school year. Field trips require adult participation by experiencing "hands on" educational activities with your child. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 8. | The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below. | No | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 9. | The School has additional information necessary to support your improvement plan (optional). | No | | |

DLECC School Improvement Plan 16-17

Overview

Plan Name

DLECC School Improvement Plan 16-17

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 at Duncan Lake Early Childhood Center will improve school readiness behaviors through the school-wide implementation of Positive Behavior Interventions and Supports (PBIS). | Objectives: 1 Strategies: 1 Activities: 3 | Organizational | \$0 |
| 2 | All children will be proficient in reading. | Objectives: 1 Strategies: 1 Activities: 2 | Academic | \$0 |

Goal 1: All students at Duncan Lake Early Childhood Center will improve school readiness behaviors through the school-wide implementation of Positive Behavior Interventions and Supports (PBIS).

Measurable Objective 1:

collaborate to implement PBIS at DLECC by 06/01/2017 as measured by the TFI assessment..

Strategy 1:

Increase fidelity of implementation - Fidelity of Tier 1 PBIS implementation will be address through ongoing staff PD (revision of matrix and teaching tools) and regularly scheduled PBIS team mtgs. with feedback given at monthly school wide meeting. The TFI will be administered in the fall of 2016 as a baseline fidelity measure.

Category: Early Learning

Research Cited: Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J., (in press). A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools. *Journal of Positive Behavior Interventions*.

This paper documents that typical state agents were successful in implementing SWPBS practices, and that these practices were experimentally linked to improved perception of school safety, with preliminary support that implementation was associated with improved proportion of students at 3rd grade who met the state reading standard.

Bradshaw, C., Koth, C., Bevans, K., Ialongo, N., & Leaf, P. (in press). The impact of school-wide positive behavioral interventions and supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly*.

Bradshaw et al., document that implementation of school-wide PBIS by typical implementation personnel was successful in achieving high fidelity of adoption, and improved “organizational health” within the schools.

Bradshaw, C., Reinke, W., Brown, L., Bevans, K., & Leaf, P. (2008). Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Education and Treatment of Children*, 31, 1-26.

The authors document a randomized control trial of SWPBIS with observations from school implementers.

Bradshaw, C., Mitchell, M., & Leaf, P. (in press). Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions*.

This randomized control trial documents experimentally that implementation of SWPBIS was related to (a) high fidelity of implementation, (b) reduction in office

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discipline referrals, (c) reduction in suspensions, and (c) improved fifth grade academic performance.

Sprague, J., & Biglan, A., et al (in progress). A Randomized Control Trial of SWPBS with Middle Schools.

This research is currently in data-collection phase, with preliminary results presented at professional conferences indicating reduction in problem behavior levels when SWPBS core features were implemented. Publishable results are anticipated for 2010.

Wagner, M., Sumi, C., et al., (under consideration). Effectiveness Study of School-wide Positive Behavior Support.

This grant proposal is under review. The grant proposes a four year randomized control analysis of SWPBS across three states. If funded the study would produce results in 2011.

Tier: Tier 1

| Activity - TFI Behavior Implementation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Fidelity of implementation of Tier 1 PBIS will be measured by the TFI. The baseline TFI will be administered in the fall of 2016. | Behavioral Support Program | Tier 1 | Implement | 07/01/2016 | 07/01/2017 | \$0 | No Funding Required | Alissa Hofstee Jodi Barthel Ruby VanderArk Robin Trocinski |

| Activity - PBIS PLC's | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|--------|-----------|------------|------------|-------------------|-------------------|--------------------------|
| The PBS team will attend Grade Level Problem Solving sessions. | Behavioral Support Program | Tier 1 | Implement | 07/01/2016 | 07/01/2017 | \$0 | Title II Part A | PBIS Implementation Team |

| Activity - Behavior Data Collection | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| A common data collection system will be implemented to record student discipline data. | Technology | Tier 1 | Implement | 07/01/2016 | 07/01/2017 | \$0 | No Funding Required | All teachers |

Goal 2: All children will be proficient in reading.

Measurable Objective 1:

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85% of Pre-K grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in early literacy in Reading by 07/01/2024 as measured by common assessments.

Strategy 1:

Implement four essential component of early literacy - Staff will receive ongoing training is the four essential components of early literacy.

Category: Early Learning

Research Cited: Framework for Response to Intervention in Early Childhood (NAEYC)

Tier: Tier 1

| Activity - Data Collection | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|---------------|------------|------------|-------------------|---------------------|-------------------|
| Training will be provided to all teachers in the PELI (Preschool Early Literacy Indicator) and will be administered to all pre-kindergarten students. | Curriculum Development | Tier 1 | Getting Ready | 07/01/2016 | 07/01/2017 | \$0 | Title II Part A | All teachers |
| Activity - Reading Literacy Planning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will collaborate to develop plans which include literacy strategies into their monthly units. | Teacher Collaboration, Curriculum Development, Technology | Tier 1 | Implement | 07/01/2016 | 06/01/2017 | \$0 | No Funding Required | All teachers. |

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 |
|-----------------|---|----------------------------|--------|---------------|------------|------------|-------------------|--------------------------|
| Data Collection | Training will be provided to all teachers in the PELI (Preschool Early Literacy Indicator) and will be administered to all pre-kindergarten students. | Curriculum Development | Tier 1 | Getting Ready | 07/01/2016 | 07/01/2017 | \$0 | All teachers |
| PBIS PLC's | The PBS team will attend Grade Level Problem Solving sessions. | Behavioral Support Program | Tier 1 | Implement | 07/01/2016 | 07/01/2017 | \$0 | PBIS Implementation Team |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------|---|---|--------|-----------|------------|------------|-------------------|---|
| Behavior Data Collection | A common data collection system will be implemented to record student discipline data. | Technology | Tier 1 | Implement | 07/01/2016 | 07/01/2017 | \$0 | All teachers |
| Reading Literacy Planning | Teachers will collaborate to develop plans which include literacy strategies into their monthly units. | Teacher Collaboration, Curriculum Development, Technology | Tier 1 | Implement | 07/01/2016 | 06/01/2017 | \$0 | All teachers. |
| TFI Behavior Implementation | Fidelity of implementation of Tier 1 PBIS will be measured by the TFI. The baseline TFI will be administered in the fall of 2016. | Behavioral Support Program | Tier 1 | Implement | 07/01/2016 | 07/01/2017 | \$0 | Alissa Hofstee Jodi Barthel Ruby VanderArk Robin Trocinski |