



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.

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Caledonia Community Schools has determined all schools will use the Goals and Plans in ASSIST.	

Plan for School Improvement 2017-18

Overview

Plan Name

Plan for School Improvement 2017-18

Plan Description

School Improvement Plan 2017-18

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 parents will be partners in the education of their children at DLECC.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	All children will be proficient in reading.	Objectives: 1 Strategies: 1 Activities: 3	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., Jalongo, 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

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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 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

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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 parents will be partners in the education of their children at DLECC.

Measurable Objective 1:

collaborate to provide opportunities for parents to be active participants in the education of their children, by 06/05/2015 as measured by parents perception surveys..

Strategy 1:

Parent Education and Support - Parents will be provided with educational materials, support and education groups, and volunteer opportunities.

Category:

Research Cited: Chrispeels, J. H., & Rivero, E. (2000). Engaging Latino Families for Student Success: Understanding the process and impact of providing training to parents. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Clark, R. (1993). Homework-focused parenting practices that positively affect student achievement. In N. F Chavkin (Ed.), Families and schools in a pluralistic society (pp. 85-105), Albany, NY: State University of New York.

Epstein, J. L., & Sanders, M. G. (2000).Connecting home, school and community: New directions for social research. In M. T. Hallinan (Ed.), Handbook of the sociology of education (pp. 285 - 306), New York, NY: Kluwer Academic

Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? Review of Educational Research, 67(1), 3-42
EJ548327.

Mediratta, K., & Fruchter, N., (2001). Mapping the field of organizing for school improvement: A report on education organizing in Baltimore, Chicago, Los Angeles,, the Mississippi Delta, New York City, Philadelphia, San Francisco, and Washington DC. New York, NY: The Institute for Education and Social Policy, New York University.

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Mapp, K. L. (2002). Having their say: Parents describe how and why they are involved in their children's education. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Shaver, A. V, & Walls, R. T. (1998) EJ561992. Effect of Title I Parent Involvement on Student Reading and Mathematics Achievement. Journal of Research and Development in Education, 31(2), 90 - 97.

Westat and Policy Studies Associates.(2001). The longitudinal evaluation of school change and performance in Title I schools. Washington, DC: U.S. Department of Education, Office of the Deputy Secretary, Planning and Evaluation Service.

All the above studies (plus many more) are summarized in A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement, by Anne T. Henderson and Karen L. Mapp (Austin, TX: Southwest Educational Development Laboratory, 2002).

Tier: Tier 1

Activity - Parent Education and Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Volunteer opportunities Parent education (SPS) Parent support group (Little Scots)	Community Engagement	Tier 1	Implement	08/11/2014	06/05/2015	\$0	No Funding Required	Alissa Hofstee Jodi Barthel Robin Trocinski Ruby VanderArk

Goal 3: All children will be proficient in reading.

Measurable Objective 1:

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.

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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.	Curriculum Development, Teacher Collaboration, Technology	Tier 1	Implement	07/01/2016	06/01/2017	\$0	No Funding Required	All teachers.

Activity - Pre-K Reading Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of pre-K reading assessments, develop a process for building-wide reading assessment schedules, and determine student baseline data sources for setting future building reading goals.	Curriculum Development, Teacher Collaboration, Technology	Tier 1	Getting Ready	09/01/2017	08/31/2018	\$0	No Funding Required	Administrators and 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
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
Parent Education and Support	Volunteer opportunities Parent education (SPS) Parent support group (Little Scots)	Community Engagement	Tier 1	Implement	08/11/2014	06/05/2015	\$0	Alissa Hofstee Jodi Barthel Robin Trocinski Ruby VanderArk
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.	Curriculum Development, Teacher Collaboration, 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

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Pre-K Reading Assessment	Development of pre-K reading assessments, develop a process for building-wide reading assessment schedules, and determine student baseline data sources for setting future building reading goals.	Curriculum Development, Teacher Collaboration, Technology	Tier 1	Getting Ready	09/01/2017	08/31/2018	\$0	Administrators and teachers
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