



School Improvement Plan

Kettle Lake Elementary School

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?

Kettle Lake is part of a growing district that has outstanding schools, staff, students, families, and community members! Kettle Lake Elementary is located in a suburban/rural community southeast of the city of Grand Rapids and currently has 413 students enrolled. Caledonia Community Schools serves eight schools: five elementary, two middle and one high school. The community is made up of farm families, blue-collar workers and professionals. Over 90% of graduates go on to post-secondary educational opportunities including 2-year and 4-year colleges, technical/trade schools and/or the military. The drop-out rate is very low and enrollment continues to increase at all levels.

Kettle Lake Elementary has great students, wonderful parents, and an outstanding staff! Our school is like a three-way light switch. Kettle Lake has students who brighten our day when they enter through our doors, parents who are willing to be involved to help us shine even brighter, and our caring staff completely illuminates the entire school!

Our staff is dedicated to helping children be successful in school. Staff give their time and work with students who need extra attention. Staff give of themselves to help with school activities, serve on committees, attend many meetings, continue their education, attend professional development sessions, and write lesson plans to best meet the needs of each of their children in the classroom.

Throughout the school year, staff at Kettle Lake have continued to meet in Professional Learning Communities in order to communicate better about student achievement and interventions. Leaders at each grade level meet with our principal once each month to sharpen intervention strategies in math, reading, and writing. Through the continued use of Professional Learning Communities, we have continued to grow and improve as a staff in order to better meet the needs of our students. MTSS (Multi-Tiered System of Support) has continued in grades K-5, with teachers meeting with each other and our intervention specialist every four weeks to establish new intervention groups. We have developed a PBIS (Positive Behavioral Support System) to provide students with a matrix of behavior standards along with an acknowledgement system (Cougar Cool Awards) to support good decision making throughout the school.

To integrate technology usage into the early school experience, Caledonia Community Schools sought to equip all students in grades 1-8 with Chromebooks. Chromebooks are durable, easy-to-use devices that have a sufficient screen size, a comfortable keyboard, and can handle the needs of younger students. iPads and Leapfrogs are currently being used in our Kindergarten classrooms to support support and .

Some special programs for our students include our Cougar Kids Care Club (student council), Junior Great Books (grades 2-5), Math Olympiads (5th grade), Kids Hope, USA Mentoring Program, Junior Achievement (all classes), After School Sports (4th and 5th grades), Walkathon, the RIP Overnighter (Reading Incentive Program), a Christmas and Spring Concert, Family Fun Nights, a Talent Show (every other year), Spelling Bee (grades 5), Girls on the Run (grades 4-5), Voices Choir (grades 4-5), Odyssey of the Mind (grades K-5), First Lego League, a Spring Carnival, and Field Day.

Our parents help us through our supportive PTO which sponsors activities and offers financial support of programs at Kettle Lake throughout the year. Such programs include Parent Mentoring, volunteering in our classroom or lunch room, serving on the Cultural Arts Committee, and dads sign-up as Watchdogs for a day to help in their child's classroom and around the entire school. Parents also chaperone field trips
SY 2016-2017

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and help Kettle Lake whenever we have a school functions. The wonderful support from our PTO, Watch D.O.G. Program, volunteer parents, parent mentors, positive partners, Cougar Kids Care Club (Student Council), and involved parents continues to help us achieve outstanding success each and every year at Kettle Lake.

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.

Kettle Lake Elementary's Purpose Statement:

Our purpose is to improve student achievement in all academic areas through staff collaboration, curriculum, instruction, assessment, and professional development. As a staff, we will continue to collect and analyze data in all curriculum areas to drive instruction for all students.

Caledonia Community School's District Mission Statement:

In pursuit of excellence, Caledonia Community Schools will empower and equip all persons to achieve their personal best by ensuring the highest quality education system of learning.

Kettle Lake Elementary School Mission Statement:

Believing that ALL children can learn, the Kettle Lake Staff is committed to quality education. We will:

- Teach for the mastery of basic skills,
- Provide a safe and comfortable environment to build self-esteem,
- Foster growth in independent learning and creativity, and
- Help students to understand that problem-solving, risk-taking, working cooperatively, and accepting responsibility are part of the lifelong process of learning.

Kettle Lake Elementary Belief Statement:

Climate

Kettle Lake Elementary must be a safe learning environment for all.

We need both knowledge and social skills to have an effective democracy.

Everyone must be treated with dignity and respect.

Students and staff need to feel love and supported.

Our staff must be a model of cohesiveness and teamwork.

Curriculum

Kettle Lake Elementary must function as a learning organization.

We understand that change is inevitable and will create challenges.

Assessment data must be used to point the way toward improvement.

Teaching and learning must be based on research & best practice.

Collaboration is essential for professional growth.

Learning is a life-long endeavor.

Character

We empower students to become responsible citizens.

Students must be empowered to become lifelong learners.

The Cougar Promise is not just a saying...It's a commitment to character.

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Community

Community volunteers and our PTO enhance student learning.

Students must understand what it means to serve others.

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.

Notable Achievements:

MTSS (Multi-Tiered System of Supports) initial implementation for Reading & Behavior K-5

PBIS (Positive Behavioral Initiatives & Supports)

Cougar Cool Awards for Students

Michigan Green School Designation: Evergreen

Won the Kent County Recycle Challenge in 2015

2015-2016 Building Schedule

Areas of Improvement:

Over the next three years we will continue to implement an MTSS structure to enhance classroom instruction. The Marzano Instructional Framework will provide our staff with research-based instructional strategies for classroom use. Our focus for math instruction will be to continue implementing the Common Core State Standards and develop a deeper understanding of these standards to enhance student achievement. Math interventions will be developed to enhance the learning of all students. We plan to further develop our Professional Learning Communities to enhance our instructional practice across the curriculum.

Additional Information

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

When comparing Kettle Lake Elementary with the district and state, staff have found that the percent of students demonstrating proficiency on the MEAP is well above AYP and the state in all content areas. Kettle Lake ranks high when compared with the rest of the schools in the district. Students demonstrating proficiency is slightly above or consistent with the district in all content areas. Average daily student attendance at Kettle Lake is 98% and parent participation for conferences is as follows: Fall: 98%, Spring: 99%.

Two-way communication that has been established between staff members and parents is as follows: conferences, e-mails, student planners done daily (3rd-5th), report cards, telephone calls, open house, discipline referrals, IEP's, progress reports, newsletters, teacher websites, monthly team meetings between teacher, parent, and support staff, and our weekly Wednesday Word newsletter. Actively Involve Parent/Community in Decision Making: PTO, Key Communicators, and Reading Incentive Committee during the month of March. Actively Involve Parents/Community in Student Learning: Watchdogs, parent mentors, positive partners, parent volunteers, parent involvement in classroom field trips, Junior Achievement, Junior Great Books, Heritage Day, Reading Incentive Committee, assemblies, special projects for the school/classroom, and classroom parties.

Some special programs for our students include our Cougar Kids Care Club (student council), Kids Hope, USA Mentoring Program, Junior Great Books (grades 2-5), Math Olympiads (5th grade), Junior Achievement (all classes), Walkathon, the RIP Overnighter (Reading Incentive Program), Heritage Day each fall, a Christmas and Spring Concert, Family Fun Nights, a Talent Show (every other year), Spelling Bee (grades 5), Young Authors (grades 3-5), a Spring Carnival, and Field Day.

Cougar Kids Care Club (Student Council) met monthly and supported two local and one global cause by raising over \$2100.00 through Bake Sales and other fundraising efforts. Kettle Lake continues to average at least 12-15 parent volunteers daily. More than 100 dads spent a day at Kettle Lake serving as a Watch D.O.G. Over 800 family members attended school concerts.

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 process used to engage the variety of stakeholders(students, families and staff) was through perception surveys. The School Improvement Team helped lead the staff through the School Systems Review and create our annual School Improvement Plan. Through this process we review and discuss teacher, student and family perception surveys as an entire staff. The leadership team meets on a monthly basis. Information is shared with Kettle Lake staff via email and staff meetings. The Kettle Lake community views the School Improvement Plan via the school's website.

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

Our School Leadership Team also serves as our School Improvement Committee. We structured the team this year to include grade level representation from each grade Kindergarten through Fifth Grade. The team also included the building administrator, a special area teacher (Spanish), and Intervention Specialist. The School Leadership Team helps staff at Kettle Lake Elementary use information collected for school goals throughout the year to progress monitor students and conduct gap analysis of M-STEP data as well as District-wide Common Core Standard Assessments. The School Leadership Team also collects data from the KISD warehouse data (IGOR) and KISD online instructional resources to further academic achievement and meet School Improvement goals.

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

Our School Improvement Plan Leadership Team developed the plan and will share it with the entire staff at the opening staff meeting and offer standing updates at each staff meeting throughout the year. Grade level PLC meetings will also be utilized to share data from our ongoing District-wide BOY/EOY Common Core Standard Assessments and the M-STEP test results. The School Improvement Plan is on the school's website.

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?

Kettle Lake Elementary School has been functioning at capacity for the past three years. Our class size averages are among the highest in the district. Our biggest challenge will be managing the growth in our attendance area.

Student Demographic Data

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

The Kettle Lake Elementary positive attendance rate has exceeded 95% for the past three years. The challenges identified are based on individual student attendance concerns. Those are being addressed on a case by case basis.

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?

The 2014-15 school year has been the first year of using the School Wide Information System (SWIS). We have tallied a total of 43 Major Discipline Referrals for the 2014/15 school year. As of April 19, 2016 we have had a total of 38 Major Discipline Referrals for the 2015/16 school year. We began tracking Minor Discipline Referrals in January 2016. As of April 19, 2016 we have had 89 minor referrals. This is consistent with the average level of office referrals that have collected over the past three years. This low average has allowed us the opportunity to address minor discipline incidents that interfere with classroom student engagement.

Student Demographic Data

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

It is critical that we continue to collect data around our demographics. We are now collecting minor discipline referrals using SWIS.

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?

Our School Leadership Team has an average of 17.2 years of educational experience. Our well-seasoned SLT has a positive impact on student achievement. At the beginning of the 2015/16 we re-organized our School Leadership Team to include a representative from each K-5 grade-level, a resource room teacher and a special area teacher.

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?

Our Kettle Lake Elementary teaching staff has an average of 19 years of educational experience. We believe our well-seasoned teaching staff has a positive impact on student achievement. Eighteen of our 24 staff members have over 10 years of teaching experience.

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?

There has been a great deal of professional development this year around MTSS, Marzano, PLC's and School Leadership Team. We believe these trainings are foundational for future student achievement success.

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?

There has been a great deal of professional development this year around MTSS, Marzano, PLC's and School Leadership Team. We believe these trainings are foundational for future student achievement success.

Teacher/School Leader(s) Demographic Data

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

We are making an intentional effort to minimize the number of days our staff have to be out of school. We are planning to build capacity through the use of our PLCs to enhance our professional growth and learning. We are fortunate to have a regular group of substitute teachers on hand to cover our classrooms when teachers are attending training or are out with an illness. This helps support our students and their achievement.

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?

We have indicators within Standards 5, 6, 9 and 10 that are fully implemented. These include: Safe and Supportive Environment, Communication Systems, Approaches and Tools to Communication, Cultural Responsiveness, and Partnerships. In the Report Summary of the School Systems Review we identified 9 indicators that increased from beginning to partial or partial to full.

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?

We continue to have challenges on the following indicators: J- Student Involvement in the Assessment Process; R- Resource Allocation; T- Collective Responsibility; and V- Impact of Professional Learning.

12. How might these challenges impact student achievement?

Assessment, organizational management, professional learning culture and system directly impact student achievement. These indicators have been identified as growth opportunities.

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.

Action steps are being recorded in our building's Action Plan to address these challenges and will be incorporated into our School Improvement Plan goals and activities.

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?

All students, including those with learning challenges, are assessed on a regular basis and this data is used to provide the needed interventions.

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

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Girls on the Run - 3rd, 4th, & 5th Grade Females

Spelling Bee - 5th Grade

Orchestra - 4th & 5th Grade

Voices Choir - 4th & 5th Grade

Cougar Kids Care Club - 3-5

First Lego League 3-5

Junior Great Books

Junior Achievement

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

Depending on the specific nature of the activity there is an open invitation to participate. These opportunities are highlighted in our weekly electronic newsletter.

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?

We have our curriculum guides, curriculum maps, pacing guides and district guidelines to inform our coursework. We have developed beginning of the year and end of the year assessments to monitor student growth. Classroom walkthroughs, classroom learning labs and our teacher evaluation process help ensure fidelity. We are now using the Tiered Fidelity Inventory for Reading and Behavior.

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.

NA

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

Our 2014/2015 3rd (59%), 4th (54%), and 5th (57%) M-STEP scores are above state average.

According to our Winter DIBELS data review - All students in Tier I have made growth for school wide reading outcomes.

According to our Discovery Ed. Reading Assessment - Students in Grades 3-5 have demonstrated good growth from the beginning of the year assessment to the mid-year assessment. Third Grade 1448 to 1474; Fourth Grade 1512 to 1576; and Fifth Grade 1560 to 1577.

19b. Reading- Challenges

2015-2016 DIBELS Fall Data Review- System In the Fall of 2015 only Grade 3 students are at or above Benchmark (86%) on the DIBELS Composite. Grades K (72%), 1 (52%), 2 (73%), 4 (79%), and 5 (76%) are not at Benchmark

K-1 Phonemic Awareness: First Sound Fluency @ K = 69%. Phoneme Segmentation Fluency @ 1st = 44%

Grades 1 & 2: Alphabetic Principle & Basic Phonics: Nonsense Word Fluency - Correct Letter Sounds @ Grade 1 = 63% / Grade 2 = 67% / Nonsense Word Fluency - Whole Words Read @ Grade 1 = 63% / Grade 2 = 70%

2015-2016 DIBELS Fall Data Review- Grade Level / Grades K, 1 We have system level concerns regarding: phonemic awareness instruction. Grade 2 Instruction needs to be adjusted to alphabetic principle and basic phonics. Grade 4 & 5 - Fluency of connected text - specifically related to rate. This needs to be adjusted in instruction. We need to problem solve around our K-5 system level issues.

2015-2016 DIBELS Winter Data Review - System / Grade Level:

Phonemic Awareness & Alphabetic Principle/Basic Phonics: We need to look at how to provide additional intervention support in kindergarten

Alphabetic Principle/Basic Phonics: Can we further support 1st graders with correct letter sounds?

Grades 1, 2, 4, and 5 need support in order to meet the benchmarks for DORF words correct

19c. Reading- Trends

2014-2015: All students in all sub-groups are demonstrating an upward trend in their scores from the previous year.

2015-2015 Fall Data Review Students are making incremental progress throughout the year. The majority of students are secure in their skills and are able to carry them over to the next grade level.

2015-2016 Winter Data Review

Every grade level has made gains based on their composite score from fall to winter, and there have been other gains in each grade-level when looking at individual measures within DIBELS.

Discovery Ed. Reading Scores are showing a three year trend of growth in grades 3, 4 & 5.

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.

2014-2015: We will be adjusting our building schedule for the 2015-2016 school year to ensure that our core Reading instruction will take place before the students' intervention blocks. These regularly scheduled intervention blocks will allow us to focus instruction to improve achievement for all students - including our subgroups.

2015-2016 Fall Data Review

Our working hypothesis is that our scores are inconsistent due to the inconsistency of instruction related to the 5 critical areas of reading across and between building grade levels. If the timing, sequence and explicitness of instruction in the critical skills of reading (What & When) are addressed with staff then our scores are likely to increase.

2015-2016 Winter Data Review

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Priority: The 5 Big Ideas of Reading

Hypothesis: Our working hypothesis is that our scores are inconsistent due to the inconsistency of instruction related to the 5 critical areas of reading across and between building grade levels. If the timing, sequence, and explicitness of instruction (and materials that can be used) in the critical skills of reading (What & When) are addressed with staff then our scores are likely to increase.

Priority: Phonemic Awareness & Alphabetic Principle

Hypothesis: Our working hypothesis is that our scores are impacted by the inconsistency of instruction in phonemic awareness and basic phonics skills. If we explore the fidelity of our core instruction in these areas, and look at other resources and materials that could be used, our scores may improve.

These are our working hypotheses that we believe are true based on our data. We will be addressing these issues in our School Improvement Plan.

20a. Writing- Strengths

Our M-STEP Writing data for 3rd (61%), 4th (65%), and 5th (63%) grade show that we are above state average.

20b. Writing- Challenges

We need to continue to collect assessment data around writing to determine specific challenges.

20c. Writing- Trends

This was the first year administering the M-STEP assessment. We will need to continue to collect data to determine writing trends.

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.

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We need to evaluate our core instruction across all disciplines and grade levels and then focus our improvement efforts on Reading, Writing, Mathematics, Science and Social Studies.

21a. Math- Strengths

Our M-STEP Mathematics data for 3rd (68%), 4th (74%), and 5th (60%) grade show that we are above state average.

On Discovery Ed. our students demonstrate strong growth between Test 1 (beginning of the year) and Test 3 (end of the year).

21b. Math- Challenges

All of our students and subgroups (with the exception of males) are trending down in Mathematics. None of our students met the Annual Measurable Objectives (AMO).

We need to continue to collect assessment data around math to determine specific challenges.

21c. Math- Trends

This was the first year administering the M-STEP assessment. We will need to continue to collect data to determine math trends.

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.

We need to evaluate our core instruction across all disciplines and grade levels and then focus our improvement efforts on Reading, Writing, Mathematics, Science and Social Studies. We need to evaluate our core instruction across all disciplines and grade levels and then focus our improvement efforts on Mathematics. We adjusted our building schedule for the 2015-2016 school year to ensure that all students receive

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core Math instruction and can attend an intervention when needed. These regularly scheduled intervention blocks allowed us to focus instruction to improve achievement for all students - including our subgroups. We need to continue to work towards a more systematic process for providing math interventions when students struggle with specific concepts.

22a. Science- Strengths

Our M-STEP Science data for 4th grade (14%) show that we are above state average (12%).

22b. Science- Challenges

We need to continue to collect assessment data around science to determine specific challenges.

22c. Science- Trends

This was the first year administering the M-STEP assessment. We will need to continue to collect data to determine Science trends.

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.

We adjusted our building schedule for the 2015-2016 school year to allow larger blocks of instructional time for reading. We hope to incorporate more science vocabulary and content-related reading within the reading block.

The district science team has been meeting during the 2015-16 school year to assist the district with the implementation of the Next Generation Science Standards. Kettle Lake Elementary School has a representative on the district's science team.

23a. Social Studies- Strengths

Our M-STEP Social Studies data for 5th (22%) grade show that we are at the state average.

23b. Social Studies- Challenges

We need to continue to collect assessment data around social studies to determine specific challenges.

23c. Social Studies- Trends

This was the first year administering the M-STEP assessment. We will need to continue to collect data to determine social studies trends.

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.

We will be adjusting our building schedule for the 2015-2016 school year to allow larger blocks of instructional time for reading. We hope to incorporate more social studies vocabulary and content-related reading within the reading block.

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?

100% of our students surveyed (grades 3-5) Strongly Agreed or Agreed that "My family wants me to do well in school" and "My family believes I can do well in school." 99.49% of the students also Strongly Agreed or Agreed that "Kettle Lake Elementary is a good school" and "My teacher is a good teacher."

24b. Student Perception Data

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

Over 32% of students in grades 3-5 feel that they are treated unfairly by recess staff. Just over 11% of students do not feel that they are challenged by the work their teachers ask them to do.

24c. Student Perception Data

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

Our PBIS team would look at the perception data and our SWIS referrals to determine the next steps in teaching students to problem-solve issues on the playground. This may involve providing staff additional training for managing playground issues.

25a. Parent/Guardian Perception Data

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

100% of our parents Agreed or Strongly Agreed with the statements, "I support my child's education at home" and "There are plenty of opportunities for parents to get involved with the school." Also, 99.33% of the parents felt that they were kept well informed of school events and happenings and that same percentage of parents stated that their child enjoys their special classes of Music, Physical Education, Art and Spanish.

25b. Parent/Guardian Perception Data

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

Parents identified concerns about our food service program.

25c. Parent/Guardian Perception Data

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

Attempts are being made by our food-service department to improve the quality of food served to our students.

26a. Teacher/Staff Perception Data

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

100% of our teachers Agreed or Strongly Agreed with the statements, "Kettle Lake families are engaged in their children's learning process", "Our principal expects staff members to hold all students to high academic standards" and "Our principal regularly evaluates staff members on criteria designed to improve teaching and learning."

26b. Teacher/Staff Perception Data

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

The lowest perception survey scores were related to the statements, "A process is in place to support new staff members in their professional practice", "Resources are sufficient to meet student needs", and "Related learning support services are provided for all students based on their needs."

26c. Teacher/Staff Perception Data

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

We will continue to develop our PLC process to include induction and mentoring opportunities for new staff.

We will identify the resources currently available and ensure that staff members are aware of their availability. We will explore other curriculum support materials to enhance our core curriculum.

We need to explore the question of the lack of learning support services perceived by staff.

27a. Stakeholder/Community Perception Data

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

We did not survey our community members.

27b. Stakeholder/Community Perception Data

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

We did not survey our community members.

27c. Stakeholder/Community Perception Data

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

We did not survey our community members.

Summary

28a. Summary

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

The Kettle Lake Elementary School community feels that our school is safe and secure. We have a strong sense of community with a caring staff and supportive families. We understand that we have work to do in all curriculum areas to improve student achievement.

28b. Summary

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

These challenges negatively impact student achievement. All of this data needs to be considered as we develop a plan of improvement.

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 challenges will be address in a systematic manner with a focus on working with our new building schedule that supports academic achievement in all curriculum areas.

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.	Yes	See the attached assessment schedules.	Assessment Schedules 2015-16

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		AER Kettle Lake Elementary

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Not applicable	

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	Darrell Kingsbury, Assistant Superintendent of Human Resources 9753 Duncan Lake Caledonia, MI 49316 (616) 891-8185	

School Improvement Plan

Kettle Lake Elementary School

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.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	Not applicable	

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

2016-2017 Kettle Lake School Improvement Plan

Overview

Plan Name

2016-2017 Kettle Lake School 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 at Kettle Lake Elementary will become proficient in mathematics.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$5673
2	All students at Kettle Lake Elementary will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 7	Academic	\$4215
3	All students at Kettle Lake Elementary will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$469
4	Marzano Instructional Framework	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$886
5	Multi-Tiered Systems of Support/Postive Behavioral Support	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1792
6	Professional Learning Communities	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	All students at Kettle Lake Elementary will become proficient in Social Studies	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
8	All students at Kettle Lake Elementary will become proficient in Science	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$1420

Goal 1: All students at Kettle Lake Elementary will become proficient in mathematics.

Measurable Objective 1:

85% of Third, Fourth and Fifth grade students will demonstrate a proficiency in understanding fractions in Mathematics by 06/07/2024 as measured by the State of Michigan assessment.

Strategy 1:

Implementation of Research-based Practices - Staff members will implement research-based and grade level appropriate practices. Staff will reference Common Core State Standards, pacing guides, and component pages when developing instructional plans and activities. Examples of practices include peer tutoring, vocabulary development, technology, cooperative learning, use of organizers (models and foldables), gradual release, and use of manipulatives.

Category: Mathematics

Research Cited: Classroom Instruction that Works: "Research-Based Strategies for Increasing Student Achievement," Robert Marzano.

Squires, A. David (2008). Curriculum Alignment: Research-Based Strategies for Increasing Student Achievement

Van De Walle, A. John (2006). Teaching Student-Centered Mathematics Grades K-3.

Van De Walle, A. John (2005). Teaching Student-Centered Mathematics Grades 3-5.

Wedekind Omohundo, Kassia (2011). Math Exchanges.

Tier: Tier 1

Activity - Math Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Kettle Lake Elementary School

<p>Staff will continue the alignment of the Common Core Standards. This professional development will include enhancements to the pacing guide, component pages, BOY/EOY assessments, and State of Michigan assessments that follow the Caledonia Community Schools Curriculum Model, as well as instructional and intervention strategies. The Caledonia Community Schools will be adopting the NWEA MAP Assessments for elementary students in grades K-5 for the 2016-17 school year. Professional staff will be trained in the administration of MAP and the use of MAP reports. Staff will learn to generate, analyze and use this data to improve instruction and increase student achievement.</p>	Professional Learning	Tier 1	Monitor	09/03/2013	06/07/2024	\$3072	Title II Part A, Title II Part A	Staff responsible for implementing this activity are our administrator, curriculum director, math teaching staff across grade levels, and an internal or external facilitator may be requested from our district or the KISD.
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Status	Progress Notes	Created On	Created By
Completed	At this time we are realigning our professional development structures and processes.	May 08, 2014	Sean McLaughlin

Activity - Mathematics through Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Kettle Lake Elementary School

Staff will research, acquire and implement interventions to use with current technologies that are available for students. Programs may consist of software, Web Based programs, and/or small group interventions. Examples of math integration through technology might be IXL, Xtra Math, Multiflyer, and weekly Chromebook math assignments that align with Math Common Core Standards.	Technology	Tier 1	Monitor	09/02/2014	06/07/2024	\$0	No Funding Required	Staff responsible for implementing this activity are our administrator, curriculum director, math teaching staff across grade levels, and an internal facilitator from the district technology office may be requested.
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Activity - Math Professional Development/Kent ISD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend appropriate workshops at the Kent ISD in mathematics.	Professional Learning	Tier 1	Implement	09/03/2013	06/07/2024	\$0	Title II Part A	Staff responsible for implementing this activity are our administrator, curriculum director, math teaching staff across grade levels, and an internal or external facilitator

School Improvement Plan

Kettle Lake Elementary School

Status	Progress Notes	Created On	Created By
Completed	All staff received training in Math Exchanges.	May 08, 2014	Sean McLaughlin

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2016-17 we will continue to use this model of professional development with more staff. We will continue to develop teacher leader facilitators.	Professional Learning	Tier 1	Implement	09/08/2015	06/07/2024	\$1229	Title II Part A, General Fund	Curriculum Director, Teaching Staff, Classroom Learning Lab Facilitators

Activity - Building Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will make adjustments to the building schedule in 2016-17 to create large, uninterrupted blocks of instruction, built in intervention times, and opportunities for collaboration through professional learning communities. We will continue to make modifications and improvements to our schedule that allow teachers to plan for and carry out effective instruction.	Direct Instruction, Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	09/08/2015	06/07/2024	\$0	No Funding Required	All Kettle Lake Elementary instructional staff.

Activity - NWEA MAP Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Kettle Lake Elementary School

The Caledonia Community Schools will be adopting the NWEA MAP Assessments for elementary students in grades K-5 for the 2016-17 school year. Professional staff will be trained in the administration of MAP and the use of MAP reports. Staff will learn to generate, analyze and use this data to improve instruction and increase student achievement.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$1372	Title II Part A	The curriculum director, building principals, and select staff members will assist in the training of the Kettle Lake K-5 staff.
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Goal 2: All students at Kettle Lake Elementary will become proficient readers.

Measurable Objective 1:

85% of Third, Fourth and Fifth grade students will demonstrate a proficiency reading in English Language Arts by 06/07/2024 as measured by State of Michigan assessment.

Strategy 1:

Implementation of Research Based Practices - All staff will implement practices that are research-based and grade level appropriate strategies (i.e., use of small groups, in addition to guiding students to read to self, read to someone, listen to reading, and work with words.). Student needs will be met as teachers differentiate according to varying indicators. Explicit attention will be given to the Common Core Standards rooted in informational text.

Category:

Research Cited: Treasures Reading Series written and published by Macmillian/McGraw-Hill. Copyright 2009.

The National Reading Panel, Reading-University of Oregon, Reading Revoer, DIBELS research and 7 Keys to Comprehension.

Classroom Instruction that Works: "Research-Based Strategies for Increasing Student Achievement, " Robert Marzaon.

Squires, A. David (2008). Curriculum Alignment: Research-Based Strategies for Increasing Student Achievement.

Goals Details for 'Kettle Lake Elementary School'

Boushey, Gail and Moser, Joan (2006). The Daily 5: Fostering Literacy Independence in the Elementary Grades

Boushey, Gail and Moser, Joan (2009). The Cafe Book: Engaging All Students in Daily Literacy Assessment and Instruction

Tier: Tier 1

School Improvement Plan

Kettle Lake Elementary School

Activity - Reading Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will transition and align our current district curriculum to the Common Core State Standards through the use of the K-5 Common Core Standards Progression. By transitioning our current district curriculum to the Common Core State Standards, staff believes there will be a positive impact on reading goals.	Professional Learning	Tier 1	Monitor	09/02/2014	06/07/2024	\$1380	Title II Part A	Administration, Curriculum Director, Teaching Staff

Status	Progress Notes	Created On	Created By
Completed	At this time we are realigning our professional development structures and processes.	May 08, 2014	Sean McLaughlin

Activity - Professional Development-Kent ISD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development in reading instruction.	Professional Learning	Tier 1	Monitor	09/02/2014	06/07/2024	\$0	No Funding Required	Principal, Teaching Staff

Activity - Reading Integration through Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will research, acquire and implement interventions to use with current technologies that are available for students. Programs may consist of software, Web Based programs, and /or small group interventions. Examples of reading integration through technology might consist of Reading Counts, weekly Chromebook reading assignments that align with Reading Common Core Standards, Discovery Education Probes/Assessments, Read Live, SRI, author websites, etc.	Technology	Tier 1	Monitor	09/02/2014	06/07/2024	\$0	No Funding Required	Administrator, Curriculum Director, Teaching Staff

School Improvement Plan

Kettle Lake Elementary School

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2016-17 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators.	Professional Learning	Tier 1	Monitor	09/02/2014	06/07/2024	\$2055	Title II Part A	Curriculum Director, Teaching Staff, Classroom Learning Lab Facilitators

Activity - Benchmark and Progress Monitoring Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Time spent in benchmark and progress monitoring meetings will be directed towards student/group problem solving in the area of reading deficits in which new strategies will be implemented during the next cycle.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	09/02/2014	06/07/2024	\$780	General Fund	Principal, Teaching Staff, Reading Interventionists, Anchor Paraprofessional

Activity - Building Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A new building schedule will be implemented for the 2016-2017 school year that provides large, uninterrupted blocks of instruction, built in intervention times, and opportunities for collaboration through professional learning communities.	Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 1		09/08/2015	06/07/2024	\$0	No Funding Required	All instructional staff.

School Improvement Plan

Kettle Lake Elementary School

Activity - MTSS Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through collaboration during benchmark and progress monitoring meetings data is analyzed and students are placed in appropriate, skill-based intervention groups. The new building wide school schedule will allow for grade-level teachers and intervention specialists to provide Tier II & Tier III instruction.	Direct Instruction, Professional Learning, Teacher Collaboration, Materials, Academic Support Program, Supplemental Materials	Tier 2	Implement	09/10/2015	06/07/2024	\$0	No Funding Required	All Classroom Teachers, Intervention Specialists, & Instructional Paraprofessionals

Goal 3: All students at Kettle Lake Elementary will become proficient writers.

Measurable Objective 1:

85% of Fourth grade students will demonstrate a proficiency in Writing in English Language Arts by 06/07/2024 as measured by the State of Michigan writing assessments.

Strategy 1:

Implementation of Research Based Practices - All staff will implement practices that are research based and grade level appropriate (i.e. conferring, peer conferencing, differentiation, small groups, modeling, gradual release, MAISA).

Category: English/Language Arts

Research Cited: Michigan Association of Intermediate School Administrators (MAISA), Rubicon Atlas URL

Treasures Reading Series, written and published by Macmillan/McGraw Hill, Copyright 2009.

The National Reading Panel and Reading-University of Oregon

Boushey, Gails and Moser, Joan (2006). The Daily 5: Fostering Literacy Independence in the Elementary Grades

School Improvement Plan

Kettle Lake Elementary School

Boushey, Gail and Moser, Joan (2009). The Cafe Book: Engaging All Students in Daily Literacy Assessment and Instruction.

Buckner, Aimee (2005) Notebook Know-How: Strategies for the Writer's Notebook

Classroom Instruction That Works: "Research-Based Strategies for Increasing Student Achievement," Robert Marzano.

Squires, A. David (2008). Curriculum Alignment: Research-Based Strategies for Increasing Student Achievement Goals

Tier: Tier 1

Activity - Writing Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement grade appropriate MAISA Writing Units.	Direct Instruction, Materials	Tier 1	Implement	09/02/2014	06/07/2024	\$0	General Fund	Administrator, Curriculum Director, Teaching Staff

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2016-2017 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators.	Professional Learning	Tier 1	Monitor	09/02/2014	06/07/2024	\$469	Title II Part A	Administrator, Curriculum Director, Teaching Staff, Classroom Learning Lab Facilitators

Activity - Professional Development Kent ISD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Kettle Lake Elementary School

Teachers will attend workshops at Kent ISD in writing.	Professional Learning	Tier 1	Monitor	09/02/2014	06/07/2024	\$0	Title II Part A	Principal and Teaching Staff
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Status	Progress Notes	Created On	Created By
Completed	Will not be utilizing Kent ISD at this time.	May 08, 2014	Mrs. Julie Nixon

Goal 4: Marzano Instructional Framework

Measurable Objective 1:

demonstrate a proficiency in the Marzano's Instructional Framework by 06/09/2017 as measured by Staff participation and completed final written evaluations..

Strategy 1:

Marzano Framework for Instruction and Evaluation - Selected staff will be trained in Marzano Instructional Framework and be charged with leading professional development for their colleagues.

Category:

Research Cited: The Art and Science of Teaching; Marzano: January 2007.

Tier:

Activity - Marzano Framework Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select staff members will be trained as Marzano coaches and charged with leading professional development of their colleagues.	Professional Learning	Tier 1	Implement	08/04/2014	06/17/2016	\$886	Title II Part A	Principal and teachers.

Goal 5: Multi-Tiered Systems of Support/Positive Behavioral Support

Measurable Objective 1:

collaborate to create a Positive Behavioral Interventional Support system within our MTSS framework by 06/09/2017 as measured by the creation of a system that identifies behavioral expectations; teachers behavioral expectations; monitors student behavior; acknowledges appropriate behavior,; and corrects misbehavior.

Strategy 1:

MTSS PBIS - Collaborate to create a Positive Behavioral Interventional Support system within our MTSS framework that identifies behavioral expectations; teaches behavioral expectations; monitors student behavior; acknowledges appropriate behavior; and corrects misbehavior. We will use results of the PBIS-TFI to adjust and modify our systems of support.

Category: Learning Support Systems

Research Cited: August 17, 2006, from <http://www.rtinetwork.org/learn/behavior/integrating-behavior-and-academic-supports-general-overview>

McIntosh, K., Horner, R. H., Chard, D. J., Dickey, C. R., & Braun, D. H. (2008). Reading skills and function of problem behavior in typical school settings. *Journal of Special Education*.

Preciado, J. A., Horner, R. H., Scott K. Baker, S. K. (2009). Using a Function-Based Approach to Decrease Problem Behaviors and Increase Academic Engagement for Latino English Language Learners. *The Journal of Special Education*, 42, 227-240.

Sanford, E. (2006). The effects of function-based literacy instruction on problem behavior and reading growth. Dissertation. University of Oregon.

Stewart, R. M., Benner, G. J., Martella, R. C., and Marchand-Martella, N. E. (2007). Three-tier models or reading and behavior: A research review. *Journal of Positive Interventions*, 9, 239-252.

Tier: Tier 1

Activity - MTSS-PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Kettle Lake Elementary School

Collaborate to create a Positive Behavioral Interventional Support system within our MTSS framework that identifies behavioral expectations; teaches behavioral expectations; monitors student behavior; acknowledges appropriate behavior; and corrects misbehavior.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/07/2024	\$1792	Title II Part A	Principal, All Staff
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Goal 6: Professional Learning Communities

Measurable Objective 1:

collaborate to create grade level and building level meeting structures designed to analyze student data to answer: What are students expected to learn? How will we know they have learned it? How will we respond if they have/have not learned it? by 06/07/2024 as measured by the creation of a team meeting notes template and the collection of the team meeting notes..

Strategy 1:

Professional Learning Communities - Staff will collaborate to create grade level and building level meeting structures designed to analyze student data to answer: What are students expected to learn? How will we know they have learned it? How will we respond if they have/have not learned it?

Category: Learning Support Systems

Research Cited: Professional Learning Communities at Work; Dufour and Eaker; 2006

Tier: Tier 1

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of our School Leadership Team are learning the PLC process to support the roll out of grade level PLC's. Teachers will meet during their common planning time to discuss student data and create action plans to support all learners.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/16/2017	\$0	Title II Part A	Principal and select staff

Goal 7: All students at Kettle Lake Elementary will become proficient in Social Studies

Measurable Objective 1:

85% of Fifth grade students will demonstrate a proficiency in all areas in Social Studies by 06/07/2024 as measured by the Michigan State Assessment for 5th grade.

Strategy 1:

Differentiated Instruction - All staff will implement practices that are research based and grade level appropriate. Student needs will be met as teachers differentiate according to varying indicators.

Category: Social Studies

Research Cited: Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement.

Tier: Tier 1

Activity - Vocabulary and Comprehension Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff at Kettle Lake Elementary will integrate Social Studies concepts with a focus on vocabulary and reading comprehension strategies in the core reading block using informational text.	Direct Instruction, Academic Support Program	Tier 1	Getting Ready	09/08/2015	06/07/2024	\$0	No Funding Required	All grade level instructional staff.

Goal 8: All students at Kettle Lake Elementary will become proficient in Science

Measurable Objective 1:

85% of Fourth grade students will demonstrate a proficiency in all areas in Science by 06/07/2024 as measured by the State of Michigan Science Assessment for 4th grade.

School Improvement Plan

Kettle Lake Elementary School

Strategy 1:

Differentiated Instruction - All staff will implement practices that are researched based and grade level appropriate. Student needs will be met as teachers differentiate according to varying indicators.

Category: Science

Research Cited: Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom Instruction that Works: Researched based strategies for increasing student achievement.

Tier: Tier 1

Activity - Vocabulary and Comprehension Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff at Kettle Lake Elementary will integrate Science concepts into the core reading block focusing on vocabulary and comprehension strategies using informational text. A Kettle Lake building representative is serving on the district science team. This team will be reviewing curriculum, instruction, and assessment materials to support the Next Generation Science Standards.	Direct Instruction, Academic Support Program	Tier 1	Getting Ready	09/08/2015	06/07/2024	\$0	No Funding Required	All grade level instructional staff

Activity - Battle Creek Science Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Kettle Lake Elementary School

K-5 teachers in the Caledonia Community Schools will be integrating the Battle Creek Science Units into their regular science instruction. Teachers will receive training on the use and implementation of these units within their grade-level science instruction.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$1420	Title II Part A	The Curriculum Director, building principals, and members of the district science team will assist with the training and implementation of the Battle Creek Science Units.
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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
Writing Professional Development	Staff will implement grade appropriate MAISA Writing Units.	Direct Instruction, Materials	Tier 1	Implement	09/02/2014	06/07/2024	\$0	Administrator, Curriculum Director, Teaching Staff
Benchmark and Progress Monitoring Meetings	Time spent in benchmark and progress monitoring meetings will be directed towards student/group problem solving in the area of reading deficits in which new strategies will be implemented during the next cycle.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	09/02/2014	06/07/2024	\$780	Principal, Teaching Staff, Reading Interventionists, Anchor Paraprofessional
Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2016-17 we will continue to use this model of professional development with more staff. We will continue to develop teacher leader facilitators.	Professional Learning	Tier 1	Implement	09/08/2015	06/07/2024	\$558	Curriculum Director, Teaching Staff, Classroom Learning Lab Facilitators

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Kettle Lake Elementary School

Battle Creek Science Units	K-5 teachers in the Caledonia Community Schools will be integrating the Battle Creek Science Units into their regular science instruction. Teachers will receive training on the use and implementation of these units within their grade-level science instruction.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$1420	The Curriculum Director, building principals, and members of the district science team will assist with the training and implementation of the Battle Creek Science Units.
Professional Development Kent ISD	Teachers will attend workshops at Kent ISD in writing.	Professional Learning	Tier 1	Monitor	09/02/2014	06/07/2024	\$0	Principal and Teaching Staff
MTSS-PBIS	Collaborate to create a Positive Behavioral Interventional Support system within our MTSS framework that identifies behavioral expectations; teaches behavioral expectations; monitors student behavior; acknowledges appropriate behavior; and corrects misbehavior.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/07/2024	\$1792	Principal, All Staff
Marzano Framework Training	Select staff members will be trained as Marzano coaches and charged with leading professional development of their colleagues.	Professional Learning	Tier 1	Implement	08/04/2014	06/17/2016	\$886	Principal and teachers.
NWEA MAP Training	The Caledonia Community Schools will be adopting the NWEA MAP Assessments for elementary students in grades K-5 for the 2016-17 school year. Professional staff will be trained in the administration of MAP and the use of MAP reports. Staff will learn to generate, analyze and use this data to improve instruction and increase student achievement.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$1372	The curriculum director, building principals, and select staff members will assist in the training of the Kettle Lake K-5 staff.

School Improvement Plan

Kettle Lake Elementary School

Reading Professional Development	Staff will transition and align our current district curriculum to the Common Core State Standards through the use of the K-5 Common Core Standards Progression. By transitioning our current district curriculum to the Common Core State Standards, staff believes there will be a positive impact on reading goals.	Professional Learning	Tier 1	Monitor	09/02/2014	06/07/2024	\$1380	Administration, Curriculum Director, Teaching Staff
Math Professional Development/Kent ISD	Teachers will attend appropriate workshops at the Kent ISD in mathematics.	Professional Learning	Tier 1	Implement	09/03/2013	06/07/2024	\$0	Staff responsible for implementing this activity are our administrator, curriculum director, math teaching staff across grade levels, and an internal or external facilitator
Math Professional Development	Staff will continue the alignment of the Common Core Standards. This professional development will include enhancements to the pacing guide, component pages, BOY/EOY assessments, and State of Michigan assessments that follow the Caledonia Community Schools Curriculum Model, as well as instructional and intervention strategies. The Caledonia Community Schools will be adopting the NWEA MAP Assessments for elementary students in grades K-5 for the 2016-17 school year. Professional staff will be trained in the administration of MAP and the use of MAP reports. Staff will learn to generate, analyze and use this data to improve instruction and increase student achievement.	Professional Learning	Tier 1	Monitor	09/03/2013	06/07/2024	\$1700	Staff responsible for implementing this activity are our administrator, curriculum director, math teaching staff across grade levels, and an internal or external facilitator may be requested from our district or the KISD.

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PLC	Members of our School Leadership Team are learning the PLC process to support the roll out of grade level PLC's. Teachers will meet during their common planning time to discuss student data and create action plans to support all learners.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/16/2017	\$0	Principal and select staff
Math Professional Development	Staff will continue the alignment of the Common Core Standards. This professional development will include enhancements to the pacing guide, component pages, BOY/EOY assessments, and State of Michigan assessments that follow the Caledonia Community Schools Curriculum Model, as well as instructional and intervention strategies. The Caledonia Community Schools will be adopting the NWEA MAP Assessments for elementary students in grades K-5 for the 2016-17 school year. Professional staff will be trained in the administration of MAP and the use of MAP reports. Staff will learn to generate, analyze and use this data to improve instruction and increase student achievement.	Professional Learning	Tier 1	Monitor	09/03/2013	06/07/2024	\$1372	Staff responsible for implementing this activity are our administrator, curriculum director, math teaching staff across grade levels, and an internal or external facilitator may be requested from our district or the KISD.
Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2016-17 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators.	Professional Learning	Tier 1	Monitor	09/02/2014	06/07/2024	\$2055	Curriculum Director, Teaching Staff, Classroom Learning Lab Facilitators

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Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2016-2017 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators.	Professional Learning	Tier 1	Monitor	09/02/2014	06/07/2024	\$469	Administrator, Curriculum Director, Teaching Staff, Classroom Learning Lab Facilitators
Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2016-17 we will continue to use this model of professional development with more staff. We will continue to develop teacher leader facilitators.	Professional Learning	Tier 1	Implement	09/08/2015	06/07/2024	\$671	Curriculum Director, Teaching Staff, Classroom Learning Lab Facilitators

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Integration through Technology	Staff will research, acquire and implement interventions to use with current technologies that are available for students. Programs may consist of software, Web Based programs, and /or small group interventions. Examples of reading integration through technology might consist of Reading Counts, weekly Chromebook reading assignments that align with Reading Common Core Standards, Discovery Education Probes/Assessments, Read Live, SRI, author websites, etc.	Technology	Tier 1	Monitor	09/02/2014	06/07/2024	\$0	Administrator, Curriculum Director, Teaching Staff

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MTSS Interventions	Through collaboration during benchmark and progress monitoring meetings data is analyzed and students are placed in appropriate, skill-based intervention groups. The new building wide school schedule will allow for grade-level teachers and intervention specialists to provide Tier II & Tier III instruction.	Direct Instruction, Professional Learning, Teacher Collaboration, Materials, Academic Support Program, Supplemental Materials	Tier 2	Implement	09/10/2015	06/07/2024	\$0	All Classroom Teachers, Intervention Specialists, & Instructional Paraprofessionals
Professional Development-Kent ISD	Teachers will attend professional development in reading instruction.	Professional Learning	Tier 1	Monitor	09/02/2014	06/07/2024	\$0	Principal, Teaching Staff
Building Schedule	We will make adjustments to the building schedule in 2016-17 to create large, uninterrupted blocks of instruction, built in intervention times, and opportunities for collaboration through professional learning communities. We will continue to make modifications and improvements to our schedule that allow teachers to plan for and carry out effective instruction.	Direct Instruction, Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	09/08/2015	06/07/2024	\$0	All Kettle Lake Elementary instructional staff.
Mathematics through Technology	Staff will research, acquire and implement interventions to use with current technologies that are available for students. Programs may consist of software, Web Based programs, and/or small group interventions. Examples of math integration through technology might be IXL, Xtra Math, Multiflyer, and weekly Chromebook math assignments that align with Math Common Core Standards.	Technology	Tier 1	Monitor	09/02/2014	06/07/2024	\$0	Staff responsible for implementing this activity are our administrator, curriculum director, math teaching staff across grade levels, and an internal facilitator from the district technology office may be requested.

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Vocabulary and Comprehension Strategies	Staff at Kettle Lake Elementary will integrate Social Studies concepts with a focus on vocabulary and reading comprehension strategies in the core reading block using informational text.	Direct Instruction, Academic Support Program	Tier 1	Getting Ready	09/08/2015	06/07/2024	\$0	All grade level instructional staff.
Vocabulary and Comprehension Strategies	Staff at Kettle Lake Elementary will integrate Science concepts into the core reading block focusing on vocabulary and comprehension strategies using informational text. A Kettle Lake building representative is serving on the district science team. This team will be reviewing curriculum, instruction, and assessment materials to support the Next Generation Science Standards.	Direct Instruction, Academic Support Program	Tier 1	Getting Ready	09/08/2015	06/07/2024	\$0	All grade level instructional staff
Building Schedule	A new building schedule will be implemented for the 2016-2017 school year that provides large, uninterrupted blocks of instruction, built in intervention times, and opportunities for collaboration through professional learning communities.	Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 1		09/08/2015	06/07/2024	\$0	All instructional staff.