



School Improvement Plan

Merritt Elementary School

Brandywine 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	See Goals and Plans in ASSIST	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The CNA was created through discussions with instructional staff, paraprofessionals, building administration, parents, and central office staff. Data sources were analyzed (MLPP, DIBELS, SWIS, NWEA, Fountas and Pinnell, Moby Max, Delta Math, and common grade level assessments) at staff and grade level meetings, as well as school improvement meetings. The analysis provided direction for student/building needs.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Data indicates that our students are making steady progress in the core areas, with the improvement of Math as an area of greater focus. Merritt was identified as a Focus school based on 2013 3rd grade MEAP Math scores. Since this is a preschool - 2nd grade building, a lot of emphasis is placed on helping students learn to read. Our hands-on Science program has shown better student achievement in Science, and new goals are being written for Social Studies. We completed our 6th year of the MiBLSi initiative, and as part of this, and being identified as a Focus school, there has been an even greater attention to data analysis. Our perception data continues to indicate that our students and parents are satisfied with Merritt. Our free and reduced lunch count continues to increase, and this has added to our achievement gap.

Through our NWEA Math data analysis, we have seen a decrease in the achievement gap between our top and bottom 30% of our students.

As always, staff needs to work on the integration of curriculum so that each core area is not taught in isolation. Additionally, we need to strengthen our ability to progress monitor our students in Math. To that end we fully implemented Delta Math in grades K -2 and created focused interventions based on identified needs.

Overall, parents are very happy with what Merritt Elementary has to offer their children. We will continue to work on improving student behavior so that all students will learn to be good readers. We do place a large emphasis on Reading, and our improving data indicates that our students are becoming better readers.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Our school goals address and connect to our greatest needs, which were identified through data analysis.

To create the goals, data from multiple sources were analyzed: Fountas and Pinnell, Delta Math, MLPP, NWEA (Math and Reading), and DIBELS. These data sources provided staff with information to create goals that specifically support IRIPs and Math growth.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

While all children have access to our programs and plans, it will still strive to meet the needs of our lowest 30% population. Our largest subgroup is Economically Disadvantaged.

Component 2: Schoolwide Reform Strategies

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

Highly Qualified paraprofessionals to assist students

Focused interventions for Math and Reading at all grade levels (including IRIPs)

Progress monitoring in Reading and Math

Data team meetings

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Targeted small group instruction, increased time of intervention, or 1 on 1 instruction for struggling learners.

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

Small group, targeted interventions have shown an increase in student achievement on the different assessments (NWEA, DIBELS, MLPP, Delta Math, and common grade level assessments).

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

We will use Title I paraprofessionals to provide teacher directed remediation for those students who are struggling, and classroom teachers will provide direct instruction and remediation as well.

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

Students are assessed 3 times a year with NWEA. Additionally, Delta Math allows for progress monitoring to identify students' academic needs. Data from these assessments and common grade level assessments are used to create fluid intervention groups.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	100% of our instructional paraprofessionals meet all NCLB requirements for highly qualified status.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	100% of our teachers meet all NCLB requirements for highly qualified status.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

1 classroom teacher retired this year. Her position will not be replaced unless student numbers dictate the need for a 5th teacher at either Kindergarten or 1st grade.

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

We have a variety of experience on our teaching staff. 40% have more than 15 years of experience and another 35% have 5 years or less of experience.

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

The school does not have special initiatives, although Merritt's recognition as a Blue Ribbon school is emphasized. The positive, family like work environment is a plus for our staff. Any new staff member is genuinely welcomed, and all work together to help that person become acclimated and successful.

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

Monetary incentives (merit pay) are offered for teachers who attain "Highly Effective" on their evaluation.

When considering candidates from outside the district, each principal studies resumes and selects several to interview. Once a smaller group is selected by a team of administrators, teachers, and parents, these interviewees are asked to prepare and teach a short lesson on a grade level or a subject-specific topic to a small group of students at a later date. While they instruct the students, the administrator and teacher observe and reflect on the content of the lesson and interaction with students. Input is taken from students who participated in the lessons and are genuinely considered in the final decisions.

Each new teacher is assigned a mentor teacher from his/her grade level, and this professional pair meets per the requirements of the Master Contract. Additionally, the district pays for each new teacher to attend the Berrien RESA New Teacher Academy (if offered). This is a year-long commitment, and the participants learn about topics such as special education laws, CHAMPS, legal rights, parent/teacher conferences, and professional communication. As for the monetary compensation, although the district's salaries are on the lower end of the scale, the generous insurance benefits are emphasized.

Additionally, due to successful bond proposals, all areas at Merritt Elementary are either renovated or newly constructed. This renovation also allows for more technology due to more updated electrical systems. Our improved facility is an asset when recruiting new teachers.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Fortunately we do not have a high teacher turnover rate.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Our MiBLSi team morphed into our Focus School leadership team, and the team members lead staff in data discussions. This has improved our focused instruction for students. All staff have been trained in the CHAMPS classroom management system. Throughout the year, staff members attend training that is offered through various RESA's/ISD's for formative assessments, improvement of technology in the classroom, and Common Core instructional strategies for increasing student achievement in Reading and Math.

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

Discussions at grade level and staff meetings include how what was learned in their professional development has been used in individual classrooms, and staff members offer assistance where needed to fully understand/implement professional development knowledge. On-going PD has been planned to support initiatives in both Reading (IRIP support) and Math.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Merritt PD 2018-19

Component 6: Strategies to Increase Parental Involvement

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

Parents assisted in the creation of the Title I school-wide plan and are also part of the school improvement teams. Additionally, parents have helped create the current Title I parent/teacher compact. Parents also assisted in creating the parent involvement plan.

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

The Parent Involvement Plan is printed in the student handbook, which is distributed to all students at the beginning of the year. It can also be accessed on our school's website. The plan addresses communication, parenting, student learning, volunteering, school decision making and advocacy, and collaborating with community.

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

Parents respond to perception surveys, talk with teachers and building principal at parent/teacher conferences and throughout the school year. Based on this input, changes are made to the plan as needed.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Yes, and it is printed in the student handbook and posted on the school's website.	Merritt PIP

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

At the beginning of the school year, parents are given a survey to indicate ways that they can help at Merritt, whether it is at school or from home. Specific examples of ways to assist are given (i.e. uploading items to classroom websites, cutting out laminating, reading to/with a student) and an opportunity is given to volunteer for something that might not be listed.

Teachers actively request parental help in the classroom. Parents come in and read to students or have worked with small groups of students to assist with remediation (i.e. flash cards for mastery of math facts). Volunteer time is tracked, and our parents and community members have volunteered over 400 -500 hours of time last year. This does not include time for parties or chaperoning field trips. Volunteers are recognized at the end of the year with a certificate and a staff provided breakfast.

Additionally, after evening family events, parents are surveyed for what types of activities they would like to see happen. From those surveys we have created family nights for Math and Reading, Jammies in the Gym, and Kindergarten Earth Day celebration.

We have an active parent volunteer group called Partnership for Children, and these parents assist with a number of different activities, such

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as funding of assemblies and field trips and organizing different family events. Parents actively participate in chaperoning field trips and assisting with classroom parties. It is understood that these types of activities are not academic in nature, but it is also believed that if parents are comfortable assisting in this way, it could open up the door to more meaningful ways of volunteering.

Report cards are sent out quarterly and there are 2 sets of parent/teacher conferences. As students take district assessments (i.e. NWEA), results are disseminated to parents and discussed as needed.

Interpreters are available as needed for our LEP students, and they are used extensively during parent/teacher conferences. Documents are translated to families' native language so that our LEP families have a full understanding of school rules/procedures and their children's academic progress.

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

Parents provide information to staff and administration through surveys and discussions. That information is used to update the parent involvement plan as needed.

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

All survey results and information from discussions are taken in to consideration when decisions are made to improve our school

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

The School - Parent compact was developed in collaboration with parents, staff, and building administration. It is reviewed and revised as needed.

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

They are discussed at Open House and at Parent/Teacher conferences. All compacts must be signed and returned at the beginning of the school year.

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

We do not share with these schools as our students do not transition to this building.

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

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

We continuously offer to meet with families to discuss their child's progress, and translators are available to assist our families and staff communicate with each other.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Brandywine Schools operates a Great Start Readiness Preschool (GSRP) that is housed at Merritt Elementary. The location itself is part of the preschool transition. The parents and students are familiar with the school itself, and they are also familiar with the Kindergarten and office staff. The final home visit and conference for the program is focused on the transition from preschool to Kindergarten. Additionally, the preschool students spend an hour or 2 in a Kindergarten room toward the end of their school year and interact with the Kindergarten students and teacher. The preschool teacher has significant input when placing students in Kindergarten for the following year.

Each spring Merritt hosts a night for Kindergarten registration. Parents are invited to attend to learn about the school, complete paperwork, and tour the building. Later during the week the children return for assessment. The assessment is administered by a Kindergarten teacher so the parent has an opportunity to ask questions or express concerns. Additionally, the students have an opportunity to ride a school bus.

The first day of school for Kindergarten students is an orientation. Parents are invited (and expected) to attend. During this time the children start to become acclimated to the classroom with the reassurance of their parents being nearby. During the second half of the morning, parents will meet with the principal to discuss the transition and the upcoming year.

In addition to the GSRP program, there is a collaboration between the school and the local Head Start program. Merritt's principal has presented to the Head Start parents about transitioning to Kindergarten, and the Head Start students make an annual trip to Merritt to spend some time in the Kindergarten classrooms. Additionally, the Head Start teacher annually observes a Kindergarten teacher's classroom.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Our preschool teacher and assistant teacher attend quarterly training (at a minimum) at our local RESA, and at least one of the sessions is dedicated to transitional strategies. Appropriate information is shared with parents through newsletters, parent/teacher conferences, and home visits.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

The vision statement of the Brandywine Community Schools, "Committed to Every Student's Success," resonates through our approach to assessment. We believe structured, accurate, common assessments, coupled with data that is immediately available to us, will allow us to differentiate our instruction for every student. Teachers have input into the decisions regarding the use of school-based academic assessments. Teachers have created: rubrics for the K-2 writing portfolios and streamlined the MLPP assessments for each grade level. Newly adopted curriculum programs have assessments built in, and these programs are selected by a committee of teachers. Additionally, the MiBLSi initiative and Focus school requirements help with assessment decisions. As our staff has become more data-driven, the data has been used to ensure student success in content areas.

The administrator and teachers at Merritt are concerned with successful student and school performance at the preschool through 2nd grade level. Each spring, our incoming Kindergarten students are tested by using the Kindergarten Readiness ABC Inventory. This assessment has been highly favored by our Kindergarten teachers because it is easy to administer and provides timely results of each child's performance. Data of a student's strengths and weaknesses and achievement projections for the end of the student's Kindergarten year are generally accurate. A student's score guides teachers and administrators to determine placement in either the developmental or regular Kindergarten program at Merritt Elementary.

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

As teachers, it is paramount that we receive data in a timely manner. We regularly use our Pearson and Go Math assessments to gauge how well our students are learning the concepts we are teaching in the classroom on a day-to-day basis. Fountas and Pinnell data provides us with frequent and reliable information regarding reading growth throughout the school year. Delta Math screens students for Math deficiencies and strengths. Our Student Assistance Team (SAT) members rely on data from the classroom teachers' assessments, among other resources, to determine students' responses to interventions. Additionally, our district utilizes the NWEA-MAP test in the fall, winter, and spring of each year to measure academic growth in individual students. Utilizing growth and achievement data from the NWEA-MAP and other sources allows us to develop common instructional strategies and plan school improvement. Our assessment data provides us information on the effectiveness of our programs, which allows us to focus our teaching efforts on what we know is working and keeps us searching for better programs if or when student growth is not as substantial.

It is the combined data from NWEA, Delta Math, Fountas and Pinnell, as well as classroom performance that teachers and paraprofessionals scrutinize in order to determine a student's need for additional assistance through Title I. Multiple assessment sources yield a clearer picture of each student's strengths and weaknesses, which allows for the teacher and paraprofessionals to make precise placement decisions for individual learners. A student's performance in the Title I program is reviewed every 4 - 6 weeks to determine instruction and/or interventions.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Merritt Elementary has a Student Assistance Team (SAT) in place to assist teachers with implementing and assessing instructional interventions. This team typically meets on a monthly basis, and the team is comprised of the classroom teacher of the student being discussed, building principal, and possibly 1 or 2 Berrien RESA staff members (school psychologist and/or teacher consultant). The classroom teacher presents interventions that have been implemented and documentation of their effectiveness. The team then offers suggestions for different or continued interventions, and a plan is made for a follow up meeting to again discuss the student's progress. Typically the students that are referred to the SAT are receiving Title I services, so if at the follow up meeting it is determined that the student is not making sufficient progress, the student may be referred for special education testing. All of the students have continued access to all intervention programs.

Our Developmental Kindergarten (DK) program provides additional assistance to our "Young 5" students who are beginning school. The ABC Inventory is administered as a readiness screening prior to enrollment in Kindergarten, and the students are placed in classrooms based on data from the screening and parental discussion. (maintaining a balance of abilities, gender, and enrollment). At the beginning of the school year, placement in the DK program is rather fluid as students adjust to school and teachers are better able to assess their abilities. Based on these assessments some students are moved from DK into a Kindergarten classroom, while some Kindergarten students are moved to DK. Our Developmental Kindergarten (DK) program provides additional assistance to our "Young 5" students who are beginning school. The ABC Inventory is administered as a readiness screening prior to enrollment in Kindergarten, and the students are placed in classrooms based on data from the screening and parental discussion. (maintaining a balance of abilities, gender, and enrollment). At the beginning of the school year, placement in the DK program is rather fluid as students adjust to school and teachers are better able to assess their abilities. Based on these assessments some students are moved from DK into a Kindergarten classroom, while some Kindergarten students are moved to DK. The DK program is hands-on and literacy based. The teacher uses the Kindergarten Common Core standards as a guide for adequately progressing in the core curriculum, and assessments of these expectations are done every 4 to 6 weeks. When considering RTI progress, enrollment in our DK program is considered to be an intervention.

Additional assistance is also given to children prior to attending Kindergarten. Merritt Elementary offers an at-risk preschool (Great Start Readiness Program) for 4-year old children. Thirty-two children participate in this program that promotes exploration, literacy, and age-appropriate instruction. In 2018-19 GSRP will be a full day program and serving 16 students.

Parents are kept informed of their child's need for assistance through various means: daily planner, notes home, phone calls home, progress reports, parent/teacher conferences, report cards, and discussion of assessment results.

All of these aforementioned components are in place so that the students at Merritt Elementary are provided timely assistance in order to successfully achieve in the core curriculum.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

It is important for all Merritt Elementary students to successfully achieve in the core curriculum, so additional assistance is provided to those students who need extra help in order to do so. In addition to formal Title I programming, which includes a staff of 4 paraprofessionals, there is a full-time special education teacher and speech therapist on staff, as well as a part-time counselor. A Student Assistance Team (SAT) is also in place to assist teachers with reviewing the progress of struggling students and determining additional interventions.

Merritt Elementary implements the MiBLSi initiative will assist with identifying Tier II and Tier III interventions. Title I instruction is considered to be part of our Tier II interventions. Prior to receiving Title I services classroom teachers put in place a number of interventions through differentiated instruction. Staff has been provided with training on differentiated instruction. This training helped to focus and reinforce the different strategies that teachers had been using. Instruction is differentiated through small group work, study buddies, preferential seating, shortened assignments, behavior plans, visual clues, availability of manipulatives, and alternative assessments other than paper/pencil responses. Teachers are mindful of the Multiple Intelligences and lessons/activities are created to address them. Additionally, learning centers are the norm in classrooms so that the teacher can work with smaller groups of students for more intensive instruction. Classroom teachers and Title I paraprofessionals document the different interventions and their effectiveness to determine if additional assistance is needed.

Data is analyzed on a continual basis in order to make instructional decisions. The list of students receiving Title I services is fluid and based on the assessment results. Teachers also use data to determine if a SAT meeting needs to take place or if special education testing should be considered. Some examples of data analyzed are the effectiveness of interventions, end of unit tests, common grade-level assessments, Delta Math, and Northwest Evaluation Association (NWEA). Weekly staff and grade level meetings provide time for staff members to analyze the data and make instructional decisions. Daily common planning time allows 1st and 2nd-grade teachers the opportunity to meet and discuss the data and plan instruction. The Kindergarten staff does not have a common planning time, but they do talk regularly during their lunchtime and after school about student progress and effective instruction.

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

Merritt Elementary implements the MiBLSi initiative will assist with identifying Tier II and Tier III interventions. Title I instruction is considered to be part of our Tier II interventions. Prior to receiving Title I services classroom teachers put in place a number of interventions through differentiated instruction. Staff has been provided with training on differentiated instruction. This training helped to focus and reinforce the different strategies that teachers had been using. Instruction is differentiated through small group work, study buddies, preferential seating, shortened assignments, behavior plans, visual clues, availability of manipulatives, and alternative assessments other than paper/pencil responses. Teachers are mindful of the Multiple Intelligences and lessons/activities are created to address them. Additionally, learning centers are the norm in classrooms so that the teacher can work with smaller groups of students for more intensive instruction. Classroom teachers and Title I paraprofessionals document the different interventions and their effectiveness to determine if additional assistance is needed.

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

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

The Berrien County Health Department conducts hearing/vision screenings in our building.

Developmental Kindergarten is funded out of the general fund and provides an opportunity for our Young 5 students to build a strong educational foundation before moving on to the Kindergarten experience and its more rigorous curriculum.

Merritt offers GSRP preschool, and students in the preschool have a number of at-risk characteristics.

Summer programs are available to our students through our local libraries and we promote these opportunities. For the past 4 summers we have partnered with our local YMCA to offer Summer My Way, which provides Reading remediation instruction in the morning and enrichment activities in the afternoon.

Merritt welcomes parents and community business members to facilitate lessons in economics and personal savings through Junior Achievement and Learning to Save.

Lory's Place meets once a month with students who have had a death in the family and their focus is on helping children deal with grief.

Salvation Army sponsors "Feed My Sheep", which is a program that provides a backpack full of food for individual children to take home for the weekend. Having well fed students is important for student achievement.

Mobile Dentists come to Merritt twice a year to provide dental check-ups and reduced cost services for eligible children.

- Provides researched-based instructional strategies to ensure student success
- Highly qualified teachers are employed to instruct our students with disabilities populations.
- Professional opportunities are available for staff and funded through Title II.
- Recruiting and retaining Highly Qualified staff.
- Merritt Elementary uses GSRP funding for the preschool program for at-risk 4-year-olds.
- The district's food service program participates in the free and reduced lunch program.
- The Berrien County Health Dept. provides hearing screening tests.
- WalMart has provided eye exams and eyeglasses for financially needy students

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- Niles Service League and Kiwanis coordinate with the school to provide free boots and coats for needy students.
- Local churches provide food baskets to needy families at Thanksgiving and Christmas.
- MiChild brochures are made available to parents
- Psi Iota Xi sorority coordinates hearing screening for incoming Kindergarten students.
- Partnership for Children (PTO) members donate time to pop popcorn for funds that are used for assemblies and field trips
- MEEMIC consistently donates funds to support our in-district professional development days.
- Partnership for Children provides a free lunch to staff during Teacher Appreciation Week
- Teacher's Credit Union has provided funds and desserts for our in-district professional development.
- Andrews University offers free counseling for all students.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

- Paraprofessionals hired to assist with instruction in content areas for those students who are at risk of not meeting the State student academic achievement standards.
- Reading specialist works with small groups of children and facilitates adult learning through coaching this past year
- Money is set aside to assist any homeless students in our building.
- Professional development opportunities that support the building or district's school improvement plan are offered to building principal and Title I paraprofessionals through Title II funding.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The district's food service participates in the free and reduced meals program.

The building works with the Head Start administration to provide a smooth transition to Kindergarten.

Evaluation:

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

It is annually reviewed by staff, building administration, and parents.

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

Data is analyzed every 4 - 6 weeks to inform instruction and create fluid intervention groups. Data sources are Delta Math, Fountas and Pinnell, NWEA, end of unit tests, and common grade level assessments.

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

Data teams study data to look for any gaps or further needs of students. Data sources are Delta Math, SWIS, Fountas and Pinnell, NWEA, end of unit tests, and common grade level assessments.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The plan is revised after a review and analysis of the comprehensive needs assessment. Using this data, committees will summarize the results and collaboratively update this plan to ensure continuous improvement of students school wide.

Merritt SIP 2018-19

Overview

Plan Name

Merritt SIP 2018-19

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 Merritt Elementary will be proficient in Mathematics (v.08.01.18)	Objectives: 1 Strategies: 2 Activities: 16	Academic	\$17250
2	All students at Merritt Elementary will be proficient in Social Studies. (v.08.01.18)	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$3000
3	All students at Merritt Elementary will be proficient in English Language Arts (v.08.01.18)	Objectives: 1 Strategies: 2 Activities: 37	Academic	\$16500
4	All students at Merritt Elementary will be proficient in Science (v.08.01.18)	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$3000
5	All Students at Merritt Elementary will be successful in School (v08.01.18)	Objectives: 1 Strategies: 2 Activities: 13	Organizational	\$6000

Goal 1: All students at Merritt Elementary will be proficient in Mathematics (v.08.01.18)

Measurable Objective 1:

70% of All Students will increase student growth on NWEA assessments in Math in Mathematics by 06/28/2019 as measured by as measured by NEWA fall to spring growth on NWEA Math assessments.

Strategy 1:

Curriculum Updates/CCSS - The professional staff will continue to "unpack" the Common Core State Standards and use during Math instruction.

Category: Mathematics

Research Cited: CoreStandards.org; National Council of Teachers of Mathematics; Berrien RESA, professional staff inservices

Tier: Tier 1

Activity - Curriculum Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement newly adopted Math series.	Academic Support Program	Tier 1	Monitor	09/03/2013	06/28/2019	\$10000	General Fund	Classroom teachers

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will be trained in the Go Math series for Mathematics	Professional Learning	Tier 1	Monitor	09/08/2014	06/28/2019	\$0	General Fund	Classroom teachers, RESA Math consultant, and building administration

Activity - Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conferences offered through RESA's, State of Michigan, or professional organizations to improve the understanding of assessments.	Professional Learning	Tier 1	Implement	08/03/2015	06/28/2019	\$500	Title II Part A	Principals, Special Education Director, teachers, and superintendent.

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Strategy 2:

Student Support Systems - Professional staff will use data to determine identification of students who need additional Math supports to master Common Core standards.

Category: Mathematics

Research Cited: Master Instruction Strategies by Michael Lujan; Delta Math

Tier: Tier 2

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional staff will progress monitor students using Delta Math	Academic Support Program	Tier 1	Monitor	09/08/2015	06/28/2019	\$1000	General Fund	Classroom teachers and building administration.
Activity - Research Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Merritt staff will compile effective research-based Math interventions that can be used with students who are identified as needing additional assistance acquiring grade level Math skills based on identified power standards.	Academic Support Program	Tier 2	Getting Ready	09/08/2014	06/10/2016	\$1500	General Fund	Classroom teachers, Math committee members, and building administrator
Activity - Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each classroom will participate in the Math portion of Moby Max.	Technology	Tier 2	Implement	09/08/2014	06/28/2019	\$250	General Fund	Classroom teachers and building administrator
Activity - Title I paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Title I paraprofessionals will provide instructional interventions based on needs identified through assessments. Interventions are planned by the classroom teachers and implemented, with teacher guidance, by the paraprofessionals.	Academic Support Program	Tier 2	Monitor	08/01/2018	06/28/2019	\$0	Title I Part A	Building administration, Title I paraprofessionals, classroom teachers, Director of State and Federal Programs
Activity - Director of Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Director of Programs will coordinate and plan all Title I, II, III, and IV programs as well as 31A funded programs and Homeless Student services.	Academic Support Program	Tier 2	Implement	07/01/2018	06/28/2019	\$0	Title I Part C	Director of Programs, Superintendent, Building Principals
Activity - Math interventions.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Under the direction of the classroom teachers and building principals, students will receive assistance to master math concepts.	Direct Instruction	Tier 1	Implement	09/15/2014	06/28/2019	\$500	Title I Part A	Homeroom teachers, building principals, Title One paraprofessionals.
Activity - Paraprofessionals to assist with interventions.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I paraprofessionals are assigned to each elementary building to assist classroom teachers with focused interventions based on assessments.	Academic Support Program	Tier 2	Implement	08/27/2014	06/28/2019	\$500	Title I Part A	Title I paraprofessionals and building administrators
Activity - Intervention Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Technology will be used to give further academic support during intervention groups during Title I time. Students are identified for additional support by data from district and grade level assessments.	Technology	Tier 2	Implement	09/02/2014	06/28/2019	\$500	Title I Part A	Technology department , classroom teachers, Reading Specialist, Title I paraprofessionals, and building administration.
Activity - Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Under the direction of the building principal, students will receive regularly scheduled assistance to master math concepts.	Technology , Academic Support Program	Tier 2	Implement	09/05/2017	06/28/2019	\$500	Title I Part A	Homeroom teachers, building principals, Title One paraprofessionals, Director of Programs.
Activity - Title I paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I paraprofessionals will provide instructional interventions based on needs identified through assessments. Interventions are planned by the classroom teachers and implemented, with teacher guidance, by the paraprofessionals.	Academic Support Program	Tier 2	Implement	09/05/2017	06/28/2019	\$500	Title I Part A	Building administration, Title I paraprofessionals, classroom teachers, Director of State and Federal Programs
Activity - Director of Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Director of Programs will coordinate and plan all Title I, II, III, and IV programs as well as 31A funded programs and Homeless Student services.	Academic Support Program	Tier 2	Implement	07/03/2017	06/28/2019	\$500	Title I Part C	Director of Programs, Superintendent, Building Principals

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Activity - Director of Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Director of Programs will coordinate and plan all Title I, II, III and IV programs as well as 3!A funded programs and Homeless Student services.	Academic Support Program	Tier 3	Implement	07/03/2017	06/28/2019	\$500	Title I Part A	Director of Programs and District Superintendent
Activity - Title I paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will provide focused interventions based on student need determined through data analysis. Lessons are provided by classroom teachers or Reading Specialist.	Academic Support Program	Tier 2	Implement	09/05/2017	06/28/2019	\$500	Title I Part A	Building principals, classroom teachers, Reading Specialist, and Title I paraprofessionals

Goal 2: All students at Merritt Elementary will be proficient in Social Studies. (v.08.01.18)

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in Social Studies by 06/07/2019 as measured by the 3rd grade Reading M-Step or NWEA.

Strategy 1:

Curriculum Updates - Staff will update curriculum through the use of common assessments and curriculum alignment with Common Core.

Category: Social Studies

Research Cited: Mapping the Big Picture by Heidi Hayes Jacobs; Classroom Assessment and Grading that Works by Robert Marzano; Classroom Assessment for Student Learning by Richard Stiggins

Tier: Tier 1

Activity - Increasing Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement comprehension strategies through ELA instruction.	Direct Instruction	Tier 1	Implement	09/04/2012	06/14/2019	\$0	No Funding Required	Classroom teachers and Reading Specialist

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Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will create common assessments (formative/summative) and use the data to drive instruction.	Academic Support Program	Tier 1	Getting Ready	09/03/2013	06/14/2019	\$1000	General Fund	Classroom teachers and Social Studies committee members

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will vertically align the curriculum.	Academic Support Program	Tier 1	Implement	09/08/2015	06/14/2019	\$1000	General Fund	Classroom teachers, Social Studies committee members, and building administration

Strategy 2:

Instructional Strategies - Staff will use instructional strategies to increase student success.

Category: Social Studies

Research Cited: Classroom Instruction that Works by Ceri B Dean; Master Instruction Strategies by Michael Lujan

Tier: Tier 1

Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will use the state given vocabulary words used in civics education and generate others specifically to meet our students' needs.	Direct Instruction	Tier 1	Implement	09/03/2013	06/14/2019	\$1000	General Fund	Classroom teachers and Social Studies committee members

Goal 3: All students at Merritt Elementary will be proficient in English Language Arts (v.08.01.18)

Measurable Objective 1:

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80% of All Students will increase student growth on NWEA assessments in Reading in Reading by 06/30/2020 as measured by as measured by NEWA fall to spring growth on NWEA Reading assessments.

Strategy 1:

Research based interventions - Teachers will provide research-based interventions to students not at the grade level benchmarks on the NWEA test.

Category: English/Language Arts

Research Cited: Classroom Assessment and Grading that Work by Robert Marzano; Classroom Assessment for Student Learning by Richard Stiggins; Highly Engaged Classroom by Robert Marzano; Catching Readers Before They Fall: Supporting Readers Who Struggle by Pat Johnson and Katie Keier

Tier: Tier 2

Activity - Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will receive regular assistance in groups in order to achieve grade level reading performance	Technology , Academic Support Program	Tier 2	Implement	08/29/2017	06/28/2019	\$0	Title I Part A	Director of Programs, Building Principals, Homeroom Teachers, and Paraprofessionals

Activity - Director of Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Director of Programs will coordinate and plan all Title I, II, III and IV programs as well as 31A funded programs and Homeless Student services.	Technology , Academic Support Program	Tier 3	Implement	08/29/2017	06/28/2019	\$0	Title I Part A	Director of Programs and District Superintendent

Activity - Title I paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will provide focused interventions based on student need determined through data analysis. Lessons are provided by classroom teachers	Academic Support Program	Tier 2	Implement	08/29/2017	06/28/2019	\$0	Title I Part A	Building principals, classroom teachers and Title I paraprofessionals

Activity - A-Z Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provides reading material that matches students' reading level	Technology , Academic Support Program	Tier 2	Implement	08/29/2017	06/28/2019	\$0	Title I Part A	Classroom teachers, Title I paraprofessionals, and building administrators
Activity - Raz Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raz Kids provides literacy activities at students' reading level	Academic Support Program	Tier 2	Implement	08/29/2017	06/28/2019	\$0	Title I Part A	Classroom teachers, Title I paraprofessionals, and building administration
Activity - Classroom assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-risk specialists will assist core subject classroom teachers	Academic Support Program	Tier 2	Implement	09/05/2017	06/28/2019	\$500	Section 31a	At-risk specialists, teachers, building principals
Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend after school programs at all buildings and grade levels in order to attain grade level proficiency.	Technology , Academic Support Program	Tier 2	Implement	09/05/2017	06/14/2019	\$500	Section 31a	Grade level and Department Chairs, Principals, Superintendent, and Director of Programs.
Activity - At-risk specialist assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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At-risk specialists will assist students in small groups or individually in order to get them to grade level proficiency.	Academic Support Program	Tier 2	Implement	09/05/2017	06/14/2019	\$500	Section 31a	At-risk specialists, teachers, building principal
Activity - RNN Classroom Book Libraries	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This activity will provide book libraries for each classroom grades K-3. This is supported through the Reading now Network and Glenn. Bookcase benches will be purchased to support the books.	Academic Support Program	Tier 1	Implement	11/21/2017	06/28/2019	\$500	Title I Part A	Building Administrators Superintendent Instructional Leaders Director of State and Federal Programs
Activity - Chromebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This activity will provide us the ability to make technology available 1-1 for grades K-2. Each classroom will have enough chromebooks for small group and whole group learning.	Technology	Tier 1	Implement	11/21/2017	06/28/2019	\$500	Title I Part A	Director of Technology Instructional staff Building Principals Director of state and Federal programs
Activity - Stopping the Summer Slide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RNN suggests ways to prevent the summer slide in reading achievement. We will partner with Scholastic to provide books are their reading level and above to promote summer reading. We will offer family nights to exchange the books for higher reading levels.	Academic Support Program	Tier 1	Getting Ready	07/02/2018	06/28/2019	\$500	Title I Part A	Building Principals Teachers
Activity - Individual and group instruction.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Either in the homeroom, or in a pull-out setting, the aides or Reading Specialist will work with students individually or in groups to improve achievement in English Language Arts.	Direct Instruction	Tier 2	Implement	09/04/2014	06/28/2019	\$500	Title I Part A	Elementary principals, homeroom teachers, reading specialist, paraprofessionals.
Activity - Title I paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I paraprofessionals will assist K - 6 classroom teachers with focused Reading interventions based on assessments.	Academic Support Program	Tier 2	Monitor	08/27/2014	06/28/2019	\$500	Title I Part A	Title I paraprofessionals and building principals
Activity - Summer School for Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A summer school that focuses on Reading will be offered to those students in incoming grades 2nd - 4th that are identified through assessments that they need additional support in Reading to be at grade level. The program will include paraprofessionals, teachers, secretary, supplies, and transportation	Academic Support Program	Tier 2	Implement	07/13/2015	06/28/2019	\$500	Title I Part A	Building administrators, classroom teachers, and Reading Specialist
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attend professional development opportunities that present research based information/activities that focus on student engagement and interventions.	Professional Learning	Tier 2	Implement	09/04/2014	06/28/2019	\$500	Title II Part A	Administration and classroom teachers.
Activity - Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Identified students will receive regular assistance in groups in order to achieve grade level reading performance.	Technology , Academic Support Program, Direct Instruction	Tier 2	Implement	09/05/2017	06/28/2019	\$500	Title I Part A	Director of Programs, Building Principals, Homeroom Teachers, and Paraprofessionals
Activity - Summer School for Grades K-3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school sessions for reading improvement in grades K - 5.	Academic Support Program	Tier 2	Implement	07/10/2017	08/09/2019	\$500	Title I Part A	Elementary principals, Director Of Programs, teachers, paraprofessionals, and superintendent.
Activity - Imagine Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Imagine Learning will be used by targeted elementary school LEP students to help increase academic vocabulary.	Technology , Academic Support Program	Tier 2	Implement	09/05/2017	06/14/2019	\$500	Title III	Building principals and classroom teachers.
Activity - Reading support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following the curriculum council process, we will choose a computer application which has been shown to increase student reading scores.	Technology	Tier 1	Getting Ready	07/02/2018	06/28/2019	\$500	Title I Part A	Programs Director Teachers Building Principals

Strategy 2:

Staff PD & Training - Staff will be trained in effective teaching strategies to support early literacy.

Category: Early Learning

Research Cited: Classroom Instruction that Works by Ceri B Dean; Master Instruction Strategies by Michael Lujan

Tier: Tier 1

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Activity - Professional Development to improve engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will attend PD sessions at local, state and BRESA levels to learn assessment strategies. Specific conferences and workshops: Michigan Testing Conference in Ann Arbor, KRA training release time to attend conferences, release time to work with BRESA consultants, MACUL, MEMSPA state conference and Adaptive Schools Foundation Seminar at BRESA, attending Council for Exceptional Students, conference	Teacher Collaboration, Academic Support Program, Professional Learning, Direct Instruction	Tier 1	Implement	07/10/2017	06/14/2019	\$1000	Section 31a, Title II Part A	K-12 teachers, district administrators
Activity - Student Engagement Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sessions for four elementary teachers at BRESA, "The Art of Student Engagement".	Professional Learning	Tier 1	Implement	09/25/2017	06/01/2019	\$500	Title II Part A	Elementary teachers, building principals.
Activity - Data Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for each content area in data analysis from a state and local testing and updated training on state assessment type questions, learning to write common assessments, finding gaps in our instructions.	Academic Support Program, Direct Instruction	Tier 1	Getting Ready	01/08/2018	06/01/2019	\$500	Title II Part A	Superintendent Building Principal Curriculum Director Teaching Staff
Activity - PD for administrators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary principals to attend MEMSPA state conference	Academic Support Program	Tier 1	Implement	09/05/2017	06/14/2019	\$500	Title II Part A	Elementary building principals
Activity - Archetypes of change and leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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David Hulings form Hulings and Associates will provided professional development for our school administrators on the archetypes of change and leadership. Administrators will learn to be good leaders and embrace change. Purchase of his book to help drive the professional development.	Professional Learning	Tier 1	Getting Ready	11/29/2017	12/28/2018	\$500	Title I Schoolwide	Superintendent Curriculum Director School Administrators
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Activity - Reculturing Schools to Become Professional Learning communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Getting Started Reculturing Schools to Become Professional Learning Communities book will be purchased and a book study will be conducted with the Curriculum Director who has been trained in Professional Learning Communities. This is a pre-cursor for implementation of Professional Learning Communities for next school year.	Professional Learning	Tier 1	Getting Ready	01/01/2018	06/28/2019	\$500	Title II Part A	Superintendent Building Administrators District Administrators Curriculum Director

Activity - Student Response Essays	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At monthly department or grade level meetings, teachers will discuss and share writing instruction strategies.	Technology, Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	09/05/2017	06/07/2019	\$500	Section 31a	Grade level and Department Chairs, Principals, Superintendent, and Director of Programs.

Activity - MACUL Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development to learn how to integrate technology with instruction.	Teacher Collaboration, Professional Learning, Curriculum Development	Tier 1	Implement	03/07/2018	06/28/2019	\$500	Title II Part A	Administration and classroom teachers.

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

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This conference is for for a group of teachers to attend SIOp training held at Berrien RESA July 2018. While SIOp training has been consistently used for ESL student, the practices are great to use in the general classroom.	Academic Support Program	Tier 1	Getting Ready	12/04/2017	06/28/2019	\$500	Title II Part A	Building Administrators Director of State and Federal programs Instructional Staff
Activity - Literacy Symposium	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This is to send staff members to the Literacy Symposium held in March 2019 in Kalamazoo at Western Michigan University. Staff who attend will come back and share with the remainder of the staff.	Academic Support Program	Tier 1	Getting Ready	12/04/2017	06/28/2019	\$500	Title II Part A	Building Administrators Director of State and Federal Programs Staff members
Activity - MRA Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four professionals to attend MRA Conference in Grand Rapids, MI, March 2019	Academic Support Program, Professional Learning, Curriculum Development	Tier 2	Implement	03/17/2017	06/28/2019	\$500	Title II Part A	Building Principals, Classroom Teachers, Director of Programs
Activity - RNN Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This is for RNN activities such as Literacy Symposium, Building a strong Reading Foundation, Essential Instructional Practices for Reading. Teachers will attend these training(s) and share it with other members of each grade level.	Academic Support Program	Tier 1	Getting Ready	11/20/2017	06/28/2019	\$500	Title II Part A	Superintendent Building Principals Teaching Staff Curriculum Director
Activity - Literacy Leaders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff members will be sent to the K-1 Grade Literacy Leaders conference at Berrien Resa on Oct 30, and Nov 20th. Staff will learn literacy instructional practices and will come back and share and implement into classrooms.	Professional Learning	Tier 1	Getting Ready	09/10/2018	12/28/2018	\$500	Title II Part A	Instructional staff Building Administrators
Activity - Authentic Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will attend Authentic Writing in Grades K-5 at Berrien RESA on Oct 25th. Staff will learn effective practices to improve writing instruction.	Professional Learning	Tier 1	Getting Ready	09/10/2018	06/28/2019	\$500	Title II Part A	Building Principal Staff members Curriculum
Activity - IEP University	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will attend IEP university to learn the latest in what is required for and IEP and progress monitoring. They will also learn and practice how to write and implement goals.	Professional Learning	Tier 1	Getting Ready	09/10/2018	06/28/2019	\$500	Title II Part A	special Education staff Director of Special Education Building Principals
Activity - Phonic Fundamentals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will train in the Orton -Gillingham phonic training at the RESA on Aug 6-8th. They will learn about phonic fundamentals and phonological awareness and syllabication. Implementation of strategies will show an increase in students reading scores.	Professional Learning	Tier 1	Getting Ready	07/09/2018	06/28/2019	\$500	Title II Part A	Teaching staff Building Principal
Activity - Essential instructional practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This conference is part of the RNN. Staff members will learn to dig deeper around the K-3 reading essentials. Staff members will bring back information to share with others and implement instructional practices to increase reading scores.	Professional Learning	Tier 1	Getting Ready	07/09/2018	06/28/2019	\$500	Title II Part A	Teaching staff Building Principal
Activity - Professional Development for Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will attend professional development to address ELA interventions.	Academic Support Program	Tier 2	Getting Ready	08/04/2015	06/28/2019	\$500	Title II Part A	Classroom teachers and building administrators
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Goal 4: All students at Merritt Elementary will be proficient in Science (v.08.01.18)

Measurable Objective 1:

80% of All Students will demonstrate a proficiency level of 70% on each unit post test in Science by 06/14/2019 as measured by unit tests.

Strategy 1:

Use of Resources - Use of community resources for additional learning opportunities.

Category: Science

Research Cited: The Michigan Department of Education and the National Science Education Standards have endorsed the Battle Creek Science curriculum.

Tier: Tier 1

Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Merritt students will take field trips to local establishments to enrich/support classroom learning.	Field Trip, Academic Support Program	Tier 1	Implement	09/08/2015	06/14/2019	\$600	General Fund	Classroom teachers and building administrator

Activity - Science Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level (K - 2) will create a project to include in the Brandywine Elementary Science Fair, and it is to be done each Spring (every other year).	Extra Curricular, Academic Support Program	Tier 1	Implement	09/08/2015	06/14/2019	\$0	General Fund	Classroom teachers and Science committee members

Activity - Professional Training for Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Training for teachers MSTA for NGSS. Elementary : March 1-2	Professional Learning, Curriculum Development	Tier 1	Getting Ready	03/02/2018	06/28/2019	\$500	Title II Part A	One elementary teacher and one secondary science teacher. Principals and Director of Programs.
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Activity - Portable Stem Cart	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This activity is for creating a portable STEM Cart. One this cart will be many STEM activities such as little bits, snap circuits, just to name a few. We will also hold lunch & Learns for students to come use this portable steam cart. Teachers will also have professional development to use these projects in their classrooms. We will also add more mobile virtual reality class kits and related software.	Academic Support Program	Tier 1	Getting Ready	12/04/2017	06/28/2019	\$500	Title IV Part A	Technology Director building Principals Instructional Staff Superintendent Director of State and Federal Programs

Activity - Activity Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This activity will enable use to do an Activity Club (an after school activity (PE) club). During Activity Club we will discuss and demonstrate different ways to live a healthy lifestyle. Different activities will be completed and talk about the importance of staying active and encourage students to find activities they enjoy to help them stay active. We will also discuss and demonstrate how to make healthy dietary choices with a healthy choice snack each day	Other - After School PE program	Tier 1	Getting Ready	12/04/2017	06/28/2019	\$500	Title IV Part A	Elementary PE staff Building Principal

Activity - Add stem cart items	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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We purchase more items for the stem cart such as choas towers, 3-D pens, eblocx circuit builder, SAM classroom kits, backyard brains Interface, Ozobot classroom kit, and sphero mini education pack. Teachers will receive professional development to be able to use these items in their classroom	Supplemental Materials	Tier 1	Getting Ready	07/02/2018	06/28/2019	\$500	Title IV Part A	Teaching staff Building Principals Director of Technology Program Director
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Strategy 2:

Common Assessments - Use common assessments to guide instruction.

Category: Science

Research Cited: Classroom Assessment and Grading that Work by Robert Marzano; Classroom Assessment for Student Learning by Richard Stiggins

Tier: Tier 1

Activity - Post Test	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will assess students at the end of each unit.	Direct Instruction	Tier 1	Implement	09/09/2014	06/14/2019	\$0	General Fund	Classroom teachers

Activity - Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will review data from post tests at grade level meetings.	Academic Support Program	Tier 1	Implement	09/09/2014	06/14/2019	\$0	General Fund	Classroom teachers and building administrator

Strategy 3:

Technology - Students will have access to technology to improve understanding of Science concepts.

Category: Science

Research Cited: The Highly Engaged Classroom by Robert Marzano; Classroom Instruction that Works by Ceri B. Dean

Tier: Tier 1

Activity - Release Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Science team members will research developmentally appropriate technology tools that will support the Science curriculum.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/14/2019	\$400	General Fund	Science committee members and building administrator
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Goal 5: All Students at Merritt Elementary will be successful in School (v08.01.18)

Measurable Objective 1:

demonstrate a behavior improved success in attendance and classroom behavior by 06/28/2019 as measured by discipline and attendance records.

Strategy 1:

Staff Training - Teachers will be training in positive behavior supports to be directly implemented in classrooms and/or skills taught directly to students.

Category: School Culture

Research Cited: Positive Behavior Supports

Tier: Tier 1

Activity - Referral data tracking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will provide data showing the number of referrals per class or grade level and discuss with teachers strategies to encourage good class behavior.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/14/2019	\$0	No Funding Required	Building principals and teachers.

Activity - Creating Behavior Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify at-risk students, design behavior improvement plans for them, and implement those plans.	Behavioral Support Program, Professional Learning	Tier 2	Implement	09/05/2017	06/28/2019	\$500	Title II Part A	Building principals, classroom teachers, counselors, and special education teachers.

Activity - Classroom Management	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Merritt Elementary School

Teachers will attend Classroom management conference held at Berring RESA in Aug and October. Staff members will learn new techniques to ensure classrooms are a safe learning environment.	Professional Learning	Tier 1	Implement	07/02/2018	06/28/2019	\$500	Title II Part A	Teachers Building Principals
Activity - Positive attendance plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will set up plans for improved student attendance.	Behavioral Support Program, Academic Support Program, Parent Involvement	Tier 2	Implement	09/22/2017	06/28/2019	\$500	Section 31a	Teachers, counselors, and administrators
Activity - Homeless Set Aside	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Money will be set aside for identified homeless students in need of additional instruction before or after school.	Academic Support Program	Tier 2	Implement	08/31/2016	06/28/2019	\$500	Title I Part A	Building administrators District Homeless Liaison
Activity - TCI Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Therapeutic Crisis Intervention Training held locally for up to 15 staff members. This will be held in June, 2018 for 4 days. Teachers will learn de-escalation techniques and other classroom management skills.	Professional Learning	Tier 3	Implement	08/14/2017	06/28/2019	\$500	Section 31a	One teacher or administrator or TCI Trainers
Activity - Counselor assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Guidance counselors will assist students throughout the school year, including scheduled time before the year begins and after the last day of classes.	Career Preparation /Orientation , Behavioral Support Program, Teacher Collaborati on, Academic Support Program, Parent Involvement	Tier 2	Implement	08/01/2017	06/28/2019	\$500	Section 31a	Building principals and guidance counselors
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Activity - Professional Development for Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development sessions to address math interventions.	Academic Support Program	Tier 2	Getting Ready	08/05/2015	06/28/2019	\$500	Title II Part A	Classroom teachers and building administrators

Strategy 2:

Parent involvement - With increased parent involvement, families will be better able to support their children.

Category: School Culture

Research Cited: Mapp, Powerful Partnerships

Tier: Tier 1

Activity - Parent Connections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discussions at School Improvement, Department, and Grade Level meetings to improve parent support of academic growth. Transportation considered for some parents to attend conferences.	Academic Support Program, Parent Involvement	Tier 2		09/11/2017	06/28/2019	\$500	Section 31a	All teaching staff, all administration.

Activity - Make & Take Evening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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We will host a Parent night with Make & Take Activities for helping their child with Reading and math. Materials and supplies (paper, markers , books) to support these activities. Parents will be able to take the activities home and practice with their child. Snacks and drinks will be provided.	Academic Support Program	Tier 1	Getting Ready	11/21/2017	06/28/2019	\$500	Title I Part A	Building Principals Instructional Staff Director of State and Federal Programs
Activity - Class of 2031 parent orientation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of incoming kindergartners will be invited to an orientation meeting near the start of school. Parents will be informed about our literacy program as well as information regarding the 3rd grade reading bill. Information about IRIPs will also be shared.	Parent Involvement	Tier 1	Getting Ready	07/02/2018	06/28/2019	\$500	Title I School Improvement (ISI)	Building Principal Programs Director
Activity - Parent Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This night will include discussing title i services, parent compact, and Million Words kick off. The bookmobile will be here along with activities for parents to do at home.	Parent Involvement	Tier 1	Getting Ready	07/02/2018	06/28/2019	\$500	Title I Part A	Teachers Building Principals
Activity - Opening night -Title I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This night will include discussing title i services, parent compact, and Million Words kick off. The bookmobile will be here along with activities for parents to do at home.	Parent Involvement	Tier 1		08/29/2018	06/01/2019	\$500	Title I Part A	Teachers Building Principals

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
TCI Training	Therapeutic Crisis Intervention Training held locally for up to 15 staff members. This will be held in June, 2018 for 4 days. Teachers will learn de-escalation techniques and other classroom management skills.	Professional Learning	Tier 3	Implement	08/14/2017	06/28/2019	\$500	One teacher or administrator or TCI Trainers
Classroom assistance	At-risk specialists will assist core subject classroom teachers	Academic Support Program	Tier 2	Implement	09/05/2017	06/28/2019	\$500	At-risk specialists, teachers, building principals
Parent Connections	Discussions at School Improvement, Department, and Grade Level meetings to improve parent support of academic growth. Transportation considered for some parents to attend conferences.	Academic Support Program, Parent Involvement	Tier 2		09/11/2017	06/28/2019	\$500	All teaching staff, all administration.
Positive attendance plans	Staff members will set up plans for improved student attendance.	Behavioral Support Program, Academic Support Program, Parent Involvement	Tier 2	Implement	09/22/2017	06/28/2019	\$500	Teachers, counselors, and administrators

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Counselor assistance	Guidance counselors will assist students throughout the school year, including scheduled time before the year begins and after the last day of classes.	Career Preparation /Orientation , Behavioral Support Program, Teacher Collaboration, Academic Support Program, Parent Involvement	Tier 2	Implement	08/01/2017	06/28/2019	\$500	Building principals and guidance counselors
Student Response Essays	At monthly department or grade level meetings, teachers will discuss and share writing instruction strategies.	Technology , Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	09/05/2017	06/07/2019	\$500	Grade level and Department Chairs, Principals, Superintendent, and Director of Programs.
At-risk specialist assistance	At-risk specialists will assist students in small groups or individually in order to get them to grade level proficiency.	Academic Support Program	Tier 2	Implement	09/05/2017	06/14/2019	\$500	At-risk specialists, teachers, building principal
After School Program	Students will attend after school programs at all buildings and grade levels in order to attain grade level proficiency.	Technology , Academic Support Program	Tier 2	Implement	09/05/2017	06/14/2019	\$500	Grade level and Department Chairs, Principals, Superintendent, and Director of Programs.
Professional Development to improve engagement	Teachers and administrators will attend PD sessions at local, state and BRESA levels to learn assessment strategies. Specific conferences and workshops: Michigan Testing Conference in Ann Arbor, KRA training release time to attend conferences, release time to work with BRESA consultants, MACUL, MEMSPA state conference and Adaptive Schools Foundation Seminar at BRESA, attending Council for Exceptional Students, conference	Teacher Collaboration, Academic Support Program, Professional Learning, Direct Instruction	Tier 1	Implement	07/10/2017	06/14/2019	\$500	K-12 teachers, district administrators

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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Assessments	Each grade level will create common assessments (formative/summative) and use the data to drive instruction.	Academic Support Program	Tier 1	Getting Ready	09/03/2013	06/14/2019	\$1000	Classroom teachers and Social Studies committee members
Research Interventions	Merritt staff will compile effective research-based Math interventions that can be used with students who are identified as needing additional assistance acquiring grade level Math skills based on identified power standards.	Academic Support Program	Tier 2	Getting Ready	09/08/2014	06/10/2016	\$1500	Classroom teachers, Math committee members, and building administrator
Progress Monitoring	Professional staff will progress monitor students using Delta Math	Academic Support Program	Tier 1	Monitor	09/08/2015	06/28/2019	\$1000	Classroom teachers and building administration.
Post Test	Classroom teachers will assess students at the end of each unit.	Direct Instruction	Tier 1	Implement	09/09/2014	06/14/2019	\$0	Classroom teachers
Release Time	Science team members will research developmentally appropriate technology tools that will support the Science curriculum.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/14/2019	\$400	Science committee members and building administrator
Curriculum Alignment	Staff will vertically align the curriculum.	Academic Support Program	Tier 1	Implement	09/08/2015	06/14/2019	\$1000	Classroom teachers, Social Studies committee members, and building administration

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Data Review	Classroom teachers will review data from post tests at grade level meetings.	Academic Support Program	Tier 1	Implement	09/09/2014	06/14/2019	\$0	Classroom teachers and building administrator
Curriculum Implementation	Classroom teachers will implement newly adopted Math series.	Academic Support Program	Tier 1	Monitor	09/03/2013	06/28/2019	\$10000	Classroom teachers
Moby Max	Each classroom will participate in the Math portion of Moby Max.	Technology	Tier 2	Implement	09/08/2014	06/28/2019	\$250	Classroom teachers and building administrator
Science Fair	Each grade level (K - 2) will create a project to include in the Brandywine Elementary Science Fair, and it is to be done each Spring (every other year).	Extra Curricular, Academic Support Program	Tier 1	Implement	09/08/2015	06/14/2019	\$0	Classroom teachers and Science committee members
Training	Classroom teachers will be trained in the Go Math series for Mathematics	Professional Learning	Tier 1	Monitor	09/08/2014	06/28/2019	\$0	Classroom teachers, RESA Math consultant, and building administrator
Vocabulary	Classroom teachers will use the state given vocabulary words used in civics education and generate others specifically to meet our students' needs.	Direct Instruction	Tier 1	Implement	09/03/2013	06/14/2019	\$1000	Classroom teachers and Social Studies committee members
Field Trips	Merritt students will take field trips to local establishments to enrich/support classroom learning.	Field Trip, Academic Support Program	Tier 1	Implement	09/08/2015	06/14/2019	\$600	Classroom teachers and building administrator

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Referral data tracking	Principals will provide data showing the number of referrals per class or grade level and discuss with teachers strategies to encourage good class behavior.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/14/2019	\$0	Building principals and teachers.
Increasing Comprehension	Classroom teachers will implement comprehension strategies through ELA instruction.	Direct Instruction	Tier 1	Implement	09/04/2012	06/14/2019	\$0	Classroom teachers and Reading Specialist

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MACUL Conference	Professional development to learn how to integrate technology with instruction.	Teacher Collaboration, Professional Learning, Curriculum Development	Tier 1	Implement	03/07/2018	06/28/2019	\$500	Administration and classroom teachers.
PD for administrators	Elementary principals to attend MEMSPA state conference	Academic Support Program	Tier 1	Implement	09/05/2017	06/14/2019	\$500	Elementary building principals
Professional Development	Attend professional development opportunities that present research based information/activities that focus on student engagement and interventions.	Professional Learning	Tier 2	Implement	09/04/2014	06/28/2019	\$500	Administration and classroom teachers.
Professional Development for Interventions	Teachers will attend professional development to address ELA interventions.	Academic Support Program	Tier 2	Getting Ready	08/04/2015	06/28/2019	\$500	Classroom teachers and building administrators
Literacy Symposium	This is to send staff members to the Literacy Symposium held in March 2019 in Kalamazoo at Western Michigan University. Staff who attend will come back and share with the remainder of the staff.	Academic Support Program	Tier 1	Getting Ready	12/04/2017	06/28/2019	\$500	Building Administrators Director of State and Federal Programs Staff members

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Literacy Leaders	Staff members will be sent to the K-1 Grade Literacy Leaders conference at Berrien Resa on Oct 30, and Nov 20th. Staff will learn literacy instructional practices and will come back and share and implement into classrooms.	Professional Learning	Tier 1	Getting Ready	09/10/2018	12/28/2018	\$500	Instructional staff Building Administrators
Professional Development for Interventions	Teachers will attend professional development sessions to address math interventions.	Academic Support Program	Tier 2	Getting Ready	08/05/2015	06/28/2019	\$500	Classroom teachers and building administrators
Phonic Fundamentals	Staff members will train in the Orton -Gillingham phonic training at the RESA on Aug 6-8th. They will learn about phonic fundamentals and phonological awareness and syllabication. Implementation of strategies will show an increase in students reading scores.	Professional Learning	Tier 1	Getting Ready	07/09/2018	06/28/2019	\$500	Teaching staff Building Principal
Creating Behavior Plans	Identify at-risk students, design behavior improvement plans for them, and implement those plans.	Behavioral Support Program, Professional Learning	Tier 2	Implement	09/05/2017	06/28/2019	\$500	Building principals, classroom teachers, counselors, and special education teachers.
Assessment Training	Conferences offered through RESA's, State of Michigan, or professional organizations to improve the understanding of assessments.	Professional Learning	Tier 1	Implement	08/03/2015	06/28/2019	\$500	Principals, Special Education Director, teachers, and superintendent.
MRA Conference	Four professionals to attend MRA Conference in Grand Rapids, MI, March 2019	Academic Support Program, Professional Learning, Curriculum Development	Tier 2	Implement	03/17/2017	06/28/2019	\$500	Building Principals, Classroom Teachers, Director of Programs
IEP University	Staff members will attend IEP university to learn the latest in what is required for and IEP and progress monitoring. They will also learn and practice how to write and implement goals.	Professional Learning	Tier 1	Getting Ready	09/10/2018	06/28/2019	\$500	special Education staff Director of Special Education Building Principals

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Data Days	Training for each content area in data analysis from a state and local testing and updated training on state assessment type questions, learning to write common assessments, finding gaps in our instructions.	Academic Support Program, Direct Instruction	Tier 1	Getting Ready	01/08/2018	06/01/2019	\$500	Superintendent Building Principal Curriculum Director Teaching Staff
Essential instructional practices	This conference is part of the RNN. Staff members will learn to dig deeper around the K-3 reading essentials. Staff members will bring back information to share with others and implement instructional practices to increase reading scores.	Professional Learning	Tier 1	Getting Ready	07/09/2018	06/28/2019	\$500	Teaching staff Building Principal
Reculturing Schools to Become Professional Learning communities	Getting Started Reculturing Schools to Become Professional Learning Communities book will be purchased and a book study will be conducted with the Curriculum Director who has been trained in Professional Learning Communities. This is a pre-cursor for implementation of Professional Learning Communities for next school year.	Professional Learning	Tier 1	Getting Ready	01/01/2018	06/28/2019	\$500	Superintendent Building Administrators District Administrators Curriculum Director
Classroom Management	Teachers will attend Classroom management conference held at Berring RESA in Aug and October. Staff members will learn new techniques to ensure classrooms are a safe learning environment.	Professional Learning	Tier 1	Implement	07/02/2018	06/28/2019	\$500	Teachers Building Principals
Professional Development to improve engagement	Teachers and administrators will attend PD sessions at local, state and BRESA levels to learn assessment strategies. Specific conferences and workshops: Michigan Testing Conference in Ann Arbor, KRA training release time to attend conferences, release time to work with BRESA consultants, MACUL, MEMSPA state conference and Adaptive Schools Foundation Seminar at BRESA, attending Council for Exceptional Students, conference	Teacher Collaboration, Academic Support Program, Professional Learning, Direct Instruction	Tier 1	Implement	07/10/2017	06/14/2019	\$500	K-12 teachers, district administrators
SIOP Training	This conference is for for a group of teachers to attend SIOP training held at Berrien RESA July 2018. While SIOP training has been consistently used for ESL student, the practices are great to use in the general classroom.	Academic Support Program	Tier 1	Getting Ready	12/04/2017	06/28/2019	\$500	Building Administrators Director of State and Federal programs Instructional Staff

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Professional Training for Next Generation Science Standards	Training for teachers MSTA for NGSS. Elementary : March 1-2	Professional Learning, Curriculum Development	Tier 1	Getting Ready	03/02/2018	06/28/2019	\$500	One elementary teacher and one secondary science teacher. Principals and Director of Programs.
RNN Activities	This is for RNN activities such as Literacy Symposium, Building a strong Reading Foundation, Essential Instructional Practices for Reading. Teachers will attend these training(s) and share it with other members of each grade level.	Academic Support Program	Tier 1	Getting Ready	11/20/2017	06/28/2019	\$500	Superintendent Building Principals Teaching Staff Curriculum Director
Student Engagement Sessions	Sessions for four elementary teachers at BRESA, "The Art of Student Engagement".	Professional Learning	Tier 1	Implement	09/25/2017	06/01/2019	\$500	Elementary teachers, building principals.
Authentic Writing	Staff members will attend Authentic Writing in Grades K-5 at Berrien RESA on Oct 25th. Staff will learn effective practices to improve writing instruction.	Professional Learning	Tier 1	Getting Ready	09/10/2018	06/28/2019	\$500	Building Principal Staff members Curriculum

Title I Part C

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Director of Programs	Director of Programs will coordinate and plan all Title I, II, III, and IV programs as well as 31A funded programs and Homeless Student services.	Academic Support Program	Tier 2	Implement	07/01/2018	06/28/2019	\$0	Director of Programs, Superintendent, Building Principals
Director of Programs	Director of Programs will coordinate and plan all Title I, II, III, and IV programs as well as 31A funded programs and Homeless Student services.	Academic Support Program	Tier 2	Implement	07/03/2017	06/28/2019	\$500	Director of Programs, Superintendent, Building Principals

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Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Portable Stem Cart	This activity is for creating a portable STEM Cart. One this cart will be many STEM activities such as little bits, snap circuits, just to name a few. We will also hold lunch & Learns for students to come use this portable steam cart. Teachers will also have professional development to use these projects in their classrooms. We will also add more mobile virtual reality class kits and related software.	Academic Support Program	Tier 1	Getting Ready	12/04/2017	06/28/2019	\$500	Technology Director building Principals Instructional Staff Superintendent Director of State and Federal Programs
Activity Club	This activity will enable use to do an Activity Club (an after school activity (PE) club). During Activity Club we will discuss and demonstrate different ways to live a healthy lifestyle. Different activities will be completed and talk about the importance of staying active and encourage students to find activities they enjoy to help them stay active. We will also discuss and demonstrate how to make healthy dietary choices with a healthy choice snack each day	Other - After School PE program	Tier 1	Getting Ready	12/04/2017	06/28/2019	\$500	Elementary PE staff Building Principal
Add stem cart items	We purchase more items for the stem cart such as choas towers, 3-D pens, eblocx circuit builder, SAM classroom kits, backyard brains Interface, Ozobot classroom kit, and sphero mini education pack. Teachers will receive professional development to be able to use these items in their classroom	Supplemental Materials	Tier 1	Getting Ready	07/02/2018	06/28/2019	\$500	Teaching staff Building Principals Director of Technology Program Director

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Imagine Learning	Imagine Learning will be used by targeted elementary school LEP students to help increase academic vocabulary.	Technology , Academic Support Program	Tier 2	Implement	09/05/2017	06/14/2019	\$500	Building principals and classroom teachers.

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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I paraprofessionals	Paraprofessionals will provide focused interventions based on student need determined through data analysis. Lessons are provided by classroom teachers or Reading Specialist.	Academic Support Program	Tier 2	Implement	09/05/2017	06/28/2019	\$500	Building principals, classroom teachers, Reading Specialist, and Title I paraprofessionals
Chromebooks	This activity will provide us the ability to make technology available 1-1 for grades K-2. Each classroom will have enough chromebooks for small group and whole group learning.	Technology	Tier 1	Implement	11/21/2017	06/28/2019	\$500	Director of Technology Instructional staff Building Principals Director of state and Federal programs
Paraprofessionals to assist with interventions.	Title I paraprofessionals are assigned to each elementary building to assist classroom teachers with focused interventions based on assessments.	Academic Support Program	Tier 2	Implement	08/27/2014	06/28/2019	\$500	Title I paraprofessionals and building administrators
RNN Classroom Book Libraries	This activity will provide book libraries for each classroom grades K-3. This is supported through the Reading now Network and Glenn. Bookcase benches will be purchased to support the books.	Academic Support Program	Tier 1	Implement	11/21/2017	06/28/2019	\$500	Building Administrators Superintendent Instructional Leaders Director of State and Federal Programs
Opening night -Title I	This night will include discussing title i services, parent compact, and Million Words kick off. The bookmobile will be here along with activities for parents to do at home.	Parent Involvement	Tier 1		08/29/2018	06/01/2019	\$500	Teachers Building Principals
Parent Data Meetings	This night will include discussing title i services, parent compact, and Million Words kick off. The bookmobile will be here along with activities for parents to do at home.	Parent Involvement	Tier 1	Getting Ready	07/02/2018	06/28/2019	\$500	Teachers Building Principals

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Reading support	Following the curriculum council process, we will choose a computer application which has been shown to increase student reading scores.	Technology	Tier 1	Getting Ready	07/02/2018	06/28/2019	\$500	Programs Director Teachers Building Principals
Make & Take Evening	We will host a Parent night with Make & Take Activities for helping their child with Reading and math. Materials and supplies (paper, markers, books) to support these activities. Parents will be able to take the activities home and practice with their child. Snacks and drinks will be provided.	Academic Support Program	Tier 1	Getting Ready	11/21/2017	06/28/2019	\$500	Building Principals Instructional Staff Director of State and Federal Programs
Math interventions.	Under the direction of the classroom teachers and building principals, students will receive assistance to master math concepts.	Direct Instruction	Tier 1	Implement	09/15/2014	06/28/2019	\$500	Homeroom teachers, building principals, Title One paraprofessionals.
Summer School for Reading	A summer school that focuses on Reading will be offered to those students in incoming grades 2nd - 4th that are identified through assessments that they need additional support in Reading to be at grade level. The program will include paraprofessionals, teachers, secretary, supplies, and transportation	Academic Support Program	Tier 2	Implement	07/13/2015	06/28/2019	\$500	Building administrators, classroom teachers, and Reading Specialist
Title I paraprofessionals	Title I paraprofessionals will provide instructional interventions based on needs identified through assessments. Interventions are planned by the classroom teachers and implemented, with teacher guidance, by the paraprofessionals.	Academic Support Program	Tier 2	Implement	09/05/2017	06/28/2019	\$500	Building administration, Title I paraprofessionals, classroom teachers, Director of State and Federal Programs
Stopping the Summer Slide	RNN suggests ways to prevent the summer slide in reading achievement. We will partner with Scholastic to provide books at their reading level and above to promote summer reading. We will offer family nights to exchange the books for higher reading levels.	Academic Support Program	Tier 1	Getting Ready	07/02/2018	06/28/2019	\$500	Building Principals Teachers

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Summer School for Grades K-3	Summer school sessions for reading improvement in grades K - 5.	Academic Support Program	Tier 2	Implement	07/10/2017	08/09/2019	\$500	Elementary principals, Director Of Programs, teachers, paraprofessionals, and superintendent.
Reading Intervention	Identified students will receive regular assistance in groups in order to achieve grade level reading performance	Technology , Academic Support Program	Tier 2	Implement	08/29/2017	06/28/2019	\$0	Director of Programs, Building Principals, Homeroom Teachers, and Paraprofessionals
Title I paraprofessionals	Title I paraprofessionals will assist K - 6 classroom teachers with focused Reading interventions based on assessments.	Academic Support Program	Tier 2	Monitor	08/27/2014	06/28/2019	\$500	Title I paraprofessionals and building principals
Director of Programs	Director of Programs will coordinate and plan all Title I, II, III and IV programs as well as 31A funded programs and Homeless Student services.	Academic Support Program	Tier 3	Implement	07/03/2017	06/28/2019	\$500	Director of Programs and District Superintendent
Math Interventions	Under the direction of the building principal, students will receive regularly scheduled assistance to master math concepts.	Technology , Academic Support Program	Tier 2	Implement	09/05/2017	06/28/2019	\$500	Homeroom teachers, building principals, Title One paraprofessionals, Director of Programs.
Individual and group instruction.	Either in the homeroom, or in a pull-out setting, the aides or Reading Specialist will work with students individually or in groups to improve achievement in English Language Arts.	Direct Instruction	Tier 2	Implement	09/04/2014	06/28/2019	\$500	Elementary principals, homeroom teachers, reading specialist, paraprofessionals.
Director of Programs	Director of Programs will coordinate and plan all Title I, II, III and IV programs as well as 31A funded programs and Homeless Student services.	Technology , Academic Support Program	Tier 3	Implement	08/29/2017	06/28/2019	\$0	Director of Programs and District Superintendent

School Improvement Plan

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Raz Kids	Raz Kids provides literacy activities at students' reading level	Academic Support Program	Tier 2	Implement	08/29/2017	06/28/2019	\$0	Classroom teachers, Title I paraprofessionals, and building administration
A-Z Reading	Provides reading material that matches students' reading level	Technology , Academic Support Program	Tier 2	Implement	08/29/2017	06/28/2019	\$0	Classroom teachers, Title I paraprofessionals, and building administrators
Title I paraprofessionals	Title I paraprofessionals will provide instructional interventions based on needs identified through assessments. Interventions are planned by the classroom teachers and implemented, with teacher guidance, by the paraprofessionals.	Academic Support Program	Tier 2	Monitor	08/01/2018	06/28/2019	\$0	Building administration, Title I paraprofessionals, classroom teachers, Director of State and Federal Programs
Title I paraprofessionals	Paraprofessionals will provide focused interventions based on student need determined through data analysis. Lessons are provided by classroom teachers	Academic Support Program	Tier 2	Implement	08/29/2017	06/28/2019	\$0	Building principals, classroom teachers and Title I paraprofessionals
Reading Intervention	Identified students will receive regular assistance in groups in order to achieve grade level reading performance.	Technology , Academic Support Program, Direct Instruction	Tier 2	Implement	09/05/2017	06/28/2019	\$500	Director of Programs, Building Principals, Homeroom Teachers, and Paraprofessionals

School Improvement Plan

Merritt Elementary School

Intervention Technology	Technology will be used to give further academic support during intervention groups during Title I time. Students are identified for additional support by data from district and grade level assessments.	Technology	Tier 2	Implement	09/02/2014	06/28/2019	\$500	Technology department, classroom teachers, Reading Specialist, Title I paraprofessionals, and building administration.
Homeless Set Aside	Money will be set aside for identified homeless students in need of additional instruction before or after school.	Academic Support Program	Tier 2	Implement	08/31/2016	06/28/2019	\$500	Building administrators District Homeless Liaison

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Class of 2031 parent orientation	Parents of incoming kindergartners will be invited to an orientation meeting near the start of school. Parents will be informed about our literacy program as well as information regarding the 3rd grade reading bill. Information about IRIPs will also be shared.	Parent Involvement	Tier 1	Getting Ready	07/02/2018	06/28/2019	\$500	Building Principal Programs Director

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Archetypes of change and leadership	David Hulings from Hulings and Associates will provide professional development for our school administrators on the archetypes of change and leadership. Administrators will learn to be good leaders and embrace change. Purchase of his book to help drive the professional development.	Professional Learning	Tier 1	Getting Ready	11/29/2017	12/28/2018	\$500	Superintendent Curriculum Director School Administrators