



School Improvement Plan

Duncan Lake Early Childhood Center

Caledonia Community Schools

Megan Ballmer
9751 DUNCAN LAKE AVE SE
CALEDONIA, MI 49316-9411

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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 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Goals and Plans in ASSIST	

DLECC School Improvement Plan 19-20

Overview

Plan Name

DLECC School Improvement Plan 19-20

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Duncan Lake Early Childhood Center will improve school readiness behaviors through the school-wide implementation of Positive Behavior Interventions and Supports through the Multi-Tiered System of Supports (PBIS/MTSS).	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$3000
2	All parents will be partners in the education of their children at DLECC.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	All children will be proficient in reading.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$2500

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

Measurable Objective 1:

collaborate to implement PBIS/MTSS at DLECC by 07/01/2024 as measured by the TFI assessment..

Strategy 1:

Increase fidelity of implementation - Fidelity of Tier 1 PBIS implementation will be address through ongoing staff PD (revision of matrix and teaching tools) and regularly scheduled PBIS team mtgs. with feedback given at monthly school wide meeting. The TFI will be administered in the fall of 2018 as a baseline fidelity measure.

Category: Early Learning

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

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

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

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

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

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

Bradshaw, C., Mitchell, M., & Leaf, P. (in press). Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from

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a randomized controlled effectiveness trial in elementary schools. Journal of Positive Behavior Interventions.

This randomized control trial documents experimentally that implementation of SWPBIS was related to (a) high fidelity of implementation, (b) reduction in office discipline referrals, (c) reduction in suspensions, and (c) improved fifth grade academic performance.

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

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

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

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

Tier: Tier 1

Activity - PLCs and Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will attend grade level PLCs and professional development	Behavioral Support Program	Tier 1	Implement	08/01/2019	07/01/2024	\$3000	General Fund	PBIS Implementation Team Classroom teachers

Activity - Behavior Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A common data collection system called SWIS will be implemented to record student discipline data.	Technology	Tier 1	Implement	08/01/2019	08/01/2021	\$0	Title I School Improvement (ISI), No Funding Required	All teachers record and submit to building principal for entering into SWIS.

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Activity - Social Emotional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DLECC staff will use the Social Thinking curriculum to support Social Emotional Learning through the use of read aloud and classroom activities.	Behavioral Support Program	Tier 1	Implement	08/01/2019	07/01/2024	\$0	General Fund	All DLECC staff.

Activity - Career Preparation/Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Michigan Career Development Model will be integrated into Tier 1 into applicable lessons. (ex. college apparel days, classroom project focusing on careers, guest speakers, exploration play around Career Zones	Career Preparation /Orientation	Tier 1	Getting Ready	08/20/2019	07/01/2024	\$0	General Fund	DLECC staff will support career awareness at the Early Childhood level.

Goal 2: All parents will be partners in the education of their children at DLECC.

Measurable Objective 1:

collaborate to provide opportunities for parents to be active participants in the education of their children, by 08/01/2021 as measured by parents perception surveys..

Strategy 1:

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

Category: School Culture

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

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

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

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

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

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

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

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

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

Tier: Tier 1

Activity - Parent Education and Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Volunteer opportunities Parent education (SPS) Parent groups (SPS, ECSE, parent welcome events)	Community Engagement	Tier 1	Implement	08/01/2017	08/01/2021	\$0	No Funding Required	DLECC principal and staff

Goal 3: All children will be proficient in reading.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in early literacy in Reading by 07/01/2024 as measured by common assessments.

Strategy 1:

Implement Essential Components of Early Literacy - Staff will receive ongoing training in the essential components of early literacy.

Category: Early Learning

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

Tier: Tier 1

Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will identify assessment tools for monitoring student progress. They will administer a pre and post test. Teacher will compile the data collected. Young Fives teachers will use MLPP and DIBELS. Preschool teachers will use the PELI and the Brigance. ECSE teachers will use the Brigance.	Curriculum Development	Tier 1	Implement	08/01/2017	08/01/2021	\$0	Title II Part A	All teachers

Activity - Implement Early Literacy Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate on planning, instructing, and analyzing the use of the Pre-Kindergarten Literacy Essentials and Core Knowledge Language Arts (CKLA) program to teach early literacy standards.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/01/2019	07/01/2024	\$2500	General Fund	All DLECC staff.

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Activity - Literacy Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of MLPP and DIBELs assessments, building-wide reading assessment schedules, interventions, data review, and determine student baseline data sources for setting future building reading goals.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/01/2017	07/01/2024	\$0	No Funding Required	Administrators and teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior Data Collection	A common data collection system called SWIS will be implemented to record student discipline data.	Technology	Tier 1	Implement	08/01/2019	08/01/2021	\$0	All teachers record and submit to building principal for entering into SWIS.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Collection	All teachers will identify assessment tools for monitoring student progress. They will administer a pre and post test. Teacher will compile the data collected. Young Fives teachers will use MLPP and DIBELs. Preschool teachers will use the PELI and the Brigance. ECSE teachers will use the Brigance.	Curriculum Development	Tier 1	Implement	08/01/2017	08/01/2021	\$0	All teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Preparation/Orientation	The Michigan Career Development Model will be integrated into Tier 1 into applicable lessons. (ex. college apparel days, classroom project focusing on careers, guest speakers, exploration play around Career Zones	Career Preparation /Orientation	Tier 1	Getting Ready	08/20/2019	07/01/2024	\$0	DLECC staff will support career awareness at the Early Childhood level.

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Implement Early Literacy Curriculum	Teachers will collaborate on planning, instructing, and analyzing the use of the Pre-Kindergarten Literacy Essentials and Core Knowledge Language Arts (CKLA) program to teach early literacy standards.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/01/2019	07/01/2024	\$2500	All DLECC staff.
PLCs and Professional Development	All teachers will attend grade level PLCs and professional development	Behavioral Support Program	Tier 1	Implement	08/01/2019	07/01/2024	\$3000	PBIS Implementation Team Classroom teachers
Social Emotional Learning	DLECC staff will use the Social Thinking curriculum to support Social Emotional Learning through the use of read aloud and classroom activities.	Behavioral Support Program	Tier 1	Implement	08/01/2019	07/01/2024	\$0	All DLECC staff.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior Data Collection	A common data collection system called SWIS will be implemented to record student discipline data.	Technology	Tier 1	Implement	08/01/2019	08/01/2021	\$0	All teachers record and submit to building principal for entering into SWIS.
Literacy Assessments	Use of MLPP and DIBELS assessments, building-wide reading assessment schedules, interventions, data review, and determine student baseline data sources for setting future building reading goals.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/01/2017	07/01/2024	\$0	Administrators and teachers
Parent Education and Support	Volunteer opportunities Parent education (SPS) Parent groups (SPS, ECSE, parent welcome events)	Community Engagement	Tier 1	Implement	08/01/2017	08/01/2021	\$0	DLECC principal and staff