



# **School Improvement Plan**

## **Sheldon Pines School**

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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 2019-2020 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Goals and objectives have been updated through ASSIST. See goals and plans in ASSIST.	

# **2019-20 Literacy Improvement Plan**

## Overview

### Plan Name

2019-20 Literacy Improvement Plan

### Plan Description



## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students at Sheldon Pines School will show growth in the area of literacy.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$3500
2	Students at Sheldon Pines School will show growth in mathematics.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$14500

# Goal 1: Students at Sheldon Pines School will show growth in the area of literacy.

## Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior of exploring and manipulating literacy materials such as books, online programs, apps, and coaching. in English Language Arts by 06/01/2020 as measured by a monthly pacing guide, meeting minutes, and purchase requests. .

## Strategy 1:

Reinforcing access of literacy materials - Staff will offer more opportunities for students to access literacy materials throughout the day. This will come in the form of an updated school library, designated school-wide reading times, and allocation of resources. Due to the at-risk population that occupies Sheldon Pines School, staff will be expected to reinforce efforts of students to access reading, writing, and other literacy materials. Most students see reading and writing as an aversive activity, therefore, Sheldon Pines staff will be increasing the availability of literacy materials coupled with an intention to make literacy enjoyable.

Category: English/Language Arts

Research Cited: Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

Reinforcing Effort and Providing Recognition Generalizations From Research

1. Not all students realize the importance of believing in effort. 2. Students can learn to operate from a belief that effort pays off even if they do not initially have this belief. 3. Rewards do not necessarily have a negative effect on intrinsic motivation. 4. Reward is most effective when it is contingent on the attainment of some standard of performance. 5. Abstract symbolic recognition (praise) is more effective than tangible rewards (candy, money).

"Out-of-School" Programs (extended learning) offer a promising approach to enhancing students' academic skills and to closing the achievement gap.

Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J.(2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Tier: Tier 1

Activity - School-wide increase of literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Create a pacing guide for monthly literacy objectives, team with ISD literacy coaches for teaching training, and allocate resources to increase literacy materials.	Other - Increase of all literacy practices and materials		Getting Ready	10/01/2019	06/01/2020	\$3500	Special Education	Teaching staff, instructional assistants, teacher consultant, ISD literacy coaches and school director
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## Goal 2: Students at Sheldon Pines School will show growth in mathematics.

### Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency to be closer to grade level, or make gains to become closer to grade level in Mathematics by 06/01/2020 as measured by Classroom summative and formative assessments, benchmarking and progress monitoring assessments, Delta Math and Big Ideas Math..

### Strategy 1:

Reinforcing Effort and Providing Recognition - Staff will provide opportunities for this at-risk population to learn necessary foundational skills that are currently lagging using Delta Math screeners. In addition, staff will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Staff will also use Big Ideas Math to gather baseline, teacher, monitor progress, and assess for growth during the 2015-2016 school year.

### Category:

Research Cited: Reinforcing Effort and Providing Recognition Generalizations From Research

1. Not all students realize the importance of believing in effort. 2. Students can learn to operate from a belief that effort pays off even if they do not initially have this belief. 3. Rewards do not necessarily have a negative effect on intrinsic motivation. 4. Reward is most effective when it is contingent on the attainment of some standard of performance. 5. Abstract symbolic recognition (praise) is more effective than tangible rewards

Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

"Out-of-School" Programs (extended learning) offer a promising approach to enhancing students' academic skills and to closing the achievement gap.

Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J.(2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

### Tier:

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Activity - Instructional emphasis at SPS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily course offerings will emphasize mathematical instruction. Teachers will utilize assessment data from Delta Math to identify lagging skills that will be targeted through differentiated instruction. The 9-12th graders will access Big Ideas.	Direct Instruction			09/08/2015	06/10/2016	\$14500	Special Education	Teaching staff, instructional assistants, teacher consultant and Director

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional emphasis at SPS	Daily course offerings will emphasize mathematical instruction. Teachers will utilize assessment data from Delta Math to identify lagging skills that will be targeted through differentiated instruction. The 9-12th graders will access Big Ideas.	Direct Instruction			09/08/2015	06/10/2016	\$14500	Teaching staff, instructional assistants, teacher consultant and Director
School-wide increase of literacy	Create a pacing guide for monthly literacy objectives, team with ISD literacy coaches for teaching training, and allocate resources to increase literacy materials.	Other - Increase of all literacy practices and materials		Getting Ready	10/01/2019	06/01/2020	\$3500	Teaching staff, instructional assistants, teacher consultant, ISD literacy coaches and school director