



# **School Improvement Plan**

Hanover-Horton Elementary School

Hanover-Horton Schools

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# Executive Summary

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Hanover-Horton Elementary is a Kindergarten thru fifth grade building, which houses 500 students and a little under 50 staff members. We are located in the village of Hanover and have a small-town community feeling. We have strong support from our community and receive great parental participation at all of our activities. Even though our numbers have increased somewhat in the area of free and reduced lunch, we are still maintaining or increasing our achievement scores. We have a very dedicated staff who continue to keep up with research and best practices, which is evident in our data.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Vision Statement:

Creating a better world, one student at a time.

Mission Statement:

The Hanover-Horton School District will maintain an exemplary learning environment, empowering our students to be successful in a global society. Moral character and academic achievement will be attained through strong leadership and quality instruction, enabling all students to reach their maximum potential in our safe and caring schools.

Belief Statements:

We believe every student can learn.

We believe personal achievement enhances self-worth.

We believe in setting high expectations for all students.

We believe all people have a basic right to be treated equitably and with dignity.

We believe strong schools and strong community complement each other and lead to success for all.

We believe everyone is entitled to live, learn and work in a safe and orderly environment.

We believe a technologically-rich environment is necessary for 21st century learners.

We believe honesty, responsibility, respect, kindness and healthy life styles are components of a well-educated student.

We believe in continuous educational improvement and refuse to accept the status quo.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

This year our district showed the greatest improvement on our state assessment compared to other districts in our county. With the new cut scores that came out, we are trying to bounce back to the number of proficient students we used to see. We are making gradual improvements, except in the area of science. Within the next three years, we are looking to continue improving our scores and adapting to the new types of questions that will be coming out. Our plans are to continue to focus on informational text, comprehension, number fluency, geometry, science and social studies, which will in turn raise our number of proficient students in each of the content areas so that we will be working towards the expectation that 85% will be proficient by the year 2021-2022.

## **Additional Information**

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

Hanover-Horton Elementary is truly where you will find that "A great start does make a difference!"

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Stakeholders were chosen so that every grade level was represented and each curriculum chair was present. Prior to this meeting, curriculum chairs met with each of their committees to gather input to supply in the school improvement plan. Parents were also chosen based on availability. Since one of our stakeholders became ill during our meeting dates, we took the information to her to get her input.

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

Kindergarten Teacher  
First Grade Teacher/Math Chair  
Second Grade Teacher/School Improvement Chair  
Third Grade Teacher/Data Coach  
Third Grade Teacher/Social Studies Chair  
Fourth Grade Teacher/ELA Chair  
Fifth Grade Teacher/Science Chair  
Principal  
Parent - College Coordinator  
Parent - Preschool Teacher

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

We all worked together to enter our plan in ASSIST. The plan will be roled out to staff at the beginning of the year. The School Improvement Team will meet monthly to discuss our plan and will continue to receive input from the rest of the staff. Whenever one of the stakeholders is unable to make one of the meetings, information will be provided to them to keep them up-to-date with our information. Data will be referred to on a quarterly basis and discussed at the monthly meeting closest to that time.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (\*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

## **Student Enrollment Data**

### **How do student enrollment trends affect staffing?**

Depending on our enrollment, staff is configured from that. Our numbers have been declining, which means the number of staff is also declining. For the past couple of years we have been operating split classrooms to adjust to our enrollment numbers.

### **How do student enrollment trends affect staff recruitment?**

Due to enrollment trends, we have not had the need to recruit staff. A few have retired and we have been moving staff around from within to cover the positions.

### **How do student enrollment trends affect budget?**

The student enrollment trends are running in a fashion similar to our budget; both are declining. We barely have enough to make ends meet, which forces us to have split classrooms or large-size classrooms.

### **How do student enrollment trends affect resource allocations?**

Even though we are seeing more students who qualify for free or reduced lunch, we are not seeing an increase in allocations.

### **How do student enrollment trends affect facility planning and maintenance?**

With enrollment trends, our number of classrooms needed has declined and we are able to use them more for RTI, Title, and lease for preschool.

### **How do student enrollment trends affect parent/guardian involvement?**

We have always had great parental involvement at the elementary level and we have not saw that change due to a decline in student numbers.

### **How do student enrollment trends affect professional learning and/or public relations?**

Each year, we generally lose as many as we gain. With some, we are seeing the need for more interventions/differentiation, which are requiring us to look in other directions for our professional learning.

### **What are the challenges you noticed based on the student enrollment data?**

Even though our numbers continue to decline, which is common with our county schools, our budget continues to fall each year due to no increase in per pupil foundation money. With this being said, we are being forced to opening splits and/or having larger class sizes.

### **What action(s) will be taken to address these challenges?**

We will try and continue to operate with the funding we have and offer the best resources we can to our students. Also, we try to maintain as low of class sizes we possibly can to allow every student the opportunity to learn. For the past several years we have made numerous cuts, but continue to maintain what benefits the students.

### **What are the challenges you noticed based on student attendance?**

The students who really need the instruction and intervention are often the ones absent, which prohibits us from providing the necessary services. Overall, though, our daily student attendance is very high.

### **What action(s) will be taken to address these challenges?**

We continue to publicly advertise the school of choice option. Recently, we held a school of choice open house. Our website and Facebook page also advertise all that we have going at our school. As far as attendance, whenever it is determined that we have a health issue, our maintenance department is quick to respond to wipe down the rooms and other areas to prevent others from coming down with it as well. With our very dedicated staff, we don't let money get in our way; we continue to offer the best education we possibly can.

## **Student Achievement Data for All Students**

This area includes data questions.

### **Which content area(s) indicate the highest levels of student achievement?**

Reading seems to be the area where we find the highest levels of student achievement.

### **Which content area(s) show a positive trend in performance?**

Math and reading are the two content areas where we see a positive trend in performance.

### **In which content area(s) is student achievement above the state targets of performance?**

Reading, math and writing

### **What trends do you notice among the top 30% percent of students in each content area?**

They have good reasoning and vocabulary skills, good number sense, and they are kids who read a lot, are creative thinkers, and have good expressive language skills.

### **What factors or causes contributed to improved student achievement?**

Strategies we are focusing on, interventions that are provided, progress monitoring and differentiation

### **How do you know the factors made a positive impact on student achievement?**

Evidence of this can be found with the data we keep throughout and at the end of the year.

### **Which content area(s) indicate the lowest levels of student achievement?**

Science, which we have a hard time understanding. In the past, we used to be at the opposite end; we were in the 90% range and now we are at the 10th or 11th percentile.

### **Which content area(s) show a negative trend in achievement?**

I can't really say that we have an area that shows a negative trend; we would just like to see our percentages like they used to be in the past.

**In which content area(s) is student achievement below the state targets of performance?**

Science and social studies

**What trends do you notice among the bottom 30% of students in each content area?**

They have a hard time reading the information; they struggle applying the information; and a lot feel that social studies is boring

**What factors or causes contributed to the decline in student achievement?**

The same amount of time is not spent on social studies and science at the elementary level; there's more of a focus on reading and math. We need to get the students to work on applying more of the knowledge they've learned.

**How do you know the factors made a negative impact on student achievement?**

The time and number of days that these content areas were taught in the lesson plans. Also, thru discussion held with various staff members.

**What action(s) could be taken to address achievement challenges?**

We are looking to integrate more of the social studies and science in with the other areas, which will allow us to visit this more often than in the past. More application of knowledge will also be worked on.

## Subgroup Student Achievement

**Statement or Question:** Which subgroup(s) show a trend toward increasing overall performance?

**Response:**

- White
- Male
- Female
- Economically Disadvantaged

**Statement or Question:** For which subgroup(s) is the achievement gap closing?\*

**Response:**

- Male
- Female

**In what content areas is the achievement gap closing for these subgroups?\***

Reading and writing

**How do you know the achievement gap is closing?\***

By looking at our data and comparing the last couple of years

**What other data support the findings?**

local data and the STAR are showing similar findings

**What factors or causes contributed to the gap closing? (Internal and External)\***

Our new programs and strategies we're using for both reading and writing. We're also requiring that so many minutes in reading be done for each month which can be averaged out per day. Our new AR program allows students the opportunities to take tests on most if not all books.

**How do you know the factors made a positive impact on student achievement?**

Because of the results that we're seeing in local and state data

**What actions could be taken to continue this positive trend?**

Continue to focus on our data (progress monitor) and work on the areas where we students are weak. We will continue to emphasize the strategies we've been working on, and will look for more reading and writing across the curriculum.

**Statement or Question:**Which subgroup(s) show a trend toward decreasing overall performance?

**Response:**

- Students with Disabilities

**Statement or Question:**For which subgroup(s) is the achievement gap becoming greater?\*

**Response:**

- Economically Disadvantaged

**In what content areas is the achievement gap greater for these subgroups?\***

Specifically 5th grade math

**How do you know the achievement gap is becoming greater?\***

Referring to several sources of data

**What other data support the findings?\***

By local and STAR data

**What factors or causes contributed to the gap increasing? (Internal and External)\***

An increase in our free and reduced lunch students

**How do you know the factors lead to the gap increasing?\***

Our percentage of students of free and reduced lunch students has increased over 20% within the last 10 years.

**What actions could be taken to close the achievement gap for these students?\***

Continue with our after-school math program for at-risk students and use more of our Title time with math and not just reading

**How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?**

N/A

**How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?**

Due to guidelines specifying that we cannot leave students with disabilities out of at-risk programs, they are invited to attend all that we offer.

**How are students designated 'at risk of failing' identified for support services?**

Students are identified by referring to the Title/At-risk form that needs to be completed before running any type of at-risk program. From this form, we refer to our data to see who meets the criteria.

**What Extended Learning Opportunities are available for students (all grade configurations respond)?**

After-school Math, Summer School, and Night Lights

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	10.0

**What is the school doing to inform students and parents of Extended Learning Opportunities?**

Letters of invitation are sent home, sometimes even two or three times. Staff will also call and talk specifically with the parents if they feel the student would definitely benefit from it.

Label	Question	Value
	What is the total FTE count of teachers in your school?	26.75

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Label	Question	Value
	How many teachers have been teaching 0-3 years?	2.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	7.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	7.0

Label	Question	Value
	How many teachers have been teaching >15 years?	11.0

### What impact might this data have on student achievement?

With the number of teachers that we have at 9 or more years of teaching, we are figuring out what's working and keeping up with the latest research and best practices, which is helping us increase our achievement scores each year. With our ones below 9 years of teaching, we are looking to them for new ideas/strategies.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	59.5

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	218.0

### What impact might this data have on student achievement?

It has been said that the more a teacher is out of the classroom, the less likely the consistency, which can hurt student achievement. On the other hand, if a staff member is out for professional learning, they're bringing back the latest and greatest. Something that helps is getting a sub that knows your procedures, routines and curriculum, but sometimes that's not always possible especially with the shortage of subs.

## **Perception Data - Students**

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

Specials and recess

**Which area(s) show a positive trend toward increasing student satisfaction?**

Having a choice; kinesthetic type activities; artistic type activities

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

Lecture/whole group instruction

**Which area(s) show a trend toward decreasing student satisfaction?**

writing and anything with a written response question

**What are possible causes for the patterns you have identified in student perception data?**

Not enough practice and not enough tools in their toolbox

**What actions will be taken to improve student satisfaction in the lowest areas?**

Help them find a love for writing; provide positive reinforcement to the students; write in all subject areas to see that a simple ticket out the door can be a form of writing; more time to practice

## Perception Data – Parents/Guardians

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

Communication; curriculum; environment of the building

**Which area(s) show a trend toward increasing parents/guardian satisfaction?**

Technology; extra-curricular activities; Facebook, website, teacherlists.com information

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

Discipline and security procedures; communication plan when we lose power

**Which area(s) show a trend toward decreasing parents/guardian satisfaction?**

When new situations arise and not having a set plan; challenging gifted and talented students

**What are possible causes for the patterns you have identified in parent/guardian perception data?**

Needing more resources for gifted and talented; not foreseeing situations that have occurred

**What actions will be taken to increase parent/guardian satisfaction in the lowest areas?**

Looking to provide more services to our gifted and talented students. Finding a way to communicate with parents when our phones go out. Keep our parents in the loop with new procedures (i.e. security).

## **Perception Data – Teachers/Staff**

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

Common planning time, common disciplinary procedures, availability of committees

**Which area(s) show a trend toward increasing teacher/staff satisfaction?**

team building activities, common planning time, supportive PTA, new half-day schedule

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

Good support with technology, funding/resources, Title support

**Which area(s) show a trend toward decreasing teacher/staff satisfaction?**

Class sizes; constant moving target; state requirements; lack of support from the state

**What are possible causes for the patterns you have identified in staff perception data?**

People at the state level have not been involved in education to the extent we have to make informed decisions. Our ISD is spread too thin to support our district as well. Expectations are greater than our funding.

## Other

**How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)**

N/A

**Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.**

Decisions about curriculum, instruction and assessment are made based on our data. Each year, and throughout the year, we continue to analyze our data and adjust if needed. Our school improvement team meets on a monthly basis, and consult with other staff members regarding suggestions that were made. Stakeholders include all staff and parent(s).

**What evidence do you have to indicate the extent to which the standards are being implemented?**

Each grade level developed pacing guides according to the Common Core State Standards. Grade levels also developed math quarterly assessments to reflect the Common Core. Staff are digging deeper with questions and asking students to apply what they have learned. We have pulled sample items from the Common Core and will continue to develop similar questions.

# **School Additional Requirements Diagnostic**

## **Introduction**

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

### School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		

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

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	NA	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	John Denney, Superintendent 10400 Moscow Road Horton, MI 49246 517 563-0100	

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Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes		

# **Title I Targeted Assistance Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Data Analysis (SDA), School Process Profile, and Summary Report. 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 Gap Statements and Causes for Gaps included in the Goals information address all four measures 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: Needs Assessment

### How was the comprehensive needs assessment conducted?

Input from the curriculum chairs, principal, staff members, and parents were used to complete the comprehensive needs assessment.

### What process was used to identify children who are failing, or most at risk of failing, to meet the state core curriculum standards in the four core academic areas?

Targeted assistance selection process: Review all data including: MLPP, DRA, STAR Math and Reading, Statewide assessment, quarterly pre/post assessments, teacher referral, parent referral, report cards, and Early Screening. Those selected are the most at risk of failing to meet standards set by state of Michigan and measured by the state assessment. All students in the bottom quartile are considered and prioritized by need.

### What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

Targeted assistance selection process: Review all data including: MLPP, DRA, STAR Math and Reading, Statewide assessment, quarterly pre/post assessments, teacher referral, parent referral, report cards, and Early Screening. Those selected are the most at risk of failing to meet standards set by state of Michigan and measured by the state assessment. All students in the bottom quartile are considered and prioritized by need.

### For schools with preschool through grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

Targeted assistance selection process: Review all data including: MLPP, running records, letter/sound id, DRA, quarterly math assessments, teacher referral, parent referral, report cards, and Early Screening. Those selected are the most at risk of failing to meet standards set by state of Michigan and measured by the state assessment. All students in the bottom quartile are considered and prioritized by need.

## **Component 2: Services to Eligible Students**

### **What Title 1, Part A program services are provided to ensure eligible children receive supplemental assistance?**

Students are provided small group or one-on-one time with Title I aides and Title I teacher focusing on reading and math strategies. Some examples for reading practices are: word recognition activities, reading comprehension, and reading fluency activities. For math, flash cards, computer software games, and work with math manipulatives.

### **Component 3: Incorporated Into Existing School Program Planning**

**How is program planning for eligible students incorporated into the existing School Improvement planning process?**

Program planning for Title I, Part A students is discussed at the planning meetings with the Title I Coordinator being a part of the planning team. Data analysis of local and state assessments are used in the planning process.

## Component 4: Instructional Strategies

### **Which strategies in the plan focus on helping eligible students reach the State's standards?**

The strategies for additional reading and math instruction and help given by RTI, Title I Aide, or Title I Teacher are focused on helping the eligible students reach the State's standards. This instruction time is given in addition to the classroom teacher's instruction.

### **Which research-based methods and strategies in the plan increase the quality and quantity of instruction for eligible students?**

Our building uses a Response to Intervention, (RTI), approach with students. Targeted students are given additional time to practice the skill that they are weak in with Title I Aides, or the Title Teacher. Teachers use DRA Reading assessment for reading, and find specific skills the students need practice in. For math, quarterly pre assessments are given and additional instruction is given in the weak areas.

### **What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?**

Data analysis of local and state assessments and progress monitoring is the evidence along with Response to Intervention, (RTI), with classroom teachers working with Tier 1 and Tier 2 students. Students that are at Tier 3, become targeted for intervention strategies. Targeted students are given additional time to practice the skill that they are weak in with Title I aides, or the title teacher. Teachers use DRA Reading Assessment for reading, and find specific skills the students need practice in. For math, quarterly pre assessments are given and additional instruction is given in the targeted areas.

### **What evidence indicates that students are rarely pulled from their regular classroom to receive supplemental instruction (e.g. extended learning opportunities)?**

Working with a Response to Intervention approach teachers are aware of weak areas and target the areas for improvement within the classroom by using additional materials. Students that fall into Tier three are often pulled from the classroom to work in small groups or one-on-one. The teacher and Title Coordinator collaborate to make sure the students are not missing direct instruction from the classroom teacher. After school tutoring for math and Summer school is also available for qualifying students.

## **Component 5: Title I and Regular Education Coordination**

**In what ways do ongoing coordination and integration occur between regular education and the supplemental Title 1, Part A program?**

The Title I Coordinator meets with the classroom teachers at the beginning of the school year to create a working schedule. A plan is created for each individual student and progress is monitored by the classroom teacher and the Title Coordinator. The students are re-evaluated every marking period. Data is documented and shared between the classroom teacher and the Title Coordinator.

**For schools with preschool: In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?**

Head Start Program is housed within the elementary and the Head Start teacher will be included in staff meetings and curriculum committees as much as possible. The Elementary Principal will meet with the Head Start teacher to keep everyone informed of the needs and expectations of the students in Head Start.

## **Component 6: Instruction by Highly Qualified Staff**

**Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement?**

All Title I Paraprofessionals meet the qualifications of Highly Qualified by possessing an Associate's Degree or passing the WorkKeys test.

**Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement?**

All Teachers and the Title I Teacher are Highly Qualified and possess an appropriate degree for the classes they are teaching.

## **Component 7: High Quality and Ongoing Professional Development**

**What types of ongoing and sustained professional development has the staff received to work with eligible children or in the regular education program?**

Grade level meetings are held on a monthly basis where teachers study test data and collaborate on new ways of teaching subjects. For math, the staff has been working with a math coach using a book called, Number Talks, focusing on problem solving and teaching students to share their math solutions teaching students that there is more than one way to solve a problem. In the area of Reading, teachers use Daily 5 and CAFE strategies to individualize instruction. The staff continues to be updated on Write Steps, a writing curriculum. The staff is working on writing across the curriculum, focusing on Science and Social Studies.

**If appropriate, what types of ongoing and sustained professional development have been provided to parents, pupil services personnel, and other staff?**

Title I parent meetings are held yearly. Activities are planned for the parent meeting and a reading professional is invited to share reading tips parents can use at home. Dr. Marcia McEvoy, Ph. D. licensed psychologist and bullying expert for Michigan, presented bully prevention tips to all staff, and students. A separate parent meeting was also presented by Dr. McEvoy.

## **Component 8: Strategies to Increase Parental Involvement**

### **How were parents involved in the design of the Targeted Assistance program plan?**

All parents are invited to meet with the Title I Coordinator to be informed of the program design and to offer input during ABC Night and Conferences. Plans are being coordinated with our PTA to provide reading/math nights. Plans are being made to start a Host program inviting parents and community members to volunteer at the elementary school.

### **How were parents involved in the implementation of the Targeted Assistance program plan?**

All parents are invited to meet with the Title I Coordinator to be informed of the program implementation and to offer input during ABC Night and Conferences. Our Title I program has a new website that gives suggestions for reading/math online games. Email and phone number of the Title I Teacher are given to parents to allow communication regularly.

### **How were parents involved in the evaluation of the Targeted Assistance program plan?**

Surveys are given at the end of the year to gain parent input for evaluation.

### **How will the parent involvement activities be evaluated?**

Surveys are given at the end of the year to gain parent input for evaluation. The teachers and Title I staff will be invited to participate in the survey as well.

### **How will the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) be implemented? Copy and paste the following link into your browser to view this policy - <http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118>.**

Title I Parent Involvement  
Revised 6/10/13

Strategies required to increase parent involvement:

A. Current:

1. Parent-teacher conferences twice a school year with Title I staff.
2. Have a Table at ABC Night at the beginning of the school year to acquaint parents and allow them to make comments and suggestions about Title I and other Programs at our schools.
3. Title I personnel present at evening opportunities for parents such as reading night, classroom meetings night and Open House night.

## School Improvement Plan

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4. Letters to parents as needed to inform them of the programs their children are involved in.
5. Parent invited to participate on the School Improvement Committee.
6. School /Parent compact handed out and discussed at conferences.
7. Work with Special Education during the referral process and MET
8. End of year survey of staff and parents concerning effectiveness and satisfaction with Title I services.
9. Notice posted of parent opportunities for PD in the county

### B. New Strategies to improve parent involvement:

1. Make more information available to parents through the district newsletter and updated web site.
2. Creation of new structure for School Improvement with more parent involvement in the planning and evaluation.
3. Coordinate Title I parental involvement with other parent involvement activities such as PTA, March is Reading Month, and other such opportunities as occur during the school year.
4. Improve participation of parents in survey
5. Plan more PD for parents in district or in consortium and get an evaluation from them
6. Begin implementation for Host program - parents will be invited to read and/or work on math activities with children coordinated by the Title I Coordinator.

### **How will the results of the evaluation be used to improve the plan?**

From the survey it will be determined if it was effective. We are hopeful that parents will offer suggestions that we can use for improvement.

### **How was the school-parent compact developed?**

The school-parent compact was developed by a committee of parents, teachers, Title I Coordinator, and building principal.

**How is the parent compact used at elementary-level parent teacher conferences?**

A paper copy of the compact along with Individual student academic assessment results are given to parents during conferences and are explained by the regular education teacher. The parents are asked to read the compact over with their child then sign and return it to the school.

**What is the plan to provide individual student academic assessment results in a language parents can understand?**

Individual student academic assessment results along with interpretation are given to parents during conferences and are explained by the regular education teacher in the preferred language of the parent.

## **Component 9 Coordination of Title I and Other Resources**

### **How are the Federal, State and local programs coordinated and integrated to serve eligible children?**

The Title I Coordinator is also the State and Federal Programs Coordinator for the district, including Homeless Liaison. Therefore, all programs are coordinated by one person. Also, the Title I Coordinator is part of the school and district improvement process so all of the programs are coordinated.

### **In what ways does the plan show coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school (e.g. violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training)?**

The Title I Coordinator is also the State and Federal Programs Coordinator for the district, including Homeless Liaison. Therefore, all programs are coordinated by one person. Also, the Title I Coordinator is part of the school and district improvement process so all of the programs are coordinated.

## **Component 10: Ongoing Review of Student Progress**

### **How is eligible student progress reviewed on an ongoing basis?**

Students are monitored using MLPP, DRA, STAR Math, STAR Reading, Accelerated Math, Quarterly Math assessments, MEAP state assessment, SuccessMaker, and teacher observation. Not all evaluations are done by the Title I, but all evaluations are studied by the Title I Teacher and discussed with the classroom teacher.

### **How is the Targeted Assistance program revised to meet the needs of eligible students?**

Targeted assistance selection process: Review all data including: MLPP, DRA, STAR math and reading, Statewide assessment, quarterly pre/post assessments, teacher referral, parent referral, report cards, and Early Screening. Those selected are the most at risk of failing to meet standards set by state of Michigan and measured by the MEAP. All students in the bottom quartile are considered and prioritized by need.

### **How have teachers been trained to identify students who need additional assistance or trained on how to implement student achievement standards in the classroom?**

Our district has spent professional development time on data analysis for all teaching staff in the elementary. Time has been given to discuss the data during grade level meetings, looking for ways to differentiate instruction and meet state standards. Many different assessments are given to ensure student growth.

## **Evaluation**

### **How does the school evaluate at least annually the implementation of the targeted assistance program?**

Student data is reviewed at the beginning of the school year by the Title I Coordinator and Title staff. Individual goals are made for each student. Progress monitoring is used several times throughout the year, and at the end of the year to ensure student growth.

### **How does the school evaluate the results achieved by the targeted assistance program using data from the State's annual assessments and other indicators of academic achievement?**

Grade level teachers, the title I coordinator, and the building principal review the annual state assessment looking for areas of improvement. Teachers and the title I staff coordinate lessons for individual students as needed. If an entire grade level is low in an area, the grade level teachers look at the curriculum being used.

### **How does the school determine whether the targeted assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards?**

The school determines the effectiveness of the program through progress monitoring. This data is monitored by teachers, title I staff, and the building principal.

### **What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the targeted assistance program?**

At the end of the school year staff is encouraged to give feedback on the effectiveness of the program. Data analysis by teachers, parents, Title I Coordinator, and building principal of the local, and state assessments are used to find the weakest areas across the grade levels. A plan is made for school improvement for the following school year.

# **2013-2014 School Improvement Plan**

## Overview

### Plan Name

2013-2014 School Improvement Plan

### Plan Description

School Improvement Plan

## 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 will be proficient in mathematics	Objectives: 2 Strategies: 1 Activities: 17	Academic	\$38500
2	All students will be proficient in reading	Objectives: 2 Strategies: 2 Activities: 19	Academic	\$67700
3	All students will be proficient in Science.	Objectives: 2 Strategies: 4 Activities: 13	Academic	\$4600
4	All students will be proficient in social studies.	Objectives: 2 Strategies: 3 Activities: 10	Academic	\$600
5	All students will be proficient in writing.	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$2000

## Goal 1: All students will be proficient in mathematics

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency by moving from 45% to 48% in Mathematics by 06/30/2015 as measured by the state mathematics state assessment..

### (shared) Strategy 1:

Measurement, Geometry and Number Fluency - All staff will implement multiple means of representation within a differentiated instructional framework to increase student engagement and learning in measurement, geometry, and number fluency.

Research Cited: Burns, Marilyn (1991). Math By all Means: Multiplication, Grade 3. Sausalito, CA. Math Solutions.

Suh, Jennifer M. (2007) Tying it All Together: Building Mathematics Proficiency for All Students. Teaching Children Mathematics, 14(3), 163-169.

Activity - Professional Learning Discovery Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 1: The staff will be trained on the website DiscoveryEducation.com.	Professional Learning	09/03/2013	06/06/2014	\$1800	Title II Part A	School Improvement Committee

Activity - Professional Learning MISE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional learning, focusing on MISE strategies through Kim Perlos and Tina Briggs and the school will purchase manipulatives for measurement.	Professional Learning	09/03/2013	06/06/2014	\$2500	Title II Part A	School Improvement Committee

Activity - MCTM Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend the MCTM conference.	Professional Learning	07/31/2013	08/01/2013	\$900	Title II Part A	Administration

Activity - Jackson County Math Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend the Jackson County Math Academy at the Jackson County ISD.	Professional Learning	09/03/2013	06/06/2014	\$4200	Title II Part A	Administration

Activity - Administrators Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One elementary administrator will attend conferences relating to measurement and evaluating teaching staff.	Professional Learning	09/03/2013	06/06/2014	\$1200	Title II Part A	Administration

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Activity - RTI/Title I Aides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2: The staff will support Tier 2 students with math manipulatives and/or Title I/RTI aides.	Implementation	09/03/2013	06/06/2014	\$15000	Title I Part A	Title I Personnel
Activity - Discovery Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 1: All staff will incorporate instructional technology to improve student engagement by using DiscoveryEducation.com.	Implementation	09/03/2013	06/06/2014	\$0	No Funding Required	School Improvement Committee
Activity - Parent Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host one math and science parent night to involve parents in the learning process.	Community Engagement	09/03/2013	06/06/2014	\$0	No Funding Required	School Improvement Committee
Activity - Utilize Manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 1: All staff will utilize manipulatives to enhance measurement lessons.	Implementation	09/03/2013	06/06/2014	\$0	No Funding Required	School Improvement Committee
Activity - Monthly grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement professional learning communities once a month for a total of 2 hours to analyze data and plan for lessons.	Monitor	09/03/2013	06/06/2014	\$4000	Title II Part A	Administration
Activity - Administrative Walk-Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team and/or teaching staff will conduct walk-throughs on a bi-weekly basis to monitor progress.	Monitor	09/03/2013	06/06/2014	\$0	No Funding Required	Administration
Activity - After School Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3. Tier 2 and Tier 3 Students will attend after school math tutoring 1-3 times weekly where they will engage in number talks and/or computer-based learning.	Academic Support Program	09/03/2013	06/06/2014	\$3500	Title I Part A	Administration
Activity - Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze previous year's data to guide instruction.	Evaluation	06/10/2014	06/30/2014	\$1700	Title II Part A	Administration
Activity - Professional Learning with Kristi Hanby	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The staff will participate in professional learning, focusing on measurement, geometry, and number fluency through Kristi Hanby	Professional Learning	09/03/2013	06/06/2014	\$1200	Title II Part A	School Improvement Committee, and all staff
<b>Activity - Professional Learning with Kevin Dykema</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The staff will participate in professional learning through Kevin Dykema on multi-step problem solving questions and stamina with appropriate resources to support.	Professional Learning	09/03/2013	06/06/2014	\$2500	Title II Part A	School Improvement Committee and all staff
<b>Activity - Number Talks</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All staff will administer number talk activities to strengthen number fluency.	Implementation	09/03/2013	06/06/2014	\$0	No Funding Required	School Improvement Committee and all staff
<b>Activity - Quarterly/Unit Assessments</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All staff will administer formative assessments on a quarterly basis to measure growth.	Evaluation	09/03/2013	06/06/2014	\$0	No Funding Required	School Improvement Committee and all staff

### Measurable Objective 2:

100% of All Students will demonstrate a proficiency of knowledge in Mathematics by 06/30/2014 as measured by local math quarterly or unit assessments.

### (shared) Strategy 1:

Measurement, Geometry and Number Fluency - All staff will implement multiple means of representation within a differentiated instructional framework to increase student engagement and learning in measurement, geometry, and number fluency.

Research Cited: Burns, Marilyn (1991). Math By all Means: Multiplication, Grade 3. Sausalito, CA. Math Solutions.

Suh, Jennifer M. (2007) Tying it All Together: Building Mathematics Proficiency for All Students. Teaching Children Mathematics, 14(3), 163-169.

<b>Activity - Professional Learning Discovery Education</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Tier 1: The staff will be trained on the website DiscoveryEducation.com.	Professional Learning	09/03/2013	06/06/2014	\$1800	Title II Part A	School Improvement Committee

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Activity - Professional Learning MISE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional learning, focusing on MISE strategies through Kim Perlos and Tina Briggs and the school will purchase manipulatives for measurement.	Professional Learning	09/03/2013	06/06/2014	\$2500	Title II Part A	School Improvement Committee
Activity - MCTM Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend the MCTM conference.	Professional Learning	07/31/2013	08/01/2013	\$900	Title II Part A	Administration
Activity - Jackson County Math Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend the Jackson County Math Academy at the Jackson County ISD.	Professional Learning	09/03/2013	06/06/2014	\$4200	Title II Part A	Administration
Activity - Administrators Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One elementary administrator will attend conferences relating to measurement and evaluating teaching staff.	Professional Learning	09/03/2013	06/06/2014	\$1200	Title II Part A	Administration
Activity - RTI/Title I Aides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2: The staff will support Tier 2 students with math manipulatives and/or Title I/RTI aides.	Implementation	09/03/2013	06/06/2014	\$15000	Title I Part A	Title I Personnel
Activity - Discovery Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 1: All staff will incorporate instructional technology to improve student engagement by using DiscoveryEducation.com.	Implementation	09/03/2013	06/06/2014	\$0	No Funding Required	School Improvement Committee
Activity - Parent Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host one math and science parent night to involve parents in the learning process.	Community Engagement	09/03/2013	06/06/2014	\$0	No Funding Required	School Improvement Committee
Activity - Utilize Manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 1: All staff will utilize manipulatives to enhance measurement lessons.	Implementation	09/03/2013	06/06/2014	\$0	No Funding Required	School Improvement Committee

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Activity - Monthly grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement professional learning communities once a month for a total of 2 hours to analyze data and plan for lessons.	Monitor	09/03/2013	06/06/2014	\$4000	Title II Part A	Administration
Activity - Administrative Walk-Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team and/or teaching staff will conduct walk-throughs on a bi-weekly basis to monitor progress.	Monitor	09/03/2013	06/06/2014	\$0	No Funding Required	Administration
Activity - After School Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3. Tier 2 and Tier 3 Students will attend after school math tutoring 1-3 times weekly where they will engage in number talks and/or computer-based learning.	Academic Support Program	09/03/2013	06/06/2014	\$3500	Title I Part A	Administration
Activity - Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze previous year's data to guide instruction.	Evaluation	06/10/2014	06/30/2014	\$1700	Title II Part A	Administration
Activity - Professional Learning with Kristi Hanby	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will participate in professional learning, focusing on measurement, geometry, and number fluency through Kristi Hanby	Professional Learning	09/03/2013	06/06/2014	\$1200	Title II Part A	School Improvement Committee, and all staff
Activity - Professional Learning with Kevin Dykema	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will participate in professional learning through Kevin Dykema on multi-step problem solving questions and stamina with appropriate resources to support.	Professional Learning	09/03/2013	06/06/2014	\$2500	Title II Part A	School Improvement Committee and all staff
Activity - Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will administer number talk activities to strengthen number fluency.	Implementation	09/03/2013	06/06/2014	\$0	No Funding Required	School Improvement Committee and all staff
Activity - Quarterly/Unit Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

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All staff will administer formative assessments on a quarterly basis to measure growth.	Evaluation	09/03/2013	06/06/2014	\$0	No Funding Required	School Improvement Committee and all staff
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## Goal 2: All students will be proficient in reading

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency by moving from 66% to 68% on reading MEAP in English Language Arts by 06/30/2015 as measured by the strand of informational reading on the state assessment.

### Strategy 1:

Differentiated instruction - All staff will implement multiple means of representation within a differentiated instructional framework to increase student engagement and learning in informational reading skills.

Activity - Informational Text features	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will implement small and large group instruction on informational reading focusing on informational text features.	Direct Instruction	09/03/2013	06/06/2014	\$0	No Funding Required	Classroom teachers, resource room teachers

Activity - Title I Informational Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will implement individual and small group instruction focusing on informational reading.	Direct Instruction	09/03/2013	06/06/2014	\$0	Title I Part A	Title I aides and staff

Activity - After school Informational Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school night lights and summer school focusing on informational reading.	Extra Curricular	09/03/2013	06/06/2014	\$2000	Title I Part A	Classroom teachers, Title I staff

Activity - Informational Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze previous year's data to review and guide beginning of year instruction, keeping in mind standardized vocabulary across the content areas.	Direct Instruction	09/03/2013	06/06/2014	\$0	No Funding Required	Classroom teachers, title I staff

Activity - Informational Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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All teachers will expose students to informational text.	Direct Instruction	09/03/2013	06/06/2014	\$0	No Funding Required	Classroom teachers
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Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend monthly grade level meetings, ongoing and sustained throughout the year, to discuss and share strategies on differentiated instruction practices for informational reading and comprehension.	Professional Learning	09/03/2013	06/06/2014	\$4000	Title II Part A	Classroom teachers, principal

Activity - Administrator's Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will attend conferences relating to reading strategies and evaluation of delivering those strategies.	Professional Learning	08/01/2013	06/30/2014	\$600	Title II Part A	Administrator and School Improvement Team

### Measurable Objective 2:

100% of All Students will demonstrate a proficiency by increasing DRA levels in English Language Arts by 06/06/2014 as measured by DRA district growth charts.

### Strategy 1:

Reading Comprehension - All staff will implement multiple means of representation within a differentiated instructional framework to increase student engagement and learning in reading comprehension skills.

Research Cited: Armbruster, B. B. & Gudbrandesen, B. (1986) Reading comprehension instruction in social studies programs. Reading Research Quarterly, 21(1), 36-48. (4.2)

Zemelman, Daniels. (2001) Best Practices, Today's Standards for Teaching and Learning in America's Schools; 3rd Edition (1.1, 1.2, 4.1, 5.1, 6.1)

Gail Boushey & Joan Moser The Cafe Book, Engaging All Students in Daily Literacy Assessment and Instruction; (1.2, 3.1)

Joetta Beaver and Mark Carter, Ph.D. (2005) DRA, (2.1, 2.2)

Bob Sorenson, (2001) Preventing Early Learning Failure, ASCD, (5.1, 6.1)

Rachel Brown-Chidsey, Mark W. Steege Response to Intervention: Principles and Strategies for Effective Practice, (6.1)

Activity - Vocabulary Comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use vocabulary to facilitate student comprehension in reading texts.	Direct Instruction	09/03/2013	06/06/2014	\$0	No Funding Required	Classroom teachers, title I staff
<b>Activity - Phonics Awareness PD</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will participate in phonics awareness PD.	Professional Learning	09/03/2013	06/06/2014	\$1500	Title II Part A	Administration and ELA committee chair
<b>Activity - DRA Assessment Training</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Classroom teachers and title I staff will participate in PD for DRA Assessment training.	Professional Learning	09/03/2013	06/06/2014	\$1800	Title II Part A	Administration and ELA committee chair
<b>Activity - After school: Reading Comprehension</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
After school night lights and summer school focusing on reading comprehension.	Extra Curricular	09/03/2013	06/06/2014	\$0	No Funding Required	Classroom teachers, title I staff
<b>Activity - Vocabulary Comprehension Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will analyze previous year's data to review and guide beginning of year instruction, keeping in mind standardized vocabulary across the content areas.	Direct Instruction	09/03/2013	06/06/2014	\$0	No Funding Required	Classroom teachers
<b>Activity - DRA Assessments</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will use DRA assessments to evaluate student growth.	Evaluation	09/03/2013	06/06/2014	\$0	No Funding Required	Classroom teachers, title I staff
<b>Activity - DRA Growth Charts</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will reassess DRA district growth chart to make adjustments and set goals.	Professional Learning	09/03/2013	06/06/2014	\$0	No Funding Required	Classroom teachers, ELA committee and ELA chair
<b>Activity - RTI services</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

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Identified students will receive RTI services weekly for remediation.	Academic Support Program	09/03/2013	06/06/2014	\$25000	Title I Part A	Administration and title I administrator
<b>Activity - Individualizing AR Zones</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will collaborate with grade levels to discuss setting accelerated reader zones.	Professional Learning	09/03/2013	06/06/2014	\$0	No Funding Required	Classroom teachers
<b>Activity - Professional Learning Conferences</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The staff will participate in professional learning conferences. (MSTA, MCSS, MRA, MACUL)	Professional Learning	09/03/2013	06/06/2014	\$16000	Title II Part A	Administration and title I administrator
<b>Activity - AR Training</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff training for Renaissance Learning on using Accelerated Reader data.	Professional Learning	09/03/2013	06/06/2014	\$1800	Title II Part A	Administration and title I administrator
<b>Activity - Title I Aides</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Identified students will receive title I services weekly for remediation.	Academic Support Program	09/03/2013	06/06/2014	\$15000	Title I Part A	title I staff

## Goal 3: All students will be proficient in Science.

### Measurable Objective 1:

33% of All Students will demonstrate a proficiency in knowledge in Science by 06/30/2015 as measured by Spring 2015 state science assessment.

### Strategy 1:

Scientific Concepts - All staff will implement multiple means of representation within a differentiated instructional framework to increase student engagement and learning in scientific concepts.

Research Cited: Schmoker, Mike (2011). Focus: Elevating the Essentials to Radically Improve Student Learning. Alexandria, VA. ASCD.

<b>Activity - Cereal City Science Training</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All untrained staff members will participate in Cereal City Science kit training	Professional Learning	09/03/2013	12/20/2013	\$300	Title II Part A	School Improvement Committee

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Activity - Informational Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 3 staff will provide informational reading strategies to help targeted students.	Academic Support Program	09/03/2013	06/06/2014	\$0	Title I Part A	Title I personnel
Activity - MSTA Conference Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers responsible for delivering Science curriculum will attend the MSTA Conference in March 2014	Professional Learning	03/06/2014	03/08/2014	\$1000	Title II Part A	School Improvement Committee
Activity - Professional Learning with Supplementary Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will receive training with Nancy Karr or someone comparable from Cereal City Science and will purchase supplementary materials to aid in the implementation of the strategies, including toy cars, stop watches, and printed material to support content, test taking skills, and vocabulary.	Professional Learning	09/03/2013	06/06/2014	\$1500	Title I Part A	School Improvement Committee
Activity - Discovery Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use activities and videos from Discovery Education to enhance student learning of scientific concepts.	Direct Instruction	09/03/2013	06/04/2015	\$1800	Title II Part A	School Improvement Committee and Title 1 Coordinator
Activity - Reading Informational Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will model and provide practice for reading informational text and using text features to answer complex questions 1 to 3 times per week written in lesson plans.	Direct Instruction	09/03/2013	06/04/2015	\$0	No Funding Required	School Improvement Committee
Activity - Monitor Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team and/or teaching staff will conduct walkthroughs on a bi-weekly basis to monitor progress.	Monitor	09/03/2013	06/04/2015	\$0	No Funding Required	Administrative staff and School Improvement Committee

### Strategy 2:

Scientific Vocabulary - All staff will implement multiple means of representation within a differentiated instructional framework to increase student engagement and learning in scientific vocabulary.

Research Cited: Butler, Shari & Urrutia, Kelsi & Buenger, Annetta & Gonzalez, Nina & Hunt, Marla & Eisenhart, Corinne (2010). A Review of the Current Research on

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Vocabulary Instruction. RMC Research Corporation

Activity - Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will post unit vocabulary in the classroom and require its use in the journal writing activities.	Direct Instruction	09/03/2013	06/04/2015	\$0	No Funding Required	School Improvement Committee

Activity - Vocabulary Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 staff will provide vocabulary review provided by the classroom teacher	Direct Instruction	09/03/2013	06/04/2015	\$0	No Funding Required	School Improvement Committee

### Strategy 3:

Test-taking Strategies - All staff will implement multiple means of representation within a differentiated instructional framework to increase student engagement and learning in test-taking strategies.

Research Cited: Keeley, Page (2008). Science Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction, and Learning. Arlington, VA. NSTA Press

Activity - Test Skills Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 staff will provide review and practice of test-taking skills with information provided by the classroom teacher.	Direct Instruction	09/03/2013	06/30/2014	\$0	No Funding Required	School Improvement Committee

Activity - Test-taking Application	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use test released items to teach students how to read, pull information from, and answer questions.	Direct Instruction	09/03/2013	06/30/2015	\$0	No Funding Required	School Improvement Committee & Classroom Teachers

### Measurable Objective 2:

100% of All Students will demonstrate a proficiency in knowledge in Science by 06/30/2014 as measured by local unit science assessments.

### Strategy 1:

Assessments - All staff will implement multiple means of representation within a differentiated instructional framework to increase student proficiency as measured on local unit science assessments

Research Cited: Keeley, Page (2008). Science formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction, and Learning. Arlington, VA. NSTA Press.

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Activity - Assessment Administration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will administer the formative assessments provided by the Cereal City Science Kits.	Direct Instruction	09/03/2013	06/30/2014	\$0	No Funding Required	School Improvement Committee & Classroom Instructors

Activity - Assessment Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Science teachers will meet once per quarter to review assessments and create plans to re-teach and assess student learning in struggling areas.	Evaluation	09/03/2013	06/30/2014	\$0	No Funding Required	School Improvement Committee & Science Instructors

## Goal 4: All students will be proficient in social studies.

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency of knowledge in Social Studies by 06/02/2014 as measured by the local unit social studies assessments..

### Strategy 1:

Implement Curriculum - Teachers will implement social studies curriculum and create common unit assessments.

Research Cited: Schmoker, Mike (2011). Focus: Elevating the Essentials to Radically Improve Student Learning. Alexandria, VA. ASCD.

Activity - Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a list of vocabulary words for each social studies unit to enhance vocabulary skills focused on unit and common unit assessments.	Getting Ready	09/03/2013	06/05/2014	\$0	No Funding Required	All staff

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will develop common unit assessments during grade level meetings.	Implementation	09/03/2013	06/05/2014	\$600	Title II Part A	School Improvement team and grade level teachers

Activity - Vocabulary Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will post vocabulary words in the classroom and create activities to use for the words. This will be written in the lesson plan book of the teachers.	Implementation	09/03/2013	06/05/2014	\$0	No Funding Required	Classroom Teachers
Activity - Unit Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer formative unit assessments to measure growth.	Evaluation	09/03/2013	06/05/2014	\$0	No Funding Required	Teaching staff

### Measurable Objective 2:

100% of All Students will demonstrate a proficiency from 23% to 38% in Social Studies by 06/30/2015 as measured by the state social studies assessment..

### Strategy 1:

Differentiate Instruction - Teachers will differentiate instruction to increase student engagement in social studies.

Research Cited: Honigsfeld, A., & Dunn R. (2009). Differentiating Instruction for At Risk Students: What to do and How to do it. Lanham, MD. Rowman & Littlefield Education.

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will incorporate real world and hands on activities to increase student engagement by collaborating with community members.	Other	09/03/2013	06/05/2014	\$0	No Funding Required	All staff
Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will invite parents to chaperone field trips and/or present to students about career choices. Parent volunteers will be invited to participate using Junior Achievement like curriculum.	Parent Involvement	09/03/2013	06/05/2014	\$0	No Funding Required	All staff
Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze previous year's data to guide instruction.	Monitor	09/03/2013	06/30/2014	\$0	No Funding Required	Classroom teacher
Activity - Discovery Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate technology into lessons using, Discovery Education. Discovery Education training will be provided to staff and paid for in the Math plan.	Technology	09/03/2013	06/05/2014	\$0	No Funding Required	Training - Title I coordinator, all teaching staff will use in lessons

### Strategy 2:

Informational Text - Teachers will integrate informational reading tradebooks into social studies curriculum.

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Research Cited: Schoenbach, R., Greenleaf, C., & Murphy, L. (2012). Reading for Understanding. San Francisco, CA. West Ed.

Activity - Reading time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 1 teacher will integrate informational reading strategies into daily reading time, focusing on text features.	Direct Instruction	09/03/2013	06/05/2014	\$0	No Funding Required	Classroom teachers

Activity - Informational Reading Strategies Intensive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 students will work with Title I aides in a small group, focusing on informational reading strategies.	Implementation	09/03/2013	06/05/2014	\$0	No Funding Required	Title I Aides and classroom teachers

## Goal 5: All students will be proficient in writing.

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency in writing in English Language Arts by 06/30/2015 as measured by moving from 44% to 49% in writing on the state assessment.

### (shared) Strategy 1:

WriteSteps - Teachers will continue to use the WriteSteps writing program while referring to the Common Core State Standards to guide them through making informed decisions, and their work with students.

Research Cited: Klein, Suzanne. WriteSteps Writing. Ann Arbor, MI: 2011. Print.

Culham, Ruth. 2003. 6+1 Traits of Writing the Complete Guide. New York: Scholastic Teaching Resources.

Anderson, Carl. 2000. How's It Going?: A practical guide to conferring with student writers. Portsmouth, NH: Heinemann.

Wilson, Mariah. 2006. Rethinking Rubrics in Writing Assessment. Portsmouth, NH: Heinemann.

Activity - Grade level prompts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level prompts for informational, narrative and persuasive writing pieces will be decided.	Getting Ready	08/26/2013	01/31/2014	\$0	No Funding Required	ELA Committee

Activity - Writing conferences and small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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Teachers will provide writing conferences and small group instruction.	Monitor	09/03/2013	05/30/2014	\$0	No Funding Required	Classroom teachers and resource room teachers
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Activity - Implementing WriteSteps units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in grade level discussions about how they are implementing the various units within WriteSteps	Implementation	09/03/2013	05/30/2014	\$0	No Funding Required	Classroom teachers and resource room teachers

### Strategy 2:

Common spelling program - Teachers will implement a common spelling program

Research Cited: Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2008). *Words Their Way: Word study for phonics, vocabulary, and spelling instruction*. 4th Edition, Pearson Prentice Hall.

Balmuth, M. (1992). *The Roots of Phonics: A historical introduction*. Austin, TX: Pro-Ed.

Henderson, E.H. (1981). *Learning to Read and Spell: The child's knowledge of words*.

DeKalk: Northern Illinois Press.

Ehri, L.C. (1997). *Learning to Read and Learning to Spell are One and the Same, Almost*.

In C.A. Perfetti, L. Rieben & M. Fayol (Eds.), *Learning to Spell: Research, theory, and practice across languages* (pp. 237-269). Mahwah, NJ: Lawrence Erlbaum.

Biemiller, A. (2005). *Size and Sequence in Vocabulary Development: Implications for choosing words for primary grade vocabulary instruction*. In E.H. Hiebert & M.L. Kamil (Eds.), *Teaching and Learning Vocabulary: Bringing research to practice* (pp. 223-242).

Mahwah, NJ: Lawrence Erlbaum.

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Words Their Way book study for spelling.	Professional Learning	08/26/2013	05/30/2014	\$2000	Title II Part A	Classroom teachers, resource room teachers and administration

### Measurable Objective 2:

100% of All Students will demonstrate a proficiency in the 2014 local writing pieces in English Language Arts by 05/30/2014 as measured by moving one additional point or maintaining 3 points for K-1 and 2 additional points or maintaining 9 points for 2-5.

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### (shared) Strategy 1:

WriteSteps - Teachers will continue to use the WriteSteps writing program while referring to the Common Core State Standards to guide them through making informed decisions, and their work with students.

Research Cited: Klein, Suzanne. WriteSteps Writing. Ann Arbor, MI: 2011. Print.

Culham, Ruth. 2003. 6+1 Traits of Writing the Complete Guide. New York: Scholastic Teaching Resources.

Anderson, Carl. 2000. How's It Going?: A practical guide to conferring with student writers.

Portsmouth, NH: Heinemann.

Wilson, Mariah. 2006. Rethinking Rubrics in Writing Assessment. Portsmouth, NH:

Heinemann.

Activity - Grade level prompts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level prompts for informational, narrative and persuasive writing pieces will be decided.	Getting Ready	08/26/2013	01/31/2014	\$0	No Funding Required	ELA Committee

Activity - Writing conferences and small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide writing conferences and small group instruction.	Monitor	09/03/2013	05/30/2014	\$0	No Funding Required	Classroom teachers and resource room teachers

Activity - Implementing WriteSteps units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in grade level discussions about how they are implementing the various units within WriteSteps	Implementation	09/03/2013	05/30/2014	\$0	No Funding Required	Classroom teachers and resource room teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Informational Text	All staff will model and provide practice for reading informational text and using text features to answer complex questions 1 to 3 times per week written in lesson plans.	Direct Instruction	09/03/2013	06/04/2015	\$0	School Improvement Committee
Vocabulary Awareness	Teachers will post vocabulary words in the classroom and create activities to use for the words. This will be written in the lesson plan book of the teachers.	Implementation	09/03/2013	06/05/2014	\$0	Classroom Teachers
After school: Reading Comprehension	After school night lights and summer school focusing on reading comprehension.	Extra Curricular	09/03/2013	06/06/2014	\$0	Classroom teachers, title I staff
Quarterly/Unit Assessments	All staff will administer formative assessments on a quarterly basis to measure growth.	Evaluation	09/03/2013	06/06/2014	\$0	School Improvement Committee and all staff
Utilize Manipulatives	Tier 1: All staff will utilize manipulatives to enhance measurement lessons.	Implementation	09/03/2013	06/06/2014	\$0	School Improvement Committee
Vocabulary Review	Tier 2 staff will provide vocabulary review provided by the classroom teacher	Direct Instruction	09/03/2013	06/04/2015	\$0	School Improvement Committee
Informational Reading Strategies Intensive	Tier 2 students will work with Title I aides in a small group, focusing on informational reading strategies.	Implementation	09/03/2013	06/05/2014	\$0	Title I Aides and classroom teachers
Writing conferences and small group instruction	Teachers will provide writing conferences and small group instruction.	Monitor	09/03/2013	05/30/2014	\$0	Classroom teachers and resource room teachers
Informational Text	All teachers will expose students to informational text.	Direct Instruction	09/03/2013	06/06/2014	\$0	Classroom teachers
Informational Vocabulary	Teachers will analyze previous year's data to review and guide beginning of year instruction, keeping in mind standardized vocabulary across the content areas.	Direct Instruction	09/03/2013	06/06/2014	\$0	Classroom teachers, title I staff

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Assessment Review	All Science teachers will meet once per quarter to review assessments and create plans to re-teach and assess student learning in struggling areas.	Evaluation	09/03/2013	06/30/2014	\$0	School Improvement Committee & Science Instructors
Test Skills Practice	Tier 2 staff will provide review and practice of test-taking skills with information provided by the classroom teacher.	Direct Instruction	09/03/2013	06/30/2014	\$0	School Improvement Committee
Informational Text features	Teacher will implement small and large group instruction on informational reading focusing on informational text features.	Direct Instruction	09/03/2013	06/06/2014	\$0	Classroom teachers, resource room teachers
Parent Math Night	The school will host one math and science parent night to involve parents in the learning process.	Community Engagement	09/03/2013	06/06/2014	\$0	School Improvement Committee
Grade level prompts	Grade level prompts for informational, narrative and persuasive writing pieces will be decided.	Getting Ready	08/26/2013	01/31/2014	\$0	ELA Committee
DRA Assessments	Teachers will use DRA assessments to evaluate student growth.	Evaluation	09/03/2013	06/06/2014	\$0	Classroom teachers, title I staff
Individualizing AR Zones	Teachers will collaborate with grade levels to discuss setting accelerated reader zones.	Professional Learning	09/03/2013	06/06/2014	\$0	Classroom teachers
Differentiation	The staff will incorporate real world and hands on activities to increase student engagement by collaborating with community members.	Other	09/03/2013	06/05/2014	\$0	All staff
Parent Involvement	Staff will invite parents to chaperone field trips and/or present to students about career choices. Parent volunteers will be invited to participate using Junior Achievement like curriculum.	Parent Involvement	09/03/2013	06/05/2014	\$0	All staff
Test-taking Application	Staff will use test released items to teach students how to read, pull information from, and answer questions.	Direct Instruction	09/03/2013	06/30/2015	\$0	School Improvement Committee & Classroom Teachers
Number Talks	All staff will administer number talk activities to strengthen number fluency.	Implementation	09/03/2013	06/06/2014	\$0	School Improvement Committee and all staff
Reading time	Tier 1 teacher will integrate informational reading strategies into daily reading time, focusing on text features.	Direct Instruction	09/03/2013	06/05/2014	\$0	Classroom teachers
Unit Assessments	Teachers will administer formative unit assessments to measure growth.	Evaluation	09/03/2013	06/05/2014	\$0	Teaching staff
Administrative Walk-Throughs	The administrative team and/or teaching staff will conduct walk-throughs on a bi-weekly basis to monitor progress.	Monitor	09/03/2013	06/06/2014	\$0	Administration

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DRA Growth Charts	Teachers will reassess DRA district growth chart to make adjustments and set goals.	Professional Learning	09/03/2013	06/06/2014	\$0	Classroom teachers, ELA committee and ELA chair
Vocabulary	All staff will post unit vocabulary in the classroom and require its use in the journal writing activities.	Direct Instruction	09/03/2013	06/04/2015	\$0	School Improvement Committee
Discovery Education	Teachers will incorporate technology into lessons using, Discovery Education. Discovery Education training will be provided to staff and paid for in the Math plan.	Technology	09/03/2013	06/05/2014	\$0	Training - Title I coordinator, all teaching staff will use in lessons
Discovery Education	Tier 1: All staff will incorporate instructional technology to improve student engagement by using DiscoveryEducation.com.	Implementation	09/03/2013	06/06/2014	\$0	School Improvement Committee
Assessment Administration	All staff will administer the formative assessments provided by the Cereal City Science Kits.	Direct Instruction	09/03/2013	06/30/2014	\$0	School Improvement Committee & Classroom Instructors
Data Analysis	Teachers will analyze previous year's data to guide instruction.	Monitor	09/03/2013	06/30/2014	\$0	Classroom teacher
Vocabulary Comprehension Instruction	Teachers will analyze previous year's data to review and guide beginning of year instruction, keeping in mind standardized vocabulary across the content areas.	Direct Instruction	09/03/2013	06/06/2014	\$0	Classroom teachers
Implementing WriteSteps units	Teachers will participate in grade level discussions about how they are implementing the various units within WriteSteps	Implementation	09/03/2013	05/30/2014	\$0	Classroom teachers and resource room teachers
Monitor Progress	The administrative team and/or teaching staff will conduct walkthroughs on a bi-weekly basis to monitor progress.	Monitor	09/03/2013	06/04/2015	\$0	Administrative staff and School Improvement Committee
Vocabulary Comprehension	Teachers will use vocabulary to facilitate student comprehension in reading texts.	Direct Instruction	09/03/2013	06/06/2014	\$0	Classroom teachers, title I staff
Curriculum	Teachers will develop a list of vocabulary words for each social studies unit to enhance vocabulary skills focused on unit and common unit assessments.	Getting Ready	09/03/2013	06/05/2014	\$0	All staff
<b>Total</b>					\$0	

### Title I Part A

## School Improvement Plan

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning with Supplementary Materials	The school will receive training with Nancy Karr or someone comparable from Cereal City Science and will purchase supplementary materials to aid in the implementation of the strategies, including toy cars, stop watches, and printed material to support content, test taking skills, and vocabulary.	Professional Learning	09/03/2013	06/06/2014	\$1500	School Improvement Committee
Informational Reading Strategies	Tier 3 staff will provide informational reading strategies to help targeted students.	Academic Support Program	09/03/2013	06/06/2014	\$0	Title I personnel
After school Informational Reading	After school night lights and summer school focusing on informational reading.	Extra Curricular	09/03/2013	06/06/2014	\$2000	Classroom teachers, Title I staff
RTI services	Identified students will receive RTI services weekly for remediation.	Academic Support Program	09/03/2013	06/06/2014	\$25000	Administration and title I administrator
Title I Informational Reading	Title I staff will implement individual and small group instruction focusing on informational reading.	Direct Instruction	09/03/2013	06/06/2014	\$0	Title I aides and staff
After School Support	3. Tier 2 and Tier 3 Students will attend after school math tutoring 1-3 times weekly where they will engage in number talks and/or computer-based learning.	Academic Support Program	09/03/2013	06/06/2014	\$3500	Administration
RTI/Title I Aides	Tier 2: The staff will support Tier 2 students with math manipulatives and/or Title I/RTI aides.	Implementation	09/03/2013	06/06/2014	\$15000	Title I Personnel
Title I Aides	Identified students will receive title I services weekly for remediation.	Academic Support Program	09/03/2013	06/06/2014	\$15000	title I staff
<b>Total</b>					<b>\$62000</b>	

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning MISE	All staff will participate in professional learning, focusing on MISE strategies through Kim Perlos and Tina Briggs and the school will purchase manipulatives for measurement.	Professional Learning	09/03/2013	06/06/2014	\$2500	School Improvement Committee
Monthly grade Level Meetings	The school will implement professional learning communities once a month for a total of 2 hours to analyze data and plan for lessons.	Monitor	09/03/2013	06/06/2014	\$4000	Administration
Professional Learning with Kevin Dykema	The staff will participate in professional learning through Kevin Dykema on multi-step problem solving questions and stamina with appropriate resources to support.	Professional Learning	09/03/2013	06/06/2014	\$2500	School Improvement Committee and all staff
Professional Learning Conferences	The staff will participate in professional learning conferences. (MSTA, MCSS, MRA, MACUL)	Professional Learning	09/03/2013	06/06/2014	\$16000	Administration and title I administrator

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Common Assessments	The staff will develop common unit assessments during grade level meetings.	Implementation	09/03/2013	06/05/2014	\$600	School Improvement team and grade level teachers
Data Review	Teachers will analyze previous year's data to guide instruction.	Evaluation	06/10/2014	06/30/2014	\$1700	Administration
Grade Level Meetings	Teachers will attend monthly grade level meetings, ongoing and sustained throughout the year, to discuss and share strategies on differentiated instruction practices for informational reading and comprehension.	Professional Learning	09/03/2013	06/06/2014	\$4000	Classroom teachers, principal
Cereal City Science Training	All untrained staff members will participate in Cereal City Science kit training	Professional Learning	09/03/2013	12/20/2013	\$300	School Improvement Committee
Discovery Education	Staff will use activities and videos from Discovery Education to enhance student learning of scientific concepts.	Direct Instruction	09/03/2013	06/04/2015	\$1800	School Improvement Committee and Title 1 Coordinator
Administrators Conference	One elementary administrator will attend conferences relating to measurement and evaluating teaching staff.	Professional Learning	09/03/2013	06/06/2014	\$1200	Administration
DRA Assessment Training	Classroom teachers and title I staff will participate in PD for DRA Assessment training.	Professional Learning	09/03/2013	06/06/2014	\$1800	Administration and ELA committee chair
MCTM Conference	Staff will attend the MCTM conference.	Professional Learning	07/31/2013	08/01/2013	\$900	Administration
AR Training	Staff training for Renaissance Learning on using Accelerated Reader data.	Professional Learning	09/03/2013	06/06/2014	\$1800	Administration and title I administrator
Professional Learning Discovery Education	Tier 1: The staff will be trained on the website DiscoveryEducation.com.	Professional Learning	09/03/2013	06/06/2014	\$1800	School Improvement Committee
Phonics Awareness PD	Teachers will participate in phonics awareness PD.	Professional Learning	09/03/2013	06/06/2014	\$1500	Administration and ELA committee chair
Professional Learning with Kristi Hanby	The staff will participate in professional learning, focusing on measurement, geometry, and number fluency through Kristi Hanby	Professional Learning	09/03/2013	06/06/2014	\$1200	School Improvement Committee, and all staff
Jackson County Math Academy	Teachers will attend the Jackson County Math Academy at the Jackson County ISD.	Professional Learning	09/03/2013	06/06/2014	\$4200	Administration

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Book Study	Teachers will participate in Words Their Way book study for spelling.	Professional Learning	08/26/2013	05/30/2014	\$2000	Classroom teachers, resource room teachers and administration
MSTA Conference Attendance	Teachers responsible for delivering Science curriculum will attend the MSTA Conference in March 2014	Professional Learning	03/06/2014	03/08/2014	\$1000	School Improvement Committee
Administrator's Conference	Administrator will attend conferences relating to reading strategies and evaluation of delivering those strategies.	Professional Learning	08/01/2013	06/30/2014	\$600	Administrator and School Improvement Team
<b>Total</b>					\$51400	