



# **School Improvement Plan**

**North Elementary School**

**Watervliet School District**

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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?**

Watervliet North Elementary is a 3rd through 5th grade elementary school with an enrollment of 320 students. Demographics: predominately white with a small population of Hispanic, African American, and Native American. The number of low SES students has grown steadily over the past 10 years and now hovers around 70%.

There are 18 certified staff and 6 paraprofessionals who provide support to Special Education, Title I/At risk, and ELLs.

There are very few employment opportunities in the area which has contributed to the increase in our economically depressed population (which brings many challenges as well -- under nourishment, lack of medical attention, etc.). Another challenge for this rural community is lack of internet connectivity for our families.

North Elementary has recently upgraded the technology infrastructure. With this infrastructure, North is able to improve the student to computer ration from 30:1 to 3:1. This improvement will help teachers be more effective in our curriculum instruction.



## **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.**

### North School Mission Statement

At North School, our goal is to promote academic excellence and social responsibility within a safe, secure, and positive environment.

### Vision

We hope to become a school that sends students into the world prepared to face the challenges of being a successful citizen/learner in our changing society through collaboration of staff, students, parents, and the community.

### Belief Statement

North School believes staff collaboration between all stakeholders will improve the quality of education at North School.

## **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.**

The notable achievements for North Elementary include:

- steady improvement all grades for math and reading achievement
- implementation of a strong multi-tiered system of support (MTSS) to close achievement gaps
- increase in parent engagement
- implementation of a volunteer reading mentoring program
- completed curriculum maps for CCSS (both ELA and Math)
- instituted a process for data analysis for MEAP/M-STEP and NWEA data to create a culture of data-based decision making
- increased number of learning stations throughout the building(intervention rooms equipped with technology)
- increased number of interactive boards(each classroom has an interactive board)

Improvement areas for the next 3 years include:

- continued improvement of the bottom 30%
- continued MTSS
- fully implement CCSS curriculum maps
- fully implement a data-based decision making system (including a data warehouse and common assessments)

## **Additional Information**

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

Watervliet North Elementary School is a school of choice for many students from surrounding areas that strives to meet the needs of all students. We have strong supports in place for our at risk learners as well as a rigorous program for our gifted and talented learners.

# **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.**

- An annual meeting will be held in conjunction with the district open house to make parents aware of the building's Title I participation, explain the program requirements, and explain the parent/guardian's right to be involved in the design, implementation, and evaluation of the schoolwide plan/program.
- Invite parents/guardians to School Improvement meetings; this will ensure that they are a part of the planning, review and improvement of programs offered through Title I.
- Invite parents/guardians to Title I parent meetings where information and suggested activities for home-learning are presented. Meetings are planned at various times and days to meet parent/guardian needs. Child care is provided.
- Offer opportunities for parents/guardians to provide suggestions and have input in the decision-making process through the annual survey, additional surveys and a comment box. There are also monthly opportunities to meet informally with the building principal.
- Parents/guardians are provided the opportunity to provide input as to the effectiveness of a program, future parent program topics, and the most convenient program time at the end of each Title I parent program.
- Parents/guardians are invited to participate as Reading Mentors for Title I students.
- Offer opportunities for parents/guardians to share feedback with the district if the building plan is not satisfactory to the parents of participating children through the Title I website or during chats with the principal.
- Offer opportunities for parents/guardians to be involved in the development of parent policies.

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

Feedback was gathered through the year, based on individual school improvement questions posed at PTO meetings and in 1 question surveys at school events (movie nights, etc.). Also, feedback was gathered from our ELL/Migrant parent group during several parent meetings. These parents were provided with programming information and engaged in a facilitated dialogue to provide their input. We also gathered feedback through our monthly Principal/Parent meetings entitled, "Java w/Joe".

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

## School Improvement Plan

North Elementary School

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A summary is provided on our website. The plan is reviewed annually in the Title I Parent meeting. The SIP Goals summary is also included annually in our Student / Parent handbook (a copy of this is also available online).

# **School Data Analysis**



## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

#### **1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

North School enrollment has steadily been around the 300 mark. Last year our biggest challenge was having 119 5th graders when we normally have around 105.

### **Student Demographic Data**

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

Attendance challenges:

Lack of parent transportation

Self diagnosis of being sick

No commitment from some families to have good attendance

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

Discipline referrals have stayed steady over the past 3 years. Each year, a small core group of students takes up all of the discipline referrals. The challenges that have been identified have been learned behavior, poor parental support or the need for counseling.

### **Student Demographic Data**

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

At North we will continue to offer parents the opportunity to be a part of their child's learning. We offer many opportunities to volunteer within the school. We also communicate on a regular basis as to the progress of the student's learning or behavior. Parents are also afforded the opportunity to work with our local ISD and school personnel to possibly help with many of the challenges listed previously.

### **Teacher/School Leader(s) Demographic Data**

#### **5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**

Building relationships with the community will help in making a positive impact with our parents and students. With every year of experience, we continue to gain more trust with the parents and students.

**Teacher/School Leader(s) Demographic Data**

**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

Veteran teachers often yield higher student achievement. Having new teachers also helps turn the corner in using new and improved strategies and technology to enhance student learning.

**Teacher/School Leader(s) Demographic Data**

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

There is a direct correlation between school leader absences and student achievement.

**Teacher/School Leader(s) Demographic Data**

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

Our teachers absences due to PD are limited. We also used late starts or early dismissals to do much of our PD. This allows us to still have contact with the students for part of the day while the rest of the day is spent on PD.

**Teacher/School Leader(s) Demographic Data**

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

We will continue to monitor absences and continue to make sure that absences for PD are warranted.

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

### **10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

Strand I: Teaching for Learning

North School staff focuses on learning for all students. We implement essential skills as well as use a vertically/horizontally aligned curriculum. We use multiple assessments to monitor student learning. We use our assessments to adjust our teaching.

### **11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

Standard 3: Assessment

At North, we administer NWEA 3 times a year. We have common assessments in each of our grades. We progress monitor our Bottom 30% in reading and math. We spend a lot of time analyzing data. The biggest challenge is time to do all of the assessments while still teaching the curriculum in depth.

### **12. How might these challenges impact student achievement?**

North School staff has taken on these challenges and we handle them very well. If we didn't assess as well as we do, or analyze as much as we do, we would be as effective with our MTSS.

### **13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

We will continue to plan late starts or early dismissals as well as additional PLC time each week.

### **14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

We have 2 special education teachers on staff, an intervention specialist, 1 speech teacher and a counselor. We have a staff that ensures that procedures are being followed and no child is left behind.

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

All students meet with interventionists at least 1 time per week. Our bottom 30 students many time meet with interventionists at least 1 time  
SY 2015-2016

per day. Prior to our at-risk funds being cut, we were able to offer after school tutoring by certified teachers. Now we offer tutoring by student volunteers.

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

Teachers look at common assessment data on a weekly basis and form groups based on that data. Parents are notified of extra help by teachers or para-professionals. This is done in person, by phone or email.

**17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

Regular classroom visits, PLC minutes, staff meeting notes, lesson plans, teacher observations and walk-throughs.

**18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

This does not apply.

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

3rd grade: In the Fall we had 50 students at or above grade level. In the Winter we had 58 at/or above grade level. Out of 105 3rd grade students, North School finished the year with only 4 3rd graders who had a Beginning Reader lexile.

### **19b. Reading- Challenges**

During the 2014-15 SY, our biggest challenge was technology. We place a huge emphasis on Scholastic Reading Counts. We struggled to get computer time to take Reading Count tests.

### **19c. Reading- Trends**

Since the use of Fountas and Pinnell as a reading intervention, we have continued to see steady increases in our reading lexiles in our bottom 30 students.

### **19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no**

**challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

We have recently completed a technology upgrade. North School is moving from a 30:1 student to computer ratio, to a 3:1 student to computer ratio.

**20a. Writing- Strengths**

All grade levels incorporate writing in each of their learning blocks.

**20b. Writing- Challenges**

Designing common assessments for writing has been our biggest challenge.

**20c. Writing- Trends**

x

**20d. Writing- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Teachers will continue to design common writing assessments. Teachers will use a rubric to maintain grading consistency across the grade level. Teachers will also grade writing papers from across the grade level to compare the grading process so that fidelity is achieved.

**21a. Math- Strengths**

Students/Teachers have just completed year 1 of using Rocket Math program with fidelity.

**21b. Math- Challenges**

Students must understand the basic operations prior to getting deeper into math. With Rocket Math, all teachers were using the program correctly. The challenge was finding the money to pay for PD and transitioning to the new program.

**21c. Math- Trends**

Teachers witnessed a steady increase of math fact knowledge in the first year. We expect this trend to continue into year 2 and we will see more students able to think deeply about math.

**21d. Math- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

We will continue PD with Rocket Math. We will devote a portion of math block time to Rocket Math so that students are learning math facts for each operation.

**22a. Science- Strengths**

North School uses science kits from Battle Creek Math and Science.



**22b. Science- Challenges**

Teachers have to implement more writing into their science blocks as BCMS is designed for hands on experiments and labs, but lacks in formal writing pieces.

**22c. Science- Trends**

Based on MEAP results, we have see a low achievement level in the last 4 years from our 5th grade science results.

**22d. Science- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

We continue to stay up to date on current curriculum. We continue to use Battle Creek Math and Science kits. Teachers have designed writing lessons for their science blocks. We will continue to look for the new NGSS that has been slated for the past year.

**23a. Social Studies- Strengths**

Students have social studies at least 3 times per week, in which reading and writing are incorporated into these blocks.

**23b. Social Studies- Challenges**

The only data we can gather is from grade level common assessments. M-Step data for 5th grade social studies will help us with data.

**23c. Social Studies- Trends**

North has no notable trends at this time.

**23d. Social Studies- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

## School Improvement Plan

North Elementary School

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Teachers will analyze data from M-Step. Teachers will continue to design and implement common assessments. Teachers will use this information to teach and enhance the social studies GLCE.

## **Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### **24a. Student Perception Data**

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

Highest level of satisfaction for students:

- In my school my principal wants every student to learn.
- In my school my teachers want every student to learn.
- In my school my teachers want me to do my best work.

### **24b. Student Perception Data**

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

The survey question, "Do you feel you can tell students at school about a problem you are having at school?" had the most negative responses.

### **24c. Student Perception Data**

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

Our part-time elementary school counselor will conduct groups with students to clarify their feelings and then include children in a solution.

### **25a. Parent/Guardian Perception Data**

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

These survey questions had the highest level of positive responses:

- Do you feel other staff members know and care about your child? (100%)
- Do you know what is expected of your child at school (behaviorally and academically)? (100%)
- Does your child understand how to complete his/her homework when he/she gets home? (96%)

**25b. Parent/Guardian Perception Data**

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

The most negative responses were from the question:

"Does the misbehavior of others get in the way of your child's education/progress?"

**25c. Parent/Guardian Perception Data**

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

The principal will work with parents during "Java with Joe" meetings to brainstorm solutions and then present these to the SIT.

**26a. Teacher/Staff Perception Data**

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

They were most satisfied with the amount of PLC time.

**26b. Teacher/Staff Perception Data**

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

Technology

**26c. Teacher/Staff Perception Data**

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

Fortunately, our community just passed a bond and technology is a large part of the bond. This upcoming school year our teachers will have PD for their new technology. We also will have an improved infrastructure to support all devices.

**27a. Stakeholder/Community Perception Data**

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

The quality of the education students receive at North Elementary.

**27b. Stakeholder/Community Perception Data**

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

The amount of after-school programming offered to students.

**27c. Stakeholder/Community Perception Data**

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

We will be engaging community members to see what types of activities they would like offered after school and researching options. Ideas will be brought to the SIT.

## Summary

### 28a. Summary

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

Strengths:

- Strong alignment of curriculum
- Reading
- Limited amount of absences for faculty/staff/principal
- Strong foundation for collegial collaboration (PLCs)
- Families believe the children in our community get a high quality education at North

Challenges:

- Attendance issues
- Time for assessments
- Basic math operations
- Technology (lack of devices and infrastructure)

### 28b. Summary

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

All of these challenges have the ability to negatively impact student achievement.

### 28c. Summary

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

Some of the challenges will be resolved with the technology improvements for fall. Other challenges will be discussed with stakeholder groups and be added to the SIP as indicated by feedback and input.

# **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      | NWEA testing is done 3 times per year and assesses both literacy and math. |            |

| 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      | When required, we public our report on our website: <a href="http://www.watervlietps.org">www.watervlietps.org</a> |            |

| Label | Assurance  | Response | Comment                                 | Attachment |
|-------|--|----------|---|------------|
|       | Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file. | No       | NA-North houses 3rd-5th grade students. |            |

| Label | Assurance  | Response | Comment  | Attachment |
|-------|--|----------|--|------------|
|       | Our school reviews and annually updates the EDPs to ensure academic course work alignment. | No       | NA-North School houses 3rd-5th grade students. |            |

| 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.<br>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      | Board policy, posted in all buildings, in staff and student handbooks. |            |

| 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      | Kevin Schooley, Superintendent<br>450 E. Red Arrow Highway<br>Watervliet, MI 49098<br>269-463-0300 |            |

## School Improvement Plan

North Elementary School

| 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      |         | North Elem Parent Inv Policy SY 2015-2016 |

| Label | Assurance   | Response | Comment | Attachment   |
|-------|---|----------|---------|--|
|       | The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below. | Yes      |         | North Elementary School Parent Compact SY 2015-... |

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

# **Title I Schoolwide Diagnostic**

## **Introduction**

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

## Component 1: Comprehensive Needs Assessment

### 1. How was the comprehensive needs assessment process conducted?

During the SY 2013-2014, the comprehensive needs assessment was conducted during a building-wide professional development session in September which included ALL teachers from the building, as well as the building principal, and the district curriculum director. The data coaches from the building collected feedback and analysis for SIT processing.

The teacher's analysis of this data (gap analysis, trend, strand) was presented to the PTO as a school improvement team update and parents provided their input and analysis of the data.

The feedback from the teacher and the parent groups was then reviewed by the SIT, led by the building-level data coaches, and a review of the SIP was conducted to ensure that improvement strategies and activities were included within the plan to address any issues brought to light from the review of the comprehensive needs assessment by the stakeholder groups.

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

#### STUDENT ACHIEVEMENT

The data reviewed included:

- Fall 2012 MEAP Results for grades 3-6 for Math and Reading and grades 4 and 7 for Writing, and grades 5 and 8 for Science, and grade 6 for Social Studies
- Local Data (Common Grade Level Assessments) for Math, Reading, Writing, Science and Social Studies in grades 2-6
- Yearly NWEA Data for Fall, Winter, and Spring, grades 3-5, in Reading, Language Arts, and Math.

Student Achievement Data (MEAP: Fall 2012 and Fall 2013)

#### READING DATA (Percent Proficient)

##### 3rd MEAP Reading

2012 Aggregate = 59%

2013 Aggregate = 59%

Increase or Decrease = NO CHANGE

##### 4th MEAP Reading

2012 Aggregate = 65%

2013 Aggregate = 64%

Increase or Decrease = -1%

##### 5th MEAP Reading

2012 Aggregate = 67%

2013 Aggregate = 70%

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North Elementary School

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Increase or Decrease = +3%

6th MEAP Reading

2012 Aggregate = 64%

2013 Aggregate = 68%

Increase or Decrease = +4%

MEAP Sub-Group Data Percent Proficient

3rd Gender Reading

2013 Males = 59%

2013 Females = 59%

Discrepancy = NONE

4th Gender Reading

2013 Males = 67%

2013 Females = 62%

Discrepancy = 5%

5th Gender Reading

2013 Males = 69%

2013 Females = 70%

Discrepancy = 1%

6th Gender Reading

2013 Males = 58%

2013 Females = 77%

Discrepancy = 19%

3rd Economically Disadvantaged (ED) Reading

2013 ED = 48%

2013 Non-ED = 75%

Discrepancy = 27%

4th Economically Disadvantaged (ED) Reading

2013 ED = 56%

2013 Non-ED = 78%

Discrepancy = 22%

5th Economically Disadvantaged (ED) Reading

2013 ED = 66%

2013 Non-ED = 74%

Discrepancy = 8%

6th Economically Disadvantaged (ED) Reading

2013 ED = 70%

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2013 Non-ED = 65%

Discrepancy = 5%

3rd Students with Disabilities (SWD) Reading

2013 SWD = <10

2013 SWOD = <10

Discrepancy =

4th Students with Disabilities (SWD) Reading

2013 SWD = <10

2013 SWOD = <10

Discrepancy =

5th Students with Disabilities (SWD) Reading

2013 SWD = <10

2013 SWOD = <10

Discrepancy =

6th Students with Disabilities (SWD) Reading

2013 SWD = <10

2013 SWOD = <10

Discrepancy =

3rd Limited English Proficient (LEP) Reading

2013 LEP = 33%

2013 Non-LEP = 64%

Discrepancy = 31%

4th Limited English Proficient (LEP) Reading

2013 LEP = <10

2013 Non-LEP = 66%

Discrepancy =

5th Limited English Proficient (LEP) Reading

2013 LEP = <10

2013 Non-LEP = 72%

Discrepancy =

6th Limited English Proficient (LEP) Reading

2013 LEP = <10

2013 Non-LEP = 65%

Discrepancy =

3rd Ethnicities Reading

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2013 Primary/Majority Ethnicity for your school = 65%

2013 Other = 37%

Discrepancy = 28%

4th Ethnicities Reading

2013 Primary/Majority Ethnicity for your school = 67%

2013 Other = <10

Discrepancy =

5th Ethnicities Reading

2013 Primary/Majority Ethnicity for your school = 70%

2013 Other = 67%

Discrepancy = 3%

6th Ethnicities Reading

2013 Primary/Majority Ethnicity for your school = 64%

2013 Other = 82%

Discrepancy = 18%

3rd Migrant Reading

2013 Migrant = <10

2013 Non-Migrant =

Discrepancy =

4th Migrant Reading

2013 Migrant = <10

2013 Non-Migrant =

Discrepancy =

5th Migrant Reading

2013 Migrant = <10

2013 Non-Migrant =

Discrepancy =

6th Migrant Reading

2013 Migrant = <10

2013 Non-Migrant =

Discrepancy =

MEAP Sub group DATA Percent Proficient

3rd MEAP Math

2012 Aggregate = 37%

2013 Aggregate = 39%

Increase or Decrease = +2%



## School Improvement Plan

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### 4th MEAP Math

2012 Aggregate = 44%

2013 Aggregate = 47%

Increase or Decrease = +3%

### 5th MEAP Math

2012 Aggregate = 33%

2013 Aggregate = 45%

Increase or Decrease = +12%

### 6th MEAP Math

2012 Aggregate = 56%

2013 Aggregate = 44%

Increase or Decrease = -12%

### MEAP Sub-Group Data Percent Proficient

#### 3rd Gender Math

2013 Males = 42%

2013 Females = 37%

Discrepancy = 5%

#### 4th Gender Math

2013 Males = 49%

2013 Females = 46%

Discrepancy = 3%

#### 5th Gender Math

2013 Males = 57%

2013 Females = 35%

Discrepancy = 22%

#### 6th Gender Math

2013 Males = 51%

2013 Females = 36%

Discrepancy = 15%

#### 3rd Economically Disadvantaged (ED) Math

2013 ED = 32%

2013 Non-ED = 49%

Discrepancy = 17%

#### 4th Economically Disadvantaged (ED) Math

2013 ED = 36%

2013 Non-ED = 67%

## School Improvement Plan

North Elementary School

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Discrepancy = 31%

5th Economically Disadvantaged (ED) Math

2013 ED = 47%

2013 Non-ED = 43%

Discrepancy = 4%

6th Economically Disadvantaged (ED) Math

2013 ED = 37%

2013 Non-ED = 54%

Discrepancy = 17%

3rd Students with Disabilities (SWD) Math

2013 SWD = <10

2013 SWOD = <10

Discrepancy =

4th Students with Disabilities (SWD) Math

2013 SWD = <10

2013 SWOD = <10

Discrepancy =

5th Students with Disabilities (SWD) Math

2013 SWD = <10

2013 SWOD = <10

Discrepancy =

6th Students with Disabilities (SWD) Math

2013 SWD = <10

2013 SWOD = <10

Discrepancy =

3rd Limited English Proficient (LEP) Math

2013 LEP = 13%

2013 Non-LEP = 44%

Discrepancy = 31%

4th Limited English Proficient (LEP) Math

2013 LEP = <10

2013 Non-LEP = 49%

Discrepancy =

5th Limited English Proficient (LEP) Math

2013 LEP = <10

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2013 Non-LEP = 45%

Discrepancy =

6th Limited English Proficient (LEP) Math

2013 LEP = <10

2013 Non-LEP = 45%

Discrepancy =

3rd Ethnicities Math

2013 Primary/Majority ethnicity for your school = 45%

2013 Other = 20%

Discrepancy = 25%

4th Ethnicities Math

2013 Primary/Majority ethnicity for your school = 52%

2013 Other = <10

Discrepancy =

5th Ethnicities Math

2013 Primary/Majority ethnicity for your school = 44%

2013 Other = 58%

Discrepancy = 14%

6th Ethnicities Math

2013 Primary/Majority ethnicity for your school = 44%

2013 Other = 36%

Discrepancy = 8%

3rd Migrant Math

2013 Migrant = <10

2013 Non-Migrant =

Discrepancy =

4th Migrant Math

2013 Migrant = <10

2013 Non-Migrant =

Discrepancy =

5th Migrant Math

2013 Migrant = <10

2013 Non-Migrant =

Discrepancy =

6th Migrant Math

## School Improvement Plan

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2013 Migrant = <10

2013 Non-Migrant =

Discrepancy =

WRITING DATA Percent Proficient

4th MEAP Writing

2012 Aggregate = 42%

2013 Aggregate = 41%

Increase or Decrease = -1%

7th MEAP Writing

2012 Aggregate = 45%

2013 Aggregate = 50%

Increase or Decrease = +5%

11th MME Writing

2012 Aggregate

2013 Aggregate

Increase or Decrease

MEAP Sub-Group Data Percent Proficient

4th Gender Writing

2013 Males = 33%

2013 Females = 47%

Discrepancy = 14%

7th Gender Writing

2013 Males = 34%

2013 Females = 63%

Discrepancy = 29%

4th Economically Disadvantaged (ED) Writing

2013 ED = 27%

2013 Non-ED = 67%

Discrepancy = 40%

7th Economically Disadvantaged (ED) Writing

2013 ED = 44%

2013 Non-ED = 55%

Discrepancy = 11%

4th Students with Disabilities (SWD) Writing

2013 SWD = 23%

## School Improvement Plan

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2013 SWOD =

Discrepancy =

4th Limited English Proficient (LEP) Writing

2013 LEP = <10

2013 Non-LEP = 43%

Discrepancy =

7th Limited English Proficient (LEP) Writing

2013 LEP = >10

2013 Non-LEP = 53%

Discrepancy =

4th Ethnicities Writing

2013 Primary/Majority Ethnicity for your school = 46%

2013 Other = <10

Discrepancy =

7th Ethnicities Writing

2013 Primary/Majority Ethnicity for your school = 52%

2013 Other = 20%

Discrepancy = 32%

4th Migrant Writing

2013 Migrant = <10

2013 Non-Migrant =

Discrepancy =

7th Migrant Writing

2013 Migrant = <10

2013 Non-Migrant =

Discrepancy =

SCIENCE DATA Percent Proficient

5th MEAP Science

2012 Aggregate = 14%

2013 Aggregate = 12%

Increase or Decrease = -2%

8th MEAP Science

2012 Aggregate = 19%

2013 Aggregate = 17%

Increase or Decrease = -2%

## School Improvement Plan

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---

### MEAP Sub-Group Data Percent Proficient

#### 5th Gender Science

2013 Males = 21%

2013 Females = 3%

Discrepancy = 18%

#### 8th Gender Science

2013 Males = 18%

2013 Females = 17%

Discrepancy = 1%

#### 5th Economically Disadvantaged (ED) Science

2013 ED = 12%

2013 Non-ED = 13%

Discrepancy = 1%

#### 8th Economically Disadvantaged (ED) Science

2013 ED = 12%

2013 Non-ED = 24%

Discrepancy = 12%

#### 5th Students with Disabilities (SWD) Science

2013 SWD = <10

2013 SWOD =

Discrepancy =

#### 8th Students with Disabilities (SWD) Science

2013 SWD = <10

2013 SWOD =

Discrepancy =

#### 5th Limited English Proficient (LEP) Science

2013 LEP = <10

2013 Non-LEP = 12%

Discrepancy =

#### 8th Limited English Proficient (LEP) Science

2013 LEP = <10

2013 Non-LEP = 19%

Discrepancy =

#### 5th Ethnicities Science

2013 Primary/Majority Ethnicity of your school = 13%

2013 Other = <10

Discrepancy =

## School Improvement Plan

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### 8th Ethnicities Science

2013 Primary/Majority Ethnicity of your school = 21%

2013 Other = <10

Discrepancy =

### 5th Migrant Science

2013 Migrant = <10

2013 Non-Migrant =

Discrepancy =

### 8th Migrant Science

2013 Migrant = <10

2013 Non-Migrant =

Discrepancy =

### SOCIAL STUDIES DATA Percent Proficient

#### 6th MEAP Social Studies

2012 Aggregate = 34%

2013 Aggregate = 27%

Increase or Decrease = -7%

### MEAP Sub-Group Data Percent Proficient

#### 6th Gender Social Studies

2013 Males = 39%

2013 Females = 16%

Discrepancy = 23%

#### 6th Economically Disadvantaged (ED) Social Studies

2013 ED = 21%

2013 Non-ED = 37%

Discrepancy = 16%

#### 6th Students with Disabilities (SWD) Social Studies

2013 SWD = <10

2013 SWOD =

Discrepancy =

#### 6th Limited English Proficient (LEP) Social Studies

2013 LEP = <10

2013 Non-LEP = 30%

Discrepancy =

#### 6th Ethnicities Social Studies

2013 Primary/Majority Ethnicity for your school = 30%

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2013 Other = <10

Discrepancy =

6th Migrant Social Studies

2012 Migrant = <10

2012 Non-Migrant =

Discrepancy =

Strand Analysis Data. An analysis of the content strands within each of tested MEAP area shows the strand with the lowest achievement as:

-- Reading: Informational Text

-- Mathematics: Understanding of Fractions

-- Science: Inquiry Analysis & Comm.

-- Social Studies: Structure/Functions of Governments

3 Years of Adequate Yearly Progress Data:

Scorecard Summary for 2012-13:

|               | Math   | Reading | Soc. St. | Sci.   | Writing |
|---------------|--------|---------|----------|--------|---------|
| All Students  | Green  | Green   | Green    | Green  | Green   |
| White         | Green  | Green   | Green    | Green  | Green   |
| Econ. Disadv. | Green  | Green   | Green    | Green  | Green   |
| Bottom 30%    | Purple | Purple  | Purple   | Purple | Purple  |

- 2011-12SY AYP data: Met AYP in both reading and math, Grade of B.

- 2010-11SY AYP data: Met AYP in both reading and math. Grade of A

- North Elementary ranked in the 42nd percentile on the 2013 Top to Bottom list.

- Progress toward Proficiency targets:

|   | 2012-13SY | 2011-2012 |
|---|-----------|-----------|
| TARGET: READING                               | 68.50%    | 66.67%    |
| North Elementary Proficiency (4th Gr Reading) | 65%       | 65%       |
| North Elementary Proficiency (5th Gr Reading) | 67%       | 60%       |
| North Elementary Proficiency (6th Gr Reading) | 64%       | 74%       |

TARGET: MATH 52.46% 48.84%

North Elementary Proficiency (4th Gr Math) 44% 38%

North Elementary Proficiency (5th Gr Math) 33% 44%

North Elementary Proficiency (6th Gr Math) 56% 57%

Conclusions Drawn from State Proficiency Data:

-- Proficiency levels for Reading, Math, Science, Social Studies, and Writing need to improve for ALL students

-- We need to utilize specific strategies to improve academic outcomes for Economically Disadvantaged students, LEP, and Bottom 30% students based on the gap in achievement between these groups and the non-ED, non-ELL, and non-Bottom 30% groups

-- The gaps in gender and ethnicity in both reading and math required additional investigation. After our SIT reviewed this data for each COHORT it was found that the gap was not consistent and did not, in any area, grow substantially from year to year for the cohort. In fact,



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the current 6th grade cohort had a gap in math in 5th grade where the males outperformed the females, but this same cohort in 6th grade the females outperformed the males. We did not find consistent gender gaps in either Reading or Math for the cohort groups. After further investigation of the ethnicity gap, we found that these students were included in our LEP group and we were already addressing this issue in strategies and activities in our SIP.

### PROGRAM / PROCESS DATA

Data reviewed included: SPR 40 North Elementary School

From the data review, we found the high / low areas are:

- High areas: Assessment (4.0), Personnel Qualifications (4.0), Data Management (4.0)
- Low areas: Shared Leadership (2.75), Operational/Resource Management (3.0)

The conclusions drawn from the School Program/Process data are:

- We need to continue our commitment to assessment, attracting and retaining highly qualified personnel, and continuous, deliberate data review.
- We need to improve on participation / leadership of school improvement and increase the amount of time grade level chairs have to collaborate with one another and their grade level team with a goal of weekly collaboration time.

### PERCEPTION DATA:

Data Reviewed: Staff and Parent survey data

#### A. Staff Perceptions

##### Positives:

- Quality of North School's instructional program-94% feel that it is above average or excellent.
- Quality of support for student learning at North School-94% feel that the support is above average or excellent.
- North School staff is dedicated to student learning.

##### Negatives:

- Need more technology.
- Improvement of physical space.
- Better communication from administration.

#### B. Parent Perceptions

##### Positives:

- 100% of respondents feel that they know what is expected of their child at school, both academically and behaviorally.
- 94% of respondents feel that their child understands how to complete his homework when he gets home.
- 92% of respondents feel that North School provides an above average or excellent quality of education.

##### Negatives:

- 39% of respondents feel that bullying is a problem at North School
- 33% of respondents feel that the misbehavior of others gets in the way of their child's education.
- 28% of respondents feel that name calling is a problem at North School.

Conclusions from the Perception Data:

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- Both faculty and parents feel the quality of instruction at North Elementary is good
- Teachers feel technology, the physical space, and communication with administration needs to improve
- Parents feel bullying, other student's misbehavior, and name calling need to be diminished
- There is need for continuous, data review to support data-based decisions.

### DEMOGRAPHIC DATA:

#### Student Data:

- \* 86% White/Caucasian
- \* 2% Black or African American
- \* 2% Two or More Races
- \* 9% Hispanic of Any Race
- \* 1% American Indian or Alaskan Native
- \* 6% ELL
- \* 16% Students with IEP
- \* 65% Economically Disadvantaged

### STAFF DATA

- \* 17.5 Teachers
- \* 1 Principal
- \* 5.5 Paraprofessionals

### Demographic data conclusions:

- Our largest ethnicity is Caucasian
- Our 2nd largest group is Hispanic
- Very few of our grade levels have a testing group n=10 or more so we need to calculate proficiency for these students and compare that to the "non" group to ensure that there are no achievement gaps
- We have a large percentage of Economically Disadvantaged (65%) students and we need to make sure our teachers are well prepared in addressing the special challenges for these students. Many of these families have limited access to internet and technology.

### CONCLUSIONS:

Based on the State and Local data reviewed, we made the following conclusions:

### STUDENT ACHIEVEMENT DATA CONCLUSIONS:

- Proficiency levels for Reading, Math, Science, Social Studies, and Writing need to improve for ALL students; although some subgroups are performing under others, we are not performing at the desired / targeted proficiency levels with any of our students. We need to focus on increasing proficiency levels for ALL students in all core subject areas.
- We need to utilize specific strategies to improve academic outcomes for Economically Disadvantaged students, LEP, and Bottom 30% students based on the gap in achievement between these groups and the non-ED, non-ELL, and non-Bottom 30% groups
- The gaps in gender and ethnicity in both reading and math required additional investigation. After our SIT reviewed this data for each COHORT it was found that the gap was not consistent and did not, in any area, grow substantially from year to year for the cohort. In fact, the current 6th grade cohort had a gap in math in 5th grade where the males outperformed the females, but this same cohort in 6th grade the females outperformed the males. We did not find consistent gender gaps in either Reading or Math for the cohort groups. After further investigation of the ethnicity gap, we found that these students were included in our LEP group and we were already addressing this issue in strategies and activities in our SIP.

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### PROGRAM/PROCESS DATA CONCLUSIONS:

- We need to continue our commitment to assessment, attracting and retaining highly qualified personnel, and continuous, deliberate data review.
- We need to improve on participation / leadership of school improvement and increase the amount of time grade level chairs have to collaborate with one another and their grade level team with a goal of weekly collaboration time.

### PERCEPTION DATA CONCLUSIONS:

- Both faculty and parents feel the quality of instruction at North Elementary is good
- Teachers feel technology, the physical space, and communication with administration needs to improve
- Parents feel bullying, other student's misbehavior, and name calling need to be diminished

### DEMOGRAPHIC DATA CONCLUSIONS:

- Our largest ethnicity is Caucasian
- Our 2nd largest group is Hispanic
- Very few of our grade levels have a testing group n=10 or more so we need to calculate proficiency for these students and compare that to the "non" group to ensure that there are no achievement gaps
- We have a large percentage of Economically Disadvantaged (65%) students and we need to make sure our teachers are well prepared in addressing the special challenges for these students

### BASED ON THESE CONCLUSIONS, OUR AREAS OF PRIORITY ARE:

- Achievement growth in ALL content areas for all students
- Narrowing subgroup gaps in: LEP, Bottom 30%, and Economically Disadvantaged

All of the data conclusions were utilized to create the following 4 goals:

Goal 1: North Elementary will develop a sustainable culture of Data-Based Decision Making.

Goal 2: All North Elementary students will become proficient in the CCSS for Mathematics.

Goal 3: All North Elementary students will become proficient in the CCSS for Reading and Writing.

Goal 4: All students at North Elementary School will become technologically literate

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

Based on the State and Local data reviewed, we made the following conclusions:

### STUDENT ACHIEVEMENT DATA CONCLUSIONS:

- Proficiency levels for Reading, Math, Science, Social Studies, and Writing need to improve for ALL students; although some subgroups are performing under others, we are not performing at the desired / targeted proficiency levels with any of our students. We need to focus on increasing proficiency levels for ALL students in all core subject areas.
- We need to utilize specific strategies to improve academic outcomes for Economically Disadvantaged students, LEP, and Bottom 30%

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students based on the gap in achievement between these groups and the non-ED, non-ELL, and non-Bottom 30% groups

-- The gaps in gender and ethnicity in both reading and math required additional investigation. After our SIT reviewed this data for each COHORT it was found that the gap was not consistent and did not, in any area, grow substantially from year to year for the cohort. In fact, the current 6th grade cohort had a gap in math in 5th grade where the males outperformed the females, but this same cohort in 6th grade the females outperformed the males. We did not find consistent gender gaps in either Reading or Math for the cohort groups. After further investigation of the ethnicity gap, we found that these students were included in our LEP group and we were already addressing this issue in strategies and activities in our SIP.

-- Instructional staff/leadership needs to be able to understand and utilize student achievement data from various sources (NWEA, MEAP, common grade level assessments, Easy CBM, etc.) to make data-based decisions that will improve instructional outcomes for ALL students.

### PROGRAM/PROCESS DATA CONCLUSIONS:

-- We need to continue our commitment to assessment, attracting and retaining highly qualified personnel, and continuous, deliberate data review.

-- We need to improve on participation / leadership of school improvement and increase the amount of time grade level chairs have to collaborate with one another and their grade level team with a goal of weekly collaboration time.

-- Instructional staff/leadership needs to be able to understand and utilize program/process data to make data-based decisions that will result in continuous improvement of our programs and processes that support increased achievement for ALL students.

### PERCEPTION DATA CONCLUSIONS:

-- Both faculty and parents feel the quality of instruction at North Elementary is good

-- Teachers feel technology, the physical space, and communication with administration needs to improve

-- Parents feel bullying, other student's misbehavior, and name calling need to be diminished

-- Instructional staff/leadership needs to be able to understand and utilize perception data to make data-based decisions that will result in continuous improvement of our building culture to support increased academic outcomes for ALL students.

### DEMOGRAPHIC DATA CONCLUSIONS:

-- Our largest ethnicity is Caucasian

-- Our 2nd largest group is Hispanic

-- Very few of our grade levels have a testing group n=10 or more so we need to calculate proficiency for these students and compare that to the "non" group to ensure that there are no achievement gaps

-- We have a large percentage of Economically Disadvantaged (65%) students and we need to make sure our teachers are well prepared in addressing the special challenges for these students. Many of these families have limited access to technology and it is vitally important that we fill this gap at school.

-- Instructional staff/leadership needs to be able to understand our demographic data to make data-based decisions that will result in continuous improvement of academic outcomes for ALL students.

Based on these conclusions, it was clear to our team that our goals needed to focus on achievement improvement for ALL students with specific outcomes to target the special concerns of subgroups. Based on this data review, the areas of priority we utilized to establish our goals are:

- Achievement growth in ALL content areas for all students

- Narrowing subgroup gaps in: LEP, Bottom 30%, and Economically Disadvantaged subgroups

All of the data conclusions were utilized to create the following 4 goals:

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Goal 1: North Elementary will develop a sustainable culture of Data-Based Decision Making.

Goal 2: All North Elementary students will become proficient in the CCSS for Mathematics.

Goal 3: All North Elementary students will become proficient in the CCSS for Reading and Writing.

Goal 4: All students at North Elementary School will become technologically literate.

In Goals 2, 3, and 4, the following subgroups are the focus of objectives and interventions:

-- Students not meeting the benchmarks, with priority to the Bottom 30%, will receive supplemental instruction during and beyond the school day / year.

-- ELL / Migrant students will receive supplemental instruction during and beyond the school day / year.

-- Economically Disadvantaged students will receive supplemental instruction during and beyond the school day / year.

-- Students meeting /exceeding learning benchmarks will be provided with extended learning / challenge activities

.ALL content areas are included in the goals -- English, Science, and Social Studies are integrated within Goal 3, Reading and Writing.

Within this goal, specific objectives are dedicated to Reading, Writing, Science, and Social Studies.

It is evident through the information shared in this section, that the goals we have selected directly align with the needs / gaps identified in the Comprehensive Needs Assessment.

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

Through our MTSS, all students will get appropriately targeted grade level instruction. We will utilize classroom teachers and paraprofessionals (interventionists) to work with small groups of students within our core blocks. Instruction will be based on state, district and grade level assessments. As you review our goals section of our SIP it is clear that we have multiple strategies that focus on ALL students and multiple strategies that focus on students farthest from meeting benchmark.

We feel the refinements we are making to our MTSS, which focuses on student achievement and growth data, will lead to narrowing of the achievement gaps in the subgroups.

Within the SIP, we are addressing the needs of ALL students as follows:

Goal 2: Math

Objective 1: ALL Students will demonstrate proficiency in math

Strategies include: Aligned Math Delivery

- Activities include: CCSS PD, Resource evaluation, best practice PD, PLCs, vertical/horizontal alignment, aligned delivery, challenge activities, professional practice reflection, evaluate impact of strategy

Goal 3: Reading and Writing:

Objectives 1-5 ALL Students will demonstrate proficiency in: Reading, Writing, Science, SS, and PE/Health and Music

- Strategies include: Aligned Delivery for Reading, Writing, Science, SS, and PE/Health and Music

- Activities include: CCSS PD, Resource evaluation, best practice PD, PLCs, vertical/horizontal alignment, aligned delivery, challenge activities, professional practice reflection, evaluate impact of strategy

We are focusing on the needs of students farthest from meeting the standards with the following Objectives:

Goal 2: Math

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Objective 2: Economically Disadvantaged students will demonstrate growth

- Strategies include: MTSS

- Activities include: PD for interventionists on best practice in math strategies, Universal Screener, teacher PLC review of student performance, academic support to students, progress monitoring, reflection on professional practice

Objective 3: Migrant / ELL students will demonstrate growth

- Strategies include: MTSS

- Activities include: PD for interventionists on best practice in math strategies, Universal Screener, teacher PLC review of student performance, academic support to students, progress monitoring, reflection on professional practice

Objective 4: Bottom 30% students will demonstrate growth

- Strategies include: MTSS

- Activities include: PD for interventionists on best practice in math strategies, Universal Screener, teacher PLC review of student performance, academic support to students, progress monitoring, reflection on professional practice

Goal 3: Reading and Writing in English, Science, and Social Studies

Objective 6: Bottom 30%, Economically Disadvantaged, and Migrant / ELL students will demonstrate improved proficiency

- Strategies include: MTSS

- Activities include: PD for interventionists on best practice in math strategies, Universal Screener, teacher PLC review of student performance, academic support to students, progress monitoring, reflection on professional practice

## **Component 2: Schoolwide Reform Strategies**

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

The strategies in our schoolwide plan which focus on helping ALL students reach the state's standards are:

#### **READING**

- Based on the research of DuFour, staff will provide an aligned curriculum that is a result of teacher collaboration, professional development, and PLC monitoring. Essential learning standards have been identified and common assessments will be utilized to help identify student learning needs in reading
- As referenced in Dr. Tyler J. Griffin, an assistant professor at Brigham Young University's research of teaching relevance, staff will provide all students with student-friendly learning targets for reading, for improved academic achievement
- Staff will complete professional development that focuses on best-practice research, some of which was done by Marzano, Pickering, Pollock (2001), Langlois, D.E., & Zales, C.R. (1992), Steven Zemelman, Harvey Daniels, and Arthur Hyde (2005), Jacobs, H. editor, (2004), and Tomlinson, C. (2003), for the teaching of reading
- Staff will engage in on-going teacher reflection (Danielson, C., & McGreal, T. L. 2000, Hargreaves, A., & Fullan, M. G. 1992) on the teaching and learning of reading
- Staff will provide ALL students with the opportunity for additional support, including intervention and challenge/extended support
- Staff will provide ALL students with READING instruction based on literacy learning (Betts 1946; Block, CC, Hansi, and Mangieri, 2005; Cole 2004) and motivation research (Pressley 2006; and Taylor, Pearson, Clark, and Walpole, 2000) utilizing the CCSS and delivered in the Daily 5 / CAFÉ workshop format where students complete the following research-based literacy tasks: 1) reading to self, 2)reading with someone, 3) writing, 4)word work, and 5) listening to reading

#### **WRITING**

- Based on the research of DuFour, staff will provide an aligned curriculum utilizing an aligned curriculum that is a result of teacher collaboration, professional development, and PLC monitoring. Essential learning standards have been identified and common assessments will be utilized to help identify student learning needs in writing
- As referenced in Dr. Tyler J. Griffin, an assistant professor at Brigham Young University's research of teaching relevance, staff will provide all students with student-friendly learning targets for writing, for improved academic achievement
- Staff will complete professional development that focuses on best-practice research, some of which was done by Marzano, Pickering, Pollock (2001), Langlois, D.E., & Zales, C.R. (1992), Steven Zemelman, Harvey Daniels, and Arthur Hyde (2005), Jacobs, H. editor, (2004), Charles Whitaker, Ph.D., and Tomlinson, C. (2003), for the teaching of writing
- Staff will engage in on-going teacher reflection (Danielson, C., & McGreal, T. L. 2000, Hargreaves, A., & Fullan, M. G. 1992) on the teaching and learning of writing.
- Staff will provide ALL students with the opportunity for additional support, including intervention and challenge/extended support.
- Staff will provide ALL students with WRITING instruction based on literacy learning (Betts 1946; Block, CC, Hansi, and Mangieri, 2005; Caulkins, Hartman, and White, 2005, Cole 2004) and motivation research (Pressley 2006; and Taylor, Pearson, Clark, and Walpole, 2000) utilizing the CCSS MAISA units and delivered in the Daily 5 / CAFÉ workshop format where students complete the following research-based literacy tasks: 1) reading to self, 2)reading with someone, 3) writing, 4)word work, and 5) listening to reading

#### **MATH**

- Based on the research of DuFour, staff will provide an aligned curriculum for ALL students that is a result of teacher collaboration.

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professional development, and PLC monitoring. Essential learning standards have been identified and common assessments will be utilized to help identify student learning needs in mathematics

- As referenced in Dr. Tyler J. Griffin, an assistant professor at Brigham Young University's research of teaching relevance, staff will provide all students with student-friendly learning targets for mathematics, for improved academic achievement

- Staff will complete professional development that focuses on best-practice research, some of which was done by Marzano, Pickering, Pollock (2001), Langlois, D.E., & Zales, C.R. (1992), Steven Zemelman, Harvey Daniels, and Arthur Hyde (2005), Jacobs, H. editor, (2004), Ball, D., Ferrini-Mundy, J., Kilpatrick, J., Milgram, J., Schmid, W. & Scharr, R. (2005), and Masini, B. & Taylor, J. (2000), for the teaching of math

- Staff will engage in on-going teacher reflection (Danielson, C., & McGreal, T. L. 2000, Hargreaves, A., & Fullan, M. G. 1992) on the teaching and learning of math.

- Staff will provide ALL students with the opportunity for additional support, including intervention and challenge/extended support

- Staff will provide ALL students with MATHEMATICS instruction based on the research of Marzano, Heflebower, Simms, Warrick, Yanoski, Hoegh (2013) and Carrol & Isaacs (2013), utilizing the CCSS and delivered through the use of the Everyday Math program that integrates the use of hands-on math manipulatives to support students in gaining increased number sense.

### SCIENCE:

- Based on the research of DuFour, staff will provide an aligned curriculum to ALL students that is a result of teacher collaboration, professional development, and PLC monitoring. Essential learning standards have been identified and common assessments will be utilized to help identify student learning needs in science

- As referenced in Dr. Tyler J. Griffin, an assistant professor at Brigham Young University's research of teaching relevance, staff will provide all students with student-friendly learning targets for science, for improved academic achievement

- Staff will complete professional development that focuses on best-practice research, some of which was done by Marzano, Pickering, Pollock (2001), Langlois, D.E., & Zales, C.R. (1992), Steven Zemelman, Harvey Daniels, and Arthur Hyde (2005), Jacobs, H. editor, (2004), Ball, D., Ferrini-Mundy, J., Kilpatrick, J., Milgram, J., Schmid, W. & Scharr, R. (2005), and M. Suzanne Donovan and John D. Bransford, Editors) Washington, DC: National Research Council (2005), for the teaching of science

- Staff will engage in on-going teacher reflection (Danielson, C., & McGreal, T. L. 2000, Hargreaves, A., & Fullan, M. G. 1992) on the teaching and learning of science.

- Staff will provide ALL students with the opportunity for additional support, including intervention and challenge/extended support

- Staff will research and evaluate science resources to choose those that best meet the needs of our students

- Staff will provide ALL students with SCIENCE instruction through a hands-on, inquiry based method which is supported by the research of Minner, Levy, and Century, 2009, we utilize the MDE Science standards and Battle Creek Science kits for delivery of these standards

### SOCIAL STUDIES

- Based on the research of DuFour, staff will provide an aligned curriculum ALL students an aligned curriculum that is a result of teacher collaboration, professional development, and PLC monitoring. Essential learning standards have been identified and common assessments will be utilized to help identify student learning needs in social studies

- As referenced in Dr. Tyler J. Griffin, an assistant professor at Brigham Young University's research of teaching relevance, staff will provide all students with student-friendly learning targets for social studies, for improved academic achievement

- Staff will complete professional development that focuses on best-practice research, some of which was done by Marzano, Pickering, Pollock (2001), Langlois, D.E., & Zales, C.R. (1992), Steven Zemelman, Harvey Daniels, and Arthur Hyde (2005), Jacobs, H. editor, (2004), Ball, D., and Ferrini-Mundy, J., Kilpatrick, J., Milgram, J., Schmid, W. & Scharr, R. (2005), for the teaching of Social studies

- Staff will engage in on-going teacher reflection (Danielson, C., & McGreal, T. L. 2000, Hargreaves, A., & Fullan, M. G. 1992) on the teaching and learning of social studies.

- Staff will provide ALL students with the opportunity for additional support, including intervention and challenge/extended support.



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- Staff will provide ALL students with SOCIAL STUDIES instruction through an integrated, thematic approach with reading/writing instruction which is supported by the research of Sweeney, 2011, and utilizing the MDE content standards for social studies

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

We are using the following researched based methods/strategies to increase the quality and quantity of instruction:

#### QUALITY OF EDUCATION:

- Common Core State Standards Curriculum alignment for reading, writing, and math with common curriculum maps, common assessments, parent-friendly learning targets, etc.
- State Standards alignment in science, social studies, PE/Health, and music with common curriculum maps, common assessments, parentfriendly learning targets, etc.
- PLC time to review the teaching and learning for the entire grade level based on the aligned curriculum and the identified essential learning standards
- PLC time to create (and analyze data from) common assessments to monitor the teaching and learning of the entire grade level
- Research-based curriculum tools and strategies (Teaching Like a Champion, Fountas and Pinnell, Daily 5, Writer's Workshop, Everyday Math, instructional technology, etc.)
- Multi-Tier System of Support to support ALL learners
- Growth goals set w/each student based on NWEA (MAP) data
- Instruction based on data-driven decisions / and data analysis led by building-level data coaches
- Parent engagement activities
- Teachers with individual growth plans who receive feedback from administrators trained in observation best practice
- Building personnel who are caring, supportive of all students, and reflective about their instructional practices
- Teachers and intervention staff utilize research-based strategies to assist subgroups in reaching academic success

#### QUANTITY OF INSTRUCTION:

- School schedule that optimizes the amount of instructional seat time for all students
- Set time for instructional support time for ALL learners through the MTSS
- Beyond the school day tutoring / academic support time (includes before school, after school, and summer school opportunities)
- Beyond the school day enrichment opportunities
- Data support activities / data warehouse that allows teachers to provide individualized instruction

#### Research citations:

- Quality, documented Instructional delivery (all core courses): Marzano, Pickering, Heflebower, Knaold-McIntyre, Boogren; Becoming a Reflective Teacher (2012)
- Use of instructional technology: Essential Education for a Changing World, Edited by: Heidi Hayes Jacobs (2012)
- Multi-Tier System of Support: Mellard, Johnson; RTI: A Practitioner's Guide to Implementing RTI (2008)
- Research-based strategies for subgroups: Kauffman; What's Different About Teaching Reading to Students Learning English? (2009) and Tomlinson, Fulfilling the Promise of the Differentiated Classroom (2003)
- Use of Common Assessments: Stiggins, Balanced Assessment Systems (2006)
- Parent Engagement to improve student achievement: J. Epstein, Creating School Climate & Structures to Support Parent and Parent-

Involvement Programs (NCREL)

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

All strategies selected will assist us in addressing the gaps and causes identified in the CNA with specific focus on the strategies in the schoolwide plan aligned with the findings of the needs assessment:

Gaps identified:

- Between the bottom 30% and the top 30% the gap is in both reading and math
- 3rd and 4th grade: gap between the ED and not ED for both reading and math
- 3rd grade: gap between the ELL and not ELL for both reading and math

Strategies to bridge gap:

- Focus on increasing instruction:
  - Interventionist-individual instruction, small group instruction, reading conferences
  - Fountas and Pinnell reading intervention for the readers with the greatest need
- After school tutoring
- Reading mentors
- Summer school
- Study Island (on-line learning that is individualized for each student based on their NWEA (MAP test) performance)
- Parental education programs
- Homework Helper

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

Strategies in the schoolwide plan which provide a level of Interventions for students who need the most instructional support: include:

Goal 2: MATHEMATICS

Objective 2: Economically Disadvantaged students will demonstrate growth

- Strategies include: Implement a Multi Tier System of Support (MTSS) with fidelity
- Activities include: PD for interventionists on best practice in math strategies, MTSS that includes: Universal Screener, provide research-based academic support to students (see detail that follows), progress monitoring, teacher PLC review of student performance, reflection on professional practice
  - Research-based academic support to students includes:
    - Use of manipulatives (small group or 1-1)
    - Extended Day / Year
    - Prescriptive Study Island (data is uploaded from NWEA (MAP) Language Math assessment)

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- Moby Max (for math)

Objective 3: Migrant / ELL students will demonstrate growth

- Strategies include: Implement a Multi Tier System of Support (MTSS) with fidelity
- Activities include: PD for interventionists on best practice in math strategies, MTSS that includes: Universal Screener, provide research-based academic support to students (see detail), progress monitoring, teacher PLC review of student performance, reflection on professional practice
  - Research-based academic support to students includes:
    - Use of manipulatives (small group or 1-1)
    - Extended Day / Year
    - Prescriptive Study Island (data is uploaded from NWEA (MAP) Language Math assessment)
    - Moby Max (for math)
    - Vocabulary practice

Objective 4: Bottom 30% students will demonstrate growth

- Strategies include: Implement a Multi Tier System of Support (MTSS) with fidelity
- Activities include: PD for interventionists on best practice in math strategies, MTSS that includes: Universal Screener, provide research-based academic support to students (see detail), progress monitoring, teacher PLC review of student performance, reflection on professional practice
  - Research-based academic support to students includes:
    - Use of manipulatives (small group or 1-1)
    - Extended Day / Year
    - Prescriptive Study Island (data is uploaded from NWEA (MAP) Language Math assessment)
    - Moby Max (for math)

=====  
Goal 3: Reading and Writing: in English, Science, and Social Studies

Objective 6: Bottom 30%, Economically Disadvantaged, and Migrant / ELL students will demonstrate improved proficiency

- Strategies include: Implement a Multi Tier System of Support (MTSS) with fidelity
- Activities include: PD for interventionists on best practice in math strategies, MTSS that includes: Universal Screener, provide research-based academic support to students (see detail), progress monitoring, teacher PLC review of student performance, reflection on professional practice
  - Research-based academic support to students for READING / WRITING includes:
    - Fountas & Pinnell (small group or 1-1)
    - Extended Day / Year
    - Prescriptive Study Island (data is uploaded from NWEA (MAP) Language Usage assessment)
    - School to Home Sight Word Program
    - Moby Max (for Spelling)
    - Differentiated Instruction through Daily 5/CAFÉ
  - Research-based academic support to students for SCIENCE includes:
    - Informational text reading support
    - Vocabulary development

- Extended day / year
  
- Research-based academic support to students for SOCIAL STUDIES includes:
  - Informational text reading support
  - Vocabulary development
  - Extended day / year

Services are provided by Interventionists, para-professionals, special education teachers, and general education teachers. Intervention is provided daily for all grades at North Elementary for ELA, Reading and Mathematics. Intervention is provided weekly for all grades at North Elementary for Writing, Science, and Social Studies.

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

North Elementary determines if student academic needs are being met through periodic progress monitoring of ALL students in several ways:

#1 Growth targets are set at the beginning of the year with NWEA (MAP) testing. At the mid-year, NWEA is administered again and teachers can see how students are progressing towards the growth target and make adjustments to intervention groups, classroom differentiation, etc. ALL students take the NWEA (MAP) assessment and are monitored for appropriate growth. At the end of the year, students take the NWEA (MAP) assessment for a 3rd time. This allows us to see which students met their growth target and allows us to reflect on the effectiveness of instructional practices and interventions.

#2 Students who receive intervention are progress monitored every 2 to 3 weeks utilizing Easy CBM and Fountas & Pinnell benchmark assessments by interventionists. The Interventionists then provide this data to the classroom teacher, principal, and lead interventionist. Also, progress monitoring data is reviewed by grade level teams during PLC time. This data shows whether or not the intervention is working and allows us to make course corrections for the student (which might include more time, more frequency, different strategy, etc.) as needed.

#3 Through the use of grade level common assessments, teachers also monitor the progress of ALL students. This data is reviewed and discussed during PLC time for grade level decision making to improve academic outcomes for ALL students. Grade level common assessments are given at least quarterly.

### Component 3: Instruction by Highly Qualified Staff

| Label | Assurance  | Response | Comment  | Attachment |
|-------|--|----------|--|------------|
|       | 1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this?<br>NOTE: A schoolwide program must have all highly qualified instructional staff. | Yes      | All instructional paraprofessionals do meet NCLB requirements for highly qualified status. All credentials are kept on file in Central Office. |            |

| Label | Assurance   | Response | Comment  | Attachment |
|-------|---|----------|--|------------|
|       | 2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this?<br>NOTE: A schoolwide program must have all highly qualified instructional staff. | Yes      | All teachers do meet NCLB requirements for highly qualified instructional staff. All credentials are kept on file in Central Office. |            |

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

North School has a low turnover rate for this school year. We had two teachers (both with 6+ years at Watervliet) relocate for family obligations.

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

North School has a total of 17.5 teachers.

Teachers' Experience:

0-5 years: 2 teachers

6-10 years: 4.5 teachers

11-15 years: 6 teachers

16+ years: 5 teachers

North School has a total of 5.5 para-professionals (interventionists)

Para-professionals' Experience:

0-5 years: 3 para-professionals

16+ years: 2.5 para-professionals

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

North School has implemented:

- Teaching mentors
- Grade level meetings that allow teachers to work closely together
- Para-professional culture that is highly productive with students
- After school tutoring which allows extra time with high needs students
- Monthly student meetings with principal

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

District

Based on teacher survey data, teachers work in a stable environment.

The district is located near I-94, an easy commute from larger cities.

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The school board and administration work well with the teachers. The board and administration has worked hard to maintain a good health care package.

Watervliet Public Schools is well known for its academics, sports, fine arts, extracurricular activities and alternative education programs.

There is a sense of security due to the collaboration of the entire teaching/support staff.

All buildings are well maintained and kept up to date as much as possible to ensure a safe learning environment.

Community

I-94(proximity)

Schools of Choice

Location to LMC, Andrews, and WMU

Lake Michigan

Whirlpool, Lane Automotive

Kalamazoo

Chicago

Grand Rapids

South Bend

Emergency Services

Downtown Rebuilding

REC Council

5K Runs

Paw Paw Lake

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

North School maintains a low turnover rate for the following reasons:

There is consistency due to the implementation of school wide positive behavior procedures.

Building meetings maintain an atmosphere of teamwork and cooperation.

Buildings offer the opportunity to participate in extra-curricular and after-school support programs.

Teachers have the support of para-professionals.

## Component 5: High Quality and Ongoing Professional Development

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

Every year, faculty meet to review the SIP and set their own Personal Professional Growth plans that align with the SIP. This data is then utilized by Central Office in the creation of the Professional Learning plan for the district for the upcoming school year.

To meet the needs of all learners as stated in the goals of the SIP, staff will receive the following professional learning:

- Differentiated Instruction
- Math Practice Standards
- Utilizing data and PLC strategies
- Research-based instructional strategies (for reading, writing, science, social studies, PE/Health, and Music)
- Parent engagement
- Reading / Math intervention strategies
- Reflecting on professional practice
- Assessment creation
- CCSS (MAISA units, Depth of Knowledge, etc.)
- Intervention Strategies
- Use of Technology Integration Matrix
- Use of data warehouse
- Web Site creation
- Instructional Technology Use

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

Professional learning is "sustained and ongoing" through the school improvement continuous improvement process: teachers' review the goals periodically and annually they set their own personal professional growth goals based on the SIP goals.

Quarterly SIP reviews allow building leadership to assess teacher learning needs and provide structured reflection for teachers.

Building-wide learning initiatives are reinforced by building leaders during faculty meetings, PLC time, etc., during which time faculty share their learning with their teaching peers.

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
|       | 3. The school's Professional Learning Plan is complete. | Yes      |         |            |



## **Component 6: Strategies to Increase Parental Involvement**

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

- An annual meeting will be held in conjunction with the district open house to make parents aware of the building's Title I participation, explain the program requirements, and explain the parent/guardian's right to be involved in the design, implementation, and evaluation of the schoolwide plan/program.
- Invite parents/guardians to School Improvement meetings; this will ensure that they are a part of the planning, review and improvement of programs offered through Title I.
- Invite parents/guardians to Title I parent meetings where information and suggested activities for home-learning are presented. Meetings are planned at various times and days to meet parent/guardian needs. Child care is provided.  
Involve parents Section 1118 (c)(3)
- Offer opportunities for parents/guardians to provide suggestions and have input in the decision-making process through the annual survey, additional surveys and a comment box. There are also monthly opportunities to meet informally with the building principal.
- Parents/guardians are provided the opportunity to provide input as to the effectiveness of a program, future parent program topics, and the most convenient program time at the end of each Title I parent program.
- Parents/guardians are invited to participate as Reading Mentors for Title I students.
- Offer opportunities for parents/guardians to share feedback with the district if the building plan is not satisfactory to the parents of participating children through the Title I website or during chats with the principal.
- Offer opportunities for parents/guardians to be involved in the development of parent policies and the school compact.

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

- Parents/guardians are invited to participate as Reading Mentors for Title I students.
- Parents/guardians are invited to informal monthly meetings entitled "Java with Joe" to discuss concerns and/or share ideas with the building principal.
- Parents/guardians are provided with a link to the MDE site, which lists Common Core Curriculum Standards, through the school's Title I website.
- Parents/guardians are provided with Grade Level Expectations including curriculum, assessments and expected proficiency levels on teacher webpages, in teacher newsletters, and during fall conferences.

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- A volunteer application and screening process is in place within the district.
- Parents/guardians are invited to volunteer in the classroom and/or participate in classroom activities. Volunteer sign-up sheets are provided during the North School Fall Open House, in teacher newsletters which are sent home weekly, biweekly, or monthly, in the School Bell (District Publication), and during Title I Parent Meetings held at least 3 times each year. Examples of volunteer opportunities are helping with reading counts, working in the library, helping students with spelling words, reading with select students, etc.
- Invite parents/guardians to Title I parent meetings where information and suggested activities for home-learning are presented. Meetings are planned at various times and days to meet parent/guardian needs. Child care is provided.
- Parents will be invited and encouraged to continue their involvement in School Improvement planning and/or team.
- Parents will be invited and encouraged to help design the various surveys that we use for students, staff and parents (and are encouraged to provide feedback at all parent events and through our annual parent survey).

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

- Invite parents/guardians to School Improvement meetings; this will ensure that they are a part of the planning, review and improvement of programs offered through Title I. Since not all parents are comfortable with attending SIT meetings, we also bring School Improvement topics to PTO meetings to get their opinion and we have begun to have surveys at family events (movie nights, etc.) to encourage their input into our SIP.
- Offer opportunities for parents/guardians to provide suggestions and have input in the decision-making process through the annual survey, additional surveys and a comment box. There are also monthly opportunities to meet informally with the building principal.
- Offer opportunities for parents/guardians to share feedback with the district if the building plan is not satisfactory to the parents of participating children through the Title I website or during chats with the principal.
- Parents/guardians are invited to informal monthly meetings entitled "Java with Joe" to discuss concerns and/or share ideas with the building principal.
- Parents/guardians are offered the opportunity to provide feedback and voice concerns through a survey after each Title I Parent Meeting.

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| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
|       | 4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)? | Yes      |         |            |

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

Provide assistance to parents Section 1118 (e)(1)

- The state's content and academic achievement standards, state, local, and national achievement data, and progress monitoring data is discussed with parents during fall conferences, and during spring conferences if applicable.

- The school's Title I web page provides a link to the MDE website which lists content standards.

- At least three Title I parent meetings are held each year and conclude with a question/answer session for parents/guardians.

- A Title I parent program is held yearly to inform parents as to how their child can access two computer programs at home that are specifically tailored to their child's needs and align with the common core.

Provide materials and training Section 1118 (e)(2)

- A minimum of two Title I parents meetings each year are dedicated to providing parents/guardians with specific ways to improve the achievement of their children, including literacy and math strategies. Necessary materials are provided.

- The school's Title I web page contains specific suggestions for parents/guardians as to how they can support their child's continued academic growth in literacy and mathematics.

- A school/home sight word program has been developed and implemented. Parents/guardians are encouraged to help their child master a word list each week.

Educators shall, with the assistance of parents, receive guidance in ways to reach out to parents Section 1118 (e)(3)

- Selected staff members attend pertinent parent involvement professional development to gather information and make available to staff members.

- Information regarding parent involvement is available to staff in the Title I resource room.

- Staff receives information regarding parent involvement from the principal during the first staff meeting each year.

- PTO meetings have an agenda item for Title I and the comments are given to staff for consideration.

- Title I parent programs involve additional staff members including principals, technology specialists, guidance counselors, and speech therapists to build ties between parents and the school.

- Parent survey results and comments are shared and discussed with the staff by the building principal.

Coordinate and integrate parental involvement programs and activities with Head Start..., the Home Instruction Programs for Preschoolers,

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Parents as Teachers, Public Preschools, and other Programs Section 1118 (e)(4)

- It must be noted that North Elementary School services students in grades 3-5 and works closely with South Elementary School which services Preschool through grade 2.
- North School partners with the local public library to publicize summer reading programs. In addition, a Watervliet Public Library informational table is present at one Title I parent meeting each year.
- North School partners with a local churches to gather volunteers for the Reading Mentor Program.
- North School partners with United Way for "A Day of Reading".
- North School partners with project LEAN which teaches and encourages proper nutrition.
- North School partners with Lory's Place which provides support for students coping with a death in the family.
- North School partners with a local church to provide food for students in need.
- North School partners with various community organizations and businesses in planning Career Day which introduces students to a variety of vocations and prepares them for everyday life.

Ensure that information to parents of participating children is in a format they can understand

Section 1118 (e)(5)

- Parent/guardians receive information in a parent-friendly language, to facilitate an understanding of the state's academic content standards, state student academic achievement standards, state and local assessments, requirements of Title I, how to monitor a child's progress and work with our staff.
- All communication between home and school, to the extent practicable, is sent home in a language that parents/guardians can understand, including parents with Limited English Proficiency(LEP), parents with disabilities, and parents of migratory children.
- During Title I parent meetings, parents/guardians are given the opportunity to practice strategies with their child, to ensure understanding.
- When appropriate, literacy strategies presented on the Title I webpage are accompanied by video clips to aid parents/guardians in understanding expectations.
- Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children Section 1118 (f)

- Staff will provide for full opportunities of LEP parents through our district wide ESL program which includes a bi-lingual paraprofessional at each building, translations of materials sent home, and translators available during parent/teacher conferences.

- Staff will provide for full opportunities of Migrant parents through our district wide ESL program which includes a bi-lingual paraprofessional on each building's staff, translations of materials sent home, and translators available during parent/teacher conferences.

- Staff will provide for full opportunities of disabled parents by providing any and all accommodations, within considerable reason, to engage disabled parents.

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- North School is handicapped accessible.

Provide such other reasonable support for parental involvement activities as parents may request Section 1118 (e)(14)

- Reasonable parent/guardian requests for additional support will be honored in a timely manner (such as: assisting parents in getting speech classes, counseling services, offering alternative conference times when possible, materials for students out of school for an extended amount of time, etc.)

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

Data about parent involvement / engagement will be gathered using various strategies:

- Offer opportunities for parents/guardians to provide suggestions and have input in the decision-making process through the annual survey, additional surveys, a comment box, and informal meetings with the building principal.
- Parents/guardians are provided the opportunity to provide input as to the effectiveness of a program, future parent program topics, and the most convenient program time at the end of each Title I parent program.
- Offer opportunities for parents/guardians to be involved in the development of parent policies and the school compact.
- Survey data after event participation, annual building-wide survey data, etc.

This data will be summarized and reviewed with the SIT, the PTO, building-level PLCs, and Central Office to promote continuous of parent involvement and engagement. At specific intervals (decided with Central Office guidance) we will utilize the MDE Program Evaluation Tool for evaluation of the Parent Involvement Component.

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

The summarized data (or Program Evaluation Tool) will be utilized by the SIT, PTO, and our PLCs to discover opportunities for growth and improvement in meeting the needs of our parents. When appropriate, the SIT will add objectives, strategies, and/or activities to the SIP as a result of the evaluation.

This information is also shared with Central Office during School Improvement progress checks.

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

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- A student/parent school compact that outlines a partnership between parent, child, school, and district will be jointly developed and reviewed annually by administrators, staff members, and parent representatives.

The current School-Parent Compact was developed by teachers, parents and administrators during a SIT sub-committee meeting. The compact was given to parent groups for review. This compact will be reviewed annually by parents, teachers, support staff, students, etc., and revised as needed.

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

- A schedule for parent/teachers conferences will be posted on the school website calendar, in the school handbook, and posted on the school sign.

- The compact outlined in (d)(1) will be reviewed and signed annually during fall parent/teacher conferences.

- Individual notes are sent to each child's home as to the date and time that each conference is scheduled.

- Parent input is gathered as to the most convenient date and time for their parent/teacher conference.

While reviewing the compact at parent / teacher conferences, teachers will utilize the opportunity to emphasize and strengthen the partnership that exists between parents and North Elementary School staff.

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

North School is a 3rd -5th grade building.

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

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

- Progress Reports will be sent home for each child half way through each 9 week marking period. This will be parent-friendly language. It will also be in parent's home language when reasonable and possible.

- Report Cards will be sent home within one week each marking period's end. This will be parent-friendly language. It will also be in parent's home language when reasonable and possible.

- State, National, and Local Assessment data, as well as progress monitoring data, is distributed and discussed during fall conferences. In  
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addition, local assessment results are distributed in progress reports (4 per year), weekly folders of work, and report cards (4 per year). When necessary, ELL staff meet with parents who require translation of any of these documents.

## **Component 7: Preschool Transition Strategies**

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

Transitioning students into North School:

North School is a third through fifth grade building. We transition second graders to third grade by providing an orientation program in the spring. The program includes touring the facilities, meeting the principal, meeting the teachers, and visiting the classrooms. Before the school year starts, North School provides an open house where the parents and students can meet their teachers and are provided a "Third Grade Handbook" to help with the transition.

Transitioning students out of North School into our district middle school:

Fifth grade students are immersed in a structured environment where students switch classes similar to the middle school. Their transition to middle school continues with a sixth grade orientation. Teachers and students travel to the middle school to meet with a counselor, tour the facilities and view the classrooms. Prior to the start of the school year, the middle school is open for parents and students to tour the building.

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

North School is a third through fifth grade building. Before the school year starts, North School provides an open house where the parents and students can meet their teachers and are provided a "Third Grade Handbook" to help with the transition.



## **Component 8: Teacher Participation in Making Assessment Decisions**

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

North School teachers have an opportunity to participate in school-based assessment decisions. This occurs on a monthly basis at School Improvement and Grade Level meetings. At School Improvement meetings ideas are brought forward on effective assessment methods. Grade chairs meet monthly to discuss school improvement topics. Currently North School staff meetings are transitioning to a PLC format.

The common assessments used at North School are as follows:

Reading: NWEA(3 times per year), SRI (Scholastic Reading Inventory-1 time per marking period)

Math: NWEA(3 times per year), Grade Level Unit Tests(2 times per marking period)

Writing: Common Rubrics using the Six Trait Writing Process(continually used throughout the year)

Science: Battle Creek Unit Tests(1 time per marking period)

Social Studies: A combination of Unit Tests and Objective Based Projects(2 times per marking period)

Assessment data is used primarily at the beginning of the year for proper placement based on student needs. Throughout the school year, this data is used to identify students who need interventions or a change in instruction such as less interventions. We also use this data to inform parents on a consistent basis in regards to the progress of their child.

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

- School Improvement Team-meet monthly
- Grade level meetings-meet monthly
- Staff meetings-meet monthly
- Yearly professional development-focused on student data analysis
- Progress monitoring results are analyzed monthly(NWEA, Easy CBM, SRI(Scholastic Reading Inventory))
- SchoolNet-new warehousing tool that is currently being implemented during 2013-14SY.
- Common assessments are used at each grade level(Math, ELA)

North School analyzes data through the above venues to guide future instruction, identify students for intervention, identify individual student needs.

Parents are kept informed through P/T conferences, phone calls, emails, Title I parent meetings.

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

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

The process used to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level include:

ELA/READING: (3rd-5th grade)

Identification Criteria:

1. MEAP Proficiency Level of 3 or 4
2. NWEA (Reading Score) less than national norm average for the grade level
3. SRI (Scholastic Reading Inventory) lower than the Lexile level for the grade level
4. Teacher observation of student experiencing difficulty understanding the grade level expectations
5. Classroom assessments that are below the class average

Selection Process: Students meeting criteria 1 or 2 are automatically selected for service. Students meeting only criteria 3, 4, or 5 will receive service on specific learning objectives.

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ELA/WRITING: (3rd-5th grade)

Identification Criteria:

1. MEAP Proficiency Level of 3 or 4 (4th / 5th grade only)
2. NWEA (Language Usage Score) less than national norm average for the grade level
3. Teacher observation of student experiencing difficulty understanding the grade level expectations
4. Classroom writing rubrics that are below the class average

Selection Process: Students meeting criteria 1 or 2 are automatically selected for service. Students meeting only criteria 3 or 4 will receive service on specific learning objectives.

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MATH (3rd-5th grade)

Identification Criteria:

1. MEAP Proficiency Level of 3 or 4
2. NWEA (Math Score) less than national norm average for the grade level
3. Teacher observation of student experiencing difficulty understanding the grade level expectations
4. Classroom common assessments that are below the class average

Selection Process: Students meeting criteria 1 or 2 are automatically selected for service. Students meeting only criteria 3 or 4 will receive service on specific learning objectives.

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SCIENCE (3rd-5th grade)

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Identification Criteria:

1. MEAP Proficiency Level of 3 or 4 (5th grade only)
2. Teacher observation of student experiencing difficulty understanding the grade level expectations
3. Classroom common assessments that are below the class average

Selection Process: Students meeting criteria 1 are automatically selected for service. Students meeting only criteria 2 or 3 will receive service on specific learning objectives.

=====

SOCIAL STUDIES (3rd-5th grade)

Identification Criteria:

1. MEAP Proficiency Level of 3 or 4 for Reading
2. NWEA (Reading Score) less than national norm average for the grade level
3. Teacher observation of student experiencing difficulty understanding the grade level expectations
4. Classroom common assessments that are below the class average

Selection Process: Students meeting criteria 1 or 2 are automatically selected for service. Students meeting only criteria 3 or 4 will receive service on specific learning objectives.

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Selection for all grades at North Elementary occurs in the spring of the prior year. Students are placed in Title I services when they meet the identification criteria outlined above. Their progress is monitored every 2 to 3 weeks using Easy CBM or Fountas & Pinnell. When they are meeting grade level expectations, as evidenced by progress monitoring, they are exited from Title I services. In addition, when the NWEA mid-year data is reviewed by the PLCs, students are identified for services or exited from services based on this mid-year data set.

After students are exited from Title I services, we continue to monitor their progress to make sure they stay on grade level. We return students to Title I services if they again meet the above-listed criteria.

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

Timely, effective, additional assistance is provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards as follows:

ELA/READING: (3rd-5th grade)

Interventions provided through a MTSS include:

- Fountas & Pinnell (small group or 1-1)
- Reading Mentor program
- Extended Day / Year
- Prescriptive Study Island (data is uploaded from NWEA (MAP) Reading assessment)
- School to Home Sight Word Program
- Read Naturally
- Moby Max (for Spelling)

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- Differentiated Instruction through Daily 5/CAFÉ

=====

ELA/WRITING: (3rd-5th grade)

Interventions provided through a MTSS include:

- Fountas & Pinnell (small group or 1-1)
- Extended Day / Year
- Prescriptive Study Island (data is uploaded from NWEA (MAP) Language Usage assessment)
- School to Home Sight Word Program
- Moby Max (for Spelling)
- Differentiated Instruction through Daily 5/CAFÉ

=====

MATH (3rd-5th grade)

Interventions provided through a MTSS include:

- Use of manipulatives (small group or 1-1)
- Extended Day / Year
- Prescriptive Study Island (data is uploaded from NWEA (MAP) Language Math assessment)
- Moby Max (for math)

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SCIENCE (3rd-5th grade)

Interventions provided through a MTSS include:

- Informational text reading support
- Vocabulary development
- Extended Day / Year

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SOCIAL STUDIES (3rd-5th grade)

Interventions provided through a MTSS include:

- Informational text reading support
  - Vocabulary development
  - Extended Day / Year
- =====

Services are provided by Interventionists, Para-professionals, special education teachers, and general education teachers. Intervention is provided daily for all grades at North Elementary for ELA Reading and Mathematics. Intervention is provided weekly for all grades at North Elementary for Writing, Science, and Social Studies.

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

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- Intervention groups are fluid and are based on deficit benchmarks.
- Intervention instruction is individualized or in small groups to best meet the needs of the students.
- Visual aids and tactile manipulatives are provided for kinesthetic learners.
- Daily Five
- Centers
- Practice assignments / projects that are individualized to students' interests and/or learning level
- Continuous refinement of and improvements to the MTSS

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

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

The programs are coordinated by various school personnel depending on the goal that is being achieved. They are integrated into the curriculum and general school schedule in a way that provides maximum impact for our students. The following list contains the State, local and Federal programs and resources that support the school wide program:

- Title I, Part A
- IDEA/Special Education
- Title II, Part A
- Title III, LEP or Immigrant
- Great Start Readiness Program (GSRP)
- Section 31a At Risk
- Nutrition Programs (Free and Reduced Lunch, breakfast, snack, summer feeding) Other Nutrition (Healthy)
- Health/Dental/Vision and General Student Welfare
- Local Foundations
- Competitive Grants
- Donations
- General Fund

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

TITLE I, PART A. Description of Support Provided to School:

- Academic Intervention
- Multi-tiered system of support activities (after school, summer school)
- Parent engagement Initiatives

Components supported: 1. Comprehensive Needs Assessment; 2. Schoolwide Reform Strategies; 3. Instruction by HQ Staff; 5. High Quality / Ongoing PD; 6. Strategies to Increase Parental Involvement; 7. Preschool / Transition Strategies; 9. Timely / Additional Assistance to Struggling Students

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IDEA/SPECIAL EDUCATION. Description of Support Provided to School:

- Part of the Multi-tiered system of support
- Services provided through classroom inclusion and resource rooms
- Academic and behavioral support

Components supported: 1. Comprehensive Needs Assessment; 2. Schoolwide Reform Strategies; 3. Instruction by HQ Staff; 5. High  
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Quality / Ongoing PD; 6. Strategies to Increase Parental Involvement; 7. Preschool / Transition Strategies; 8. Teacher Participation in Making Assessment Decisions; 9. Timely / Additional Assistance to Struggling Students

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TITLE II, PART A. Description of Support Provided to School:

- High quality professional development that retains and attracts high quality teachers

Components supported: 1. Comprehensive Needs Assessment; 2. Schoolwide Reform Strategies; 3. Instruction by HQ Staff; 4. Strategies to Attract HQ Teachers; 5. High Quality / Ongoing PD; 6. Strategies to Increase Parental Involvement; 8. Teacher Participation in Making Assessment Decisions; 9. Timely / Additional Assistance to Struggling Students

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TITLE III, LEP, or IMMIGRANT. Description of Support Provided to School:

- Multi-tiered system of support

- Provides specific services for English Language Learners

Components supported: 1. Comprehensive Needs Assessment; 2. Schoolwide Reform Strategies; 3. Instruction by HQ Staff; 6. Strategies to Increase Parental Involvement; 7. Preschool / Transition Strategies ; 8. Teacher Participation in Making Assessment Decisions; 9. Timely / Additional Assistance to Struggling Students

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Title IV, A Safe and Drug Free Schools - N/A

Title IV, B 21st Century Community Learning Centers - N/A

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HEAD START. Description of Support Provided to School:

- Coordination by migrant director of services provided to migrant and English Language Learners

Components supported: 1. Comprehensive Needs Assessment; 2. Schoolwide Reform Strategies; 6. Strategies to Increase Parental Involvement; 7. Preschool / Transition Strategies ; 8. Teacher Participation in Making Assessment Decisions; 9. Timely / Additional Assistance to Struggling Students

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Great Start Readiness Program (GSRP) - N/A (Support to K-2 building)

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SECTION 31a AT RISK. Description of Support Provided to School:

- Multi-tiered system of support activities (after school tutoring, summer school.)

Components supported: 1. Comprehensive Needs Assessment; 2. Schoolwide Reform Strategies; 3. Instruction by HQ Staff; 6. Strategies to Increase Parental Involvement; 8. Teacher Participation in Making Assessment Decisions; 9. Timely / Additional Assistance to Struggling Students

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Nutrition Programs (Free and Reduced Lunch, breakfast, snack, summer feeding) Other Nutrition (Healthy). Description of Support Provided to School:

- Free and reduced breakfast and lunch
- Project Lean
- Snacks for afterschool events
- Summer meals

Components supported: 1. Comprehensive Needs Assessment; 2. Schoolwide Reform Strategies; 6. Strategies to Increase Parental Involvement; 9. Timely / Additional Assistance to Struggling Students; 10. Coordination / Integration of Federal/State/Local programs

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HEALTH / DENTAL / VISION and GENERAL STUDENT WELFARE. Description of Support Provided to School:

- Intercare Dental
- Berrien County Health Department Vision and Hearing Screening
- Lory's Place (Counseling services for students who have experience loss of a parent, sibling, etc.)
- The Lions Club provides glasses to student with vision impairments

Components supported: 1. Comprehensive Needs Assessment; 2. Schoolwide Reform Strategies; 6. Strategies to Increase Parental Involvement; 9. Timely / Additional Assistance to Struggling Students; 10. Coordination / Integration of Federal/State/Local programs

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LOCAL FOUNDATIONS. Description of Support Provided to School:

- Berrien County Community Foundation (grants to classrooms for activities)
- Heart of Cook (grants to classrooms for activities)
- Lioness Club (grants to classrooms for activities)
- United Way (Girls' On The Run, volunteer day help, various community-based initiatives)

Components supported: 1. Comprehensive Needs Assessment; 2. Schoolwide Reform Strategies; 6. Strategies to Increase Parental Involvement; 9. Timely / Additional Assistance to Struggling Students; 10. Coordination / Integration of Federal/State/Local programs

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COMPETITIVE GRANTS. Description of Support Provided to School:

- Target Grant
- Farm Bureau Grant
- Berrien Community Golden Acorn
- KRASL
- Berrien Historical Society Museum

Components supported: 1. Comprehensive Needs Assessment; 2. Schoolwide Reform Strategies; 3. Instruction by HQ staff; 6. Strategies to Increase Parental Involvement; 9. Timely / Additional Assistance to Struggling Students; Coordination / Integration of Federal/State/Local programs

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DONATIONS: Description of Support Provided to School:



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- Target Donation (for school activities)
- Local churches (items for Homeless students, holiday food baskets, etc.)
- Surfari Joe's (local business that provides prizes for parent events, etc.)
- Flower Basket (local business that provides prizes for parent events, etc.)
- Frosty Boy (local business that provides prizes for parent events, etc.)
- Teacher donations of classroom supplies
- Phoenix Grill (local business that provides prizes for parent events, etc.)
- Parent Donations of classroom supplies, items for homeless students, etc.
- Parent Volunteers (for classroom / office assistance)
- Fairfield Inn and Suites (local business that provides prizes for parent events, etc.)
- Community Reading Mentors (volunteer their time)

Components supported: 1. Comprehensive Needs Assessment; 2. Schoolwide Reform Strategies; 3. Instruction by HQ staff; 5. High Quality / Ongoing PD 6. Strategies to Increase Parental Involvement; 9. Timely / Additional Assistance to Struggling Students; Coordination / Integration of Federal/State/Local programs

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GENERAL FUND. Description of Support Provided to School:

- Core education programming

Components supported: 1. Comprehensive Needs Assessment; 2. Schoolwide Reform Strategies; 3. Instruction by HQ Staff; 4. Strategies to Attract HQ Teachers; 5. High Quality / Ongoing PD; 6. Strategies to Increase Parental Involvement; 7. Preschool / Transition Strategies; 8. Teacher Participation in Making Assessment Decisions; 9. Timely / Additional Assistance to Struggling Students; 10. Coordination / Integration of Federal/State/Local programs Program Evaluation

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PARENT GROUPS (Booster Clubs, PTA/PTO). Description of Support Provided to School:

- PTO fundraisers (Book fair etc.)
- Parent Involvement activities (Daddy Daughter Dance etc.)
- School wide Assistance (Red Cross etc.)
- Parent volunteers to school programs (reading tutors, etc.)

Components supported: 1. Comprehensive Needs Assessment; 2. Schoolwide Reform Strategies; 3. Instruction by HQ Staff; 4. Strategies to Attract HQ Teachers; 6. Strategies to Increase Parental Involvement; 7. Preschool / Transition Strategies; 8. Teacher Participation in Making Assessment Decisions; 9. Timely / Additional Assistance to Struggling Students; 10. Coordination / Integration of Federal/State/Local programs Program Evaluation

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LOCAL BUSINESSES. Description of Support Provided to School:

- Target Donation (for school activities)
- Local churches (items for Homeless students, holiday food baskets, etc.)
- Surfari Joe's (local business that provides prizes for parent events, etc.)
- Flower Basket (local business that provides prizes for parent events, etc.)
- Frosty Boy (local business that provides prizes for parent events, etc.)

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- Teacher donations of classroom supplies
- Phoenix Grill (local business that provides prizes for parent events, etc.)
- Parent Donations of classroom supplies, items for homeless students, etc.
- Parent Volunteers (for classroom / office assistance)
- Fairfield Inn and Suites (local business that provides prizes for parent events, etc.)
- Community Reading Mentors (volunteer their time)

Components supported: 1. Comprehensive Needs Assessment; 2. Schoolwide Reform Strategies; 3. Instruction by HQ staff; 5. High Quality / Ongoing PD 6. Strategies to Increase Parental Involvement; 9. Timely / Additional Assistance to Struggling Students; Coordination / Integration of Federal/State/Local programs

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

A variety of financial resources (see answer to Item #1 of component 10) are coordinated to provide our third through fifth grade students with appropriate programming in nutrition and violence/anti-bullying.

Resource

Nutrition Programs (Free and Reduced Lunch, breakfast, snack, summer feeding) Other Nutrition (Healthy)

Support provided to school

- Free and reduced breakfast and lunch
- Project Lean
- Snacks for afterschool events
- Summer feeding

Title 1 Schoolwide component supported

1. Comprehensive Needs Assessment
2. Schoolwide Reform Strategies
6. Strategies to Increase Parental Involvement
9. Timely / Additional Assistance to Struggling Students
10. Coordination / Integration of Federal/State/Local programs

## **Evaluation:**

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

We will set implementation goals from our school wide implementation plan and utilize these with our school improvement team to monitor the implementation of the school wide program in the 2014-2015 school year. This will occur monthly during our School Improvement meeting with quarterly progress reports submitted to Central Office.

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

Our school wide program will be evaluated through the collection of various data sets including:

- Progress monitoring data
- NWEA benchmarking data (3 times per year)
- MEAP data
- Survey data (community, parent, student, staff)

We plan on utilizing the MDE Program Evaluation Tool in the 2014-2015 school year for our intervention strategies (MTSS).

We will compare data to district provided growth goals. From there, we will determine which strategies are effective or not effective, and modify initiatives and approaches from the data gathered and analyzed.

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

Our growth targets for our bottom 30 will be set at a level one and a half times greater than their peers. We will measure the growth of these students by comparing their progress toward the goal. Data is compared by looking at students' performance in the bottom 30 and comparing it to the growth of students who are performing on target.

Parents will be engaged in a variety of instructional academic support activities to improve their ability to help their students in the home.

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

Our continuous school improvement model will be followed to revise the plan based on data gathered in the evaluation phase. We will determine which strategies are working and which are not and make modifications accordingly for future instruction and school-wide initiatives.



# **WPS North Elementary SY 2014-2015**

## **Overview**

### **Plan Name**

WPS North Elementary SY 2014-2015

### **Plan Description**

Revised May 2014 for SW Title I Transition

## 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 | North Elementary will develop a sustainable culture of Data-Based Decision Making. | Objectives: 2<br>Strategies: 4<br>Activities: 22 | Organizational | \$23950       |
| 2 | All North Elementary students will become proficient in Mathematics.               | Objectives: 4<br>Strategies: 4<br>Activities: 27 | Academic       | \$1230100     |
| 3 | All North Elementary students will become proficient in Reading and Writing        | Objectives: 7<br>Strategies: 6<br>Activities: 48 | Academic       | \$3781000     |
| 4 | All students at North Elementary School will become technologically literate.      | Objectives: 2<br>Strategies: 3<br>Activities: 16 | Academic       | \$147750      |

## Goal 1: North Elementary will develop a sustainable culture of Data-Based Decision Making.

### Measurable Objective 1:

collaborate to Create and maintain a district-wide system of data-based decision making. by 08/31/2016 as measured by quarterly SIP dashboard reports.

### Strategy 1:

Utilize Data Coaches - Utilize Data Coaches to Support School-Level Data-Based Decision-Making: Two data coaches will provide data analysis and data use support to all teachers as a foundation of continuous school improvement conversations and the work of all PLCs within the school.

Research Cited: Wellman & Lipton, Data Driven Dialogue (2010)

Tier: Tier 1

| Activity - Data Coach Meetings  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                            |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Data Coaches will participate in regularly scheduled meetings w/Central Office to review data, prepare to support teachers in data use, and reflect on data coaching practices. | Teacher Collaboration | Tier 1 | Monitor       | 07/01/2013 | 08/31/2017 | \$400             | General Fund      | Curriculum Director, Principals              |
| Activity - Data Coach PD  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                            |
| Two data coaches will be trained in the use/analysis of data to lead continuous school improvement conversations and support the work of all PLCs within the school.            | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/31/2016 | \$800             | Title II Part A   | Curriculum Director, Principal, Data Coaches |
| Activity - Data Coaches Lead / Support SITs   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                            |
| Data Coaches will lead SITs in the continuous school improvement process  | Professional Learning | Tier 1 | Implement     | 07/01/2013 | 08/31/2017 | \$2300            | Title II Part A   | Principal, Data Coaches                      |
| Activity - Data Coaches Support PLCs  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                            |



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|--|-----------------------|--------|-----------|------------|------------|--------|-----------------|--|
| Data Coaches will support the work of the PLCs by teaching and supporting faculty in the use and analysis of data. | Professional Learning | Tier 1 | Implement | 08/01/2014 | 08/31/2017 | \$2300 | Title II Part A | Director of Curriculum, Title I, and Special Projects; Principal; Data Coaches |
|--|-----------------------|--------|-----------|------------|------------|--------|-----------------|--|

| Activity - Evaluate the Implementation   | Activity Type      | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--------------------|--------|----------|------------|------------|-------------------|-------------------|--|
| Gather feedback from SIT and PLCs and summarize the data on the impact of this strategy. | Policy and Process | Tier 1 | Evaluate | 01/01/2015 | 07/31/2015 | \$500             | General Fund      | Superintendent; Director of Curriculum, Title I, and Special Projects; Principal |

### Measurable Objective 2:

collaborate to provide strong instructional leadership based on the utilization of the demographic, achievement, growth, and survey data by 08/31/2017 as measured by .teacher observation reports, student growth data, and quarterly SIP dashboard reports..

### Strategy 1:

Build Instructional Leadership Capacity - School leaders (principal, grade level chairs, data coaches, etc.) will participate in professional learning experiences that increase their capacity to utilize data to make data-based decisions that lead improvements in teaching and learning.

Research Cited: Marzano, School Leadership That Works (2005); and King, Rose, Erkens, Jakicic, Guskey, Ferriter, Heflebower, Hierck, Vagle, Hinman, Weichel, Huff.; The Principal As Assessment Leader (2009)

Tier: Tier 1

| Activity - Principal's PD   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Principal's PD: The principal will participate in various professional learning opportunities to develop skill in creating a culture of academic success through improved knowledge in instructional strategies, content delivery, and evaluation/observation practices (MEMPSA, 5D+, etc.) | Professional Learning | Tier 1 | Implement | 07/01/2013 | 08/31/2017 | \$1500            | Title II Part A   | Joseph Allen, Principal<br>Carole Fetke, Curriculum Director |

| Activity - "Teach Like A Champion" Embedded PD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

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|  |                       |             |               |                   |                 |                          |                          |   |
|--|-----------------------|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Embedded in faculty meetings, PLC meetings, evaluation meetings, mentoring meetings, etc., school leaders will lead faculty in reflecting on their use of "Teach Like a Champion" strategies to monitor the implementation of the learning from the district-wide book study, "Teach Like a Champion". | Professional Learning | Tier 1      | Monitor       | 08/01/2013        | 08/31/2017      | \$500                    | General Fund             | Joseph Allen, Principal<br>Building Faculty and Staff                             |
| <b>Activity - PLC Leadership PD</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| Teacher Leaders and the building Principal will attend professional learning opportunities to learn how to build a culture that supports high levels of learning through Professional Learning Communities that support the Multi-Tier System of Support (MTSS) for all students.                      | Professional Learning | Tier 1      | Getting Ready | 07/01/2014        | 08/31/2017      | \$3500                   | Title II Part A          | Director of Curriculum, Title I, and Special Projects; Principal, Teacher Leaders |
| <b>Activity - Develop a Professional Learning Plan for Leaders</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| Develop a professional learning needs plan for school leaders based on Personal Professional Growth Plans relative to the SIP.   | Professional Learning | Tier 1      | Getting Ready | 05/01/2014        | 08/31/2017      | \$100                    | General Fund             | Superintendent; Director of Curriculum, Title I, and Special Projects; Principal  |
| <b>Activity - Gather Feedback from Leaders</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| Gather feedback from building leaders (principal, grade level chairpersons, data coaches) on their professional learning experiences and the ways the learning has impacted their capacity to lead the building in data-based decisions that lead to improvements in teaching and learning.            | Policy and Process    | Tier 1      | Evaluate      | 05/01/2015        | 07/31/2015      | \$500                    | General Fund             | Superintendent; Director of Curriculum, Title I, and Special Projects; Principal  |

### Strategy 2:

Share Data w/Community - School leaders will offer parent engagement opportunities to share student data and improve academic outcomes for all students. School leaders will also offer parents resources that will help them assist their child(ren) in improving their academic achievement.

Research Cited: J. Epstein, Creating School Climate & Structures to Support Parent and Parent-Involvement Programs (NCREL)

## School Improvement Plan

North Elementary School

Tier: Tier 1

| Activity - Parent Engagement PD   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| School leaders will attend Parent Engagement PD to learn how to create opportunities for successful parent engagement and collaboration.                                    | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/31/2017 | \$500             | Title II Part A   | Joseph Allen, Principal  |
| Activity - Parent Engagement Activities   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| School leaders will offer parent engagement opportunities to share student data and improve academic outcomes for all students.   | Parent Involvement    | Tier 1 | Implement     | 07/01/2013 | 08/31/2017 | \$900             | Title I Part A    | Joseph Allen, Principal<br>Title One Staff   |
| Activity - Offer Parents Resources  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| School leaders will offer parents resources that will help our parents assist their child(ren) in improving their academic achievement.                                     | Parent Involvement    | Tier 1 | Implement     | 07/01/2013 | 08/31/2016 | \$900             | Title I Part A    | Joseph Allen, Principal<br>Title Staff   |
| Activity - Gather Parent Feedback   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| Gather feedback / reflection from parents on the effectiveness of the parent engagement activities and how they have utilized what they have learned with their child(ren). | Parent Involvement    | Tier 1 | Monitor       | 08/25/2014 | 08/31/2017 | \$900             | Title I Part A    | Director of Curriculum, Title I, and Special Projects<br>Principal<br>Lead Interventionist |
| Activity - Analyze Parent Engagement Data   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |

## School Improvement Plan

North Elementary School

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|--|--------------------|--------|----------|------------|------------|-------|--------------|--|
| Gather and analyze data related to parent engagement activities: feedback/reflection; NWEA data of students whose parents participate in engagement activities related to instructional strategies at home; etc. | Policy and Process | Tier 1 | Evaluate | 09/01/2014 | 08/31/2017 | \$150 | General Fund | Director of Curriculum, Title I, and Special Projects<br>Principal<br>Lead Interventionist |
|--|--------------------|--------|----------|------------|------------|-------|--------------|--|

### Strategy 3:

Utilize Assessment Data to Support MTSS - All teachers will learn how to utilize the data from a variety of assessments to inform instructional practices within the Multi-Tiered System of Support that will improve instructional outcomes for all students.

Research Cited: Stiggins, Balanced Assessment Systems (2006)

Tier: Tier 1

| Activity - Student-friendly learning targets  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| In PLCs, teachers will create student-friendly learning targets that will be shared with students (posted and reviewed during the relevant lesson) to improve academic outcomes for all students. | Teacher Collaboration | Tier 1 | Getting Ready | 08/01/2013 | 08/31/2017 | \$1500            | General Fund      | Director of Curriculum, Title I, and Special Projects;<br>Principal;<br>Grade Level Chairpersons |

| Activity - Identify Essential Learning Targets   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| PLCs will agree on grade level "Essential Learning Targets" that will be the foundation of the work of the PLCs (common assessments, improvement conversations, etc.). These will be shared in vertical teams. | Teacher Collaboration | Tier 1 | Getting Ready | 08/01/2013 | 08/31/2017 | \$1500            | General Fund      | Director of Curriculum, Title I, and Special Projects;<br>Principal,<br>Grade Level Chairpersons |

| Activity - PLCs Collaborate for Improved Teaching & Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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## School Improvement Plan

North Elementary School

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|--|-----------------------|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|--|
| PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the grade level to meet the individual teaching and learning needs of all students.  | Teacher Collaboration | Tier 1      | Implement     | 08/01/2014        | 08/31/2017      | \$1500                   | General Fund             | Principal; Grade Level Chairpersons  |
| <b>Activity - PLC Reflective Practice</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| Within monthly PLC meetings, teachers will engage in reflective practice to monitor the fidelity of the implementation of the PLC practices. Data Coaches will provide data updates that allow the team to focus on the impact on student achievement. | Teacher Collaboration | Tier 1      | Monitor       | 08/25/2014        | 08/31/2017      | \$1500                   | General Fund             | Principal; Grade Level Chairpersons; Data Coaches                                  |
| <b>Activity - Assessment Creation PD</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</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 assessment creation professional learning opportunities to learn how to create common formative / summative assessments and review the data to support the MTSS.  | Professional Learning | Tier 1      | Implement     | 07/01/2014        | 08/31/2017      | \$1200                   | Title II Part A          | Director of Curriculum, Title I, and Special Projects; Principal                   |
| <b>Activity - Evaluate Assessment Data Use</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| The strategy implementation data will be summarized then reviewed for any needed changes to this practice.   | Policy and Process    | Tier 1      | Evaluate      | 05/01/2015        | 08/31/2017      | \$500                    | General Fund             | Director of Curriculum, Title I, and Special Projects; Principal, SIT Chairpersons |
| <b>Activity - SchoolNet / Data Warehouse Use PD</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| All building staff will participate in SchoolNet / Data Warehouse training to learn how to utilize the data warehouse for data retrieval and to utilize the data warehouse to create and store common assessments that support the work of the MTSS.   | Professional Learning | Tier 1      | Getting Ready | 08/01/2014        | 08/31/2017      | \$500                    | Title II Part A          | Director of Curriculum, Title I, and Special Projects; Building Principal          |

## Goal 2: All North Elementary students will become proficient in Mathematics.

### Measurable Objective 1:

67% of Third, Fourth and Fifth grade students will demonstrate a proficiency on CCSS in Mathematics by 08/31/2017 as measured by State and national assessments.

### Strategy 1:

Aligned Math Curriculum - Teachers will collaborate to reach common understanding of the grade level CCSS, create curriculum maps w/embedded essential learnings, participate in vertical alignment team conversations to align the math curriculum for grades 2 through 6, and utilize PLCs to monitor CCSS mathematics instruction that will improve the achievement of all students.

There will be a well documented, universally understood (vertically aligned) written, taught, and assessed curriculum.

Research Cited: Marzano, Heflebower, Simms, Warrick, Yanoski, Hoegh; Using CCS to Enhance Classroom Instruction & Assessment (2013)

Tier: Tier 1

| Activity - CCSS PD  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                   |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Teachers will complete professional development that leads to deep understanding of the mathematics CCSS, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available CCSS resources) | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/31/2016 | \$1500            | Title II Part A   | Carole Fetke, Curriculum Director Building Teachers |

| Activity - Math Resources Study  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Teachers will research and evaluate mathematics resources to choose those that best meet the needs of our students in achieving proficiency in the CCSS. | Teacher Collaboration | Tier 1 | Getting Ready | 07/01/2013 | 08/31/2017 | \$1500            | General Fund      | Director of Curriculum, Title I, and Special Projects Principal Building Teachers |

| Activity - PD for Improved Math Outcomes (Research-Based Inst'l Practices) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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## School Improvement Plan

North Elementary School

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|---|-----------------------|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Teachers will engage in various professional learning opportunities in: Math Practice Standards, Research-Based Instructional Practices, Student Engagement Strategies, Differentiated Instruction, and the CCSS Everyday Math series to improve instructional outcomes for all students. | Professional Learning | Tier 1      | Getting Ready | 08/01/2014        | 08/31/2016      | \$2500                   | Title II Part A          | Director of Curriculum, Title I, and Special Programs<br>Principal<br>Department Chairpersons  |
| <b>Activity - PLC Review of Grade Level Students' Learning Needs for Math</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the grade level to meet the individual teaching and learning needs of all students.   | Teacher Collaboration | Tier 1      | Implement     | 08/01/2014        | 08/31/2017      | \$500                    | General Fund             | Principal;<br>Grade Level Chairpersons   |
| <b>Activity - Professional Practice Reflection</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| Grade level, building, district teams will reflect on the effectiveness of their professional practice in mathematics instruction through PLCs, vertical teams, and district-wide math curriculum teams.  | Teacher Collaboration | Tier 1      | Monitor       | 08/01/2013        | 08/31/2017      | \$500                    | General Fund             | Director of Curriculum, Title I, and Special Projects<br>Principal<br>Grade Level Chairpersons |
| <b>Activity - Evaluate Curriculum Alignment</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| Utilize the NWEA strand data to evaluate the impact the curriculum alignments has on student achievement.   | Policy and Process    | Tier 1      | Evaluate      | 08/01/2014        | 08/31/2017      | \$500                    | General Fund             | Director of Curriculum, Title I, and Special Projects<br>Principal<br>Grade Level Chairpersons |
| <b>Activity - Vertical Alignment of Math Curriculum</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</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

North Elementary School

|   |                       |        |           |            |            |       |              |  |
|---|-----------------------|--------|-----------|------------|------------|-------|--------------|--|
| Teachers will meet in vertical curriculum teams to ensure vertical alignment of the math curriculum and the essential learning standards. | Teacher Collaboration | Tier 1 | Implement | 08/01/2014 | 08/31/2017 | \$500 | General Fund | Director of Curriculum, Title I, and Special Projects<br>Principal<br>Grade Level Chairpersons |
|---|-----------------------|--------|-----------|------------|------------|-------|--------------|--|

| Activity - Deliver Aligned Math Curriculum  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs. | Direct Instruction | Tier 1 | Implement | 09/02/2013 | 08/31/2017 | \$850000          | General Fund      | Teachers<br>Principal<br>Director of Curriculum, Title I, and Special Projects<br>Superintendent |

| Activity - Utilize Extending Activities  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                               |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Both within the classroom and as a part of additional support (within and beyond the school day), teachers will challenge students with extended activities when they have mastered the content. | Direct Instruction | Tier 2 | Implement | 08/25/2014 | 08/31/2017 | \$50000           | General Fund      | Teachers<br>Principal<br>Director of Curriculum |

### Measurable Objective 2:

A 30% increase of Economically Disadvantaged students will demonstrate a proficiency in the state assessment in Mathematics by 08/28/2017 as measured by the Economically Disadvantaged subgroup data on the state assessment.

### Strategy 1:

Provide supplemental Title I math instruction. - Provide supplemental Title I / At Risk math instruction: Implementation of a multi-tier system of support beyond the core content math instruction that includes; universal screener, intervention support, progress monitoring, and course corrections as indicated by data.

Research Cited: Mellard, Johnson; RTI: A Practitioner's Guide to Implementing RTI (2008)

Tier: Tier 2

| Activity - Provide PD for Interventionist | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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## School Improvement Plan

North Elementary School

|   |                       |        |               |            |            |        |                 |  |
|---|-----------------------|--------|---------------|------------|------------|--------|-----------------|--|
| Interventionists will participate in ongoing professional development opportunities to learn how to utilize strategies and resource to assist students who are struggling with mathematics improve their achievement level. | Professional Learning | Tier 2 | Getting Ready | 07/01/2013 | 08/31/2017 | \$1500 | Title II Part A | Curriculum /Title I Director<br>ELL/Migrant Director<br>Lead Interventionist<br>Interventionists |
|---|-----------------------|--------|---------------|------------|------------|--------|-----------------|--|

| Activity - Beyond the School Day Support   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers / interventionists will provide before, after, and/or summer school support to Economically Disadvantaged students who are struggling with mathematics. | Academic Support Program | Tier 2 | Implement | 07/01/2013 | 08/01/2017 | \$3000            | Title I Part A    | Director of Curriculum, Title I, and Special Projects<br>Principal<br>Lead Interventionist |

| Activity - Provide supplemental math instruction   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| The academic intervention team will collaborate with classroom teachers to provide targeted interventions to economically disadvantaged students identified as needing academic support to improve their achievement in mathematics. | Academic Support Program | Tier 1 | Implement | 07/01/2013 | 08/01/2017 | \$70000           | Title I Part A    | Director of Curriculum, Title I, and Special Projects<br>Principal<br>Lead Interventionist<br>Building Teachers |

| Activity - Progress Monitoring   | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                          |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Teachers / interventionists will monitor the progress of Economically Disadvantaged students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data. | Academic Support Program | Tier 2 | Monitor | 07/01/2013 | 08/31/2017 | \$15000           | Title I Part A    | Building Principal<br>Lead Interventionist |

## School Improvement Plan

North Elementary School

| Activity - Administer Universal Screener  | Activity Type            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--------------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Administer a universal screener (NWEA) to all students to determine needs of student groups and individual students and create a plan of support for Economically Disadvantaged students. | Academic Support Program | Tier 1 | Getting Ready | 07/01/2013 | 08/01/2017 | \$2500            | General Fund      | Director of Curriculum, Title I, and Special Projects<br>Principal<br>Lead Interventionist |
| Activity - Data Review for Strategy Evaluation  | Activity Type            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| NWEA and state assessment data will be analyzed for Economically Disadvantaged students to determine growth and strategy implementation fidelity.   | Policy and Process       | Tier 2 | Evaluate      | 07/01/2014 | 08/31/2017 | \$500             | General Fund      | Director of Curriculum, Title I, and Special Projects<br>Principal<br>Lead Interventionist |

### Measurable Objective 3:

A 25% increase of English Learners students will demonstrate a proficiency in the state assessment in Mathematics by 08/31/2017 as measured by the ELL subgroup data on the state assessment.

### Strategy 1:

ELL Student Support - Provide supplemental Title I / At Risk math instruction: Implementation of a multi-tier system of support beyond the core content math instruction that includes; universal screener, intervention support, progress monitoring, and course corrections as indicated by data.

Research Cited: Mellard, Johnson; RTI: A Practitioner's Guide to Implementing RTI (2008)

Tier: Tier 2

| Activity - ELL Staff Professional Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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## School Improvement Plan

North Elementary School

|   |                       |        |               |            |            |        |                 |  |
|---|-----------------------|--------|---------------|------------|------------|--------|-----------------|--|
| Migrant / ELL staff will participate in ongoing professional development opportunities to learn how to utilize strategies and resources to assist Migrant / ELL students who are struggling with mathematics improve their achievement level. | Professional Learning | Tier 2 | Getting Ready | 07/01/2014 | 08/31/2017 | \$1200 | Title II Part A | Director of Curriculum, Title I, and Special Projects Principal Migrant / ELL Program Director |
|---|-----------------------|--------|---------------|------------|------------|--------|-----------------|--|

| Activity - Administer Universal Screener   | Activity Type            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|--------------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Administer a universal screener (NWEA) to all students to determine needs of student groups and individual students and create a plan of support for Migrant / ELL students. | Academic Support Program | Tier 1 | Getting Ready | 09/01/2014 | 08/31/2017 | \$2500            | General Fund      | Director of Curriculum, Title I, and Special Projects Principal |

| Activity - Provide Targeted Intervention   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible  |
|--|--------------------------|--------|-----------|------------|------------|-------------------|---------------------------|--|
| The ELL/Migrant interventionist will team with classroom teachers to provide targeted interventions to ELL/Migrant students to improve their achievement in mathematics. | Academic Support Program | Tier 2 | Implement | 08/31/2014 | 08/31/2017 | \$49000           | Title III, Title I Part C | Director of Curriculum, Title I, and Special Projects Principal Migrant / ELL Director |

| Activity - Beyond the School Day Support for ELLs   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers / interventionists will provide before, after, and/or summer school support to ELL students who are struggling with mathematics. | Academic Support Program | Tier 2 | Implement | 09/01/2014 | 08/31/2017 | \$3000            | Title I Part A    | Director of Curriculum, Title I, and Special Projects Principal Lead Interventionist |

| Activity - Progress Monitoring of ELLs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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## School Improvement Plan

North Elementary School

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|---|--------------------------|--------|---------|------------|------------|---------|--------------------------------|--|
| Teachers / interventionists will monitor the progress of Migrant / ELL students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data. | Academic Support Program | Tier 2 | Monitor | 09/01/2014 | 08/31/2017 | \$51400 | Title I Part A, Title I Part C | Director of Curriculum, Title I, and Special Projects<br>Principal Lead<br>Interventionist |
|---|--------------------------|--------|---------|------------|------------|---------|--------------------------------|--|

| Activity - Evaluate ELL Support Program Impact   | Activity Type      | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--------------------|--------|----------|------------|------------|-------------------|-------------------|--|
| NWEA and state assessment data will be analyzed for ELL students to determine growth and strategy implementation fidelity. | Policy and Process | Tier 2 | Evaluate | 04/01/2015 | 08/31/2017 | \$500             | General Fund      | Director of Curriculum, Title I, and Special Projects<br>Principal Lead<br>Interventionist |

### Measurable Objective 4:

A 25% increase of Bottom 30% students will demonstrate a proficiency in the state assessment in Mathematics by 05/01/2017 as measured by the Bottom 30% subgroup data on the state assessment.

### Strategy 1:

Provide Supplemental Academic Support - Provide supplemental Title I / At Risk math instruction: Implementation of a multi-tier system of support beyond the core content math instruction that includes; universal screener, intervention support, progress monitoring, and course corrections as indicated by data.

Research Cited: Mellard, Johnson; RTI: A Practitioner's Guide to Implementing RTI (2008)

Tier: Tier 2

| Activity - Intervention Staff Professional Learning   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Intervention staff will participate in ongoing professional development opportunities to learn how to utilize strategies and resources to assist Bottom 30% students who are struggling with mathematics improve their achievement level. | Professional Learning | Tier 2 | Getting Ready | 07/01/2014 | 08/31/2017 | \$1500            | Title II Part A   | Director of Curriculum, Title I, and Special Projects<br>Principal Lead<br>Interventionist |

## School Improvement Plan

North Elementary School

| Activity - Administer Universal Screener  | Activity Type            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--------------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Administer a universal screener (NWEA) to all students to determine needs of student groups and individual students and create a plan of support for Bottom 30% students.     | Academic Support Program | Tier 1 | Getting Ready | 09/01/2014 | 08/31/2017 | \$2500            | General Fund      | Director of Curriculum, Title I, and Special Projects Principal Lead Interventionist |
| Activity - Provide Academic Support for Bottom 30% students   | Activity Type            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| The academic intervention team will collaborate with classroom teachers to provide targeted interventions to Bottom 30% students to improve their achievement in mathematics. | Academic Support Program | Tier 2 | Implement     | 09/02/2014 | 08/31/2017 | \$65000           | Title I Part A    | Director of Curriculum, Title I, and Special Projects Principal Lead Interventionist |
| Activity - Beyond the School Day Academic Support for Bottom 30% Students   | Activity Type            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| Teachers / interventionists will provide before, after, and/or summer school support to Bottom 30% students who are struggling with mathematics.                              | Academic Support Program | Tier 2 | Implement     | 09/02/2014 | 08/31/2017 | \$3000            | Title I Part A    | Director of Curriculum, Title I, and Special Projects Principal Lead Interventionist |
| Activity - Monitor Progresses of Bottom 30%   | Activity Type            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |

## School Improvement Plan

North Elementary School

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|--|--------------------------|--------|---------|------------|------------|---------|----------------|--|
| Teachers / interventionists will monitor the progress of Bottom 30% students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data. | Academic Support Program | Tier 2 | Monitor | 10/01/2014 | 08/31/2017 | \$50000 | Title I Part A | Director of Curriculum, Title I, and Special Projects<br>Principal Lead<br>Interventionist |
|--|--------------------------|--------|---------|------------|------------|---------|----------------|--|

| Activity - Program Evaluation                           | Activity Type            | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--------------------------|--------|----------|------------|------------|-------------------|-------------------|--|
| Complete the program evaluation tool for this strategy. | Academic Support Program | Tier 2 | Evaluate | 05/01/2015 | 06/01/2015 | \$500             | General Fund      | Director of Curriculum, Title I, and Special Projects<br>Principal Lead<br>Interventionist |

## Goal 3: All North Elementary students will become proficient in Reading and Writing

### Measurable Objective 1:

76% of Third, Fourth and Fifth grade students will demonstrate a proficiency on CCSS in Reading by 08/31/2017 as measured by the State assessment.

### Strategy 1:

Aligned Reading Curriculum/Delivery - Teachers will collaborate to reach common understanding of the grade level CCSS, create curriculum maps w/embedded essential learnings, participate in vertical alignment team conversations to align the writing curriculum for grades 2 through 6, and utilize PLCs to monitor CCSS reading instruction that will improve the achievement of all students.

There will be a well documented, universally understood (horizontally and vertically) written, taught, and assessed curriculum.

Research Cited: Marzano, Heflebower, Simms, Warrick, Yanoski, Hoegh; Using CCS to Enhance Classroom Instruction & Assessment (2013)

Tier: Tier 1

| Activity - CCSS PD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

North Elementary School

|   |                       |        |               |            |            |        |                 |   |
|---|-----------------------|--------|---------------|------------|------------|--------|-----------------|---|
| Teachers will complete professional development that leads to deep understanding of the CCSS for writing, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available CCSS resources) | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/01/2017 | \$1500 | Title II Part A | Principal Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
|---|-----------------------|--------|---------------|------------|------------|--------|-----------------|---|

| Activity - Reading Resources Study   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Teachers will research and evaluate reading resources to choose those that best meet the needs of our students in achieving proficiency in the CCSS. | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/01/2017 | \$1000            | General Fund      | Principal Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |

| Activity - MAISA Units / Research-Based Strategies PD  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Teachers will complete professional learning opportunities to learn how to best deliver the CCSS for reading, including: Utilizing the MAISA units and research-based instructional practices. | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/01/2017 | \$1500            | Title II Part A   | Principal Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |

| Activity - PLC Review of Grade Level Students' Learning Needs for Reading | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|   |               |      |       |            |          |                   |                   |                   |

## School Improvement Plan

North Elementary School

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|--|-----------------------|--------|-----------|------------|------------|-------|--------------|---|
| PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the grade level and make decisions about the teaching and learning needs for all students. | Teacher Collaboration | Tier 1 | Implement | 09/02/2014 | 08/31/2017 | \$500 | General Fund | Principal<br>Grade Level<br>Chairpersons<br>Director of Curriculum,<br>Title I, and<br>Special Projects |
|--|-----------------------|--------|-----------|------------|------------|-------|--------------|---|

| Activity - Vertical Alignment of Reading Curriculum  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will meet in vertical curriculum teams to ensure vertical alignment of the reading curriculum and the essential learning standards. | Teacher Collaboration | Tier 1 | Implement | 08/01/2013 | 08/31/2017 | \$500             | General Fund      | Principal<br>Grade Level<br>Chairpersons<br>Director of Curriculum,<br>Title I, and<br>Special Projects |

| Activity - Professional Practice Reflection -- Reading  | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Grade level, building, and district teams will reflect on the effectiveness of their professional practice in reading instruction through PLCs, vertical teams, and district-wide curriculum teams. | Teacher Collaboration | Tier 1 | Monitor | 08/01/2014 | 08/31/2017 | \$500             | General Fund      | Principal<br>Grade Level<br>Chairpersons<br>Director of Curriculum,<br>Title I, and<br>Special Projects |

| Activity - Evaluate Fidelity of Curriculum Alignment/Delivery | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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## School Improvement Plan

North Elementary School

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|---|--------------------|--------|----------|------------|------------|-------|--------------|--|
| Utilize the NWEA and state assessment strand data to evaluate the impact of the curriculum alignment / delivery on student achievement. | Policy and Process | Tier 1 | Evaluate | 01/01/2015 | 08/31/2017 | \$500 | General Fund | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
|---|--------------------|--------|----------|------------|------------|-------|--------------|--|

| Activity - Deliver Aligned Curriulum  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs. | Direct Instruction | Tier 1 | Implement | 08/25/2014 | 08/31/2017 | \$850000          | General Fund      | Teachers<br>Principal<br>Director of Curriculum, Title I, and Special Projects<br>Superintendent |

| Activity - Extended Learning Opportunities   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                            |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Both within the classroom and as a part of additional support (within and beyond the school day), teachers will challenge students with extended activities when they have mastered the content. | Academic Support Program | Tier 2 | Implement | 08/25/2014 | 08/31/2017 | \$50000           | General Fund      | Teachers<br>Principal<br>Curriculum Director |

### Measurable Objective 2:

65% of Third, Fourth and Fifth grade students will demonstrate a proficiency on CCSS in Writing by 08/31/2017 as measured by State assessment or NWEA data.

### Strategy 1:

Aligned Writing Curriculum / Delivery - Aligned Writing Curriculum / Delivery: Teachers will collaborate to reach common understanding of the grade level CCSS, create curriculum maps w/embedded essential learnings, participate in vertical alignment team conversations to align the writing curriculum for grades 2 through 6, and utilize PLCs to monitor CCSS writing instruction that will improve the achievement of all students.

There will be a well documented, universally understood (horizontally and vertically) written, taught, and assessed curriculum.

Research Cited: Marzano, Heflebower, Simms, Warrick, Yanoski, Hoegh; Using CCS to Enhance Classroom Instruction & Assessment (2013)

Tier: Tier 1

## School Improvement Plan

North Elementary School

| Activity - CCSS PD  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Teachers will complete professional development that leads to deep understanding of the CCSS for writing, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available CCSS resources) | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/31/2017 | \$1500            | Title II Part A   | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
| Activity - Writing Resources Study  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| Teachers will research and evaluate writing resources to choose those that best meet the needs of our students in achieving proficiency in the CCSS.  | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/01/2017 | \$1000            | General Fund      | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
| Activity - MAISA Units and Research-Based Strategies PD   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| Teachers will complete professional learning opportunities to learn how to best deliver the CCSS for writing including: Utilizing the MAISA writing units and research-based instructional practices.   | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/31/2016 | \$1500            | Title II Part A   | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
| Activity - PLC Review of Grade Level Students' Learning in Writing  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |

## School Improvement Plan

North Elementary School

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|---|-----------------------|--------|-----------|------------|------------|-------|--------------|---|
| PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the grade level to meet the individual teaching and learning needs of all students. | Teacher Collaboration | Tier 1 | Implement | 08/01/2014 | 08/31/2017 | \$500 | General Fund | Principal<br>Grade Level<br>Chairpersons<br>Director of Curriculum,<br>Title I, and<br>Special Projects |
|---|-----------------------|--------|-----------|------------|------------|-------|--------------|---|

| Activity - Vertical Alignment of Writing Curriculum  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will meet in vertical curriculum teams to ensure vertical alignment of the writing curriculum and the essential learning standards. | Teacher Collaboration | Tier 1 | Implement | 08/01/2013 | 08/31/2017 | \$500             | General Fund      | Principal<br>Grade Level<br>Chairpersons<br>Director of Curriculum,<br>Title I, and<br>Special Projects |

| Activity - Reflect on Professional Practice   | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Grade level, building, district teams will reflect on the effectiveness of their professional practice in writing instruction through PLCs, vertical teams, and district-wide writing curriculum teams. | Teacher Collaboration | Tier 1 | Monitor | 08/01/2014 | 08/31/2017 | \$500             | General Fund      | Principal<br>Grade Level<br>Chairpersons<br>Director of Curriculum,<br>Title I, and<br>Special Projects |

| Activity - Evaluate Impact of Aligned/Delivered Writing Curriculum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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## School Improvement Plan

North Elementary School

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|---|--------------------|--------|----------|------------|------------|-------|--------------|--|
| Utilize the state assessment and NWEA strand data to evaluate the impact the curriculum alignment has on student achievement. | Policy and Process | Tier 1 | Evaluate | 01/01/2015 | 08/31/2017 | \$500 | General Fund | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
|---|--------------------|--------|----------|------------|------------|-------|--------------|--|

| Activity - Deliver Aligned Activity   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs. | Direct Instruction | Tier 1 | Implement | 08/25/2014 | 08/31/2017 | \$850000          | General Fund      | Teachers<br>Principal<br>Director of Curriculum, Title I, and Special Projects<br>Superintendent |

| Activity - Extended Learning Opportunities   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                            |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Both within the classroom and as a part of additional support (within and beyond the school day), teachers will challenge students with extended activities when they have mastered the content. | Academic Support Program | Tier 2 | Implement | 09/01/2014 | 08/31/2017 | \$50000           | General Fund      | Teachers<br>Principal<br>Curriculum Director |

### Measurable Objective 3:

52% of Third, Fourth and Fifth grade students will demonstrate a proficiency on CCSS in Science by 08/31/2017 as measured by State assessment or NWEA data.

### Strategy 1:

Aligned Science Curriculum / Delivery - Aligned Science Curriculum/ Delivery: Teachers will collaborate to reach common understanding of the grade level standards create curriculum maps w/embedded essential learnings, participate in vertical alignment team conversations to align the science curriculum for grades 2 through 6, and utilize PLCs to monitor science instruction that will improve the achievement of all students.

There will be a well documented, universally understood (horizontally and vertically) written, taught, and assessed curriculum.

Research Cited: Marzano, Heflebower, Simms, Warrick, Yanoski, Hoegh; Using CCS to Enhance Classroom Instruction & Assessment (2013)

Tier: Tier 1

## School Improvement Plan

North Elementary School

| Activity - Science Standards PD   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Teachers will complete professional development that leads to deep understanding of the standards for science, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources) | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/31/2017 | \$1500            | Title II Part A   | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
| Activity - Science Resources Study  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| Teachers will research and evaluate science resources to choose those that best meet the needs of our students in achieving proficiency.  | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/31/2017 | \$1000            | General Fund      | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
| Activity - Research Based Strategies PD   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| Teachers will complete professional learning opportunities in: Research-Based Instructional Practices for science, Student Engagement Strategies, Literacy strategies for informational text, etc.  | Professional Learning | Tier 1 | Getting Ready | 07/01/2014 | 08/31/2017 | \$1500            | Title II Part A   | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
| Activity - PLC Review of Grade Level's Performance in Science   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |

## School Improvement Plan

North Elementary School

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|---|-----------------------|--------|-----------|------------|------------|-------|--------------|---|
| PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the grade level to meet the individual teaching and learning needs of all students. | Teacher Collaboration | Tier 1 | Implement | 09/02/2014 | 08/31/2017 | \$500 | General Fund | Director of Curriculum, Title I, and Special Projects<br>Principal Grade Level Chairpersons |
|---|-----------------------|--------|-----------|------------|------------|-------|--------------|---|

| Activity - Vertical Alignment of Science Curriculum  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will meet in vertical curriculum teams to ensure vertical alignment of the science curriculum and the essential learning standards. | Teacher Collaboration | Tier 1 | Implement | 09/01/2014 | 08/31/2017 | \$500             | General Fund      | Principal Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |

| Activity - Reflect on Professional Practice   | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Grade level, building, district teams will reflect on the effectiveness of their professional practice in science instruction through PLCs, vertical teams, and district-wide science curriculum teams. | Teacher Collaboration | Tier 1 | Monitor | 09/02/2014 | 08/31/2017 | \$500             | General Fund      | Principal Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |

| Activity - Evalute Impact of Science Aligned Curriculum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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## School Improvement Plan

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|--|-----------------------|--------|----------|------------|------------|-------|--------------|--|
| Utilize the state assessment strand data to evaluate the impact the curriculum alignment has on student achievement. | Teacher Collaboration | Tier 1 | Evaluate | 01/01/2015 | 08/31/2017 | \$500 | General Fund | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
|--|-----------------------|--------|----------|------------|------------|-------|--------------|--|

| Activity - Deliver Aligned Curriculum   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs. | Direct Instruction | Tier 1 | Implement | 08/25/2014 | 08/31/2017 | \$850000          | General Fund      | Teachers;<br>Principal;<br>Director of Curriculum, Title I, and Special Projects;<br>Superintendent |

### Measurable Objective 4:

58% of Third, Fourth and Fifth grade students will demonstrate a proficiency on CCSS in Social Studies by 08/31/2017 as measured by State assessment or NWEA data.

### Strategy 1:

Aligned Social Studies Curriculum / Delivery - Aligned Social Studies Curriculum/ Delivery: Teachers will collaborate to reach common understanding of the grade level create curriculum maps w/embedded essential learnings, participate in vertical alignment team conversations to align the social studies curriculum for grades 2 through 6, and utilize PLCs to monitor social studies instruction that will improve the achievement of all students.

There will be a well documented, universally understood (horizontally and vertically) written, taught, and assessed curriculum.

Research Cited: Marzano, Heflebower, Simms, Warrick, Yanoski, Hoegh; Using CCS to Enhance Classroom Instruction & Assessment (2013)

Tier: Tier 1

| Activity - Social Studies Curriculum PD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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## School Improvement Plan

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|--|-----------------------|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Teachers will complete professional development that leads to deep understanding of the standards for social studies, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources) | Professional Learning | Tier 1      | Getting Ready | 07/01/2013        | 08/01/2017      | \$1500                   | Title II Part A          | Principal Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
| <b>Activity - Social Studies Resources Study</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| Teachers will research and evaluate social studies resources to choose those that best meet the needs of our students in achieving proficiency.  | Professional Learning | Tier 1      | Getting Ready | 07/01/2013        | 08/01/2017      | \$1000                   | General Fund             | Principal Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
| <b>Activity - Research-Based Instructional Practices PD</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| Teachers will complete professional learning opportunities in: Research-Based Instructional Practices, Student Engagement Strategies, and the  | Professional Learning | Tier 1      | Getting Ready | 07/01/2014        | 08/31/2017      | \$1500                   | Title II Part A          | Principal Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
| <b>Activity - PLC Review of Grade Level's Performance in Social Studies</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</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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|---|-----------------------|--------|-----------|------------|------------|-------|--------------|--|
| PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the grade level to meet the individual teaching and learning needs of all students. | Teacher Collaboration | Tier 1 | Implement | 08/25/2014 | 08/31/2017 | \$500 | General Fund | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
|---|-----------------------|--------|-----------|------------|------------|-------|--------------|--|

| Activity - Vertical Alignment of Social Studies Curriculum  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will meet in vertical curriculum teams to ensure vertical alignment of the social studies curriculum and the essential learning standards. | Teacher Collaboration | Tier 1 | Implement | 08/25/2014 | 08/31/2017 | \$500             | General Fund      | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |

| Activity - Reflect on Professional Practice   | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Grade level, building, district teams will reflect on the effectiveness of their professional practice in social studies instruction through PLCs, vertical teams, and district-wide social studies curriculum teams. | Teacher Collaboration | Tier 1 | Monitor | 08/25/2014 | 08/31/2017 | \$500             | General Fund      | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |

| Activity - Evaluate Impact of Social Studies Aligned Curriculum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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## School Improvement Plan

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|--|-----------------------|--------|----------|------------|------------|-------|--------------|--|
| Utilize the state assessment strand data to evaluate the impact the curriculum alignment has on student achievement. | Teacher Collaboration | Tier 1 | Evaluate | 08/25/2014 | 08/31/2017 | \$500 | General Fund | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
|--|-----------------------|--------|----------|------------|------------|-------|--------------|--|

| Activity - Deliver Aligned Curriulum  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs. | Direct Instruction | Tier 1 | Implement | 08/25/2014 | 08/31/2017 | \$850000          | General Fund      | Teachers;<br>Principal;<br>Director of Curriculum, Title I, and Special Projects;<br>Superintendent |

### Measurable Objective 5:

A total of 150 Third, Fourth and Fifth grade students will demonstrate a proficiency District/State Curriculum in Health/Physical Education by 08/31/2017 as measured by Local Assessments.

### (shared) Strategy 1:

Aligned Curriculum - Teachers will collaborate to reach common understanding of the grade level standards and create curriculum maps w/embedded essential learnings, participate in vertical alignment team conversations to align the curriculum for grades K through 12, integrate literacy instruction, and utilize PLCs to monitor the instruction that will improve the achievement of all students.

There will be a well documented, universally understood (horizontally and vertically) written, taught, and assessed curriculum.

Research Cited: Marzano, Heflebower, Simms, Warrick, Yanoski, Hoegh; Using CCS to Enhance Classroom Instruction & Assessment (2013)

Tier: Tier 1

| Activity - Curriculum Standards PD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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## School Improvement Plan

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|---|-----------------------|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Teachers will complete professional development that leads to deep understanding of the content expectations including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, literacy connections, and available resources) | Professional Learning | Tier 1      | Getting Ready | 07/01/2013        | 08/31/2017      | \$1500                   | Title II Part A          | Principal PLC Chairperson<br>Director of Curriculum, Title I, and Special Projects  |
| <b>Activity - Resources Study</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| Teachers will research and evaluate curriculum resources to choose those that best meet the needs of our students in achieving proficiency in the content standards with literacy integration.  | Professional Learning | Tier 1      | Getting Ready | 07/01/2013        | 08/31/2017      | \$1000                   | General Fund             | Building Principal<br>PE/Health Instructor  |
| <b>Activity - PLC Focus on Essential Learning</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the content to meet the individual teaching and learning needs of all students.   | Teacher Collaboration | Tier 1      | Implement     | 08/01/2014        | 08/31/2017      | \$500                    | General Fund             | Principal PLC Chairperson<br>Director of Curriculum, Title I, and Special Projects  |
| <b>Activity - Research Based Instructional Practice PD</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| Teachers will complete professional learning opportunities in: Research-Based Instructional Practices, Student Engagement Strategies, Literacy in all content, etc. to improve instructional outcomes for all students.   | Professional Learning | Tier 1      | Implement     | 08/01/2014        | 08/31/2017      | \$500                    | General Fund             | Principal PLC Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
| <b>Activity - Reflect on Professional Practice</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</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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|   |                       |        |         |            |            |       |              |  |
|---|-----------------------|--------|---------|------------|------------|-------|--------------|--|
| The district-wide PLC team will reflect on the effectiveness of their professional practice in the content through collaborative data review. | Teacher Collaboration | Tier 1 | Monitor | 08/01/2014 | 08/31/2017 | \$500 | General Fund | Principal<br>PLC Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
|---|-----------------------|--------|---------|------------|------------|-------|--------------|--|

| Activity - Evaluate Curriculum Alignment / Delivery  | Activity Type         | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------|--------|----------|------------|------------|-------------------|-------------------|--|
| Utilize the local assessment strand data to evaluate the impact the curriculum alignment has on student achievement. | Teacher Collaboration | Tier 1 | Evaluate | 08/01/2014 | 08/31/2017 | \$500             | General Fund      | Principal<br>PLC Chairpersons<br>Director of Curriculum, Title I, and Special Projects |

| Activity - Deliver Aligned Curriculum   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs. | Direct Instruction | Tier 1 | Implement | 08/25/2014 | 08/31/2017 | \$150000          | General Fund      | Teachers;<br>Principal;<br>Director of Curriculum, Title I, and Special Projects;<br>Superintendent |

### Measurable Objective 6:

A total of 150 Third, Fourth and Fifth grade students will demonstrate a proficiency on District/State assessments in Music by 08/31/2017 as measured by Local Assessments.

### (shared) Strategy 1:

Aligned Curriculum - Teachers will collaborate to reach common understanding of the grade level standards and create curriculum maps w/embedded essential learnings, participate in vertical alignment team conversations to align the curriculum for grades K through 12, integrate literacy instruction, and utilize PLCs to monitor the instruction that will improve the achievement of all students.

There will be a well documented, universally understood (horizontally and vertically) written, taught, and assessed curriculum.

Research Cited: Marzano, Heflebower, Simms, Warrick, Yanoski, Hoegh; Using CCS to Enhance Classroom Instruction & Assessment (2013)

## School Improvement Plan

North Elementary School

Tier: Tier 1

| Activity - Curriculum Standards PD  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Teachers will complete professional development that leads to deep understanding of the content expectations including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, literacy connections, and available resources) | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/31/2017 | \$1500            | Title II Part A   | Principal PLC Chairperson<br>Director of Curriculum, Title I, and Special Projects  |
| Activity - Resources Study  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| Teachers will research and evaluate curriculum resources to choose those that best meet the needs of our students in achieving proficiency in the content standards with literacy integration.  | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/31/2017 | \$1000            | General Fund      | Building Principal<br>PE/Health Instructor  |
| Activity - PLC Focus on Essential Learning  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the content to meet the individual teaching and learning needs of all students.   | Teacher Collaboration | Tier 1 | Implement     | 08/01/2014 | 08/31/2017 | \$500             | General Fund      | Principal PLC Chairperson<br>Director of Curriculum, Title I, and Special Projects  |
| Activity - Research Based Instructional Practice PD   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| Teachers will complete professional learning opportunities in: Research-Based Instructional Practices, Student Engagement Strategies, Literacy in all content, etc. to improve instructional outcomes for all students.   | Professional Learning | Tier 1 | Implement     | 08/01/2014 | 08/31/2017 | \$500             | General Fund      | Principal PLC Chairpersons<br>Director of Curriculum, Title I, and Special Projects |

## School Improvement Plan

North Elementary School

| Activity - Reflect on Professional Practice   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| The district-wide PLC team will reflect on the effectiveness of their professional practice in the content through collaborative data review. | Teacher Collaboration | Tier 1 | Monitor   | 08/01/2014 | 08/31/2017 | \$500             | General Fund      | Principal<br>PLC Chairpersons<br>Director of Curriculum, Title I, and Special Projects              |
| Activity - Evaluate Curriculum Alignment / Delivery   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| Utilize the local assessment strand data to evaluate the impact the curriculum alignment has on student achievement.                          | Teacher Collaboration | Tier 1 | Evaluate  | 08/01/2014 | 08/31/2017 | \$500             | General Fund      | Principal<br>PLC Chairpersons<br>Director of Curriculum, Title I, and Special Projects              |
| Activity - Deliver Aligned Curriculum   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs.   | Direct Instruction    | Tier 1 | Implement | 08/25/2014 | 08/31/2017 | \$150000          | General Fund      | Teachers;<br>Principal;<br>Director of Curriculum, Title I, and Special Projects;<br>Superintendent |

### Measurable Objective 7:

A 25% increase of Bottom 30%, Economically Disadvantaged and English Learners students will demonstrate a proficiency on CCSS in English Language Arts by 08/31/2017 as measured by the subgroup data on the state assessment and NWEA.

### Strategy 1:

Provide Supplemental Literacy Instruction - Provide supplemental literacy instruction: Implementation of a multi-tier system of support beyond the core content literacy instruction that is targeted to this subgroup through the use of bi-lingual interventionists that includes; universal screener, intervention support, progress monitoring, and course corrections as indicated by data.

Research Cited: Mellard, Johnson; RTI: A Practitioner's Guide to Implementing RTI (2008)

# School Improvement Plan

North Elementary School

Tier: Tier 2

| Activity - Administer Universal Screener   | Activity Type            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|--------------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Administer a universal screener (NWEA) to all students to determine the needs of students in subgroups with large achievement gaps, including: ELLs, Bottom 30%, and Economically Disadvantaged students.                        | Academic Support Program | Tier 2 | Getting Ready | 07/01/2013 | 08/31/2017 | \$2500            | General Fund      | Principal<br>Lead Interventionist<br>Director of Curriculum, Title I, and Special Projects  |
| Activity - Provide Supplemental Literacy Instruction   | Activity Type            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| The academic intervention team will collaborate with classroom teachers to provide targeted interventions to economically disadvantaged students identified as needing academic support to improve their achievement in reading. | Academic Support Program | Tier 2 | Implement     | 07/01/2013 | 08/31/2017 | \$70000           | Title I Part A    | Principal<br>Lead Interventionist<br>Director of Curriculum, Title I, and Special Projects  |
| Activity - Provide support to ELL/Migrant Students   | Activity Type            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| The ELL/Migrant interventionist will team with classroom teachers to provide targeted interventions to ELL/Migrant students to improve their achievement in literacy.  | Academic Support Program | Tier 2 | Implement     | 07/01/2013 | 08/31/2017 | \$25000           | Title I Part C    | ELL/Migrant Director<br>ELL/Migrant Interventionist<br>Principal<br>Lead Interventionist<br>Director of Curriculum, Title I, and Special Projects |

## School Improvement Plan

North Elementary School

| Activity - Provide PD for Interventionists   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Interventionists will complete professional development in strategies and resources to support students who are struggling with literacy using the Fountas and Pinnell series.                                       | Professional Learning    |        |           | 07/01/2013 | 08/31/2016 | \$1500            | Title II Part A   | Curriculum Director<br>Title I Director<br>Lead Interventionist<br>Interventionist<br>Building Teachers              |
| Activity - Beyond the School Day Support   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| Teachers / interventionists will provide before, after, and/or summer school support to Economically Disadvantaged, ELLs, and Bottom 30% students who are struggling with literacy.                                  | Academic Support Program | Tier 2 | Implement | 07/01/2013 | 08/31/2017 | \$1500            | Title I Part A    | Principal<br>Lead Interventionist<br>Migrant / ELL Director<br>Director of Curriculum, Title I, and Special Projects |
| Activity - Progress Monitoring   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| Teachers / interventionists will monitor the progress of Economically Disadvantaged students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data. | Academic Support Program | Tier 2 | Monitor   | 07/01/2013 | 08/31/2017 | \$1500            | Title I Part A    | Principal<br>Lead Interventionist<br>ELL / Migrant Director<br>Director of Curriculum, Title I, and Special Projects |
| Activity - Evaluate Impact of the Strategy   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |



## School Improvement Plan

North Elementary School

|   |                    |        |          |            |            |       |              |   |
|---|--------------------|--------|----------|------------|------------|-------|--------------|---|
| Utilize the state assessment and NWEA strand data to evaluate the impact the curriculum alignment has on student achievement. | Policy and Process | Tier 2 | Evaluate | 01/01/2015 | 08/31/2017 | \$500 | General Fund | Principal Lead Interventionist<br>Director of Curriculum, Title I, and Special Projects |
|---|--------------------|--------|----------|------------|------------|-------|--------------|---|

### Goal 4: All students at North Elementary School will become technologically literate.

#### Measurable Objective 1:

100% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency utilizing technology to enhance and support their daily learning in English Language Arts by 08/01/2017 as measured by District-Level Technology assessment.

#### Strategy 1:

Integrate Technology Standards into Core Curriculum Maps - Teachers will work in PLCs to integrate technology standards into their core content curriculum maps.

Research Cited: Curriculum 21: Essential Education for a Changing World, Edited by: Heidi Hayes Jacobs (2012)

Tier:

| Activity - PLCs Study the Technology Standards  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| During monthly PLC time, teams will study the Technology Standards for common understanding. Group questions will be gathered and brought to the Curriculum Director for clarification. | Teacher Collaboration | Tier 1 | Getting Ready | 09/01/2014 | 08/31/2017 | \$1500            | General Fund      | Director of Curriculum, Title I, and Special Projects<br>Principal Grade Level Chairpersons |

| Activity - Reflect on Tech Integration Practices | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

North Elementary School

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|---|-----------------------|--------|---------|------------|------------|-------|--------------|--|
| Grade level, building, district teams will utilize student achievement on the district level technology assessment to reflect on the effectiveness of the integration of technology standards throughout the core curriculum and make adjustments as indicated by the data. | Teacher Collaboration | Tier 1 | Monitor | 01/01/2015 | 08/01/2017 | \$500 | General Fund | Director of Curriculum, Title I, and Special Projects<br>Principal<br>Grade Level Chairpersons |
|---|-----------------------|--------|---------|------------|------------|-------|--------------|--|

| Activity - PLCs Integrate Tech Standards into Curriculum Maps   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| During monthly PLC time, teams will utilize their understanding of the core curriculum and the technology standards to integrate the technology standards into the existing core content curriculum maps to ensure consistent grade level delivery of technology standards. | Teacher Collaboration | Tier 1 | Implement | 01/01/2015 | 08/31/2017 | \$500             | General Fund      | Director of Curriculum, Title I, and Special Projects<br>Principal<br>Grade Level Chairpersons |

| Activity - Gather and Analyze Technology Literacy Data                                 | Activity Type | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|---------------|--------|----------|------------|------------|-------------------|-------------------|--|
| Building level summary of the technology post test data will be gathered and analyzed. | Technology    | Tier 1 | Evaluate | 05/01/2015 | 08/31/2017 | \$500             | General Fund      | Building-Level Technology Resource<br>Principal<br>Director of Curriculum, Title I, and Special Projects |

### Strategy 2:

Utilize Instructional Technology - Teachers will model technology integration by utilizing instructional technology to enhance instructional delivery.

Research Cited: Essential Education for a Changing World, Edited by: Heidi Hayes Jacobs (2012)

Tier:

| Activity - Instructional Technology PD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

North Elementary School

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|--|-----------------------|--------|---------------|------------|------------|--------|-----------------|--|
| Teachers will participate in various professional learning opportunities (IWBs, iPad use, software-based technology, etc.) to learn how to utilize instructional technology to increase student engagement and improve teaching and learning for all students. | Professional Learning | Tier 1 | Getting Ready | 08/01/2014 | 08/31/2017 | \$2500 | Title II Part A | Principal Building-Level Technology Coach<br>Director of Curriculum, Title I, and Special Projects |
|--|-----------------------|--------|---------------|------------|------------|--------|-----------------|--|

| Activity - Technology Use Modelling   | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|---------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Teachers will model / demonstrate their instructional technology use for their peers through "Technology Showcase" format during PLCs, faculty meetings, etc. | Technology    | Tier 1 | Monitor | 09/03/2013 | 08/31/2017 | \$500             | General Fund      | Principal Building-Level Technology Coach<br>Director of Curriculum, Title I, and Special Projects |

| Activity - Reflect on Instructional Tech Use   | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Teachers/Principal will utilize the Technology Integration Matrix to reflect on their utilization of instructional technology and will plan for improvements of their personal practice through collaboration with their PLC team. | Professional Learning | Tier 1 | Monitor | 09/03/2013 | 08/31/2017 | \$500             | General Fund      | Principal Building-Level Technology Coach<br>Director of Curriculum, Title I, and Special Projects |

| Activity - Use of Tech Integration Matrix PD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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## School Improvement Plan

North Elementary School

|   |                       |        |               |            |            |       |                 |  |
|---|-----------------------|--------|---------------|------------|------------|-------|-----------------|--|
| Teachers will participate in professional learning to learn how to utilize the Technology Integration Matrix to improve their personal use of instructional technology. | Professional Learning | Tier 1 | Getting Ready | 08/01/2014 | 08/31/2017 | \$500 | Title II Part A | Principal Building-Level Technology Coach<br>Director of Curriculum, Title I, and Special Projects |
|---|-----------------------|--------|---------------|------------|------------|-------|-----------------|--|

| Activity - Classroom Websites   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will create a classroom website utilizing Schoolwires and will instruct students in their expectations of website use (including homework help, "flipped assignments", etc.) | Technology    | Tier 1 | Implement | 01/01/2014 | 08/31/2017 | \$10000           | General Fund      | Principal Building-Level Technology Coach<br>Director of Curriculum, Title I, and Special Projects |

| Activity - Use Technology to Deliver Core Content   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will utilize various instructional technology tools to enhance / improve the instructional delivery of core content or assist students struggling to achieve the core content. | Technology    | Tier 1 | Implement | 08/01/2013 | 08/31/2017 | \$15000           | General Fund      | Principal Building-Level Technology Coach<br>Director of Curriculum, Title I, and Special Projects |

| Activity - Parent Engagement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

North Elementary School

|  |            |        |           |            |            |         |              |  |
|--|------------|--------|-----------|------------|------------|---------|--------------|--|
| Parent engagement opportunities will be offered to allow parents to learn about how they can connect with their child(ren)'s classroom using technology. | Technology | Tier 1 | Implement | 08/01/2013 | 08/31/2017 | \$10000 | General Fund | Principal Building-Level Technology Coach<br>Director of Curriculum, Title I, and Special Projects |
|--|------------|--------|-----------|------------|------------|---------|--------------|--|

| Activity - Summarize Teacher's Self Assessments  | Activity Type | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|---------------|--------|----------|------------|------------|-------------------|-------------------|--|
| The teacher's self assessments on the Technology Integration Matrix will be summarized and reviewed. | Technology    | Tier 1 | Evaluate | 05/01/2015 | 08/31/2017 | \$500             | General Fund      | Principal Building-Level Technology Coach<br>Director of Curriculum, Title I, and Special Projects |

### Measurable Objective 2:

76% of English Learners students will demonstrate a proficiency in CCSS in English Language Arts by 08/31/2017 as measured by state assessment subgroup or NWEA subgroup data.

### Strategy 1:

Use Technology to Enhance Learning for ELLs - ELL / Migrant Intervention staff will utilize (and support classroom teachers in utilizing) technology strategies (image galleries, multilingual online text, multimedia projects, etc.) to improve Reading and Writing proficiency for ELLs.

Research Cited: Kauffman; "What's Different About Teaching Reading to Students Learning English?" (2009)

Tier: Tier 2

| Activity - Best Practice for ELLs   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Migrant / ELL intervention staff will attend professional learning opportunities to learn how to utilize strategies that improve language and literacy outcomes for ELLs. | Professional Learning | Tier 2 | Getting Ready | 07/01/2014 | 08/31/2017 | \$750             | Title II Part A   | Migrant / ELL Intervention Staff;<br>Principal;<br>Director of Curriculum, Title 1, and Special Projects |

## School Improvement Plan

North Elementary School

| Activity - Use Tech to Enhance ELA Learning for ELLs  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Migrant / ELL intervention staff will utilize strategies learned at best practice professional learning with ELLs to improve their language and literacy skill level.                                   | Academic Support Program | Tier 2 | Implement | 08/25/2014 | 08/31/2017 | \$52000           | Title I Part C    | Migrant / ELL Intervention Staff; Principal; Director of Curriculum, Title I, and Special Projects |
| Activity - Progress Monitor   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| Teachers/Migrant/ELL Interventionists will monitor the progress of all students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data. | Academic Support Program | Tier 2 | Monitor   | 08/25/2014 | 08/31/2017 | \$52000           | Title I Part C    | Migrant / ELL Intervention Staff; Principal; Director of Curriculum, Title I, and Special Projects |
| Activity - Gather and Analyze Data  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| Utilize the state assessment or NWEA subgroup data to evaluate the impact this strategy has on student achievement.   | Policy and Process       | Tier 2 | Evaluate  | 08/25/2014 | 08/31/2017 | \$500             | General Fund      | Migrant / ELL Intervention Staff; Principal; Director of Curriculum, Title I, and Special Projects |

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title III

| Activity Name                 | Activity Description   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|-------------------------------|--|--------------------------|--------|-----------|------------|------------|-------------------|--|
| Provide Targeted Intervention | The ELL/Migrant interventionist will team with classroom teachers to provide targeted interventions to ELL/Migrant students to improve their achievement in mathematics. | Academic Support Program | Tier 2 | Implement | 08/31/2014 | 08/31/2017 | \$9000            | Director of Curriculum, Title I, and Special Projects<br>Principal Migrant / ELL<br>Director |

### General Fund

| Activity Name                         | Activity Description  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|---------------------------------------|---|-----------------------|--------|-----------|------------|------------|-------------------|--|
| Vertical Alignment of Math Curriculum | Teachers will meet in vertical curriculum teams to ensure vertical alignment of the math curriculum and the essential learning standards. | Teacher Collaboration | Tier 1 | Implement | 08/01/2014 | 08/31/2017 | \$500             | Director of Curriculum, Title I, and Special Projects<br>Principal Grade Level Chairpersons      |
| Deliver Aligned Math Curriculum       | Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs.   | Direct Instruction    | Tier 1 | Implement | 09/02/2013 | 08/31/2017 | \$850000          | Teachers<br>Principal<br>Director of Curriculum, Title I, and Special Projects<br>Superintendent |

## School Improvement Plan

North Elementary School

|                                     |   |                       |        |               |            |            |          |   |
|-------------------------------------|---|-----------------------|--------|---------------|------------|------------|----------|---|
| Reflect on Professional Practice    | Grade level, building, district teams will reflect on the effectiveness of their professional practice in social studies instruction through PLCs, vertical teams, and district-wide social studies curriculum teams.   | Teacher Collaboration | Tier 1 | Monitor       | 08/25/2014 | 08/31/2017 | \$500    | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects      |
| Evaluate ELL Support Program Impact | NWEA and state assessment data will be analyzed for ELL students to determine growth and strategy implementation fidelity.  | Policy and Process    | Tier 2 | Evaluate      | 04/01/2015 | 08/31/2017 | \$500    | Director of Curriculum, Title I, and Special Projects<br>Principal<br>Lead Interventionist          |
| Deliver Aligned Curriculum          | Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs.   | Direct Instruction    | Tier 1 | Implement     | 08/25/2014 | 08/31/2017 | \$850000 | Teachers;<br>Principal;<br>Director of Curriculum, Title I, and Special Projects;<br>Superintendent |
| Resources Study                     | Teachers will research and evaluate curriculum resources to choose those that best meet the needs of our students in achieving proficiency in the content standards with literacy integration.  | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/31/2017 | \$1000   | Building Principal<br>PE/Health Instructor  |
| Gather Feedback from Leaders        | Gather feedback from building leaders (principal, grade level chairpersons, data coaches) on their professional learning experiences and the ways the learning has impacted their capacity to lead the building in data-based decisions that lead to improvements in teaching and learning. | Policy and Process    | Tier 1 | Evaluate      | 05/01/2015 | 07/31/2015 | \$500    | Superintendent;<br>Director of Curriculum, Title I, and Special Projects;<br>Principal              |



# School Improvement Plan

North Elementary School

|  |   |                          |        |               |            |            |        |  |
|--|---|--------------------------|--------|---------------|------------|------------|--------|--|
| Reflect on Professional Practice                               | Grade level, building, district teams will reflect on the effectiveness of their professional practice in writing instruction through PLCs, vertical teams, and district-wide writing curriculum teams.   | Teacher Collaboration    | Tier 1 | Monitor       | 08/01/2014 | 08/31/2017 | \$500  | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
| Administer Universal Screener                                  | Administer a universal screener (NWEA) to all students to determine the needs of students in subgroups with large achievement gaps, including: ELLs, Bottom 30%, and Economically Disadvantaged students.   | Academic Support Program | Tier 2 | Getting Ready | 07/01/2013 | 08/31/2017 | \$2500 | Principal<br>Lead Interventionist<br>Director of Curriculum, Title I, and Special Projects     |
| PLC Review of Grade Level Students' Learning Needs for Reading | PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the grade level and make decisions about the teaching and learning needs for all students.  | Teacher Collaboration    | Tier 1 | Implement     | 09/02/2014 | 08/31/2017 | \$500  | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
| Reflect on Tech Integration Practices                          | Grade level, building, district teams will utilize student achievement on the district level technology assessment to reflect on the effectiveness of the integration of technology standards throughout the core curriculum and make adjustments as indicated by the data. | Teacher Collaboration    | Tier 1 | Monitor       | 01/01/2015 | 08/01/2017 | \$500  | Director of Curriculum, Title I, and Special Projects<br>Principal<br>Grade Level Chairpersons |
| Math Resources Study   | Teachers will research and evaluate mathematics resources to choose those that best meet the needs of our students in achieving proficiency in the CCSS.  | Teacher Collaboration    | Tier 1 | Getting Ready | 07/01/2013 | 08/31/2017 | \$1500 | Director of Curriculum, Title I, and Special Projects<br>Principal<br>Building Teachers        |

# School Improvement Plan

North Elementary School

|   |  |                       |        |               |            |            |          |   |
|---|--|-----------------------|--------|---------------|------------|------------|----------|---|
| Writing Resources Study                       | Teachers will research and evaluate writing resources to choose those that best meet the needs of our students in achieving proficiency in the CCSS.   | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/01/2017 | \$1000   | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects      |
| Evaluate Impact of Science Aligned Curriculum | Utilize the state assessment strand data to evaluate the impact the curriculum alignment has on student achievement.   | Teacher Collaboration | Tier 1 | Evaluate      | 01/01/2015 | 08/31/2017 | \$500    | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects      |
| Deliver Aligned Curriculum                    | Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs.  | Direct Instruction    | Tier 1 | Implement     | 08/25/2014 | 08/31/2017 | \$850000 | Teachers;<br>Principal;<br>Director of Curriculum, Title I, and Special Projects;<br>Superintendent |
| Professional Practice Reflection -- Reading   | Grade level, building, and district teams will reflect on the effectiveness of their professional practice in reading instruction through PLCs, vertical teams, and district-wide curriculum teams.  | Teacher Collaboration | Tier 1 | Monitor       | 08/01/2014 | 08/31/2017 | \$500    | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects      |
| "Teach Like A Champion" Embedded PD           | Embedded in faculty meetings, PLC meetings, evaluation meetings, mentoring meetings, etc., school leaders will lead faculty in reflecting on their use of "Teach Like a Champion" strategies to monitor the implementation of the learning from the district-wide book study, "Teach Like a Champion". | Professional Learning | Tier 1 | Monitor       | 08/01/2013 | 08/31/2017 | \$500    | Joseph Allen,<br>Principal<br>Building Faculty and Staff  |

## School Improvement Plan

North Elementary School

|   |  |                       |        |               |            |            |        |   |
|---|--|-----------------------|--------|---------------|------------|------------|--------|---|
| PLC Review of Grade Level Students' Learning Needs for Math | PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the grade level to meet the individual teaching and learning needs of all students.              | Teacher Collaboration | Tier 1 | Implement     | 08/01/2014 | 08/31/2017 | \$500  | Principal; Grade Level Chairpersons   |
| Summarize Teacher's Self Assessments                        | The teacher's self assessments on the Technology Integration Matrix will be summarized and reviewed.   | Technology            | Tier 1 | Evaluate      | 05/01/2015 | 08/31/2017 | \$500  | Principal<br>Building-Level Technology Coach<br>Director of Curriculum, Title I, and Special Projects |
| Evaluate the Implementation                                 | Gather feedback from SIT and PLCs and summarize the data on the impact of this strategy.   | Policy and Process    | Tier 1 | Evaluate      | 01/01/2015 | 07/31/2015 | \$500  | Superintendent;<br>Director of Curriculum, Title I, and Special Projects;<br>Principal                |
| PLCs Study the Technology Standards                         | During monthly PLC time, teams will study the Technology Standards for common understanding. Group questions will be gathered and brought to the Curriculum Director for clarification.                  | Teacher Collaboration | Tier 1 | Getting Ready | 09/01/2014 | 08/31/2017 | \$1500 | Director of Curriculum, Title I, and Special Projects<br>Principal<br>Grade Level Chairpersons        |
| Professional Practice Reflection                            | Grade level, building, district teams will reflect on the effectiveness of their professional practice in mathematics instruction through PLCs, vertical teams, and district-wide math curriculum teams. | Teacher Collaboration | Tier 1 | Monitor       | 08/01/2013 | 08/31/2017 | \$500  | Director of Curriculum, Title I, and Special Projects<br>Principal<br>Grade Level Chairpersons        |

## School Improvement Plan

North Elementary School

|   |  |                          |        |           |            |            |         |  |
|---|--|--------------------------|--------|-----------|------------|------------|---------|--|
| Vertical Alignment of Social Studies Curriculum | Teachers will meet in vertical curriculum teams to ensure vertical alignment of the social studies curriculum and the essential learning standards.  | Teacher Collaboration    | Tier 1 | Implement | 08/25/2014 | 08/31/2017 | \$500   | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
| Vertical Alignment of Writing Curriculum        | Teachers will meet in vertical curriculum teams to ensure vertical alignment of the writing curriculum and the essential learning standards.   | Teacher Collaboration    | Tier 1 | Implement | 08/01/2013 | 08/31/2017 | \$500   | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
| Data Review for Strategy Evaluation             | NWEA and state assessment data will be analyzed for Economically Disadvantaged students to determine growth and strategy implementation fidelity.  | Policy and Process       | Tier 2 | Evaluate  | 07/01/2014 | 08/31/2017 | \$500   | Director of Curriculum, Title I, and Special Projects<br>Principal Lead Interventionist        |
| PLC Focus on Essential Learning                 | PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the content to meet the individual teaching and learning needs of all students.          | Teacher Collaboration    | Tier 1 | Implement | 08/01/2014 | 08/31/2017 | \$500   | Principal<br>PLC Chairperson<br>Director of Curriculum, Title I, and Special Projects          |
| Extended Learning Opportunities                 | Both within the classroom and as a part of additional support (within and beyond the school day), teachers will challenge students with extended activities when they have mastered the content. | Academic Support Program | Tier 2 | Implement | 09/01/2014 | 08/31/2017 | \$50000 | Teachers<br>Principal<br>Curriculum Director   |

## School Improvement Plan

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|--|--|-----------------------|--------|---------------|------------|------------|---------|---|
| Vertical Alignment of Science Curriculum | Teachers will meet in vertical curriculum teams to ensure vertical alignment of the science curriculum and the essential learning standards.             | Teacher Collaboration | Tier 1 | Implement     | 09/01/2014 | 08/31/2017 | \$500   | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects        |
| Reading Resources Study                  | Teachers will research and evaluate reading resources to choose those that best meet the needs of our students in achieving proficiency in the CCSS.     | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/01/2017 | \$1000  | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects        |
| Science Resources Study                  | Teachers will research and evaluate science resources to choose those that best meet the needs of our students in achieving proficiency.                 | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/31/2017 | \$1000  | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects        |
| Parent Engagement                        | Parent engagement opportunities will be offered to allow parents to learn about how they can connect with their child(ren)'s classroom using technology. | Technology            | Tier 1 | Implement     | 08/01/2013 | 08/31/2017 | \$10000 | Principal<br>Building-Level Technology Coach<br>Director of Curriculum, Title I, and Special Projects |

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|---|--|-----------------------|--------|-----------|------------|------------|----------|--|
| Gather and Analyze Technology Literacy Data | Building level summary of the technology post test data will be gathered and analyzed.   | Technology            | Tier 1 | Evaluate  | 05/01/2015 | 08/31/2017 | \$500    | Building-Level Technology Resource Principal Director of Curriculum, Title I, and Special Projects |
| Deliver Aligned Activity                    | Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs.  | Direct Instruction    | Tier 1 | Implement | 08/25/2014 | 08/31/2017 | \$850000 | Teachers Principal Director of Curriculum, Title I, and Special Projects Superintendent            |
| PLC Reflective Practice                     | Within monthly PLC meetings, teachers will engage in reflective practice to monitor the fidelity of the implementation of the PLC practices. Data Coaches will provide data updates that allow the team to focus on the impact on student achievement. | Teacher Collaboration | Tier 1 | Monitor   | 08/25/2014 | 08/31/2017 | \$1500   | Principal; Grade Level Chairpersons; Data Coaches  |
| Use Technology to Deliver Core Content      | Teachers will utilize various instructional technology tools to enhance / improve the instructional delivery of core content or assist students struggling to achieve the core content.  | Technology            | Tier 1 | Implement | 08/01/2013 | 08/31/2017 | \$15000  | Principal Building-Level Technology Coach Director of Curriculum, Title I, and Special Projects    |
| Research Based Instructional Practice PD    | Teachers will complete professional learning opportunities in: Research-Based Instructional Practices, Student Engagement Strategies, Literacy in all content, etc. to improve instructional outcomes for all students.                                | Professional Learning | Tier 1 | Implement | 08/01/2014 | 08/31/2017 | \$500    | Principal PLC Chairpersons Director of Curriculum, Title I, and Special Projects                   |

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|---|---|-----------------------|--------|---------------|------------|------------|--------|--|
| Evaluate Assessment Data Use                              | The strategy implementation data will be summarized then reviewed for any needed changes to this practice.  | Policy and Process    | Tier 1 | Evaluate      | 05/01/2015 | 08/31/2017 | \$500  | Director of Curriculum, Title I, and Special Projects; Principal, SIT Chairpersons             |
| Develop a Professional Learning Plan for Leaders          | Develop a professional learning needs plan for school leaders based on Personal Professional Growth Plans relative to the SIP.  | Professional Learning | Tier 1 | Getting Ready | 05/01/2014 | 08/31/2017 | \$100  | Superintendent; Director of Curriculum, Title I, and Special Projects; Principal               |
| Reflect on Professional Practice                          | The district-wide PLC team will reflect on the effectiveness of their professional practice in the content through collaborative data review.   | Teacher Collaboration | Tier 1 | Monitor       | 08/01/2014 | 08/31/2017 | \$500  | Principal PLC Chairpersons<br>Director of Curriculum, Title I, and Special Projects            |
| Student-friendly learning targets                         | In PLCs, teachers will create student-friendly learning targets that will be shared with students (posted and reviewed during the relevant lesson) to improve academic outcomes for all students. | Teacher Collaboration | Tier 1 | Getting Ready | 08/01/2013 | 08/31/2017 | \$1500 | Director of Curriculum, Title I, and Special Projects; Principal; Grade Level Chairpersons     |
| PLC Review of Grade Level's Performance in Social Studies | PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the grade level to meet the individual teaching and learning needs of all students.       | Teacher Collaboration | Tier 1 | Implement     | 08/25/2014 | 08/31/2017 | \$500  | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |

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|---|--|--------------------------|--------|---------------|------------|------------|--------|---|
| Reflect on Instructional Tech Use                       | Teachers/Principal will utilize the Technology Integration Matrix to reflect on their utilization of instructional technology and will plan for improvements of their personal practice through collaboration with their PLC team. | Professional Learning    | Tier 1 | Monitor       | 09/03/2013 | 08/31/2017 | \$500  | Principal<br>Building-Level Technology Coach<br>Director of Curriculum, Title I, and Special Projects |
| Administer Universal Screener                           | Administer a universal screener (NWEA) to all students to determine needs of student groups and individual students and create a plan of support for Bottom 30% students.  | Academic Support Program | Tier 1 | Getting Ready | 09/01/2014 | 08/31/2017 | \$2500 | Director of Curriculum, Title I, and Special Projects<br>Principal Lead Interventionist               |
| Program Evaluation                                      | Complete the program evaluation tool for this strategy.  | Academic Support Program | Tier 2 | Evaluate      | 05/01/2015 | 06/01/2015 | \$500  | Director of Curriculum, Title I, and Special Projects<br>Principal Lead Interventionist               |
| Reflect on Professional Practice                        | Grade level, building, district teams will reflect on the effectiveness of their professional practice in science instruction through PLCs, vertical teams, and district-wide science curriculum teams.                            | Teacher Collaboration    | Tier 1 | Monitor       | 09/02/2014 | 08/31/2017 | \$500  | Principal Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects           |
| PLC Review of Grade Level Students' Learning in Writing | PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the grade level to meet the individual teaching and learning needs of all students.  | Teacher Collaboration    | Tier 1 | Implement     | 08/01/2014 | 08/31/2017 | \$500  | Principal Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects           |



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|--|---|--------------------------|--------|---------------|------------|------------|--------|---|
| Vertical Alignment of Reading Curriculum             | Teachers will meet in vertical curriculum teams to ensure vertical alignment of the reading curriculum and the essential learning standards.  | Teacher Collaboration    | Tier 1 | Implement     | 08/01/2013 | 08/31/2017 | \$500  | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects        |
| Evaluate Impact of Social Studies Aligned Curriculum | Utilize the state assessment strand data to evaluate the impact the curriculum alignment has on student achievement.  | Teacher Collaboration    | Tier 1 | Evaluate      | 08/25/2014 | 08/31/2017 | \$500  | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects        |
| Technology Use Modelling                             | Teachers will model / demonstrate their instructional technology use for their peers through "Technology Showcase" format during PLCs, faculty meetings, etc.   | Technology               | Tier 1 | Monitor       | 09/03/2013 | 08/31/2017 | \$500  | Principal<br>Building-Level Technology Coach<br>Director of Curriculum, Title I, and Special Projects |
| PLCs Integrate Tech Standards into Curriculum Maps   | During monthly PLC time, teams will utilize their understanding of the core curriculum and the technology standards to integrate the technology standards into the existing core content curriculum maps to ensure consistent grade level delivery of technology standards. | Teacher Collaboration    | Tier 1 | Implement     | 01/01/2015 | 08/31/2017 | \$500  | Director of Curriculum, Title I, and Special Projects<br>Principal<br>Grade Level Chairpersons        |
| Administer Universal Screener                        | Administer a universal screener (NWEA) to all students to determine needs of student groups and individual students and create a plan of support for Economically Disadvantaged students.   | Academic Support Program | Tier 1 | Getting Ready | 07/01/2013 | 08/01/2017 | \$2500 | Director of Curriculum, Title I, and Special Projects<br>Principal<br>Lead Interventionist            |

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|                                 |  |                          |        |               |            |            |         |  |
|---------------------------------|--|--------------------------|--------|---------------|------------|------------|---------|--|
| Administer Universal Screener   | Administer a universal screener (NWEA) to all students to determine needs of student groups and individual students and create a plan of support for Migrant / ELL students.                     | Academic Support Program | Tier 1 | Getting Ready | 09/01/2014 | 08/31/2017 | \$2500  | Director of Curriculum, Title I, and Special Projects Principal  |
| Evaluate Curriculum Alignment   | Utilize the NWEA strand data to evaluate the impact the curriculum alignments has on student achievement.  | Policy and Process       | Tier 1 | Evaluate      | 08/01/2014 | 08/31/2017 | \$500   | Director of Curriculum, Title I, and Special Projects Principal<br>Grade Level Chairpersons              |
| Evaluate Impact of the Strategy | Utilize the state assessment and NWEA strand data to evaluate the impact the curriculum alignment has on student achievement.  | Policy and Process       | Tier 2 | Evaluate      | 01/01/2015 | 08/31/2017 | \$500   | Principal<br>Lead Interventionist<br>Director of Curriculum, Title I, and Special Projects               |
| Extended Learning Opportunities | Both within the classroom and as a part of additional support (within and beyond the school day), teachers will challenge students with extended activities when they have mastered the content. | Academic Support Program | Tier 2 | Implement     | 08/25/2014 | 08/31/2017 | \$50000 | Teachers<br>Principal<br>Curriculum Director   |
| Classroom Websites              | Teachers will create a classroom website utilizing Schoolwires and will instruct students in their expectations of website use (including homework help, "flipped assignments", etc.)            | Technology               | Tier 1 | Implement     | 01/01/2014 | 08/31/2017 | \$10000 | Principal<br>Building-Level Technology Coach<br>Director of Curriculum, Title I, and Special Projects    |
| Gather and Analyze Data         | Utilize the state assessment or NWEA subgroup data to evaluate the impact this strategy has on student achievement.  | Policy and Process       | Tier 2 | Evaluate      | 08/25/2014 | 08/31/2017 | \$500   | Migrant / ELL Intervention Staff;<br>Principal;<br>Director of Curriculum, Title I, and Special Projects |

# School Improvement Plan

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|   |  |                       |        |               |            |            |          |  |
|---|--|-----------------------|--------|---------------|------------|------------|----------|--|
| Deliver Aligned Curriculum                              | Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs.  | Direct Instruction    | Tier 1 | Implement     | 08/25/2014 | 08/31/2017 | \$850000 | Teachers<br>Principal<br>Director of Curriculum, Title I, and Special Projects<br>Superintendent |
| Evaluate Fidelity of Curriculum Alignment/Delivery      | Utilize the NWEA and state assessment strand data to evaluate the impact of the curriculum alignment / delivery on student achievement.  | Policy and Process    | Tier 1 | Evaluate      | 01/01/2015 | 08/31/2017 | \$500    | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects   |
| PLC Review of Grade Level's Performance in Science      | PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the grade level to meet the individual teaching and learning needs of all students.                    | Teacher Collaboration | Tier 1 | Implement     | 09/02/2014 | 08/31/2017 | \$500    | Director of Curriculum, Title I, and Special Projects<br>Principal<br>Grade Level Chairpersons   |
| Evaluate Impact of Aligned/Delivered Writing Curriculum | Utilize the state assessment and NWEA strand data to evaluate the impact the curriculum alignment has on student achievement.  | Policy and Process    | Tier 1 | Evaluate      | 01/01/2015 | 08/31/2017 | \$500    | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects   |
| Identify Essential Learning Targets                     | PLCs will agree on grade level "Essential Learning Targets" that will be the foundation of the work of the PLCs (common assessments, improvement conversations, etc.). These will be shared in vertical teams. | Teacher Collaboration | Tier 1 | Getting Ready | 08/01/2013 | 08/31/2017 | \$1500   | Director of Curriculum, Title I, and Special Projects;<br>Principal,<br>Grade Level Chairpersons |

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|   |  |                       |        |               |            |            |          |   |
|---|--|-----------------------|--------|---------------|------------|------------|----------|---|
| Social Studies Resources Study                    | Teachers will research and evaluate social studies resources to choose those that best meet the needs of our students in achieving proficiency.  | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/01/2017 | \$1000   | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects      |
| Data Coach Meetings                               | Data Coaches will participate in regularly scheduled meetings w/Central Office to review data, prepare to support teachers in data use, and reflect on data coaching practices.                  | Teacher Collaboration | Tier 1 | Monitor       | 07/01/2013 | 08/31/2017 | \$400    | Curriculum Director, Principals   |
| PLCs Collaborate for Improved Teaching & Learning | PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the grade level to meet the individual teaching and learning needs of all students.      | Teacher Collaboration | Tier 1 | Implement     | 08/01/2014 | 08/31/2017 | \$1500   | Principal;<br>Grade Level Chairpersons  |
| Evaluate Curriculum Alignment / Delivery          | Utilize the local assessment strand data to evaluate the impact the curriculum alignment has on student achievement.   | Teacher Collaboration | Tier 1 | Evaluate      | 08/01/2014 | 08/31/2017 | \$500    | Principal<br>PLC Chairpersons<br>Director of Curriculum, Title I, and Special Projects              |
| Deliver Aligned Curriculum                        | Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs.  | Direct Instruction    | Tier 1 | Implement     | 08/25/2014 | 08/31/2017 | \$150000 | Teachers;<br>Principal;<br>Director of Curriculum, Title I, and Special Projects;<br>Superintendent |
| Utilize Extending Activities                      | Both within the classroom and as a part of additional support (within and beyond the school day), teachers will challenge students with extended activities when they have mastered the content. | Direct Instruction    | Tier 2 | Implement     | 08/25/2014 | 08/31/2017 | \$50000  | Teachers<br>Principal<br>Director of Curriculum   |

## School Improvement Plan

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|                                |  |                    |        |          |            |            |       |  |
|--------------------------------|--|--------------------|--------|----------|------------|------------|-------|--|
| Analyze Parent Engagement Data | Gather and analyze data related to parent engagement activities: feedback/reflection; NWEA data of students whose parents participate in engagement activities related to instructional strategies at home; etc. | Policy and Process | Tier 1 | Evaluate | 09/01/2014 | 08/31/2017 | \$150 | Director of Curriculum, Title I, and Special Projects<br>Principal<br>Lead Interventionist |
|--------------------------------|--|--------------------|--------|----------|------------|------------|-------|--|

### Title II Part A

| Activity Name                    | Activity Description  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|----------------------------------|---|-----------------------|--------|---------------|------------|------------|-------------------|--|
| Provide PD for Interventionists  | Interventionists will complete professional development in strategies and resources to support students who are struggling with literacy using the Fountas and Pinnell series.  | Professional Learning |        |               | 07/01/2013 | 08/31/2016 | \$1500            | Curriculum Director<br>Title I Director<br>Lead Interventionist<br>Interventionist<br>Building Teachers  |
| ELL Staff Professional Learning  | Migrant / ELL staff will participate in ongoing professional development opportunities to learn how to utilize strategies and resources to assist Migrant / ELL students who are struggling with mathematics improve their achievement level. | Professional Learning | Tier 2 | Getting Ready | 07/01/2014 | 08/31/2017 | \$1200            | Director of Curriculum, Title I, and Special Projects<br>Principal<br>Migrant / ELL Program Director     |
| Data Coaches Lead / Support SITs | Data Coaches will lead SITs in the continuous school improvement process  | Professional Learning | Tier 1 | Implement     | 07/01/2013 | 08/31/2017 | \$2300            | Principal,<br>Data Coaches   |
| Best Practice for ELLs           | Migrant / ELL intervention staff will attend professional learning opportunities to learn how to utilize strategies that improve language and literacy outcomes for ELLs.   | Professional Learning | Tier 2 | Getting Ready | 07/01/2014 | 08/31/2017 | \$750             | Migrant / ELL Intervention Staff;<br>Principal;<br>Director of Curriculum, Title 1, and Special Projects |

## School Improvement Plan

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|                                   |   |                       |        |               |            |            |        |   |
|-----------------------------------|---|-----------------------|--------|---------------|------------|------------|--------|---|
| Research Based Strategies PD      | Teachers will complete professional learning opportunities in: Research-Based Instructional Practices for science, Student Engagement Strategies, Literacy strategies for informational text, etc.  | Professional Learning | Tier 1 | Getting Ready | 07/01/2014 | 08/31/2017 | \$1500 | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects        |
| Use of Tech Integration Matrix PD | Teachers will participate in professional learning to learn how to utilize the Technology Integration Matrix to improve their personal use of instructional technology.   | Professional Learning | Tier 1 | Getting Ready | 08/01/2014 | 08/31/2017 | \$500  | Principal<br>Building-Level Technology Coach<br>Director of Curriculum, Title I, and Special Projects |
| SchoolNet / Data Warehouse Use PD | All building staff will participate in SchoolNet / Data Warehouse training to learn how to utilize the data warehouse for data retrieval and to utilize the data warehouse to create and store common assessments that support the work of the MTSS.  | Professional Learning | Tier 1 | Getting Ready | 08/01/2014 | 08/31/2017 | \$500  | Director of Curriculum, Title I, and Special Projects;<br>Building Principal                          |
| Curriculum Standards PD           | Teachers will complete professional development that leads to deep understanding of the content expectations including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, literacy connections, and available resources) | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/31/2017 | \$1500 | Principal<br>PLC Chairperson<br>Director of Curriculum, Title I, and Special Projects                 |
| Data Coaches Support PLCs         | Data Coaches will support the work of the PLCs by teaching and supporting faculty in the use and analysis of data.  | Professional Learning | Tier 1 | Implement     | 08/01/2014 | 08/31/2017 | \$2300 | Director of Curriculum, Title I, and Special Projects;<br>Principal;<br>Data Coaches                  |

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|  |   |                       |        |               |            |            |        |   |
|--|---|-----------------------|--------|---------------|------------|------------|--------|---|
| Provide PD for Interventionist               | Interventionists will participate in ongoing professional development opportunities to learn how to utilize strategies and resource to assist students who are struggling with mathematics improve their achievement level.   | Professional Learning | Tier 2 | Getting Ready | 07/01/2013 | 08/31/2017 | \$1500 | Curriculum /Title I Director<br>ELL/Migrant Director<br>Lead Interventionist<br>Interventionists  |
| Parent Engagement PD                         | School leaders will attend Parent Engagement PD to learn how to create opportunities for successful parent engagement and collaboration.  | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/31/2017 | \$500  | Joseph Allen,<br>Principal  |
| CCSS PD                                      | Teachers will complete professional development that leads to deep understanding of the mathematics CCSS, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available CCSS resources) | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/31/2016 | \$1500 | Carole Fetke,<br>Curriculum Director<br>Building Teachers   |
| MAISA Units and Research-Based Strategies PD | Teachers will complete professional learning opportunities to learn how to best deliver the CCSS for writing including: Utilizing the MAISA writing units and research-based instructional practices.   | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/31/2016 | \$1500 | Principal<br>Grade Level Chairpersons<br>Director of Curriculum,<br>Title I, and Special Projects |
| Intervention Staff Professional Learning     | Intervention staff will participate in ongoing professional development opportunities to learn how to utilize strategies and resources to assist Bottom 30% students who are struggling with mathematics improve their achievement level.                               | Professional Learning | Tier 2 | Getting Ready | 07/01/2014 | 08/31/2017 | \$1500 | Director of Curriculum,<br>Title I, and Special Projects<br>Principal<br>Lead Interventionist     |
| Assessment Creation PD                       | Teachers will participate in assessment creation professional learning opportunities to learn how to create common formative / summative assessments and review the data to support the MTSS.   | Professional Learning | Tier 1 | Implement     | 07/01/2014 | 08/31/2017 | \$1200 | Director of Curriculum,<br>Title I, and Special Projects;<br>Principal                            |

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|                             |   |                       |        |               |            |            |        |  |
|-----------------------------|---|-----------------------|--------|---------------|------------|------------|--------|--|
| Instructional Technology PD | Teachers will participate in various professional learning opportunities (IWBs, iPad use, software-based technology, etc.) to learn how to utilize instructional technology to increase student engagement and improve teaching and learning for all students.                              | Professional Learning | Tier 1 | Getting Ready | 08/01/2014 | 08/31/2017 | \$2500 | Principal Building-Level Technology Coach<br>Director of Curriculum, Title I, and Special Projects |
| Science Standards PD        | Teachers will complete professional development that leads to deep understanding of the standards for science, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources)                     | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/31/2017 | \$1500 | Principal Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects        |
| Data Coach PD               | Two data coaches will be trained in the use/analysis of data to lead continuous school improvement conversations and support the work of all PLCs within the school.  | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/31/2016 | \$800  | Curriculum Director,<br>Principal,<br>Data Coaches   |
| Principal's PD              | Principal's PD: The principal will participate in various professional learning opportunities to develop skill in creating a culture of academic success through improved knowledge in instructional strategies, content delivery, and evaluation/observation practices (MEMPSA, 5D+, etc.) | Professional Learning | Tier 1 | Implement     | 07/01/2013 | 08/31/2017 | \$1500 | Joseph Allen,<br>Principal<br>Carole Fetke,<br>Curriculum Director                                 |
| CCSS PD                     | Teachers will complete professional development that leads to deep understanding of the CCSS for writing, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available CCSS resources)                     | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/01/2017 | \$1500 | Principal Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects        |



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|  |   |                       |        |               |            |            |        |  |
|--|---|-----------------------|--------|---------------|------------|------------|--------|--|
| Research-Based Instructional Practices PD  | Teachers will complete professional learning opportunities in: Research-Based Instructional Practices, Student Engagement Strategies, and the   | Professional Learning | Tier 1 | Getting Ready | 07/01/2014 | 08/31/2017 | \$1500 | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
| MAISA Units / Research-Based Strategies PD | Teachers will complete professional learning opportunities to learn how to best deliver the CCSS for reading, including: Utilizing the MAISA units and research-based instructional practices.  | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/01/2017 | \$1500 | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
| CCSS PD                                    | Teachers will complete professional development that leads to deep understanding of the CCSS for writing, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available CCSS resources)           | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/31/2017 | \$1500 | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
| Social Studies Curriculum PD               | Teachers will complete professional development that leads to deep understanding of the standards for social studies, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources)    | Professional Learning | Tier 1 | Getting Ready | 07/01/2013 | 08/01/2017 | \$1500 | Principal<br>Grade Level Chairpersons<br>Director of Curriculum, Title I, and Special Projects |
| PLC Leadership PD                          | Teacher Leaders and the building Principal will attend professional learning opportunities to learn how to build a culture that supports high levels of learning through Professional Learning Communities that support the Multi-Tier System of Support (MTSS) for all students. | Professional Learning | Tier 1 | Getting Ready | 07/01/2014 | 08/31/2017 | \$3500 | Director of Curriculum, Title I, and Special Projects;<br>Principal,<br>Teacher Leaders        |

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|   |   |                       |        |               |            |            |        |   |
|---|---|-----------------------|--------|---------------|------------|------------|--------|---|
| PD for Improved Math Outcomes (Research-Based Inst'l Practices) | Teachers will engage in various professional learning opportunities in: Math Practice Standards, Research-Based Instructional Practices, Student Engagement Strategies, Differentiated Instruction, and the CCSS Everyday Math series to improve instructional outcomes for all students. | Professional Learning | Tier 1 | Getting Ready | 08/01/2014 | 08/31/2016 | \$2500 | Director of Curriculum, Title I, and Special Programs<br>Principal<br>Department Chairpersons |
|---|---|-----------------------|--------|---------------|------------|------------|--------|---|

### Title I Part A

| Activity Name                    | Activity Description   | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|----------------------------------|--|--------------------------|--------|---------|------------|------------|-------------------|---|
| Progress Monitoring              | Teachers / interventionists will monitor the progress of Economically Disadvantaged students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data. | Academic Support Program | Tier 2 | Monitor | 07/01/2013 | 08/31/2017 | \$15000           | Building Principal<br>Lead Interventionist  |
| Progress Monitoring              | Teachers / interventionists will monitor the progress of Economically Disadvantaged students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data. | Academic Support Program | Tier 2 | Monitor | 07/01/2013 | 08/31/2017 | \$1500            | Principal<br>Lead Interventionist<br>ELL / Migrant<br>Director of Curriculum, Title I, and Special Projects |
| Monitor Progresses of Bottom 30% | Teachers / interventionists will monitor the progress of Bottom 30% students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data.                 | Academic Support Program | Tier 2 | Monitor | 10/01/2014 | 08/31/2017 | \$50000           | Director of Curriculum, Title I, and Special Projects<br>Principal<br>Lead Interventionist                  |
| Gather Parent Feedback           | Gather feedback / reflection from parents on the effectiveness of the parent engagement activities and how they have utilized what they have learned with their child(ren).  | Parent Involvement       | Tier 1 | Monitor | 08/25/2014 | 08/31/2017 | \$900             | Director of Curriculum, Title I, and Special Projects<br>Principal<br>Lead Interventionist                  |

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|   |  |                          |        |           |            |            |         |   |
|---|--|--------------------------|--------|-----------|------------|------------|---------|---|
| Beyond the School Day Support             | Teachers / interventionists will provide before, after, and/or summer school support to Economically Disadvantaged students who are struggling with mathematics.   | Academic Support Program | Tier 2 | Implement | 07/01/2013 | 08/01/2017 | \$3000  | Director of Curriculum, Title I, and Special Projects Principal Lead Interventionist                      |
| Progress Monitoring of ELLs               | Teachers / interventionists will monitor the progress of Migrant / ELL students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data.                              | Academic Support Program | Tier 2 | Monitor   | 09/01/2014 | 08/31/2017 | \$1400  | Director of Curriculum, Title I, and Special Projects Principal Lead Interventionist                      |
| Provide Supplemental Literacy Instruction | The academic intervention team will collaborate with classroom teachers to provide targeted interventions to economically disadvantaged students identified as needing academic support to improve their achievement in reading.     | Academic Support Program | Tier 2 | Implement | 07/01/2013 | 08/31/2017 | \$70000 | Principal Lead Interventionist<br>Director of Curriculum, Title I, and Special Projects                   |
| Parent Engagement Activities              | School leaders will offer parent engagement opportunities to share student data and improve academic outcomes for all students.  | Parent Involvement       | Tier 1 | Implement | 07/01/2013 | 08/31/2017 | \$900   | Joseph Allen, Principal Title One Staff   |
| Provide supplemental math instruction     | The academic intervention team will collaborate with classroom teachers to provide targeted interventions to economically disadvantaged students identified as needing academic support to improve their achievement in mathematics. | Academic Support Program | Tier 1 | Implement | 07/01/2013 | 08/01/2017 | \$70000 | Director of Curriculum, Title I, and Special Projects Principal Lead Interventionist<br>Building Teachers |

## School Improvement Plan

North Elementary School

|  |   |                          |        |           |            |            |         |   |
|--|---|--------------------------|--------|-----------|------------|------------|---------|---|
| Beyond the School Day Support                                  | Teachers / interventionists will provide before, after, and/or summer school support to Economically Disadvantaged, ELLs, and Bottom 30% students who are struggling with literacy. | Academic Support Program | Tier 2 | Implement | 07/01/2013 | 08/31/2017 | \$1500  | Principal<br>Lead<br>Intervention<br>ist<br>Migrant /<br>ELL<br>Director<br>Director of<br>Curriculum,<br>Title I, and<br>Special<br>Projects |
| Offer Parents Resources  | School leaders will offer parents resources that will help our parents assist their child(ren) in improving their academic achievement.   | Parent Involvement       | Tier 1 | Implement | 07/01/2013 | 08/31/2016 | \$900   | Joseph<br>Allen,<br>Principal<br>Title Staff  |
| Provide Academic Support for Bottom 30% students               | The academic intervention team will collaborate with classroom teachers to provide targeted interventions to Bottom 30% students to improve their achievement in mathematics.       | Academic Support Program | Tier 2 | Implement | 09/02/2014 | 08/31/2017 | \$65000 | Director of<br>Curriculum,<br>Title I, and<br>Special<br>Projects<br>Principal<br>Lead<br>Intervention<br>ist                                 |
| Beyond the School Day Support for ELLs                         | Teachers / interventionists will provide before, after, and/or summer school support to ELL students who are struggling with mathematics.   | Academic Support Program | Tier 2 | Implement | 09/01/2014 | 08/31/2017 | \$3000  | Director of<br>Curriculum,<br>Title I, and<br>Special<br>Projects<br>Principal<br>Lead<br>Intervention<br>ist                                 |
| Beyond the School Day Academic Support for Bottom 30% Students | Teachers / interventionists will provide before, after, and/or summer school support to Bottom 30% students who are struggling with mathematics.                                    | Academic Support Program | Tier 2 | Implement | 09/02/2014 | 08/31/2017 | \$3000  | Director of<br>Curriculum,<br>Title I, and<br>Special<br>Projects<br>Principal<br>Lead<br>Intervention<br>ist                                 |

### Title I Part C

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|

# School Improvement Plan

North Elementary School

|   |   |                          |        |           |            |            |         |   |
|---|---|--------------------------|--------|-----------|------------|------------|---------|---|
| Provide support to ELL/Migrant Students   | The ELL/Migrant interventionist will team with classroom teachers to provide targeted interventions to ELL/Migrant students to improve their achievement in literacy.                                   | Academic Support Program | Tier 2 | Implement | 07/01/2013 | 08/31/2017 | \$25000 | ELL/Migrant Director<br>ELL/Migrant Interventionist<br>Principal<br>Lead Interventionist<br>Director of Curriculum, Title I, and Special Projects |
| Provide Targeted Intervention             | The ELL/Migrant interventionist will team with classroom teachers to provide targeted interventions to ELL/Migrant students to improve their achievement in mathematics.                                | Academic Support Program | Tier 2 | Implement | 08/31/2014 | 08/31/2017 | \$40000 | Director of Curriculum, Title I, and Special Projects<br>Principal Migrant / ELL Director   |
| Use Tech to Enhance ELA Learning for ELLs | Migrant / ELL intervention staff will utilize strategies learned at best practice professional learning with ELLs to improve their language and literacy skill level.                                   | Academic Support Program | Tier 2 | Implement | 08/25/2014 | 08/31/2017 | \$52000 | Migrant / ELL Intervention Staff;<br>Principal;<br>Director of Curriculum, Title I, and Special Projects  |
| Progress Monitor                          | Teachers/Migrant/ELL Interventionists will monitor the progress of all students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data. | Academic Support Program | Tier 2 | Monitor   | 08/25/2014 | 08/31/2017 | \$52000 | Migrant / ELL Intervention Staff;<br>Principal;<br>Director of Curriculum, Title I, and Special Projects  |

**School Improvement Plan**

North Elementary School

|                             |   |                          |        |         |            |            |         |   |
|-----------------------------|---|--------------------------|--------|---------|------------|------------|---------|---|
| Progress Monitoring of ELLs | Teachers / interventionists will monitor the progress of Migrant / ELL students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data. | Academic Support Program | Tier 2 | Monitor | 09/01/2014 | 08/31/2017 | \$50000 | Director of Curriculum, Title I, and Special Projects<br>Principal Lead Interventionist |
|-----------------------------|---|--------------------------|--------|---------|------------|------------|---------|---|