



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 300 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 68%.

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.

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 in 3rd grade math achievement
- continuous growth in 5th grade reading
- 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 and NWEA data to create a culture of data-based decision making

Improvement areas for the next 3 years include:

- continued improvement of the bottom 30%
- solidify the 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.

Stakeholder engagement is a growth area for us. We have surveyed our stakeholders consistently over the past several years and we do have a high level of volunteers in the building. Our challenge will be to engage them in providing input to the programs we provide for their children. In the future we will engage our entire PTO in providing feedback on school improvement items as well as school programming. We welcome all stakeholder participation and do not "select" stakeholders.

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

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.

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

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, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Trends in student enrollment affect staffing in various ways:

Increases in Title I / At Risk eligible students may result in additional intervention staff at the elementary buildings.

Increases in Migrant / ELL eligible students may result in increased time for current Migrant / ELL intervention staff at all buildings.

Significant enrollment gains would result in the hiring of additional teaching staff, while significant enrollment losses would result in less teachers needed and a reduction in teach staff.

How do student enrollment trends affect staff recruitment?

When enrollment is consistent, staff recruitment is not necessary. Increases in enrollment would result in increased time and energy to staff recruitment.

How do student enrollment trends affect budget?

Since our budget is entirely reliant on per pupil funding, student enrollment drives our ability to create and follow a balanced budget.

How do student enrollment trends affect resource allocations?

Resources are allocated based on student enrollment.

How do student enrollment trends affect facility planning and maintenance?

Our enrollment has been relatively consistent which has allowed us to plan appropriately for facility and maintenance needs.

How do student enrollment trends affect parent/guardian involvement?

Our low SES population is growing and we do see less involvement due to both parents working, single-parent households, etc.

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

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When we saw the levels of low SES students increasing, we saw the need to provide faculty / staff with the Ruby Payne training. This also impacts the ways that we communicate with parents since many do not have computers / internet connectivity.

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

The only significant enrollment change we are seeing is the increase in Economically Disadvantaged students. Our challenge is to adjust the way we educate our children so that those who are on track continue on that trajectory and those that are performing below grade level are provided with learning experiences that cause an academic growth rate that allows them to be at grade level.

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

This year, we implemented a multi-tiered system of support in response to this challenge.

What are the challenges you noticed based on student attendance?

Our student attendance has remained consistent.

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

No action is needed.

Student Achievement Data for All Students

This area includes data questions.

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

Reading

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

Reading has a positive performance trend in grades 3, 4, 5

Math has a positive performance trend in grades 3, 4

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

Student achievement is above state average proficiency for: Science in grade 5

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

NWEA scores were analyzed for the following information.

Reading:

3rd and 4th - Most of the top 30% showed growth. Some students moved near the middle.

5th - The very top (234/236) dropped to (224/227) but still above grade level. Every other top 30% showed growth.

Math

3rd - The majority of students showed growth. Five students either remained the same or went down a couple of points.

4th - Most of the top 30% showed growth. Some students moved near the middle.

5th - All of the students except one showed growth.

What factors or causes contributed to improved student achievement?

Good teaching, implementation to the CCSS, curriculum alignment, classroom/building management, creative/fluid grouping, and differentiated instruction.

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

The data!

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

Below state average on the MEAP:

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

4th grade writing

All grades reading

3rd and 5th grades math

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

4th grade writing

All grades reading

3rd and 5th grades math

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

No trends yet

From NWEA data: 2/3 went up in reading, 1/3 went down in reading

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

Too many students in the classroom

Coming up through the grades with less of the necessary foundational skills

Limited time and resources

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

The data shows the decline in student achievement.

The data shows a need for more intervention, but we lack the necessary resources to provide adequate interventions.

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

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Smaller class sizes for all groups and more resources

Subgroup Student Achievement

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

Response:

- None

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

Response:

- None

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

N/A

How do you know the achievement gap is closing?*

N/A

What other data support the findings?

We only have one subgroup, and the gap is not closing for that subgroup.

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

The gap isn't closing.

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

We have not seen a positive impact.

What actions could be taken to continue this positive trend?

Though we are not currently seeing a positive trend, we have been designated a Title I school, and are using interventionists for targeted instruction. We hope to see a positive trend in the upcoming school year.

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

Response:

- Economically Disadvantaged

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

Response:

- Economically Disadvantaged

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

Math all levels

Reading for 3rd and 5th grades

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

The MEAP data shows us that the gap is becoming greater.

What other data support the findings?*

No other data at this time.

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

Large class sizes

Poor attendance

Lack of parent engagement

Lack of funding/resources

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

Lack of attendance at parent outreach programs

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

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Lower class size

Increase parental engagement

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

Our English Language Learners are less than 10 students at each grade level.

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

We offer them to all students, and we have satisfied the requirements of Title 1.

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

Through teacher observations, NWEA scores, MEAP scores, and classroom assessments.

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

Homework Helper

Summer School

Choir

Science Olympiad

Teachers use personal time to be available to students before, during, and after school.

Drama Club

Art Club

Student Council, School Store

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	75.0

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

Newsletter, Honeywell phone message, Web-site

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Label	Question	Value
	What is the total FTE count of teachers in your school?	14.5

Label	Question	Value
	How many teachers have been teaching 0-3 years?	0.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	6.0

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

Label	Question	Value
	How many teachers have been teaching >15 years?	3.0

What impact might this data have on student achievement?

We are an established staff who know the curriculum, community, and students.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	2.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	2.0

What impact might this data have on student achievement?

Teacher absences result in a possible loss of quality instruction.

Time is lost to reteaching.

Perception Data - Students

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

In my school my principal and teachers want every student to learn.

In my school my teachers want me to do my best work.

My teachers care about students

My principal and teachers help me to be ready for the next grade.

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

No trends as this is our first year using the ASSIST provided survey

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

My principal and teachers ask me what I think about school.

In my school students treat adults with respect.

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

No trend data as this is our first year of using the ASSIST provided survey.

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

Teachers and staff demonstrate care and concern for students. However, it appears we don't solicit student opinions on a regular basis.

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

Time will be taken to solicit student input more often than just at the end of the year.

Perception Data – Parents/Guardians

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

- 86% High student expectations
- 90% Challenging work
- 86% Variety of teaching strategies
- 86% Reporting progress in an easily understood language
- 87% Children know the expectations
- 88% School provides qualified staff
- 92% Schools provide a safe learning environment
- 87% Schools provide opportunities for activities
- 90% Schools insure facilities support learning

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

Parents continually respond that we provide a safe learning environment. Our facilities are conducive to learning. The staff communicates well with parents about their child's progress. Students are aware of our expectations.

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

- 57% Governing body does not interfere with the operation of the school.
- 60% The school ensures effective use of financial resources.
- 64% Our school shares responsibility for student learning with its stakeholders.
- 66% Our school's purpose statement is formally reviewed and revised with involvement from parents.

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

Parents responded that they are less satisfied with the opportunities to provide input into the school's operation.

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

The wording of the survey questions may have lead to a misunderstanding of the questions asked. For example: governing bodies, stakeholders, equitable curriculum. Providing an on-line version will allow for a larger response group to see if the perception is throughout.

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

Inform the Assist writers that the surveys need to be worded in a manner that the majority of parents can understand.

We are working on moving from parental involvement to parental engagement.

Perception Data – Teachers/Staff

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

Our school's purpose statement is clearly focused on student success.

Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.

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

We do not have a trend as this is our first year of using the ASSIST survey.

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

All teachers in our school use a variety of technologies as instructional resources.

In our school related learning support services are provided for all students based on their needs.

Our school provides sufficient material resources to meet student needs.

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

No trends at this time as this is our first year to use the ASSIST survey.

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

Lack of funding to support student needs.

Other

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

North School is an elementary school. This does not apply.

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

The curriculum is mandated by the State. Through our school improvement process, decisions are made regarding instruction and assessments. District policy has been made to use NWEA, EasyCBM, MEAP, and common assessments to determine changes or continuation of instruction methods. Input is encouraged from parents, staff, and other stakeholders.

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

School Improvement Minutes

Grade Level Minutes

Lesson Plans

Observation Records

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

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.	

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	www.watervliet.k12.mi.us	North AER Cover Letter

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Not applicable, we are a 3rd through 5th grade building	

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Not applicable -- we are a 3rd through 5th grade building	

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

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 450 E. Red Arrow Highway Watervliet, MI 49098 269-463-5566	

School Improvement Plan

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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		NorthElemParentInvPlanSY1213

Assurance	Response	Comment	Attachment
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	pdf copy of the School-Parent Compact is attached	North Elementary School Parent Compact SY 2012_13.pdf

Assurance	Response	Comment	Attachment
The School has additional information necessary to support your improvement plan (optional).	Yes	Staff are required to attend PD's that are tied directly to SIP.	

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Data Analysis (SDA), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

How was the comprehensive needs assessment conducted?

The CNA was completed through a series of faculty meetings.

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

Students are identified for service utilizing multiple measures:

- teacher observation (especially with incoming 3rd grade students -- we rely on the recommendation of the 2nd grade teachers)
- all students are given a universal screener 3 times per year (for children in our building (grades 3rd through 5th) we utilize NWEA) and the students in the bottom percentile of performance are identified
- for students with MEAP scores, the NWEA data is then compared to their performance on the MEAP (per the District Title I Eligibility Chart)
- additional attention is given to the scores of students in special population categories

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

We utilize the following 4 criteria:

1. Teacher recommendation based on classroom observation (completed by the teacher of record of the previous year).
2. MEAP results for Math, Reading, and/or Science that are "Not Proficient" or "Basic".*
3. NWEA results for Math, Reading, and/or Language that are "Low Average" or "Low".*
4. Classroom grades from the previous school year that are less than "Satisfactory" for the incoming 3rd graders and are less than a "70%/C-" for the incoming 4th and 5th graders.

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

N/A

Component 2: Services to Eligible Students

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

Supplemental services include:

- pull out / push in support by interventionists in addition to daily instruction
- progress monitoring data collection and review
- after school academic goal support
- summer school

Component 3: Incorporated Into Existing School Program Planning

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

Planning for eligible students is embedded within the SIP. All goal areas contain the narrative for the services / supports provided to Title I eligible students. Data is utilized in the creation of the school goals, objectives, strategies, and activities and this data identifies eligible students.

Component 4: Instructional Strategies

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

Multiple strategies:

- data-based decision making
- MTSS for reading, writing, math, science, and social studies
- PD for Interventionists
- PD for classroom teachers

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

- Daily 5
- CAFE
- 6+1 Writing Traits
- Use of manipulatives for mathematics
- Read Naturally

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

Growth in Title I students on NWEA scores (on their Easy CBM growth charts)

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

Schedule of time where Interventionists flood classrooms. However, when individual student data dictates the need for individual attention for targeted intervention without interruption, the student is pulled out of classrooms during non-core or work time.

Component 5: Title I and Regular Education Coordination

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

Our Lead Interventionist continually works with the classroom teachers outside of the regular school day to coordinate intervention activities. Also, our Lead Interventionist (30+ year early elementary teacher) has led several PD sessions this year on intervention strategies and coordination of services. Also, the interventionists update student progress and daily objectives in centrally located binders for improved communication and coordination of services for these students.

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

N/A

Component 6: Instruction by Highly Qualified Staff

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

Yes

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

Yes

Component 7: High Quality and Ongoing Professional Development

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

One of our PD strands over the past 2 school years has been use of data-based decision making to implement a strong MTSS. MTSS (Rtl), Daily 5, CAFE, have also been sustained PD topics to ensure that our staff have the skill set to work with all children.

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

Parents have had the opportunity to participate in Title I strategies training for both ELA and Mathematics.

The Title I Lead Interventionist has provided ongoing PD for all interventionists in academic support strategies.

Component 8: Strategies to Increase Parental Involvement

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

Parents were engaged through feedback during parent engagement sessions and through building-wide surveys.

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

Parents have changed some of what we are doing through their feedback of program reviews. We have also designed our programs for parents around their needs (as communicated through program feedback).

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

During Parent Engagement meetings, parents were given small parts of the plan and their feedback was solicited.

How will the parent involvement activities be evaluated?

We are attending the Parent Engagement PD this fall to learn how to evaluate parent involvement.

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

Assessment/Curriculum. In the fall, parent(s)/guardian(s) are provided with their child's NWEA MAP assessment results. These results are explained and the parent(s)/guardian(s) is advised of their child's progress through the state curriculum. If the child's results qualify him/her for Title I services, these services are explained. Suggestions are made on how they can help their child at home (this is an on-going conversation throughout the school year). When MEAP assessment results are available, these results are discussed with parent/guardian. Progress monitoring data is also shared with parent(s)/guardian(s) of Title I students on an on-going basis. We are working on ways to communicate the CCSS with parent(s)/guardian(s) in a tangible way that they can utilize in ways to connect home and school.

Parent Training. Our Lead Title I Interventionist is building a menu of parent meetings to include training/materials on the following topics: use of on-line resources, reading strategies, math strategies, kitchen science, etc. Parent(s)/guardian(s) are offered various opportunities to engage with their child(ren) for academic success. All students can access Study Island from home (it is linked to our website) and parent(s)/guardian(s) have been provided with log-in instructions and, where applicable, specific lessons to complete. In the future, our school's computer lab will be open for parent(s)/guardian(s) to accompany their child and more fully learn how to utilize on-line resources. Our Lead Title I Interventionist is building a library of "You Read, I Read" books and will be offering a parent/guardian training on this resource as well.

Train Staff. Our Title I Director, Lead Title I Interventionist and several teachers are scheduled to attend the Parent Engagement PD that is

being offered this year. They will share their learning with staff during professional learning community time so that all faculty are trained in parent involvement and engagement strategies.

Program Collaboration. Through group meetings, there is collaboration between Title IA, Title IC, LEP, and At-Risk program staff to coordinate parent involvement and communication.

Provide Information in Understandable Format. Documents are translated for our ELL students / families (including progress reports and report cards). All communication with families (newsletters, our website, letters home, etc.) is written in parent-friendly language.

Additional Support. We provide the service of a Home / School liaison that is very in tune with the needs of our families. She coordinates with local service agencies to ensure that our families' needs are met.

Full Opportunities for LEP / Migrant Children / SWD Parent Participation. Our building has a bi-lingual interventionist who is available at all parent events to ensure that all parents can communicate and fully interact with our faculty. All special education rules/regulations are followed to support the needs of our families who have children with disabilities.

Our parent compact details how we plan to share responsibility for high student achievement.

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

We will utilize the results of the evaluation and address the needs of our parents based on the data.

How was the school-parent compact developed?

We utilized a template and made changes according to feedback from our parents in our K-2 building (which was an existing Title I building). We will revise the template for our parents for the fall according to feedback received this year.

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

The compact is reviewed with parents at parent teacher conferences.

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

For our ELLs, the documents are translated into their native language and they are provided assistance by our bi-lingual paraprofessional.

Individual results are summarized for parents (graphically) and a document explaining how to understand the reports is posted on our website. As need (or upon request), individual parent meetings are held to discuss assessment results as well.

Component 9 Coordination of Title I and Other Resources

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

Our students receive integrated services (as needed) from the following programs:

- Title I (academic intervention)
- 31A At Risk (summer, extended day programs for academic support)
- Reading Mentor Program (locally provided volunteer reading program)
- Girls on the Run (locally provided program)

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

Coordination of Title I, Part A and Other Resources

- A bullying prevention program is provided by our elementary school counselor (general fund dollars).
- The Nutrition Services program (a State/Federal program coordinated by Van Buren ISD) provides an educational program to all students in our building.
- More than 68% of our students receive Free / Reduced lunch.
- After-School tutoring for our students is provided for our At-Risk students (31A funding).
- Homeless services (including transportation when needed) are coordinated by our Homeless liaison.
- Summer School Math and Reading "camps" are offered to At-Risk students (31A funding).
- Migrant / LEP students' academic progress is supported by a Migrant / LEP interventionist (Title IC, Title III)

Component 10: Ongoing Review of Student Progress

How is eligible student progress reviewed on an ongoing basis?

Student progress is reviewed using Easy CBM on an ongoing basis.

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

Grade level teams meet and, based on student data, academic groups are set and then served by an interventionist. Student groups are dynamic and based on student needs.

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

Initial identification is done according to the process outlined earlier. MTSS PD is ongoing.

Evaluation

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

The Targeted Assistance program is evaluated annually under the direction of Central Office.

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

Through grade level team meetings and SIT meetings devoted to review of state assessment data, NWEA, and classroom level data.

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

We administer the NWEA assessment 3 times per school year and monitor effectiveness on this benchmark. Individual student progress is monitored every 3 weeks utilizing Easy CBM. Course corrections for individual students are made based on the Easy CBM data. Program changes are made based on NWEA / MEAP data.

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

We have just completed our first year as a Title I building and do not yet have a process in place. Once our evaluation is completed this summer we will determine an appropriate process.

North Elementary SIP 2013-2016

Overview

Plan Name

North Elementary SIP 2013-2016

Plan Description

North SIP Edited March 2013

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	Data-Based Decision Making	Objectives: 3 Strategies: 5 Activities: 18	Organizational	\$18600
2	Mathematics	Objectives: 3 Strategies: 4 Activities: 13	Academic	\$127200
3	Literacy	Objectives: 8 Strategies: 14 Activities: 32	Academic	\$133800
4	All students at North Elementary School will become technologically literate.	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$10000

Goal 1: 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:

Data Coaches - Two data coaches will be trained in data use to lead the SIT in use and analysis of student and school-wide data.

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

Activity - Data Coach Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Coaches in each building; monthly meetings w/Central Office	Professional Learning	07/01/2013	08/31/2016	\$400	General Fund	Curriculum Director, Data Coaches

Activity - Data Coach PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Coach training in data conversations and data analysis	Professional Learning	07/01/2013	08/31/2016	\$800	Title II Part A	Curriculum Director, Principal, Data Coaches

Activity - Building Level Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Coaches lead building-level data analysis	Professional Learning	07/01/2013	08/31/2016	\$0	No Funding Required	Principal, Data Coaches

Strategy 2:

SITs data use / SIP Monitoring. - Monthly SI meetings will be held to monitor data.

Research Cited: Research: Wellman & Lipton, Leading Groups/PLCs (2011)

Activity - Administrators training in data conversations/data analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will receive training in data conversations/data analysis.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Carole Fetke, Curriculum Director Administrators

Activity - Administrators/Data Coaches complete book study, "Got Data, Now What?"	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administrators/Data Coaches will complete a book study, "Got Data, Now What?"	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Administrators District Data Coaches
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Activity - SITs will complete/submit quarterly SIP dashboard reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quarterly dashboard reports will be given to the Curriculum Director.	Professional Learning	07/01/2013	08/31/2016	\$0	General Fund	Building Data Coaches Carole Fetke, Curriculum Director

Measurable Objective 2:

collaborate to provide strong instructional leadership based on the utilization of the demographic, achievement, growth, and survey data by August 31, 2016, as measured by teacher observation reports, student growth data, and quarterly SIP dashboard reports. by 08/31/2016 as measured by This objective will be measured by teacher observation reports, student growth data, and quarterly SIP dashboard report.

Strategy 1:

Develop School Leaders. - Professional development will be provided to develop school leaders.

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)

Activity - Principal's PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will participate in various professional learning opportunities to develop their skill in creating a culture of academic success through improved knowledge in instructional strategies, content delivery, and observation practices.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Joseph Allen, Principal Carole Fetke, Curriculum Director

Activity - Utilizing Data PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will participate in professional learning opportunities to develop their skill in utilizing data to support instructional decisions.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Joseph Allen, Principal

Activity - "Teach Like A Champion" Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will lead activities to implement the learning from the district-wide book study, "Teach Like a Champion", in their respective building.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Joseph Allen, Principal Building Faculty and Staff

Activity - Content-Specific PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principals and faculty will attend content-specific conferences for improved instructional leadership.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Carole Fetke, Curriculum Director
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Activity - Instructional Technology PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and faculty will attend instructional technology training for improved leadership in technology use that improves teaching and learning.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Carole Fetke, Curriculum Director Joseph Allen, Principal Faculty

Activity - Observation Practice PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will attend observation practice training for improved leadership in classroom instruction.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Joseph Allen, Principal

Strategy 2:

Share Data with Community - School leaders will offer parent engagement opportunities to share student data and improve academic outcomes for Title I and/or At Risk Students. School leaders will also offer parents resources that will help parents 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)

Activity - Parent Engagement PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will attend Parent Engagement PD to create opportunities for successful parent collaboration.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Joseph Allen, Principal

Activity - Parent Engagement Activities	Activity Type	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 Title I and/or At Risk Students.	Parent Involvement	07/01/2013	08/31/2016	\$900	Title I Part A	Joseph Allen, Principal Title One Staff

Activity - Offer Parents Resources	Activity Type	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	07/01/2013	08/31/2016	\$1500	Title I Part A	Joseph Allen, Principal Title Staff

Measurable Objective 3:

collaborate to Develop, implement, and utilize a balanced assessment system to support the learning of all students by August 31, 2016, as measured by student growth data, and state/national assessment data. by 08/31/2016 as measured by This objective will be measured by student growth data, and state/national assessment data..

School Improvement Plan

North Elementary School

Strategy 1:

Assessments Inform Instruction - This strategy will provide teachers PD to learn how to create effective assessments and teach students how to assess their progress.

Research Cited: Stiggins, Balanced Assessment Systems (2006)

Activity - Student Friendly Learning Target	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create student-friendly learning targets, share these with students, and teach students how to utilize the learning targets for improved academic achievement.	Direct Instruction	07/01/2013	08/31/2016	\$0	Title II Part A	Building Teachers

Activity - Assessment Creation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers / Principals will complete professional development that teaches them how to create assessments that support student learning.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Carole Fetke, Curriculum Director Joseph Allen, Principal Building Teachers

Activity - Student Self Assessment Culture	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build a culture where students know how to assess their progress and can utilize formative and summative classroom assessment data to improve their achievement.	Direct Instruction	07/01/2013	08/31/2016	\$0	General Fund	Building Teachers

Goal 2: Mathematics

Measurable Objective 1:

50% of Third, Fourth and Fifth grade students will demonstrate a proficiency on CCSS in Mathematics by 08/31/2016 as measured by State and national assessments.

Strategy 1:

Well Documented, Universally Understood MATH Curriculum - Teachers will complete professional development that leads to deep understanding of the mathematics CCSS, and research and evaluate mathematics resources to choose those that best meet the needs of our students in achieving proficiency in the CCSS.

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

Activity - CCSS PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Teachers will 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	07/01/2013	08/31/2016	\$1500	Title II Part A	Carole Fetke, Curriculum Director Building Teachers
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Activity - Math Resources Study	Activity Type	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.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Building Teachers

Strategy 2:

Quality Instructional Delivery in Mathematics - Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of mathematics to improve student's understanding of the math CCSS. Teachers will also learn how to use the math practice standards.

Research Cited: Marzano, Pickering, Heflebower, Knaold-McIntyre, Boogren; Becoming a Reflective Teacher (2012)

Activity - Research Based Instructional Practices PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of mathematics to improve student's understanding of the math CCSS.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Title I Director Building Principal Building Teachers

Activity - Math Practice Standards PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that teaches them how to effectively utilize the CCSS Math Practice Standards.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Title One Director Building Principal Building Teachers

Activity - Reflect on Professional Practice	Activity Type	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 mathematics instruction.	Professional Learning	07/01/2013	08/31/2016	\$1500	General Fund	Building Principal Building Teachers

Measurable Objective 2:

45% of Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency on CCSS in Mathematics by 08/31/2016 as measured by State and national assessments.

School Improvement Plan

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Strategy 1:

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

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

Activity - Administer Universal Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer a universal screener (NWEA) to all students to set the Title I / At Risk identification criteria and update the placement chart. Utilize the NWEA data to determine needs of student groups and individual students and create a plan of support for at-risk student groups.	Academic Support Program	07/01/2013	08/31/2016	\$2200	General Fund	Curriculum Director Building Principal
Activity - Provide Supplemental Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists will team with classroom teachers to provide targeted interventions to Title I / At Risk students to improve their achievement in mathematics.	Academic Support Program	07/01/2013	08/31/2016	\$70000	Title I Part A	Title I Director Lead Interventionist Building Interventionist s Building Teachers
Activity - Provide Support to ELL/Migrant Students	Activity Type	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	07/01/2013	08/31/2016	\$25000	Title I Part C	Curriculum Director ELL/Migrant Director ELL/Migrant interventionist Building Teachers
Activity - Provide PD for Interventionist	Activity Type	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 mathematics.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Curriculum Director ELL/Migrant Director Title I Director Lead Interventionist s

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Activity - Beyond the School Day Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers / interventionists will provide before, after, and/or summer school support to students who are struggling with mathematics.	Academic Support Program	07/01/2013	08/31/2016	\$3000	Title I Part A	Title I Director Lead Interventionist Building Principal

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers / interventionists will monitor the progress of all students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data.	Professional Learning	07/01/2013	08/01/2016	\$15000	Title I Part A	Building Principal Lead Interventionist

Measurable Objective 3:

50% of All Students will demonstrate a proficiency on CCSS in Mathematics by 08/31/2016 as measured by State and national assessments.

Strategy 1:

Research: Tomlinson, Fulfilling the Promise of the Differentiated Classroom (2003) - Teachers will participate in Differentiated Instruction professional development to learn how to meet the needs of all learners to help create extended learning opportunities for students who are at or above the benchmark in math.

Research Cited: Research: Tomlinson, Fulfilling the Promise of the Differentiated Classroom (2003)

Activity - Differentiated Instruction PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Differentiated Instruction professional development to learn how to meet the needs of all learners.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Curriculum Director Building Principal Building Teachers

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create extended learning opportunities for students who are at or above the benchmark in math.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Building Principal Building Teachers

Goal 3: Literacy

Measurable Objective 1:

50% of Third, Fourth and Fifth grade students will demonstrate a proficiency on CCSS in English Language Arts by 08/31/2016 as measured by State and national assessments.

School Improvement Plan

North Elementary School

Strategy 1:

Well Documented, Universally Understood READING Curriculum - Teachers will complete professional development that leads to deep understanding of the CCSS for reading and will research and evaluate reading resources to choose those that best meet the needs of our students in achieving proficiency in the CCSS.

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

Activity - CCSS PD	Activity Type	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 reading, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available CCSS resources).	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Curriculum Director Building Principal Building Teachers

Activity - Reading Resources Study	Activity Type	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	07/01/2013	08/31/2016	\$1000	General Fund	Building Principals Building Teachers

Strategy 2:

Quality Instructional Delivery in Reading. - Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of reading to improve student's achievement. Grade level, building, district teams will reflect on the effectiveness of their professional practice in reading instruction.

Research Cited: Marzano, Pickering, Heflebower, Knaold-McIntyre, Boogren; Becoming a Reflective Teacher (2012)

Activity - Research Based Instructional Practices PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of reading to improve student's achievement.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Curriculum Director Building Principal Building Teachers

Activity - Reflect on Professional Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Grade level, building, district teams will reflect on the effectiveness of their professional practice in reading instruction.	Professional Learning	07/01/2013	08/31/2016	\$1000	General Fund	Curriculum Director Building Principal Building Teachers
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Measurable Objective 2:

50% of Third, Fourth and Fifth grade students will demonstrate a proficiency on CCSS in English Language Arts by 08/31/2016 as measured by State and national assessments.

Strategy 1:

Well Documented, Universally Understood WRITING Curriculum - 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).

Teachers will research and evaluate writing resources to choose those that best meet the needs of our students in achieving proficiency in the CCSS.

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

Activity - CCSS PD	Activity Type	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	07/01/2013	08/31/2016	\$1500	Title II Part A	Curriculum Director Building Principal Building Teachers

Activity - Writing Resources Study	Activity Type	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	07/01/2013	08/31/2016	\$1000	General Fund	Building Principal Building Teachers

Strategy 2:

Quality Instructional Delivery in Writing. - Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of writing to improve student's achievement. Grade level, building, district teams will reflect on the effectiveness of their professional practice in writing instruction.

Research Cited: Marzano, Pickering, Heflebower, Knaold-McIntyre, Boogren; Becoming a Reflective Teacher (2012)

Activity - Research Based Instructional Practices PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

North Elementary School

Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of writing to improve student's achievement.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Curriculum Director Building Principal Building Teachers
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Activity - Reflect on Professional Practice.	Activity Type	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	Professional Learning	07/01/2013	08/31/2016	\$1000	General Fund	Building Principal Building Teachers

Measurable Objective 3:

50% of Third, Fourth and Fifth grade students will demonstrate a proficiency on CCSS in Science by 08/31/2016 as measured by State and national assessments.

Strategy 1:

Well Documented, Universally Understood Science Curriculum - Teachers will complete professional development that leads to deep understanding of the Next Generation Science standards, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources). Teachers will research and evaluate science resources to choose those that best meet the needs of our students in achieving proficiency in the Next Generation Science curriculum.

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

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

Activity - Science Resources Study	Activity Type	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 in the Next Generation Science curriculum.	Professional Learning	07/01/2013	08/31/2016	\$1000	General Fund	Building Principal Building Teachers

Strategy 2:

Quality Instructional Delivery in Science - Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of science to improve student's achievement. Grade level, building, district teams will reflect on the effectiveness of their professional practice in science instruction.

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Research Cited: Marzano, Pickering, Heflebower, Knaold-McIntyre, Boogren; Becoming a Reflective Teacher (2012)

Activity - Research Based Instructional Practices PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of science to improve student's achievement.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Curriculum Director Building Principal Building Teachers

Activity - Reflect on Professional Practice	Activity Type	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.	Professional Learning	07/01/2013	08/31/2016	\$1000	General Fund	Building Principal Building Teachers

Measurable Objective 4:

50% of Third, Fourth and Fifth grade students will demonstrate a proficiency on CCSS in Social Studies by 08/31/2016 as measured by State and national assessments.

Strategy 1:

Well Documented, Universally Understood Social Studies Curriculum - Teachers will complete professional development that leads to deep understanding of the Social Studies curriculum standards, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources). Teachers will research and evaluate social studies resources to choose those that best meet the needs of our students in achieving proficiency in the social studies curriculum.

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

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

Activity - Social Studies Resources Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will research and evaluate social studies resources to choose those that best meet the needs of our students in achieving proficiency in the social studies curriculum.	Professional Learning	07/01/2013	08/31/2016	\$1000	General Fund	Building Principal Building Teachers

School Improvement Plan

North Elementary School

Strategy 2:

Quality Instructional Delivery in Social Studies - Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of social studies to improve student's achievement. Grade level, building, district teams will reflect on the effectiveness of their professional practice in social studies instruction.

Research Cited: Marzano, Pickering, Heflebower, Knaold-McIntyre, Boogren; Becoming a Reflective Teacher (2012)

Activity - Research Based Instructional Practices PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of social studies to improve student's achievement.	Policy and Process	07/01/2013	08/31/2016	\$1500	Title II Part A	Curriculum Director Building Principal Building Teachers

Activity - Reflect on Professional Practice	Activity Type	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.	Professional Learning	07/01/2013	08/31/2016	\$1000	General Fund	Building Principal Building Teachers

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 08/31/2016 as measured by Local Assessments.

Strategy 1:

Well Documented, Universally Understood PE/Health Curriculum - Teachers will complete professional development that leads to deep understanding of the PE/Health curriculum standards. Teachers will research and evaluate science resources to choose those that best meet the needs of our students in achieving proficiency in the PE/Health curriculum.

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

Activity - PE/Health Curriculum PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that leads to deep understanding of the PE/Health curriculum standards	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Curriculum Director Building Principal PE/Health Instructor

Activity - PE/Health Resources Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will research and evaluate PE/Health resources to choose those that best meet the needs of our students in achieving proficiency in the PE/Health curriculum.	Professional Learning	07/01/2013	08/31/2016	\$1000	General Fund	Building Principal PE/Health Instructor
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Strategy 2:

Quality Instructional Delivery in PE/Health - Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of PE/Health to improve student's achievement. Grade level, building, district teams will reflect on the effectiveness of their professional practice in PE/Health instruction.

Research Cited: Marzano, Pickering, Heflebower, Knaold-McIntyre, Boogren; Becoming a Reflective Teacher (2012)

Activity - Research Based Instructional Practices PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of PE/Health to improve student's achievement.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Curriculum Director Building Principal PE/Health Instructor

Activity - Reflect on Professional Practice	Activity Type	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 PE/Health instruction.	Professional Learning	07/01/2013	08/31/2016	\$1000	General Fund	Building Principal PE/Health Instructor

Measurable Objective 6:

A total of 150 Third, Fourth and Fifth grade students will demonstrate a proficiency on District/State assessments in Music by 08/31/2016 as measured by Local Assessments.

Strategy 1:

Well Documented, Universally Understood Music Curriculum - Teachers will complete professional development that leads to deep understanding of the Music curriculum standards.

Activity - Music Curriculum PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that leads to deep understanding of the Music curriculum standards.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Building Principal Music Instructor

Activity - Music Resources Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will research and evaluate music resources to choose those that best meet the needs of our students in achieving proficiency in the Music curriculum.	Professional Learning	07/01/2013	08/31/2016	\$1000	General Fund	Building Principal Music Instructor
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Strategy 2:

Quality Instructional Delivery in Music - Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of Music to improve student's achievement.

Research Cited: Marzano, Pickering, Heflebower, Knaold-McIntyre, Boogren; Becoming a Reflective Teacher (2012)

Activity - Research Based Instructional Practices PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of Music to improve student's achievement.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Curriculum Director Building Principal Music Instructor

Activity - Reflect on Professional Practice	Activity Type	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 Music instruction.	Professional Learning	07/01/2013	08/31/2016	\$1000	General Fund	Building Principal Music Instructor

Measurable Objective 7:

45% of Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency on CCSS in English Language Arts by 08/31/2016 as measured by State and national assessments.

Strategy 1:

Provide supplemental Title I / At Risk Literacy instruction - Utilize a Multi-Tier System of Support based on multiple data measures to ensure ALL students are improving their content literacy achievement by August 31, 2016, as measured by state/national assessments.

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

Activity - Administer Universal Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer a univesal screener (NWEA) to all students to set the Title I / At Risk identification criteria and update the placement chart. Utilize the NWEA data to determine needs of student groups and individual students and create a plan of support for at-risk student groups.	Academic Support Program	07/01/2013	08/31/2016	\$2300	General Fund	Curriculum Director Title I Director Building Principal

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Activity - Provide Supplemental Literacy Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists will team with classroom teachers to provide targeted interventions to Title I / At Risk students to improve their achievement in literacy.	Academic Support Program	07/01/2013	08/31/2016	\$70000	Title I Part A	Curriculum Director Title I Director Lead Interventionists Building Teachers
Activity - Provide support to ELL/Migrant Students	Activity Type	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	07/01/2013	08/31/2016	\$25000	Title I Part C	Curriculum Director ELL/Migrant Director ELL/Migrant Interventionist Building Teachers
Activity - Provide PD for Interventionists	Activity Type	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.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Curriculum Director Title I Director Lead Interventionist Building Teachers
Activity - Beyond the School Day Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers / interventionists will provide before, after, and/or summer school support to students who are struggling with literacy.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title I Part A	Teachers / interventionists will provide before, after, and/or summer school support to students who are struggling with literacy.

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers / interventionists will monitor the progress of all students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title I Part A	Building Principal Lead Interventionist Interventionist Building Teacher

Measurable Objective 8:

50% of All Students will demonstrate a proficiency on CCSS in English Language Arts by 08/31/2016 as measured by State and national assessments.

Strategy 1:

Differentiated Instruction - Provide extended learning opportunities for students who are at or above benchmark to maintain or improve their literacy proficiency by August 31, 2016, as measured by state / national assessments.

Research Cited: Research: Tomlinson, Fulfilling the Promise of the Differentiated Classroom (2003)

Activity - Differentiated instruction PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Differentiated Instruction professional development to learn how to meet the literacy needs of all learners.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title II Part A	Curriculum Director Building Principal Building Teachers

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create extended learning opportunities for students who are at or above the benchmark in literacy.	Academic Support Program	07/01/2013	08/31/2016	\$500	General Fund	Building Principal Building Teachers

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

Measurable Objective 1:

100% of All Students will demonstrate a proficiency utilizing technology to enhance and support their daily learning in English Language Arts by 08/31/2016 as measured by District-Level Technology assessment.

Strategy 1:

Integrate Technology Standards into ELA Curriculum Maps - Teachers will work in grade level / content teams to integrate technology standards into their ELA curriculum maps.

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

Activity - Grade / Content Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in grade level / content teams to integrate technology standards into their ELA curriculum maps.	Other	09/03/2013	08/31/2016	\$1500	General Fund	Curriculum Director, Principal

Activity - Reflect on Tech Integration Practices	Activity Type	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 reading instruction.	Professional Learning	09/03/2013	08/31/2016	\$500	General Fund	Curriculum Director, Principal

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)

Activity - Training in Tech Integration Matrix	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Leaders and teachers will be trained in use of the Technology Integration Matrix	Professional Learning	08/01/2014	08/31/2016	\$500	Title II Part A	Curriculum Director, Principal

Activity - Instructional Technology PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend various PD offerings to enhance their use of instructional technology	Professional Learning	09/03/2013	08/31/2016	\$2500	Title II Part A	Curriculum Director, Principal

Activity - MTSS Technology Solutions PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists will be trained in the use of technology solutions to learn how to improve student support services in our Multi Tiered System of Support (MTSS)	Professional Learning	09/03/2013	08/31/2016	\$2500	Title II Part A	Curriculum Director, Principal

Activity - Collaboration Thru Technology PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in PD that teaches them how to enhance student collaboration practices through technology	Professional Learning	09/03/2013	08/31/2016	\$1500	Title I Part A	Curriculum Director, Principal

Activity - Technology Showcase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers / Principals will showcase technology integration / use as embedded professional development (in PLC time, faculty meetings, etc.)	Professional Learning	09/03/2013	08/31/2016	\$500	General Fund	Curriculum Director, Principals
Activity - Reflect on Instructional Tech Use	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Principal will reflect on their instructional technology use to learn how to improve their personal practice and the practice of the grade level teams	Professional Learning	09/03/2013	08/31/2016	\$500	General Fund	Curriculum Director, Principaql

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Technology PD	Teachers will attend various PD offerings to enhance their use of instructional technology	Professional Learning	09/03/2013	08/31/2016	\$2500	Curriculum Director, Principal
CCSS PD	Teachers will complete professional development that leads to deep understanding of the CCSS for reading, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available CCSS resources).	Professional Learning	07/01/2013	08/31/2016	\$1500	Curriculum Director Building Principal Building Teachers
Research Based Instructional Practices PD	Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of social studies to improve student's achievement.	Policy and Process	07/01/2013	08/31/2016	\$1500	Curriculum Director Building Principal Building Teachers
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	07/01/2013	08/31/2016	\$1500	Carole Fetke, Curriculum Director Building Teachers
Observation Practice PD	School leaders will attend observation practice training for improved leadership in classroom instruction.	Professional Learning	07/01/2013	08/31/2016	\$1500	Joseph Allen, Principal
Provide PD for Interventionists	Interventionists will complete professional development in strategies and resources to support students who are struggling with literacy.	Professional Learning	07/01/2013	08/31/2016	\$1500	Curriculum Director Title I Director Lead Interventionist Interventionist Building Teachers
Next Generation Science PD	Teachers will complete professional development that leads to deep understanding of the Next Generation Science standards, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources).	Professional Learning	07/01/2013	08/31/2016	\$1500	Curriculum Director Building Principal Building Teachers

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Research Based Instructional Practices PD	Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of science to improve student's achievement.	Professional Learning	07/01/2013	08/31/2016	\$1500	Curriculum Director Building Principal Building Teachers
Administrators/Data Coaches complete book study, "Got Data, Now What?"	Administrators/Data Coaches will complete a book study, "Got Data, Now What?"	Professional Learning	07/01/2013	08/31/2016	\$1500	Administrators District Data Coaches
Social Studies Curriculum PD	Teachers will complete professional development that leads to deep understanding of the Social Studies curriculum standards, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources).	Professional Learning	07/01/2013	08/31/2016	\$1500	Curriculum Director Building Principal Building Teachers
Administrators training in data conversations/data analysis	Administrators will receive training in data conversations/data analysis.	Professional Learning	07/01/2013	08/31/2016	\$1500	Carole Fetke, Curriculum Administrator
Principal's PD	School leaders will participate in various professional learning opportunities to develop their skill in creating a culture of academic success through improved knowledge in instructional strategies, content delivery, and observation practices.	Professional Learning	07/01/2013	08/31/2016	\$1500	Joseph Allen, Principal Carole Fetke, Curriculum Director
Parent Engagement PD	School leaders will attend Parent Engagement PD to create opportunities for successful parent collaboration.	Professional Learning	07/01/2013	08/31/2016	\$1500	Joseph Allen, Principal
Content-Specific PD	Principals and faculty will attend content-specific conferences for improved instructional leadership.	Professional Learning	07/01/2013	08/31/2016	\$1500	Carole Fetke, Curriculum Director
Training in Tech Integration Matrix	Building Leaders and teachers will be trained in use of the Technology Integration Matrix	Professional Learning	08/01/2014	08/31/2016	\$500	Curriculum Director, Principal
MTSS Technology Solutions PD	Interventionists will be trained in the use of technology solutions to learn how to improve student support services in our Multi Tiered System of Support (MTSS)	Professional Learning	09/03/2013	08/31/2016	\$2500	Curriculum Director, Principal
Research Based Instructional Practices PD	Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of PE/Health to improve student's achievement.	Professional Learning	07/01/2013	08/31/2016	\$1500	Curriculum Director Building Principal PE/Health Instructor

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Research Based Instructional Practices PD	Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of reading to improve student's achievement.	Professional Learning	07/01/2013	08/31/2016	\$1500	Curriculum Director Building Principal Building Teachers
Music Curriculum PD	Teachers will complete professional development that leads to deep understanding of the Music curriculum standards.	Professional Learning	07/01/2013	08/31/2016	\$1500	Building Principal Music Instructor
Differentiated Instruction PD	Teachers will participate in Differentiated Instruction professional development to learn how to meet the needs of all learners.	Professional Learning	07/01/2013	08/31/2016	\$1500	Curriculum Director Building Principal Building Teachers
PE/Health Curriculum PD	Teachers will complete professional development that leads to deep understanding of the PE/Health curriculum standards	Professional Learning	07/01/2013	08/31/2016	\$1500	Curriculum Director Building Principal PE/Health Instructor
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	07/01/2013	08/31/2016	\$1500	Curriculum Director Building Principal Building Teachers
Research Based Instructional Practices PD	Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of writing to improve student's achievement.	Professional Learning	07/01/2013	08/31/2016	\$1500	Curriculum Director Building Principal Building Teachers
Assessment Creation Training	Teachers / Principals will complete professional development that teaches them how to create assessments that support student learning.	Professional Learning	07/01/2013	08/31/2016	\$1500	Carole Fetke, Curriculum Director Joseph Allen, Principal Building Teachers
Extended Learning Opportunities	Teachers will create extended learning opportunities for students who are at or above the benchmark in math.	Professional Learning	07/01/2013	08/31/2016	\$1500	Building Principal Building Teachers
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.	Professional Learning	07/01/2013	08/31/2016	\$1500	Building Teachers

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Data Coach PD	Data Coach training in data conversations and data analysis	Professional Learning	07/01/2013	08/31/2016	\$800	Curriculum Director, Principal, Data Coaches
Utilizing Data PD	School leaders will participate in professional learning opportunities to develop their skill in utilizing data to support instructional decisions.	Professional Learning	07/01/2013	08/31/2016	\$1500	Joseph Allen, Principal
Math Practice Standards PD	Teachers will complete professional development that teaches them how to effectively utilize the CCSS Math Practice Standards.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title One Director Building Principal Building Teachers
Provide PD for Interventionist	Interventionists will complete professional development in strategies and resources to support students who are struggling with mathematics.	Professional Learning	07/01/2013	08/31/2016	\$1500	Curriculum Director ELL/Migrant Director Title I Director Lead Interventionist Interventionists
"Teach Like A Champion" Book Study	School leaders will lead activities to implement the learning from the district-wide book study, "Teach Like a Champion", in their respective building.	Professional Learning	07/01/2013	08/31/2016	\$1500	Joseph Allen, Principal Building Faculty and Staff
Student Friendly Learning Target	Teachers will create student-friendly learning targets, share these with students, and teach students how to utilize the learning targets for improved academic achievement.	Direct Instruction	07/01/2013	08/31/2016	\$0	Building Teachers
Research Based Instructional Practices PD	Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of mathematics to improve student's understanding of the math CCSS.	Professional Learning	07/01/2013	08/31/2016	\$1500	Title I Director Building Principal Building Teachers
Research Based Instructional Practices PD	Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of Music to improve student's achievement.	Professional Learning	07/01/2013	08/31/2016	\$1500	Curriculum Director Building Principal Music Instructor
Differentiated instruction PD	Teachers will participate in Differentiated Instruction professional development to learn how to meet the literacy needs of all learners.	Professional Learning	07/01/2013	08/31/2016	\$1500	Curriculum Director Building Principal Building Teachers

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Instructional Technology PD	Principals and faculty will attend instructional technology training for improved leadership in technology use that improves teaching and learning.	Professional Learning	07/01/2013	08/31/2016	\$1500	Carole Fetke, Curriculum Director Joseph Allen, Principal Faculty
Total					\$52800	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade / Content Teams	Teachers will work in grade level / content teams to integrate technology standards into their ELA curriculum maps.	Other	09/03/2013	08/31/2016	\$1500	Curriculum Director, Principal
Technology Showcase	Teachers / Principals will showcase technology integration / use as embedded professional development (in PLC time, faculty meetings, etc.)	Professional Learning	09/03/2013	08/31/2016	\$500	Curriculum Director, Principals
Reflect on Professional Practice	Grade level, building, district teams will reflect on the effectiveness of their professional practice in science instruction.	Professional Learning	07/01/2013	08/31/2016	\$1000	Building Principal Building Teachers
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	07/01/2013	08/31/2016	\$1000	Building Principals Building Teachers
Music Resources Study	Teachers will research and evaluate music resources to choose those that best meet the needs of our students in achieving proficiency in the Music curriculum.	Professional Learning	07/01/2013	08/31/2016	\$1000	Building Principal Music Instructor
Reflect on Professional Practice	Grade level, building, district teams will reflect on the effectiveness of their professional practice in reading instruction.	Professional Learning	07/01/2013	08/31/2016	\$1000	Curriculum Director Building Principal Building Teachers
SITs will complete/submit quarterly SIP dashboard reports	Quarterly dashboard reports will be given to the Curriculum Director.	Professional Learning	07/01/2013	08/31/2016	\$0	Building Data Coaches Carole Fetke, Curriculum Director
Reflect on Instructional Tech Use	Teachers and Principal will reflect on their instructional technology use to learn how to improve their personal practice and the practice of the grade level teams	Professional Learning	09/03/2013	08/31/2016	\$500	Curriculum Director, Principaql

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PE/Health Resources Study	Teachers will research and evaluate PE/Health resources to choose those that best meet the needs of our students in achieving proficiency in the PE/Health curriculum.	Professional Learning	07/01/2013	08/31/2016	\$1000	Building Principal PE/Health Instructor
Reflect on Professional Practice	Grade level, building, district teams will reflect on the effectiveness of their professional practice in PE/Health instruction.	Professional Learning	07/01/2013	08/31/2016	\$1000	Building Principal PE/Health Instructor
Extended Learning Opportunities	Teachers will create extended learning opportunities for students who are at or above the benchmark in literacy.	Academic Support Program	07/01/2013	08/31/2016	\$500	Building Principal Building Teachers
Science Resources Study	Teachers will research and evaluate science resources to choose those that best meet the needs of our students in achieving proficiency in the Next Generation Science curriculum.	Professional Learning	07/01/2013	08/31/2016	\$1000	Building Principal Building Teachers
Reflect on Professional Practice	Grade level, building, district teams will reflect on the effectiveness of their professional practice in mathematics instruction.	Professional Learning	07/01/2013	08/31/2016	\$1500	Building Principal Building Teachers
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	07/01/2013	08/31/2016	\$1000	Building Principal Building Teachers
Reflect on Professional Practice	Grade level, building, district teams will reflect on the effectiveness of their professional practice in social studies instruction.	Professional Learning	07/01/2013	08/31/2016	\$1000	Building Principal Building Teachers
Administer Universal Screener	Administer a universal screener (NWEA) to all students to set the Title I / At Risk identification criteria and update the placement chart. Utilize the NWEA data to determine needs of student groups and individual students and create a plan of support for at-risk student groups.	Academic Support Program	07/01/2013	08/31/2016	\$2200	Curriculum Director Building Principal
Administer Universal Screener	Administer a universal screener (NWEA) to all students to set the Title I / At Risk identification criteria and update the placement chart. Utilize the NWEA data to determine needs of student groups and individual students and create a plan of support for at-risk student groups.	Academic Support Program	07/01/2013	08/31/2016	\$2300	Curriculum Director Title I Director Building Principal
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 in the social studies curriculum.	Professional Learning	07/01/2013	08/31/2016	\$1000	Building Principal Building Teachers
Reflect on Professional Practice	Grade level, building, district teams will reflect on the effectiveness of their professional practice in Music instruction.	Professional Learning	07/01/2013	08/31/2016	\$1000	Building Principal Music Instructor

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Student Self Assessment Culture	Build a culture where students know how to assess their progress and can utilize formative and summative classroom assessment data to improve their achievement.	Direct Instruction	07/01/2013	08/31/2016	\$0	Building Teachers
Reflect on Professional Practice.	Grade level, building, district teams will reflect on the effectiveness of their professional practice in writing instruction	Professional Learning	07/01/2013	08/31/2016	\$1000	Building Principal Building Teachers
Reflect on Tech Integration Practices	Grade level, building, district teams will reflect on the effectiveness of their professional practice in reading instruction.	Professional Learning	09/03/2013	08/31/2016	\$500	Curriculum Director, Principal
Data Coach Meetings	Data Coaches in each building; monthly meetings w/Central Office	Professional Learning	07/01/2013	08/31/2016	\$400	Curriculum Director, Data Coaches
Total					\$21900	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Building Level Data Meetings	Data Coaches lead building-level data analysis	Professional Learning	07/01/2013	08/31/2016	\$0	Principal, Data Coaches
Total					\$0	

Title I Part C

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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 mathematics.	Academic Support Program	07/01/2013	08/31/2016	\$25000	Curriculum Director ELL/Migrant Director ELL/Migrant interventionist Building Teachers
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	07/01/2013	08/31/2016	\$25000	Curriculum Director ELL/Migrant Director ELL/Migrant Interventionist Building Teachers
Total					\$50000	

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Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	Teachers / interventionists will monitor the progress of all students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data.	Professional Learning	07/01/2013	08/01/2016	\$15000	Building Principal Lead Interventionist
Provide Supplemental Math Instruction	Interventionists will team with classroom teachers to provide targeted interventions to Title I / At Risk students to improve their achievement in mathematics.	Academic Support Program	07/01/2013	08/31/2016	\$70000	Title I Director Lead Interventionist Building Interventionist s Building Teachers
Collaboration Thru Technology PD	Teachers will participate in PD that teaches them how to enhance student collaboration practices through technology	Professional Learning	09/03/2013	08/31/2016	\$1500	Curriculum Director, Principal
Parent Engagement Activities	School leaders will offer parent engagement opportunities to share student data and improve academic outcomes for Title I and/or At Risk Students.	Parent Involvement	07/01/2013	08/31/2016	\$900	Joseph Allen, Principal Title One Staff
Beyond the School Day Support	Teachers / interventionists will provide before, after, and/or summer school support to students who are struggling with literacy.	Professional Learning	07/01/2013	08/31/2016	\$1500	Teachers / interventionist s will provide before, after, and/or summer school support to students who are struggling with literacy.
Provide Supplemental Literacy Instruction	Interventionists will team with classroom teachers to provide targeted interventions to Title I / At Risk students to improve their achievement in literacy.	Academic Support Program	07/01/2013	08/31/2016	\$70000	Curriculum Director Title I Director Lead Interventionist Interventionist s Building Teachers
Beyond the School Day Support	Teachers / interventionists will provide before, after, and/or summer school support to students who are struggling with mathematics.	Academic Support Program	07/01/2013	08/31/2016	\$3000	Title I Director Lead Interventionist Building Principal

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Progress Monitoring	Teachers / interventionists will monitor the progress of all students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data.	Professional Learning	07/01/2013	08/31/2016	\$1500	Building Principal Lead Interventionist Interventionist Building Teacher
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	07/01/2013	08/31/2016	\$1500	Joseph Allen, Principal Title Staff
Total					\$164900	