



School Improvement Plan

South Elementary School

Watervliet School District

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TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	7
Additional Information	8
Improvement Plan Stakeholder Involvement	
Introduction.....	10
Improvement Planning Process.....	11
School Data Analysis	
Introduction.....	13
Student Enrollment Data.....	14
Student Achievement Data for All Students.....	16
Subgroup Student Achievement.....	18
Perception Data - Students.....	23
Perception Data – Parents/Guardians.....	24
Perception Data – Teachers/Staff.....	25

Other..... 26

School Additional Requirements Diagnostic

Introduction..... 28
School Additional Requirements Diagnostic..... 29

Title I Schoolwide Diagnostic

Introduction..... 32
Component 1: Comprehensive Needs Assessment..... 33
Component 2: Schoolwide Reform Strategies 50
Component 3: Instruction by Highly Qualified Staff..... 57
Component 4: Strategies to Attract Highly Qualified Teachers..... 58
Component 5: High Quality and Ongoing Professional Development..... 60
Component 6: Strategies to Increase Parental Involvement..... 62
Component 7: Preschool Transition Strategies..... 67
Component 8: Teacher Participation in Making Assessment Decisions..... 69
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 71
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources... 76

Evaluation:..... 82

WPS South Elementary SY 2014-2015

Overview..... 85

Goals Summary 86

- Goal 1: South Elementary will develop a sustainable culture of Data-Based Decision Making 87
- Goal 2: All South Elementary students will become proficient in Mathematics..... 92
- Goal 3: All South Elementary students will develop literacy skills that lead to becoming proficient readers and writers 97
- Goal 4: All students at South Elementary School will become technologically literate..... 113

Activity Summary by Funding Source 118

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 South Elementary is a Pre-K through 2nd grade elementary school with an enrollment of a little over 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 between the high 60% and low 70% range.

There are 20 certified staff and 7 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 many of our rural 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.

Mission Statement

The collective commitment of South Elementary School, as a professional learning community, is to ensure that every child attains full academic, social, and personal potential.

Vision Statement

The children of South Elementary School will become productive members of society. The children will be guided by dedicated staff members, parents, and community members who will provide an academically challenging learning environment, which is safe, orderly, and nurturing. This environment encourages students to be responsible, respectful, cooperative, and to do their personal best.

Beliefs Statement

Through staff professional development and the following activities South School will accomplish its mission.

Effective Communicators:

- Kindergarten sound sharing
- Sharing/talking circles
- Reading/retelling
- Young author books
- Sign language
- Teachers model appropriate language usage
- D.O.L. (Daily Oral Language)
- Product presentations
- Daily news

Critical Thinking:

- Calendar
- Math games, rocket math
- Conflict resolution/class meetings/peacemaking curriculum
- Science centers, journals
- Writing process
- Story mapping/character analysis, compare and contrast
- Working one on one or in small groups with students (Title I)

Socially Responsible Citizens

- Conflict resolution/responsible for actions
- Recycling/environmental studies
- Collections for community needs
- Social studies-ethnic diversity, cooperative learning

Homework

- Being on time to school

School Improvement Plan

South Elementary School

Self-Supporting Quality Producers

- Daily leader
- Quality learning environment for all students
- Model positive attitude, trustworthiness

South Elementary School

- Exposure to various career opportunities
- Peer tutoring
- Pioneer Day, ABC Carnival, Camp-Read-A-Lot

Technologically Literate

- Reading Counts, educational computer software
- Knowledge of basic computer skills
- Research reports

Health Conscious

- MI Health Model centers
- Hygiene habits
- Walk-a-thon
- Panther Pacers
- Gym class
- Jump Rope for Heart

Aesthetically Aware

- Variety Show
- Classroom skits
- Plays, field trips
- Choice time options
- Visiting artist
- Exposure to various music within the classroom
- Music class

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.

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 South Elementary include:

- steady improvement in 3rd grade math achievement
- implementation of a strong multi-tiered system of support (MTSS) to close achievement gaps
- increase in parent engagement
- implementation of a volunteer reading tutoring 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 South 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.

- Parents are members of the school improvement team and the building PTO has an agenda item that includes school improvement (at least one school improvement item is brought before the PTO at each of their meetings)
- Parents attended a School Wide transition meeting
- Parent surveys are conducted yearly
- Parent input is collected (and reviewed) at all school events

Stakeholders were selected on a volunteer basis and met with SIT personnel to discuss their role prior to the first meeting. Our stakeholder meetings were scheduled at lunch time to accommodate the stockholders this year.

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.

Title I parents provided feedback during parent engagement activities.

Parent representation on the SIT provided input during SIT meetings.

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. Also, items from the plan are shared periodically through parent activities, PTO meetings, school-wide activities (movie night, etc.).

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 could result in additional intervention staff at the elementary buildings.

Increases in Migrant / ELL eligible students could 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?

Being a district without great fluctuations in enrollment, we have not had to respond to fluctuating staffing needs. 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 Economically Disadvantaged population is growing and we do see less involvement due to both parents working, single-parent households, etc. This trend has caused us to take a closer look at how we provide learning opportunities for our parents so these can be offered at times that are convenient to various parent groups.

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

When we saw the levels of Economically Disadvantaged students increasing, we saw the need to provide faculty / staff with the Ruby Payne training. Taking into account that our students are coming to us with greater needs, we are providing extra interventions as identified by teachers and staff. 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. We have also (and will continue to) provided professional learning opportunities for interventionists and classroom teachers on best-practice strategies for improved reading, writing, math achievement.

What are the challenges you noticed based on student attendance?

Our student attendance has remained consistent. We have very few challenges with student attendance.

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

No action needed.

Student Achievement Data for All Students

This area includes data questions.

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

Reading is the highest level of achievement.

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

In Reading we maintained a 59% while in Math we increased from 37% to 39% proficient

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

We are not above the state target in any area of performance.

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

The Top 30% achieved, on the NWEA MAP, higher levels than in prior years. The trend data for this group is on an upward trajectory.

What factors or causes contributed to improved student achievement?

Alignment to CCSS

Focus on high engagement instructional strategies

Bolstering our MTSS

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

Based on multiple data points: NWEA MAP testing, common grade level assessments, teacher observation.

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

Math

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

None

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

In reading and math

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

There is steady improvement among the students in bottom 30%. With intense intervention these students are moving from below level readers to lexile ranges that show improvement.

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

N/A

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

N/A

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

Continued focus on MTSS, data-based decision making, evaluation of instructional strategies, teacher intervention and improved communication with intervention teams.

Subgroup Student Achievement

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

Response:

- White
- Male
- Female
- Economically Disadvantaged

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

Response:

- Hispanic or Latino
- Economically Disadvantaged

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

Hispanic or Latino is closing the gap in Reading

Economically Disadvantaged is closing the gap in Reading and Math

How do you know the achievement gap is closing?*

Based on 3rd grade MEAP data from the SY 2013-14. This data includes all tested students and is not updated for FAY students.

What other data support the findings?

NWEA MAP testing

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

Internal -- MTSS implementation

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

Progress monitoring data

What actions could be taken to continue this positive trend?

Continued use of MTSS

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

Response:

- Female
- English Language Learners (ELLs)

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

Response:

- Female
- English Language Learners (ELLs)

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

Reading - ELL

Math - Female

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

Based on MEAP trend data

What other data support the findings?*

NWEA scores

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

Partially External (increasing number of English Language Learners)

School Improvement Plan

South Elementary School

Partially Internal (newly implemented MTSS of which all students have yet to benefit)

Performance on addition/subtraction fluency had the lowest school average performance in math.

Performance on comprehension had the lowest school average performance in reading

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

Data review of the strand data

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

Continued use of the MTSS (and improvement of this system)

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

MATH - there was a 31% GAP between ELL (13% proficient) and Not ELLs (44% proficient). In READING, there was a gap for this group -- 33% for ELLs vs. 64% for Not ELLs

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 all interventions to all students, and we have satisfied the requirements of Title 1 and Section 31A.

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

Through multiple measures:

- teacher observation
- NWEA assessment
- common classroom assessments

School Improvement Plan

South Elementary School

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

After school tutoring, summer school, choir , Girls on the Run, Summer Reading Challenge

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	35.0

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

School newsletter, classroom newsletters, individual parent contacts, P/T conferences

Label	Question	Value
	What is the total FTE count of teachers in your school?	20.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	3.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	2.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	6.0

Label	Question	Value
	How many teachers have been teaching >15 years?	9.0

What impact might this data have on student achievement?

We have a fairly young staff with excellent mentors, however, the lack of experience delivering the curriculum could be effecting student achievement.

School Improvement Plan

South Elementary School

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	20.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	251.0

What impact might this data have on student achievement?

Long-term substitutes were utilized for 3 classrooms and this is never ideal -- this did impact the amount of growth for some students as evidenced by the NWEA Growth Data reports

Perception Data - Students

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

95.6% I learn new things in school.

93.8% My teacher tells me when I do good work.

94.2% I am safe at school

95.6% Do you use computers or I-pads at school?

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

N/A - Survey was modified and will remain the same for the following years.

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

50.2% My family likes to come to my school

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

N/A - Survey was modified and will remain the same for the following years.

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

N/A - Survey was modified and will remain the same for the following years.

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

We are working on improving parent engagement this year -- PD is set and staff are working on strategies for improvement.

Perception Data – Parents/Guardians

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

70.7% of parents gave an excellent rating to, "Our schools atmosphere is welcoming and respectful and promotes a sense of community."

67.5% of parents gave an excellent rating to, "Our school encourages parents to be actively involved in the school."

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

N/A - Survey was modified and will remain the same for the following years so that trends can be analyzed.

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

42% of parents gave an excellent rank to "My child's class size is small enough for the teacher(s) to give him/her individual attention." This is an area of concern.

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

N/A - Survey was modified and will remain the same for the following years so that trends can be analyzed.

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

N/A - Survey was modified and will remain the same for the following years so that trends can be analyzed.

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

The lowest level of satisfaction was in the area of class size. The district is aware of this need and working to align classes to better meet this in the future.

Perception Data – Teachers/Staff

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

60.9% of staff gave an excellent rating to the perception of the quality of the instructional program offered at South Elementary.

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

N/A - Survey was modified and will remain the same for the following years so that trends can be analyzed.

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

26.1% of teachers gave an excellent rating on perception of resources available to support student learning at South Elementary.

34.8% of teachers gave an excellent rating on perception regarding school organization and administrative support at South Elementary.

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

N/A - Survey was modified and will remain the same for the following years so that trends can be analyzed.

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

Old building with a technology infrastructure badly in need of upgrades.

Other

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

N/A -- we are a K-2 building.

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.

Curriculum maps, essential learnings, common assessments are created and adjusted (as needed) during PLC time for each grade level team. Content vertical alignment teams ensure that the curriculum is aligned K-3.

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

Curriculum Maps

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

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	NWEA is administered 3 x per year	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	www.watervlietps.org Click the "WPS Annual Education Report Dashboard (Panther Head) Icon"	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Not Applicable -- we are a Pre-K to 2nd Grade building	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Not Applicable -- our school is a Pre-K to 2nd grade building	

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Kevin Schooley, Superintendent 450 E. Red Arrow Highway Watervliet, MI 49098 269-463-5566	

School Improvement Plan

South Elementary School

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

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

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	Professional learning is designed to support the SIP	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

During the first semester of the 2013-2014 school year, a small group of staff members looked at compiled data and then presented it to the school improvement team, which includes parents, in February.

At that point the assessment was reviewed, assessed, analyzed, evaluated and school needs were noted to be addressed in the school improvement plan. The data dialogue discussion was used to present the comprehensive needs assessment which led to an action plan to adjust the building's school improvement plan. Data is reviewed and analyzed through monthly grade level meetings, monthly staff meetings, and monthly school improvement meetings. Data is also analyzed during data coach meetings.

Parents on the school improvement team provided their input and brought a few data pieces to the PTO for their feedback.

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

The results of the Comprehensive Needs Assessment that were reviewed by the team included:

DEMOGRAPHIC DATA:

Student Data:

320 PK-2 grade students

- 153 male
- 167 female
- 8 American Indian or Alaskan Native
- 5 Asian American
- 17 Black
- 1 Native Hawaiian
- 251 White
- 36 Hispanic
- 2 Unclassified

100 3rd grade students (students in our data set for the School Report Card)

- 49 male
- 51 female
- 60 ED
- 40 Not ED
- 15 ELL
- 85 Not ELL
- Migrant less than 10

School Improvement Plan

South Elementary School

- SWD less than 10
- 79 White
- 19 Hispanic
- Less than 10 - 2 or more

Mobility Data:

- SY 2012-13: 92% Stable Student Rate
- SY 2011-12: 88% Stable Student Rate
- SY 2010-11: 90% Stable Student Rate

Attendance Rate Data:

- SY 2012-13: 96% Attendance Rate
- SY 2011-12: 97% Attendance Rate
- SY 2010-11: 95% Attendance Rate

Staff Data - The experience level of key teaching and learning personal is as follows:

- 0-4 years: 3 certified teachers, 5 paraprofessionals
- 5-9 years: 2 certified teachers, 0 paraprofessionals
- 10-14 years: 6 certified teachers, 0 paraprofessionals
- 15-19 years: 4 certified teachers, 1 paraprofessional
- 20+ years: 5 certified teachers, 3 paraprofessionals

Community Data

Watervliet is located on the I-94 Chicago-Detroit corridor in northern Berrien County. It is a small town with a population of 1735. There are approximately 733 families. Watervliet is a Michigan community with a commitment to its history, economic development, and enriched lifestyle. Watervliet was founded in 1833. The city was named for the Dutch term that means "flowing water."

Watervliet is home to one of the largest inland lakes in Michigan (Paw Paw Lake) and is less than 20 miles from the recreational shores of Lake Michigan. It is less than an hour from Kalamazoo, an hour and a half from South Bend, IN and Grand Rapids, and two hours from Chicago. It is, quite possibly, located in a perfect location for future growth.

=====

PERCEPTION DATA:

Staff Perceptions:

High - Quality of instructional program and school climate.

Low - Resources available to support student learning and school organization and administrative support.

Parent Perceptions:

High - 98% reported ... Our school encourages parents to be actively involved in the school

Low - over 17.5% don't believe that ...My child's class size is small enough for the teacher(s) to give him/her individual attention

Student Perceptions:

High - 95% reported ... Using computers/iPads at school

Low - only 49% say their family likes to come to school

School Improvement Plan

South Elementary School

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SCHOOL PROGRAMS/PROCESS DATA (40/90 Indicator Results / On-Site Reviews):

Strongest Indicators

- I.2.B.2 Best practice/student success
- I.2.B.3 Student engagement
- III.1.B.1 Staff qualifications, knowledge and skills support student learning

Lowest Indicators

- IV.1.B.2 Parent involvement activities/self-improvement beyond the school
 - IV.2.A.2 Diversity communication network
 - V.1.A.2 Data collection from multiple sources
 - A strength is the quality of the staff members. The culture, climate, and skill level place South School in a position to produce the best from students.
 - Some weaknesses that stood out are the need to work on our parent/community communication and outreach programs
 - Another real weakness is our data collection and our lack of a useable system for the grade levels associated with South School
- =====

STUDENT ACHIEVEMENT DATA:

(fall 2012 and fall 2013 testing for MEAP and spring 2012 and spring 2013 for MME)

READING DATA (Percent Proficient)

3rd MEAP Reading

2012 Aggregate =59%

2013 Aggregate = 59%

Increase or Decrease /Same

MEAP Sub-Group Data Percent Proficient

3rd Gender Reading

2013 Males = 59%

2013 Females = 59%

Discrepancy = 0

3rd Economically Disadvantaged (ED) Reading

2013 ED = 75%

2013 Non-ED = 48%

Discrepancy = 27%

3rd Students with Disabilities (SWD) Reading (my school data)

2013 SWD = 60%

2013 SWOD = 59%

Discrepancy = 1%

School Improvement Plan

South Elementary School

3rd Limited English Proficient (LEP) Reading

2013 LEP = 33%

2013 Non-LEP = 64%

Discrepancy = 31%

3rd Ethnicities Reading

2013 Primary/Majority Ethnicity for your school = 65 % W

2013 Other = 37% H

Discrepancy = 28%

3rd Migrant Reading

2013 Migrant = <10

2013 Non-Migrant = N/A

Discrepancy =

LOCAL READING DATA (Current year)

Kindergarten

Reading Assessment: Semester Unit Test

Percent Proficient: 89%

1st Grade

Reading Assessment: NWEA - winter

Percent Proficient: 51%

2nd Grade

Reading Assessment: NWEA - winter

Percent Proficient: 55%

3rd Grade

Reading Assessment: NWEA - winter

Percent Proficient: 54%

Specific reading strands with lowest proficiency (overall and/or consistently)

1. Foundational Skills - 1st grade
2. Foundational Skills - 2nd grade
3. Informational Text

MATH DATA (Percent Proficient):

3rd MEAP Math

2012 Aggregate - 37%

2013 Aggregate - 39%

Increase or Decrease +2%

MEAP Sub-Group Data Percent Proficient

School Improvement Plan

South Elementary School

3rd Gender Math

2013 Males 42%

2013 Females 37%

Discrepancy = 5%

3rd Economically Disadvantaged (ED) Math

2013 ED - 32 %

2013 Non-ED - 49%

Discrepancy = 7%

3rd Students with Disabilities (SWD) Math

2013 SWD = <10

2013 SWOD = 40%

Discrepancy = N/A

3rd Limited English Proficient (LEP) Math

2013 LEP = 13%

2013 Non-LEP = 44%

Discrepancy = 31%

3rd Ethnicities Math

2012 Primary/Majority ethnicity for your school = 41%

2012 Other = <10

Discrepancy = None

3rd Migrant Math

2013 Migrant = less than 10

2013 Non-Migrant = N/A

Discrepancy = N/A

LOCAL MATH DATA

Kindergarten

Math Assessment: Counts Aloud to 60,

Percent Proficient: 67%

Math Assessment: Identifies Numerals 0-20

Percent Proficient: 66%

Math Assessment: One to one correspondence to 15

Percent Proficient: 80%

1st Grade

Math Assessment: NWEA - winter

Percent Proficient: 62%

School Improvement Plan

South Elementary School

2nd Grade

Math Assessment: NWEA - winter

Percent Proficient: 49%

3rd Grade

Math Assessment: NWEA - winter

Percent Proficient: 45%

Specific math strands with lowest proficiency (overall and/or consistently)

1. Geometry - 1st grade
2. Algebraic Thinking - 2nd grade

WRITING DATA (Percent Proficient)

4th MEAP Writing

2012 Aggregate

2013 Aggregate 41%

Increase or Decrease

MEAP Sub-Group Data Percent Proficient

4th Gender Writing

2013 Males - 33%

2013 Females - 47%

Discrepancy = 14%

4th Economically Disadvantaged (ED) Writing

2013 ED - 27%

2013 Non-ED - 67%

Discrepancy = 40%

4th Students with Disabilities (SWD) Writing

2013 SWD = 23%

2013 SWOD = 44%

Discrepancy = 21%

4th Limited English Proficient (LEP) Writing

2013 LEP = < 10

2013 Non-LEP =

Discrepancy =

4th Ethnicities Writing

2013 Primary/Majority Ethnicity for your school = 46% W

2013 Other = <10

School Improvement Plan

South Elementary School

Discrepancy =

4th Migrant Writing

2013 Migrant = <10

2013 Non-Migrant =

Discrepancy =

LOCAL WRITING DATA (Current year data):

Kindergarten

Writing Assessment: Narrative Rubric

Percent Proficient:

93%

1st Grade

Writing Assessment: Unit 3 Writing

Percent Proficient:

80% and above 70 = 94%

2nd Grade

Writing Assessment: Writing Rubrics - Friendly Letter

Percent Proficient:

80% or above 81/84 = 96%

SCIENCE DATA Percent Proficient):

5th MEAP Science

2012 Aggregate 14%

2013 Aggregate 12%

Increase or Decrease -2%

MEAP Sub-Group Data Percent Proficient

5th Gender Science

2013 Males 21%

2013 Females 5%

Discrepancy = 16%

5th Economically Disadvantaged (ED) Science

2013 ED 12%

2013 Non-ED 13%

Discrepancy = 1%

5th Students with Disabilities (SWD) Science

2013 SWD = 6%

2013 SWOD = 13%

School Improvement Plan

South Elementary School

Discrepancy = 7%

5th Limited English Proficient (LEP) Science

2013 LEP = 14%

2013 Non-LEP = 12%

Discrepancy = 2%

5th Ethnicities Science

2013 Primary/Majority Ethnicity of your school = 13% W

2013 Other = 8% H

Discrepancy = 5%

5th Migrant Science

2013 Migrant = <10

2013 Non-Migrant =

Discrepancy =

LOCAL SCIENCE DATA (Current year):

Kindergarten

Science Assessment: Participation Centers

Percent Proficient: 100%

1st Grade

Science Assessment: Life Cycles

Percent Proficient:

80% and above 68 = 94%

2nd Grade

Science Assessment: Measurement

Percent Proficient:

80% or above 79/86 = 92%

SOCIAL STUDIES DATA (Percent Proficient):

6th MEAP Social Studies

2012 Aggregate 34%

2013 Aggregate 27%

Increase or Decrease -7%

MEAP Sub-Group Data Percent Proficient

6th Gender Social Studies

2013 Males 39%

2013 Females 16%

Discrepancy = 23%

School Improvement Plan

South Elementary School

6th Economically Disadvantaged (ED) Social Studies

2013 ED 21%

2013 Non-ED 37%

Discrepancy = 16%

6th Students with Disabilities (SWD) Social Studies

2013 SWD = <10

2013 SWOD =

Discrepancy =

6th Limited English Proficient (LEP) Social Studies

2013 LEP = <10

2013 Non-LEP =

Discrepancy =

6th Ethnicities Social Studies

2013 Primary/Majority Ethnicity for your school = <10 %

2013 Other =

Discrepancy =

6th Migrant Social Studies

2012 Migrant = <10

2012 Non-Migrant =

Discrepancy =

LOCAL SOCIAL STUDIES DATA: (Current year data)

Kindergarten

Social Studies Assessment:

Percent Proficient: 100%

1st Grade

Social Studies Assessment: Teacher Observation

Percent Proficient:

80% and above 72 = 100%

2nd Grade

Social Studies Assessment: Community Services

Percent Proficient:

80% or above 85/87 = 98%

SOUTH ELEMENTARY SCHOOL AYP DATA:

SY 2010-2011

SY 2014-2015

© 2014 AdvancED

School Improvement Plan

South Elementary School

AYP READING=Met

AYP MATHEMATICS = Met

AYP OVERALL = Met

ED YES REPORT CARD GRADE = A

SCHOOL IMPROVEMENT STATUS = N/A

SY 2011-2012:

AYP READING=Met

AYP MATHEMATICS = Met

AYP OVERALL = Met

ED YES REPORT CARD GRADE = C

SCHOOL STATUS INDICATOR = FOCUS

SY 2012-2013, ACCOUNTABILITY STATUS:

Title I STATUS = FOCUS SCHOOL

READING STATUS = GREEN

READING SCORE = 2

MATH STATUS = GREEN

MATH SCORE = 2

OVERALL STATUS = YELLOW

OVERALL SCORE = 16

RANK ON TOP TO BOTTOM LIST: 14

Progress Towards meeting new proficiency targets:

-- NWEA MATH Mid year testing shows 69% at partially or proficient (26% proficient or above) estimated level for MEAP = our target for this group next year is 46.13

-- NWEA READING Mid year testing shows 96% at partially proficient and above (49% proficient and above) estimate level for MEAP = our target for this group next year is 68.98

The spring and fall NWEA scores will be vitally important to watch for to track students on target for state testing proficiency.

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CONCLUSIONS DRAWN:

The following was concluded after an analysis of all 4 data types (demographic, student achievement, school programs/processes, and perceptions).

CONTENT AREAS: Based on the State and Local data reviewed above in each of the content areas, the school team has selected the following broad goal areas for the school improvement plan:

1. All students will be proficient in Reading
2. All students will be proficient in Math.
3. All students will be proficient in Writing.

- Goals, Objectives, Strategies, and Activities have been developed in our SIP to address the student's needs in these high priority areas.

- Adoption of the updated version of Everyday Math with the intervention component included will be a good fit to strengthen the MTSS at

South Elementary.

SUBGROUP CONCERNS: Several priority areas emerged with subgroups:

- Bottom 30% has a disproportionate amount of economically disadvantaged students due to the economic emergency in the surrounding Watervliet area. Many businesses have closed and home values are at an all time low.
 - ELL subgroup gap is growing in both math and reading for the 3rd grade (MEAP tested group)
- Specific Objectives, Strategies, and Activities have been developed in our SIP to address the student's needs in these high priority areas.
- Speaks to the need for the MTSS to be strengthened (this is planned in our SY 2014-2015 SIP)

PERCEPTION ISSUES:

- The staff issue of available resources will be solved, somewhat, by the fact that the bond issue just passed, which will allow the district to make technology infrastructure and equipment improvements.
- The parent perception of class size has been resolved at the kindergarten with the addition of another teacher for the upcoming school year
- Students' concern that their family does not like to come to school will be addressed through various parent engagement initiatives.

DEMOGRAPHIC TRENDS:

- Increased number of ELLs is addressed in our SIP with additional support
- Growing percentage of economically disadvantaged students is also addressed in the SIP with differentiated learning strategies
- More attention will need to be given to revisit the Ruby Payne training (and send our new teachers to this training)
- Demonstrate a need for all of our teachers to be competent in the use of the data warehouse system to be able to meet the needs of the growing diversity in our student population. The system needs to be able to give us the data we need to meet the needs of early childhood aged students

PROFESSIONAL DEVELOPMENT NEEDS:

- The data contained in the CNA was utilized to create the PD Plan for the upcoming school year
- Individual teachers Personal Professional Growth Plans were created after a review of our current data and the strategies and activities of our SIP
- High requested training has been scheduled (differentiated teaching strategies, best-practice research strategies, etc.)

PROGRAM CHANGES:

- A strategic intervention plan that is system wide (at least building wide) with consistent tools and strategies that are monitored on a set schedule and allows for flexible grouping
- The Multi-Tier System of Support needs to be continually analyzed and strengthened.
- The addition of the use of the Fountas and Pinnell intervention late this school year is already showing promising results for literacy intervention for our most at risk students.

CHANGES IN SERVICES PROVIDED:

- The growing number of ED students speaks to the services we provide our students; we will need to work with our elementary Home-School / Homeless Student Liaison for review of the changes we may need to make for our students.
- We need to maintain the services we are currently provided with the collaboration of area agencies

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

As previously identified, the priority areas are math, literacy, and technology. These were determined through data analysis during our needs assessment of multiple data sources. Also, the growing population of ELLs (demographic data) and the Bottom 30% students are also a priority need.

Our goals directly reflect our priority areas identified in our needs assessment as well as covering all core academic areas.

Goal #1. Data-Based Decision Making:

Measurable Objective 1: collaborate to utilize demographic, achievement, growth, and survey data to inform district- and school-level continuous school improvement decisions by 08/31/2017 as measured by quarterly school improvement plan dashboard reports.

Measurable Objective 2: Collaborate to Provide strong instructional leadership based on the utilization of the demographic, achievement, growth, and survey data by 08/31/2017 as measured by teacher observation reports, student growth data, and quarterly SIP dashboard reports.

Goal #2. All South Elementary students will become proficient in CCSS in Mathematics.

Measurable Objective 1: 52% of All Students will demonstrate a proficiency in grade-level standards in Mathematics by 08/31/2017 as measured by state/national assessments.

Measurable Objective 2: A 30% increase of Bottom 30%, Economically Disadvantaged and English Learners students will demonstrate a proficiency with multi-tier system of support in Mathematics by 08/31/2017 as measured by state/national assessments.

Goal #3: All South Elementary students will develop literacy skills that lead to becoming proficient readers and writers

Measurable Objective 1: 72% of All Students will demonstrate a proficiency in reading in English Language Arts by 08/31/2017 as measured by state / national assessments.

Measurable Objective 2: 72% of All Students will demonstrate a proficiency in writing in English Language Arts by 08/31/2017 as measured by state / national assessments.

Measurable Objective 3: 72% of Second grade students will demonstrate a proficiency in literacy in Science by 08/31/2016 as measured by local assessments.

Measurable Objective 4: 72% of Second grade students will demonstrate a proficiency in literacy in Social Studies by 08/01/2017 as measured by local assessments.

Measurable Objective 5: 100% of All Students will demonstrate a proficiency in the content standards in Health/Physical Education by 08/28/2017 as measured by local assessments.

Measurable Objective 6: A 25% increase of Bottom 30%, Economically Disadvantaged and English Learners students will demonstrate a proficiency in literacy with a multi-tiered system of support in English Language Arts by 08/31/2017 as measured by NWEA and local assessments.

Measurable Objective 7: 100% of All Students will demonstrate a proficiency in the content standards in Music by 08/31/2017 as measured by local assessments.

Goal #4: All students at South 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 08/31/2017 as measured by District-Level Technology assessment.

Measurable Objective 2: 75% of English Learners students will demonstrate a proficiency in using technology to support their daily

learning, in English Language Arts by 08/31/2017 as measured by district-level Technology assessment

Of particular note is that Science and Social Studies are included in Goal #3: All South Elementary students will develop literacy skills that lead to becoming proficient readers and writers. Both of these content areas have separate objectives under this goal. The reason for this inclusion with the literacy goal is the fact that science and social studies for the Kindergarten through 2nd grade child can be taught more effectively when integrated with literacy instruction. These subjects are about acquiring concepts and vocabulary through text which also fosters the development of literacy skills. This is a strong area of differentiation for us as it allows us to provide extending activities for our students with high literacy skills and opportunities for reinforced intervention for our students struggling to meet the core academic standards.

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

Our school improvement plan goals address the whole school population because the expectation is that all students achieve at all grade levels

There is special attention given to the children who are disadvantaged through activities and strategies related to the goals

It is clear in the goals, objectives, strategies, and activities listed below that there are focus areas that include all students AND there are focus areas for specific subgroups and students who are furthest from benchmark.

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

Objective collaborate to utilize demographic, achievement, growth, and survey data to inform district- and school-level continuous school improvement decisions by 08/31/2017 as measured by quarterly school improvement plan dashboard reports.

Strategy Data Coaches Support Data-Based Decision Making

Activity Data Coach Meetings (Type: Professional Learning, Dates: 7/1/13-8/31/17)

Activity Data Coach training in data conversations and d... (Type: Professional Learning, Dates: 7/1/13-8/31/17)

Activity Data Coaches Lead the School Improvement Process (Type: Professional Learning, Dates: 7/1/13-8/31/17)

Activity Data Coaches Support PLC Work (Type: Professional Learning, Dates: 8/1/13-8/31/17)

Activity Gather Feedback and Evaluate Impact (Type: Policy and Process, Dates: 1/1/15-8/31/17)

Objective collaborate to Provide strong instructional leadership based on the utilization of the demographic, achievement, growth, and survey data by 08/31/2016 as measured by teacher observation reports, student growth data, and quarterly SIP dashboard reports.

Strategy Develop Building Level Leadership Capacity

Activity Create Professional Learning Plans (Type: Teacher Collaboration, Dates: 7/1/13-8/31/17)

Activity Develop PLCs Culture (Type: Professional Learning, Dates: 7/1/13-8/31/17)

Activity Reflection on Building-Wide Best Practice (Type: Professional Learning, Dates: 7/1/13-8/31/17)

Activity Principal's Leadership PD (Type: Professional Learning, Dates: 7/1/13-8/31/17)

Activity Gather Strategy Feedback (Type: Policy and Process, Dates: 8/25/14-8/31/17)

Strategy Share Data with the Community

Activity Parent Engagement PD (Type: Professional Learning, Dates: 7/1/13-8/31/17)

Activity Parent Engagement Activities (Type: Parent Involvement, Dates: 7/1/13-8/31/17)

Activity Offer Parents Resources (Type: Parent Involvement, Dates: 7/1/13-8/31/17)

Activity Gather Feedback (Type: Parent Involvement, Dates: 8/1/13-8/31/17)

Activity Gather and Analyze Strategy Data (Type: Policy and Process, Dates: 8/25/14-8/31/17)

Strategy Utilize Assessment Data to Support MTSS

Activity Create Student Friendly Learning Targets (Type: Teacher Collaboration, Dates: 8/26/13-8/31/17)

Activity Identify Essential Learning Targets (Type: Teacher Collaboration, Dates: 8/26/13-8/31/17)

Activity Data Warehouse PD (Type: Professional Learning, Dates: 8/25/14-8/1/17)

Activity PLC Work (Type: Teacher Collaboration, Dates: 8/25/14-8/31/17)

Activity Common Assessments PD (Type: Professional Learning, Dates: 5/31/14-8/31/17)

Activity Reflective Practice Within PLCs (Type: Teacher Collaboration, Dates: 8/9/14-8/31/17)

Activity Review Strategy Data (Type: Policy and Process, Dates: 8/25/14-8/31/17)

Goa 2: All South Elementary students will become proficient in the Common Core State Standards for Mathematics.

Objective 52% of All Students will demonstrate a proficiency in grade-level standards in Mathematics by 08/31/2017 as measured by state/national assessments.

Strategy Aligned Math Curriculum

Activity CCSS Professional Development (Type: Professional Learning, Dates: 7/1/13-8/31/17)

Activity Research/Evaluate Math Resources (Type: Teacher Collaboration, Dates: 6/1/14-8/31/17)

Activity Research-Based Practices PD (Type: Professional Learning, Dates: 8/1/13-8/31/17)

Activity PLC Overview of Math Delivery (Type: Teacher Collaboration, Dates: 8/25/14-8/31/17)

Activity Vertical Alignment (Type: Teacher Collaboration, Dates: 8/26/13-8/31/17)

Activity Deliver Aligned Curriculum (Type: Direct Instruction, Dates: 8/26/13-8/31/17)

Activity Extended Learning Opportunities (Type: Academic Support Program, Dates: 8/26/13-8/31/17)

Activity Reflect on Professional Practice (Type: Teacher Collaboration, Dates: 8/26/13-8/31/17)

Activity Utilize Assessment Data to Evaluate Strategy Ef... (Type: Policy and Process, Dates: 5/1/15-8/31/17)

Objective A 30% increase of Bottom 30%, Economically Disadvantaged and English Learners students will demonstrate a proficiency with multi-tier system of support in Mathematics by 08/31/2017 as measured by state/national assessments.

Strategy Supplemental Math Instruction

Activity Support for ELL/Migrant Students (Type: Academic Support Program, Dates: 7/1/13-8/31/17)

Activity Universal Screener (Type: Academic Support Program, Dates: 7/1/13-8/31/17)

Activity Support beyond School Day (Type: Academic Support Program, Dates: 7/1/13-8/31/17)

Activity Professional Development for Interventionists (Type: Professional Learning, Dates: 7/1/13-8/31/17)

Activity Supplemental math instruction (Type: Academic Support Program, Dates: 7/1/13-8/1/17)

Activity Progress Monitoring (Type: Academic Support Program, Dates: 7/1/13-8/31/17)

Activity Utilize Assessment Data to Evaluate Strategy Ef... (Type: Policy and Process, Dates: 5/1/15-8/31/17)

Goal 3: All South Elementary students will develop literacy skills that lead to becoming proficient readers and writers

Objective 72% of All Students will demonstrate a proficiency in reading in English Language Arts by 08/31/2017 as measured by state / national assessments.

Strategy Aligned Reading Curriculum

Activity CCSS PD (Type: Professional Learning, Dates: 7/1/13-8/31/17)

Activity Reading Resources Study (Type: Professional Learning, Dates: 7/1/13-8/31/17)

Activity Best Practice PD (Type: Professional Learning, Dates: 8/26/13-8/31/17)

Activity PLC Overview of Reading Instruction (Type: Teacher Collaboration, Dates: 8/26/13-8/31/17)

Activity Vertical Alignment (Type: Teacher Collaboration, Dates: 8/26/13-8/31/17)

Activity Deliver Aligned Curriculum (Type: Direct Instruction, Dates: 8/26/13-8/31/17)

School Improvement Plan

South Elementary School

Activity Extended Learning Opportunities (Type: Academic Support Program, Dates: 8/26/13-8/31/17)

Activity Reflect on Professional Practice (Type: Teacher Collaboration, Dates: 8/26/13-8/31/17)

Activity Review Strategy Data (Type: Policy and Process, Dates: 8/26/13-8/31/17)

Objective 72% of All Students will demonstrate a proficiency in writing in English Language Arts by 08/31/2017 as measured by state/national assessments.

Strategy Aligned Writing Curriculum

Activity CCSS Professional Development (Type: Professional Learning, Dates: 7/1/13-8/31/17)

Activity Writing Resource (Type: Professional Learning, Dates: 7/1/13-8/31/17)

Activity Best Practice in Writing PD (Type: Professional Learning, Dates: 8/26/13-8/1/17)

Activity PLC Overview of Writing Instruction (Type: Teacher Collaboration, Dates: 8/26/13-8/28/17)

Activity Vertical Alignment (Type: Teacher Collaboration, Dates: 8/26/13-8/28/17)

Activity Deliver Aligned Curriculum (Type: Direct Instruction, Dates: 8/26/13-8/31/17)

Activity Extended Learning Opportunities (Type: Academic Support Program, Dates: 8/26/13-8/28/17)

Activity Reflect on Professional Practice (Type: Teacher Collaboration, Dates: 8/1/13-8/28/17)

Activity Analyze Data to Evaluate Strategy Effectiveness (Type: Policy and Process, Dates: 5/1/15-8/28/17)

Objective 72% of Second grade students will demonstrate a proficiency in literacy in Science by 08/31/2016 as measured by local assessments.

Strategy Aligned Curriculum

Activity Resource Study (Type: Professional Learning, Dates: 7/1/13-8/31/17)

Activity Best Practice PD (Type: Professional Learning, Dates: 8/1/13-8/31/17)

Activity Common Curriculum Understanding (Type: Professional Learning, Dates: 8/26/13-8/1/17)

Activity PLC Overview of Instruction (Type: Teacher Collaboration, Dates: 6/1/13-6/1/17)

Activity Vertical Alignment (Type: Teacher Collaboration, Dates: 8/1/13-8/31/17)

Activity Deliver Aligned Curriculum (Type: Direct Instruction, Dates: 8/1/13-8/31/17)

Activity PLC Overview of Instruction (Type: Teacher Collaboration, Dates: 8/1/13-8/1/17)

Activity Analyze Data to Evaluate Strategy Effectiveness (Type: Teacher Collaboration, Dates: 6/1/13-8/31/17)

Objective 72% of Second grade students will demonstrate a proficiency in literacy in Social Studies by 08/31/2016 as measured by local assessments.

Strategy Aligned Curriculum

Activity Resource Study (Type: Professional Learning, Dates: 7/1/13-8/31/17)

Activity Best Practice PD (Type: Professional Learning, Dates: 8/1/13-8/31/17)

Activity Common Curriculum Understanding (Type: Professional Learning, Dates: 8/26/13-8/1/17)

Activity PLC Overview of Instruction (Type: Teacher Collaboration, Dates: 6/1/13-6/1/17)

Activity Vertical Alignment (Type: Teacher Collaboration, Dates: 8/1/13-8/31/17)

Activity Deliver Aligned Curriculum (Type: Direct Instruction, Dates: 8/1/13-8/31/17)

Activity PLC Overview of Instruction (Type: Teacher Collaboration, Dates: 8/1/13-8/1/17)

Activity Analyze Data to Evaluate Strategy Effectiveness (Type: Teacher Collaboration, Dates: 6/1/13-8/31/17)

Objective 100% of All Students will demonstrate a proficiency in the content standards in Health/Physical Education by 08/28/2017 as measured by local assessments.

Strategy Aligned Curriculum

Activity Resource Study (Type: Professional Learning, Dates: 7/1/13-8/31/17)

Activity Best Practice PD (Type: Professional Learning, Dates: 8/1/13-8/31/17)

Activity Common Curriculum Understanding (Type: Professional Learning, Dates: 8/26/13-8/1/17)

Activity PLC Overview of Instruction (Type: Teacher Collaboration, Dates: 6/1/13-6/1/17)

Activity Vertical Alignment (Type: Teacher Collaboration, Dates: 8/1/13-8/31/17)

Activity Deliver Aligned Curriculum (Type: Direct Instruction, Dates: 8/1/13-8/31/17)

Activity PLC Overview of Instruction (Type: Teacher Collaboration, Dates: 8/1/13-8/1/17)

Activity Analyze Data to Evaluate Strategy Effectiveness (Type: Teacher Collaboration, Dates: 6/1/13-8/31/17)

Objective A 25% increase of Bottom 30%, Economically Disadvantaged and English Learners students will demonstrate a proficiency in literacy with a multi-tiered system of support in English Language Arts by 08/31/2017 as measured by NWEA and local assessments.

Strategy Utilize MTSS

Activity Administer Universal Screener (Type: Academic Support Program, Dates: 7/1/13-8/31/17)

Activity Provide supplemental literacy instruction (Type: Academic Support Program, Dates: 7/1/13-8/31/17)

Activity Provide support to ELL/Migrant Students. (Type: Academic Support Program, Dates: 7/1/13-8/31/17)

Activity Provide PD for Interventionists. (Type: Professional Learning, Dates: 7/1/13-8/31/17)

Activity Beyond the School Day Support (Type: Academic Support Program, Dates: 7/1/13-8/31/17)

Activity Progress Monitoring (Type: Academic Support Program, Dates: 7/1/13-8/31/17)

Activity Utilize Program Evaluation Tool (Type: Policy and Process, Dates: 5/1/15-8/1/15)

Objective 100% of All Students will demonstrate a proficiency in the content standards in Music by 08/31/2017 as measured by local assessments.

Strategy Aligned Curriculum

Activity Resource Study (Type: Professional Learning, Dates: 7/1/13-8/31/17)

Activity Best Practice PD (Type: Professional Learning, Dates: 8/1/13-8/31/17)

Activity Common Curriculum Understanding (Type: Professional Learning, Dates: 8/26/13-8/1/17)

Activity PLC Overview of Instruction (Type: Teacher Collaboration, Dates: 6/1/13-6/1/17)

Activity Vertical Alignment (Type: Teacher Collaboration, Dates: 8/1/13-8/31/17)

Activity Deliver Aligned Curriculum (Type: Direct Instruction, Dates: 8/1/13-8/31/17)

Activity PLC Overview of Instruction (Type: Teacher Collaboration, Dates: 8/1/13-8/1/17)

Activity Analyze Data to Evaluate Strategy Effectiveness (Type: Teacher Collaboration, Dates: 6/1/13-8/31/17)

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

Objective 100% of All Students will demonstrate a proficiency utilizing technology to enhance and support their daily learning in English Language Arts by 08/31/2017 as measured by District-Level Technology assessment.

Strategy Tech Integrated into Curriculum Maps

Activity Study the Technology Standards (Type: Professional Learning, Dates: 8/26/13-8/31/17)

Activity Tech Integration Practices (Type: Professional Learning, Dates: 8/26/13-8/31/17)

Activity Reflect on Technology Integration (Type: Teacher Collaboration, Dates: 8/25/14-8/1/17)

Activity Summarize Technology Integration Data (Type: Policy and Process, Dates: 5/31/14-8/31/17)

Strategy Utilize Instructional Technology

Activity Training in Tech Integration Matrix (Type: Professional Learning, Dates: 8/26/13-8/31/17)

Activity Instructional Tech PD (Type: Professional Learning, Dates: 8/29/13-8/31/17)

Activity Demonstrate Technology Use (Type: Teacher Collaboration, Dates: 8/26/13-8/31/17)

Activity Reflect on Instructional Tech Use (Type: Teacher Collaboration, Dates: 8/26/13-8/31/17)

Activity Create Classroom Website (Type: Parent Involvement, Dates: 8/1/14-8/31/17)

Activity Utilize Instructional Technology (Type: Technology, Dates: 8/1/14-8/31/17)

Activity Parent Engagement Activities (Type: Parent Involvement, Dates: 8/1/14-8/1/17)

Activity Summarize Self Assessment Data (Type: Policy and Process, Dates: 5/1/15-8/1/17)

Objective 75% of English Learners students will demonstrate a proficiency in using technology to support their daily learning. in English

Language Arts by 08/31/2017 as measured by district-level Technology assessment.

Strategy Enhance Learning for ELLs w/Technology

Activity PD for Migrant/ELL Intervention Staff (Type: Professional Learning, Dates: 9/2/14-8/31/17)

Activity Utilize Technology Strategies (Type: Academic Support Program, Dates: 8/25/14-8/31/17)

Activity Monitor Student Progress (Type: Academic Support Program, Dates: 8/26/13-8/31/17)

Activity Evaluate Strategy (Type: Policy and Process, Dates: 8/25/14-8/28/17)

Component 2: Schoolwide Reform Strategies

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

READING

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

WRITING

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

MATH

- Based on the research of DuFour, staff will deliver an aligned math curriculum that is a result of teacher collaboration, professional

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

- As referenced in Dr. Tyler J. Griffin, an assistant professor at Brigham Young University's research of teaching relevance, staff will ensure that ALL students know how to access and understand the student-friendly learning targets, for improved academic achievement in mathematics
- Teachers / principals will engage in professional development that focuses on best-practice research, some of which was done by; Marzano, Pickering, Pollock (2001), Langlois, D.E., & Zales, C.R. (1992), Steven Zemelman, Harvey Daniels, and Arthur Hyde (2005), Jacobs, H. editor, (2004), and Tomlinson, C. (2003), for the teaching of math
- Staff will provide that all students will benefit from on-going teacher reflection (Danielson, C., & McGreal, T. L. 2000, Hargreaves, A., & Fullan, M. G. 1992) on the teaching and learning of math
- Staff will provide all students access to manipulatives as children learn and retain math better using manipulatives (Munger, D. 2007, October 9)
- Staff will provide all students the opportunity for additional support, including intervention and challenge/extended support
- Staff will ensure that all students will receive MATHEMATICS instruction based on the research of Marzano, Heflebower, Simms, Warrick, Yanoski, Hoegh (2013) and Carrol & Isaacs (2013), utilizing the CCSS and delivered through the use of the Everyday Math program.

SCIENCE:

- Based on the research of DuFour, staff will deliver an aligned science curriculum that is a result of teacher collaboration, professional development, and PLC monitoring. Essential learning standards have been identified and common assessments will be utilized to help identify student learning needs in science.
- As referenced in Dr. Tyler J. Griffin, an assistant professor at Brigham Young University's research of teaching relevance, staff will ensure that all students understand how to access and understand the student-friendly learning targets, for improved academic achievement.
- Teachers / principals will engage in professional development that focuses on best-practice research, some of which was done by; Marzano, Pickering, Pollock (2001), Langlois, D.E., & Zales, C.R. (1992), Steven Zemelman, Harvey Daniels, and Arthur Hyde (2005), Jacobs, H. editor, (2004), and Tomlinson, C. (2003), for the teaching of science.
- Staff will provide that all students will benefit from on-going teacher reflection (Danielson, C., & McGreal, T. L. 2000, Hargreaves, A., & Fullan, M. G. 1992) on the teaching and learning of science.
- Staff will provide that all students will have the opportunity for additional support, including intervention and challenge/extended support.
- Staff will provide that all students will receive help reaching the State's standards through improved classroom resources as a result of teacher research and evaluation of science resources to choose those that best meet the needs of our students/
- Staff will provide that all students will receive SCIENCE instruction through a hands-on, inquiry based method which is supported by the research of Minner, Levy, and Century, 2009, we utilize the MDE Science standards and Battle Creek Science kits for delivery of these standards.

SOCIAL STUDIES

- Based on the research of DuFour, staff will deliver an aligned social studies curriculum that is a result of teacher collaboration, professional development, and PLC monitoring. Essential learning standards have been identified and common assessments will be utilized to help identify student learning needs in social studies.
- As referenced in Dr. Tyler J. Griffin, an assistant professor at Brigham Young University's research of teaching relevance, staff will ensure that all students know how to access and understand the student-friendly learning targets, for improved academic achievement.
- Teachers / principals will engage in professional development that focuses on best-practice research, some of which was done by; Marzano, Pickering, Pollock (2001), Langlois, D.E., & Zales, C.R. (1992), Steven Zemelman, Harvey Daniels, and Arthur Hyde (2005), Jacobs, H. editor, (2004), and Tomlinson, C. (2003), for the teaching of social studies.
- Staff will engage in reflection on their professional practice in the teaching of social studies to improve achievement for ALL students

(Danielson, C., & McGreal, T. L. 2000, Hargreaves, A., & Fullan, M. G. 1992).

- Staff will provide that all students will have the opportunity for additional support, including intervention and challenge/extended support
- Staff will provide that all students will receive SOCIAL STUDIES instruction through an integrated, thematic approach with reading/writing instruction which is supported by the research of Sweeney, 2011, and utilizing the MDE content standards for social studies

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

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

QUALITY OF EDUCATION:

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

QUANTITY OF INSTRUCTION:

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

Research citations:

- Quality, documented Instructional delivery (all core courses): Marzano, Pickering, Heflebower, Knaold-McIntyre, Boogren; *Becoming a Reflective Teacher* (2012)
- Use of instructional technology: *Essential Education for a Changing World*, Edited by: Heidi Hayes Jacobs (2012)
- Multi-Tier System of Support: Mellard, Johnson; *RTI: A Practitioner's Guide to Implementing RTI* (2008)
- Research-based strategies for subgroups: Kauffman; *What's Different About Teaching Reading to Students Learning English?* (2009) and Tomlinson, *Fulfilling the Promise of the Differentiated Classroom* (2003)

- Use of Common Assessments: Stiggins, *Balanced Assessment Systems* (2006)
- Parent Engagement to improve student achievement: J. Epstein, *Creating School Climate & Structures to Support Parent and Parent-Involvement Programs* (NCREL)

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

All of the research-based reform strategies in the schoolwide plan align with the findings of the needs assessment.

Some of the highlights of our plan are:

- Grade leveled blocked uninterrupted intervention time daily
- A minimum of 4 hours of PLC time a month to review ALL grade level data and move students in /out of groups more fluidly
- Proven curricular tools such as Fountas and Pinnell, *Everyday Math's* newest edition, CCSS with essential skills identified, NWEA used as a screener, and progress monitoring tools
- Summer School
- Parent education nights
- After school tutoring
- ELL additional support

Research citations:

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

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

READING

Grade Span: K-2

Interventions: for students needing the most support in reading:

- Individual or small group intervention utilizing research-based strategies (Fountas & Pinnell, etc.) during support time of the ELA block
- ELL instructional support from ELL/Migrant Education Program staff
- Collaborative planning between teacher/interventionist

School Improvement Plan

South Elementary School

- Progress monitoring
- Reading Mentor Program
- After school Title I tutoring
- Fountas & Pinnell Intervention
- Fountas & Pinnell Take Home Readers
- Read Naturally
- Scholastic Reading Counts Program
- 1 on 1 instruction for high needs students
- Use of Technology: iPad Apps, Starfall, Learning A-Z (Razz Kids), etc.
- Parent Education Programs
- Summer School / Summer tutoring

WRITING

Grade Span: K-2

Interventions: for students needing the most support in writing:

- Individual or small group intervention utilizing research-based strategies (Fountas & Pinnell, etc.) during support time of the ELA block
- ELL instructional support from ELL/Migrant Education Program staff
- Collaborative planning between teacher/interventionist
- Progress monitoring
- After school Title I tutoring
- Fountas & Pinnell Intervention
- 1 on 1 instruction for high needs students
- Summer School / Summer tutoring

Math

Grade Span: K-2

Interventions: for students needing the most support in math:

- Individual or small group intervention utilizing research-based strategies
- ELL instructional support from ELL/Migrant Education Program staff
- Collaborative planning between teacher/interventionist
- Progress monitoring
- After school Title I tutoring
- 1 on 1 instruction for high needs students
- Technology Support: iPad Apps, IWB
- Parent Education Programs
- Summer School / Summer tutoring

Science

Grade Span: K-2

Interventions: for students needing the most support in science:

- Individual or small group intervention utilizing research-based strategies
- ELL instructional support from ELL/Migrant Education Program staff
- Collaborative planning between teacher/interventionist
- Progress monitoring

School Improvement Plan

South Elementary School

- After school Title I tutoring
- 1 on 1 instruction for high needs students
- Technology Support: iPad Apps, IWB
- Parent Education Programs

Social Studies

Grade Span: K-2

Interventions: for students needing the most support in science:

- Individual or small group intervention utilizing research-based strategies
- ELL instructional support from ELL/Migrant Education Program staff
- Collaborative planning between teacher/interventionist
- Progress monitoring
- After school Title I tutoring
- 1 on 1 instruction for high needs students
- Technology Support: iPad Apps, IWB
- Parent Education Programs

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

The main strategies to ensure students' learning needs are being met are:

#1 MTSS: A response to intervention system based on individual and group student data to provide interventions to students, monitor their response to the intervention, and adjust the intervention as indicated by the data. Progress monitoring is a vital element to this process. Progress monitoring data is collected on students every 2 - 3 weeks and is shared with the Lead Interventionist and the classroom teacher. Students' learning plans are adjusted as needed.

#2 PLCs: In the 2014-2015 school year we are make a large investment in the PLC process. The foundation for this work was laid this school year with professional learning on curriculum mapping, essential learnings, student / parent friendly learning target language, common assessment creation, etc. This work continues into the next school year with an emphasis on the PLC "owning" the grade level and helping ALL students have their learning needs met. Progress monitoring data will be very important to this process (as will common assessment data) as teachers collaborate to meet students' needs, review their progress data, and revise plans for individual students and groups of students as needed.

#3 Frequent Data Checks: Led by the Data Coaches, NWEA Growth Target and Progress data will be followed to monitor students' growth and achievement of the learning targets.

READING

Grade Span: K Progress Monitoring Tools: Easy CBM, Read Naturally, Fountas & Pinnell

Grade Span 1-2: Progress Monitoring Tools: Easy CBM, Read Naturally, Fountas & Pinnell, NWEA (MAP-Reading)

WRITING

Grade Span: K Progress Monitoring Tools: Easy CBM, Read Naturally, Fountas & Pinnell

Grade Span 1: Progress Monitoring Tools: Easy CBM, Read Naturally, Fountas & Pinnell

School Improvement Plan

South Elementary School

Grade Span:2: Progress Monitoring Tools, Easy CBM, Read Naturally, Fountas & Pinnell, NWEA (MAP-Language Usage)

MATH:

Grade Span: K Progress Monitoring Tools: Easy CBM, Everyday Math

Grade Span 1-2: Progress Monitoring Tools: Easy CBM, Everyday Math, NWEA (MAP-Mathematics)

SCIENCE:

Grade Span: K Progress Monitoring Tools: Grade Level Common Assessment Data

Grade Span 1-2: Progress Monitoring Tools: Grade Level Common Assessment Data, NWEA (MAP-Reading / Reading for Information Strand)

SOCIAL STUDIES:

Grade Span: K Progress Monitoring Tools: Grade Level Common Assessment Data

Grade Span 1-2: Progress Monitoring Tools: Grade Level Common Assessment Data, NWEA (MAP-Reading / Reading for Information Strand)

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All of the instructional paraprofessionals at South Elementary School meet the NCLB requirements for highly qualified. They hold an associate's degree or higher or are classified as proficient according to the ACT WorkKeys assessment. Credentials are on file at the Superintendent's Office.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All of the teachers at South Elementary School meet the NCLB requirements for highly qualified. All teachers hold a valid state of Michigan teaching certificate. Credentials are on file at the Superintendent's Office.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

We have a low teacher turnover rate. During this school year, we had one new teacher enter into a position that was vacated by a teacher transfer -- there were no other teachers in or out of South Elementary.

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

- Teachers- 20
- Paraprofessionals- 9

The experience level of key teaching and learning personal is as follows:

- 0-4 years: 3 certified teachers, 5 paraprofessionals
- 5-9 years: 2 certified teachers, 0 paraprofessionals
- 10-14 years: 6 certified teachers, 0 paraprofessionals
- 15-19 years: 4 certified teachers, 1 paraprofessional
- 20+ years: 5 certified teachers, 3 paraprofessionals

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

Our main initiative to attract and retain high quality teachers is the new teacher welcome and mentoring program. Watervliet Public Schools has a strong teacher mentoring program to ensure that all new teachers are supported . Mentors are trained in strategies and follow a mentoring program "map" so that all new teachers are receiving equivalent support district-wide. Also, all new teachers are welcomed into the district with a day of induction with the Superintendent and district leaders.

The district offers quality professional development scheduled throughout the year that is aligned to the needs of the building as outlined in the school improvement plan.

We are also fortunate to have a solid history that allows us to maintain our reputation as an excellent school district. South School has been a part of the Watervliet community for more than 60 years. The facility is maintained with care and presents a clean, inviting environment that fosters a small, family oriented, community of professionals committed to the success of every student and staff member.

An atmosphere of collegiality is prevalent and is reflected in the cohesiveness of the staff. All teachers are part of at least one team (grade level/instructional specialty, building curriculum (leadership), school improvement, and a social committee) and their voices are heard while working toward common curriculum goals. Teachers routinely share ideas to enhance student achievement. The building's professional learning communities foster growth of individuals and teams.

The MTSS is growing and provides a great level of support to teachers in the meeting the needs of all of their students.

Ultimately, South School is a caring community of teachers and learners.

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

In addition to working in an environment that promotes staff and student growth, our district has offered competitive salaries and benefit packages to incoming teachers with a focus on hiring the best teacher (not the least expensive); potential hires are offered a salary on the "step" pay scale that honors the years of experience they bring to WPS. To retain highly qualified teachers, WPS maintains a competitive salary and benefit package. Our current salary schedule is at or above all categories as compared to the current state averages of maximum salary per category level (BA, BA+, etc.).

The Watervliet School District consists of four schools with 77 teachers. There are 1336 students that attend Watervliet schools.

In the past three years, there has been a decline in local business in the downtown area of Watervliet yet within Watervliet Public Schools, we have experienced a slight increase in enrollment. We attribute this to an improvement in our multi-tier system of support at the elementary buildings, the addition of a seat time waiver program to serve area at-risk youth, and the general perception that the Watervliet Public School District is a safe place for children to learn and grow to their potential.

Watervliet is located on the I-94 Chicago-Detroit corridor in northern Berrien County. It is a small town with a population of 1735. There are approximately 733 families. Watervliet is a Michigan community with a commitment to its history, economic development, and enriched lifestyle. Watervliet was founded in 1833. The city was named for the Dutch term that means "flowing water."

Watervliet is home to one of the largest inland lakes in Michigan (Paw Paw Lake) and is less than 20 miles from the recreational shores of Lake Michigan. It is less than an hour from Kalamazoo, an hour and a half from South Bend, IN and Grand Rapids, and two hours from Chicago. It is, quite possibly, located in a perfect location for future growth.

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

We maintain a low teacher turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

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

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

- Differentiated Instruction
- Math Practice Standards
- Utilizing data and PLC strategies
- Research-based instructional strategies (for reading, writing, science, social studies, PE/Health, and Music) including MAISA Unit Use, Daily 5/CAFE, SIOPS, Writer's Workshop, State Curriculum Conferences with Literacy / Math emphasis, etc.)
- Parent engagement strategies
- Reading / Math intervention strategies
- Reading Strategies for ELL
- Reflecting on professional practice
- Assessment creation
- CCSS (MAISA units, Depth of Knowledge, etc.)
- Intervention Strategies
- Use of Technology Integration Matrix
- Use of data warehouse
- Web Site creation
- Instructional Technology Use

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

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

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

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

The foundation for many of our current initiatives was laid several years ago with the arrival of a new superintendent.

- Foundation work for the current MTSS (Rtl) was provided
- Follow up MTSS PD was provided in the following 2 years
- PLC foundation work in the form of professional conversation training, data use training, incorporation of data coaches, student- and parent-friendly learning targets, identification of essential learnings, curriculum maps, common assessments, vertical curriculum alignment

School Improvement Plan

South Elementary School

All of this work continues each year at a new level of intensity and understanding for all professional staff.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Our plan is complete and a copy is attached.	South Elementary PD Plan SY 2014_2015

Component 6: Strategies to Increase Parental Involvement

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

- Parents are members of the school improvement team and the building PTO has an agenda item that includes school improvement (at least one school improvement item is brought before the PTO at each of their meetings)
- Parents attended a School Wide transition meeting
- Parent surveys are conducted yearly
- Parent input is collected (and reviewed) at all school events

Relative to the 10 Schoolwide Components:

- 1- Parents will be involved in reviewing data through SIT and PTO meetings
- 2- Through data review, parents will work with faculty in looking at efficacy of the schoolwide reform strategies and changes/improvements needed
- 3- HQ staff - parents will be invited to participate in the faculty interview / selection process
- 4- Our PTO already does a great job supporting our staff with food during Teacher Week, etc. Our parents are one of the reasons we have low turnover!!
- 5- Through parent input, professional development needs of staff might surface.
- 6- Parents attended the Parent Involvement Training with our team this fall and provided great input! We continue to involve parents in planning the offerings for parent engagement activities and in ways to involve parents with South Elementary School.
- 7- Parents assist with Preschool transition by participating in pre-kindergarten events ("Taste of Kindergarten", Meet the Teacher, etc.)
- 8- Provide feedback on the assessment data they receive about their child(ren) and let us know if it is helpful to them, ways we can make it more useful to them, etc.
- 9- Many of our parents volunteer to be listeners (of new readers), after-school tutoring, readers, etc.
- 10- Parents are especially helpful with coordinating local resources to assist our schools (donations of school supplies from local businesses, items for school events, etc.)

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

- Parents are part of our school improvement team and they give feedback through stating their "gots" (what they got out of the event) and "wants" (what they still want to learn)
- Parent surveys are taken and evaluated
- Monthly meetings with the principal (Coffee with Campbell) will be held with varying times with parent engaging topics and an opportunity for parents to review our SIP and provide input
- Title I parent involvement meetings are also held and will include the opportunity for parents to review portions of the SIP and provide input

- We began collaborating with the PTO this winter collaboration with the PTO

- Parents also participate in several events such as: School Improvement meetings, Winter Safari Workshop, PTO school dances, etc. and we gather perception data from them at every opportunity!

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

- Parent surveys and analysis of the surveys
- Parent feedback at the parent involvement activities
- Gots/Wants collected at school improvement meetings
- Parent comment box located outside the office
- School Improvement Meetings\

The SI team meets monthly to progress monitor implementation of the SIP with quarterly reports sent to Central Office for review and feedback. As standing members of the SIT, parents are involved in this process.

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

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

- Provide Assistance to Parents (e)(1)

1. Teachers have translated the State grade-level content standards into parent-friendly language and will share this information with parents and assist them in understanding these learning expectations at conferences, on our website, in classroom / building newsletters, and at parent events
2. Conference discussion with parents regarding student expectations and progress on the state content standards, classroom procedures, parent engagement opportunities, and showing parents how to monitor their child's success a some major topics
3. Hold parent workshops around how to read and understand the assessment and academic results for student progress and status to support parents in understanding how to monitor academic progress
4. Link provided for MDE website with expectations and parents will receive information in parent-friendly language to facilitate an understanding of the state's academic content standards, state student academic achievement standards, state and local assessments, requirements of Title I, how to monitor a child's progress and work with our staff
5. At all Title I dedicated meetings/activities there will be a question and answer time available
6. At kindergarten observations principal will discuss expectations with parents
7. Parent involvement/ education workshops will be available to parents from surrounding agencies

- Provide Materials and Training (e)(2)

1. A packet of information will be sent home when a child is identified
2. Parent involvement/training events are planned during the year (Winter Safari)

School Improvement Plan

South Elementary School

3. A summer packet of materials will be provided

4. Parent involvement/ education workshops will be available to parents from surrounding agencies.

- Educators, with the assistance of parents, shall receive Guidance in ways to Reach out to Parents (e)(3)

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

2. A blog for the education of staff will be in place with a section for parent communication activities noted

- Coordinate and Integrate Parental Involvement Programs and Activities with Head Start, ..., the Home Instruction Programs for Preschooler, Parents as Teachers, Public Preschools, and other Programs (e)(4)

1. Parent as Teachers program conducts a monthly playgroup in the building during school hours and building information is provided

2. On site preschool conducts home visits and shares building news

3. GSRP (on site preschool) coordinates with head start

4. Participation in the county preschool advisory committee

5. Principal is the district representative for all children 0-5 suspected of needing special education services

6. Partnership with United Way day for reading

7. Partnership with the local Native American tribe

- Ensure that Information to Parents of Participating Children is in a Format they can Understand (e)(5)

1. Educational terms will be defined and parent home language will be used where possible

2. Links will be provided for MDE site documents and parents will receive information in parent-friendly language to facilitate an understanding of the state's academic content standards, state student academic achievement standards, state and local assessments, requirements of Title I, how to monitor a child's progress and work with our staff

3. A bulletin board located outside the office is dedicated to informing parents of up-coming activities related to curriculum, instruction, and support (general information will be maintained and kept current)

4. All communication between home and school, to the extent practicable, is sent home in a language that parents/guardians can understand, including parents with Limited English Proficiency(LEP), parents with disabilities, and parents of migratory children

5. When appropriate, literacy strategies presented on the Title I webpage are accompanied by video clips to aid parents/guardians in understanding expectations

- Provide such other Reasonable Support for Parental Involvement Activities as Parents may Request (e)(14)

1. Reasonable parent requests will be honored in a timely manner such as assisting parents in getting speech classes, counseling services, alternate conference times, materials for their student who is out for an extended period of time, etc.

- Provide Full Opportunities for the Participation of Parents with Limited English Proficiency, Parents with Disabilities, and Parents of Migratory Children (f)

1. To provide full opportunities for participation of parents of LEP / Migrant students, a bi-lingual teacher or aide is on staff and will provide translations of materials sent home, daily home to school communication (as needed) and translation during parent/teacher conferences

2. To provide full opportunities for participation of parents of LEP / Migrant students, LEP/Migrant parents are provided with the contact number of a bi-lingual district employee who is available to assist them both during and outside of the regular school day/year

3. Our building is handicapped accessible

4. There is a link for students with disabilities and their parents to contact for advocacy

5. Parent information/documents are translated into a parent friendly language where possible

6. During parental meetings/activities a bi-lingual interpreter is provided

Parents are encouraged to participate in all activities related to the Parent/Guardian Involvement Policy including participation in planning meetings, assisting in the classroom, and attending parent/student enrichment activities.

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

We will gather feedback / reflection from parents on the effectiveness of the parent engagement activities and how they have utilized what they have learned with their child(ren). Student achievement data will also be reviewed for impact (to see if there is a correlation with parents attending specific academic intervention activities and their child's data).

Perception data will be collected, analyzed, and discussed at SIT meetings to improve the parent involvement component of the school wide plan, including the following data::

- Parent surveys response, comment collection on an on-going basis
- At school improvement meetings parent comments will be addressed
- Parent sign in sheets and exit slips
- Tracking attendance at events (and brainstorming with parents on identifying strategies to increase attendance)
- Parent involvement in planning (and volunteering at) events

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

The school improvement team (which parents are involved in) will adjust the school wide program based on comments/input from parents gathered during parent engagement activities / events, annual surveys, etc. Also the program review data will be analyzed by the SIT and, when appropriate, the SIT will add objectives, strategies, and/or activities to the SIP as a result of the evaluation

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

8. Describe how the School-Parent Compact was developed.

As a Title I School Wide building, the staff of South Elementary School is committed to the success of every student. A large part of that success hinges on the involvement of parents as they work with their child and the school to ensure success.

With that in mind, a School-Parent Compact has been jointly developed with input from parents and staff members. The initial compact was drafted by a core group of staff members. It was then brought to the building school improvement team for review (The building school improvement team consists of classroom teachers at all grade levels PK -2, specialty teachers, paraprofessionals, parents, and administrators). During the school improvement process, input from the parents in attendance was placed as a top priority. The draft compact was also presented to the South School Parent and Teacher Organization (PTO) at a monthly meeting to garner input. After all input was gathered and disseminated the finalized compact was developed.

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

Elementary Parent/Teacher Conferences are held twice a year. At the fall conference, the Compact will be discussed and signed. The Compact will be reviewed at the spring conference.

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

We make ever effort to see all parents at parent teacher conferences in the fall. We usually see at least 90% of our parents at the fall conference and the remaining parents receive a phone follow up.

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

N/A (K-2 building)

Four K-2 parents, the compact is shared during Parent/Teacher conferences and is used as a tool to reinforce how important we feel the relationship between school and parent is to the success of their child academically.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	Attached	South_School_Parent_Compact_SY2014_15.pdf

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

- User friendly-all academic assessment recording has been critically evaluated for parent friendly language
- At parent teacher conferences the teacher explains formats and assessment results to parents and how to read the data
- Limited English- we have a bilingual person on staff that translates academic assessment information and all other relevant information and participates in calls to home, face to face, and written reading form
- Parents with Disabilities- principal reviews assessment results face to face, answers questions, plans alternate time to meet with parents at school and home, and explains and answers questions
- Literacy Issues- The principal will explain information to parents one-to-one when needed

Component 7: Preschool Transition Strategies

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

- Monthly Play Group: We invite children from birth through 5 years old into our building, during school hours, to participate in experiential learning centers with a monthly theme in collaboration with the "Parents as Teachers Program" run by Berrien RESA
- Home Visits: Our, on campus, preschoolers receive regularly scheduled home visits by their teacher and teaching assistant that involves dialogue and instruction for various parenting strategies, early literacy, and early math concepts
- Classroom Visitations: Kindergarten teachers visit the pre-school classroom periodically throughout the year and preschoolers visit the kindergarten classrooms during the school year as arranged by the teachers
- Classroom Observations: Preschool teachers, including Head Start and private facilities, are invited to observe our kindergarten classrooms at any time
- Parent and Family Events: These events are sponsored by the school and/or our PTO and are advertised at local daycare centers and Head Start facilities (this includes parental meetings that are geared toward student achievement and growth)
- Membership on Advisory Committees: Our preschool teacher, assistant teacher, and a preschool parent are a part of the building's school improvement team
- Parent Orientation: In the spring before the incoming year, the Principal meets with all incoming kindergarten parents for an hour and a half to provide information to parents on child growth/brain development, school structure, kindergarten readiness, and fostering an open communication network between parents and the school
- Readiness Observations: Early childhood staff observe incoming children in 7 key areas:
 - Gross motor
 - Social interaction
 - Fine motor
 - Speech and language
 - Pre-literacy skills
 - Phonemic awareness
 - School readiness
- Health Screenings: We collaborate with Berrien county health department to screen hearing and vision
- Open House: Our schools offer an open house for all children prior to the first day of school in August

Transition from Second Grade to Third Grade: (out of our building)

- Third Grade Orientation: Second graders walk to North School (1 mile) to tour the facility and meet the teachers, principals and staff they will
SY 2014-2015

have as third graders

- Social Stories: These are created for those students who are emotionally fragile
- Shared Staff: There are four shared staff members between North and South Elementary which support the students that have difficulty with the transition
- Open House: Our schools offer an open house for all children prior to the first day of school in August

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

We utilize the following organizations or activities to inform parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten:

- Parents as Teachers an in home parenting instruction program
- Monthly playgroups held in our gym during school hours
- Home visits by our preschool teacher
- Professional development is provided for all preschool staff that is aligned to the building goals
- Team time to align preschool curriculum with the kindergarten curriculum
- Grape Seed program is offered for parents to use at home with their preschoolers which is an extension of the classroom activities
- A parent orientation is given in the spring before the incoming year for all incoming kindergarten parents for an hour and a half to provide information to parents on child growth/brain development, school structure, kindergarten readiness, and fostering an open communication network between parents and the school

Component 8: Teacher Participation in Making Assessment Decisions

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

Through PLCs, and with facilitation from data coaches, teachers will meet to review and analyze assessments data to make decisions regarding:

- student identification for intervention
- instructional differentiation strategies / practices for student groups (and/or individual students)
- information needs of parents
- identification of students in need of challenge / extending activities
- needs from interventionists (improved communication, changes in intervention duration, intensity, etc.)

Meeting agenda notes are shared with administration and SIT meetings.

Some of our current assessments are:

Reading:

- Fountas & Pinnell
- Quarterly - NWEA
- Periodically- Formative and summative assessments
- At 2-3 weeks: progress monitoring assessments

Science:

- 2nd grade - 3 formal unit assessments

Social Studies:

- 2nd grade - Common assessments

Math:

- Quarterly - NWEA
- Weekly - Formative and summative assessments
- At 2-3 weeks: progress monitoring assessments

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

The building data coaches provide support to data analysis in providing relevant data, assisting with the analysis, leading teachers in data digs, etc.

- Teachers and interventionists meet to identify gaps in student achievement on a regular basis
- Decisions are then made on the weekly intervention strategies plan
- Teachers have identified deficits in essential skills to focus intervention strategies

School Improvement Plan

South Elementary School

- PLC's meet to determine best placement of interventionists among the students
- Within and cross-grade level intervention strategies are shared
- Informing parents (open house, P/T conferences, annual reporting, etc.)

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

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

English Language Arts: READING

Grade Span: Kindergarten, 1-2

- Identification/ Criteria: Kindergarten students are identified based on teacher observation along with common grade level assessment. Grades 1-2 are identified based on teacher observation, NWEA results, and common grade level assessments.
- Selection Criteria: It is our goal to select all students for service who are at risk of not meeting the State's academic achievement assessment standards (based on our data) at the advanced or proficient level.. After identification, students are selected for the level of service based on their data set with those requiring the greatest growth to reach the learning targets being provided the more intensive service.
- Students are progress monitored through the use of the Fountas and Pinnell program. When a child meets benchmark as identified through Fountas and Pinnell and common assessments, the child exits the program. If at any time on any given day, a child is not meeting benchmarks based on common classroom assignments, they can be considered for services in the Title 1 program. Frequency is bi-weekly.

WRITING

Grade Span: Kindergarten, 1-2

- Identification/ Criteria: Kindergarten students are identified based on teacher observation along with common grade level writing rubrics. Grades 1-2 are identified based on teacher observation, NWEA (Language Usage) results, and common grade level writing rubrics.
- Selection Criteria: It is our goal to select all students for service who are at risk of not meeting the State's academic achievement assessment standards (based on our data) at the advanced or proficient level.. After identification, students are selected for the level of service based on their data set with those requiring the greatest growth to reach the learning targets being provided the more intensive service.
- Students are progress monitored through the use of the Fountas and Pinnell program. When a child meets benchmark as identified through Fountas and Pinnell and common assessments, the child exits the program. If at any time on any given day, a child is not meeting benchmarks based on common classroom assignments, they can be considered for services in the Title 1 program. Frequency is bi-weekly.

MATH

Grade Span: Kindergarten, 1-2

- Identification/ Criteria: Kindergarten students are identified based on teacher observation along with common grade level assessment. Grades 1-2 are identified based on teacher observation, NWEA (Math) results, and common grade level assessments.
- Selection Criteria: It is our goal to select all students for service who are at risk of not meeting the State's academic achievement assessment standards (based on our data) at the advanced or proficient level.. After identification, students are selected for the level of service based on their data set with those requiring the greatest growth to reach the learning targets being provided the more intensive service.
- Students are progress monitored through the use of the Easy CBM. When a child meets benchmark as identified through Easy CBM, NWEA (Math), and common assessments, the child exits the program. If at any time on any given day, a child is not meeting benchmarks based on common classroom assignments, they can be considered for services in the Title 1 program. Frequency is bi-weekly.

SCIENCE

Grade Span: Kindergarten, 1-2

- Identification/ Criteria: Students are identified based on teacher observation along with common grade level assessments in Science.
- Selection Criteria: It is our goal to select all students for service who are at risk of not meeting the State's academic achievement assessment standards (based on our data) at the advanced or proficient level.. After identification, students are selected for the level of service based on their data set with those requiring the greatest growth to reach the learning targets being provided the more intensive service.
- Students are progress monitored through the use of common assessments. When a child meets benchmark as identified through the grade level common assessments for Science, the child exits the program. If at any time on any given day, a child is not meeting benchmarks based on common classroom assignments, they can be considered for services in the Title 1 program. Frequency is bi-weekly.

SOCIAL STUDIES:

Grade Span: Kindergarten, 1-2

- Identification/ Criteria: Students are identified based on teacher observation along with common grade level assessments for Social Studies.
- Selection Criteria: It is our goal to select all students for service who are at risk of not meeting the State's academic achievement assessment standards (based on our data) at the advanced or proficient level.. After identification, students are selected for the level of service based on their data set with those requiring the greatest growth to reach the learning targets being provided the more intensive service.
- Students are progress monitored through the use of the common assessments in Social Studies.. When a child meets benchmark as identified through common assessments in Social Studies, the child exits the program. If at any time on any given day, a child is not meeting benchmarks based on common classroom assignments, they can be considered for services in the Title 1 program. Frequency is bi-weekly.

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

English Language Arts - READING

Grade Span: K-2

Interventions: Administer a universal screener (NWEA) to all students to determine all students needs. Due to the age range of these students, teacher identification is vitally important and can be utilized at ANY time to recommend a student for additional assistance. The NWEA data is utilized to determine needs of student groups and individual students and create a plan of support for at-risk student groups. Interventionists team with classroom teachers to provide targeted interventions to Title I / At Risk students to improve their achievement in literacy. Those that have the most growth to achieve standards are given additional support time that would include, but not limited to, one-on-one assistance, extended day opportunities, and/or additional intervention sessions.

Intervention strategies include:

- 1:1 and small group instruction
- Collaborative planning between teacher / interventionist
- Individual plans within the structure of the Daily 5 and CAFE
- Fountas and Pinnell
- Progress Monitoring
- Mentoring Program

School Improvement Plan

South Elementary School

- After School Tutoring
- Read Naturally
- Scholastic Reading Counts Program
- iPad apps (electronic read-along books, skill builders, etc.)
- Parent Education Programs

English Language Arts - WRITING

Grade Span: K-2

Interventions: Administer a universal screener (NWEA for 1st/2nd grade) to all students to determine all students needs. Due to the age range of these students, teacher identification is vitally important and can be utilized at ANY time to recommend a student for additional assistance. The NWEA data is utilized in conjunction with teacher recommendation and grade level common assessments / writing rubrics to determine needs of student groups and individual students and create a plan of support for at-risk students / groups. Interventionists will team with classroom teachers to provide targeted interventions to Title I / At Risk students to improve their achievement in writing. Those that have the most growth to achieve standards are given additional support time that would include, but not limited to, one-on-one assistance, extended day opportunities, and/or additional intervention sessions.

Intervention strategies include:

- 1:1 and small group instruction
- Collaborative planning between teacher / interventionist
- Individual plans within the structure of the Daily 5 and CAFE
- Progress Monitoring
- After School Tutoring
- iPad Apps (story writers, skill builders, etc.)
- Parent Education Programs

MATH

Grade Span: K-2

Interventions: Administer a universal screener (NWEA) to all students to determine all students needs. Due to the age range of these students, teacher identification is vitally important and can be utilized at ANY time to recommend a student for additional assistance. The NWEA data is utilized in conjunction with teacher observation and common grade level assessments to determine needs of students and groups and individual students and create a plan of support for at-risk students / student groups. Interventionists will team with classroom teachers to provide targeted interventions to Title I / At Risk students to improve their achievement in math. Those that have the most growth to achieve standards are given additional support time that would include, but not limited to, one-on-one assistance, extended day opportunities, and/or additional intervention sessions.

Intervention strategies include:

- 1:1 and small group instruction
- Collaborative planning between teacher / interventionist
- Progress Monitoring
- After School Tutoring
- iPad apps (fact drill practice, Montessori Math, etc.)
- Parent Education Programs

SCIENCE and SOCIAL STUDIES

Grade Span: K-2

If students are struggling with ANY form of LITERACY, they will also need help with SCIENCE and SOCIAL STUDIES at this grade span. The same process listed above for READING and WRITING (except there is no NWEA data gathered for these subjects) is utilized here but an additional strategy of testing accommodation is added so that the content understanding can be assessed.

Intervention strategies include:

- 1:1 and small group instruction
- Collaborative planning between teacher / interventionist
- Progress Monitoring
- After School Tutoring
- iPad apps (virtual science, geography, story builders, etc.)
- Testing accommodation
- Parent Education Programs

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

It is our goal at South Elementary to meet the learning needs of ALL students ranging from those in need of support to master the core content all the way to those students needing extending / challenge activities when they demonstrate competency before their peers. Our MTSS is ever-evolving to meet this wide range of learning needs.

Within classrooms, teachers differentiate their daily instruction with scaffolding, teaming, mini-lessons, cooperative learning groups, adapted assessments/practice work, Daily 5/CAFE strategies for literacy, etc.

When a child is starting to struggle with an essential learning skill, the classroom teacher will provide additional assistance within the classroom through these same differentiation strategies and may recommend the student for after school assistance or additional intervention time. The general education teacher determines how much assistance is needed K-2. If the classroom intervention / assistance is not showing results for the student and the student continues to not meet benchmark, the general education teacher will refer them to the Title 1 interventionists for services. Depending on the needs of the student, intervention will be provided by HQ interventionist, SE paraprofessionals, or the Lead Interventionist (a certified teacher). This intervention can take place in the classroom or within close proximity. It can be 1 on 1, small group, technological tools, cooperative grouping, etc. This intervention assistance is provided at least twice daily during scheduled grade level intervention time. This program is provided kindergarten through 2nd grade.

Our data warehouse system allows teachers to easily see the levels of their students prior to lesson delivery so teachers know how much differentiation they must offer based on the content of the lesson and their student's assessment data.

Strategies for Reading/Writing/Science/Social Studies include:

- Conferencing
- Daily 5 Reading Writer's Workshop
- Cafe
- Student chosen project based learning lessons
- Reading Counts
- Using students learning styles

School Improvement Plan

South Elementary School

- High level thinking skills
- Depth of knowledge
- Whole group technology
- iPad apps (read aloud books, skill builders, etc.)
- Interactive white board lessons
- Adjusted assignments
- Verbal adjustment

Strategies for Math include:

- Manipulative choices (students choose how to demonstrate their knowledge)
- Rocket Math
- iPad apps (Montessori math, skill builders, etc.)

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

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

Resource	Description of Support Provided to School	Title I Schoolwide Component(s) Supported
Title I, Part A	<p>MTSS</p> <p>Academic Intervention</p> <p>Parent Involvement</p> <p>Summer School</p> <p>After school tutoring</p>	Component(s) Supported: 1, 2, 3, 5, 6, 7, 9
IDEA/Special Education	<p>MTSS</p> <p>Services provided through classroom inclusion and resource rooms for Academic and Behavioral needs.</p>	Component(s) Supported: 1, 2, 3, 5, 6, 7, 8, 9
Title II, Part A	High quality professional development that retains and attracts high quality teachers.	Component(s) Supported: 1, 2, 3, 4, 5, 8, 9
Title III, LEP or Immigrant	<p>MTSS</p> <p>Provides support for ELL learners</p>	Component(s) Supported: 1, 2, 3, 6, 7, 8, 9
Title IV, A Safe and Drug Free Schools	N/A	
Title IV, B 21st Century Community Learning Centers	N/A	
Head Start	<p>Coordination by migrant director of services provided to migrant and ELL's.</p> <p>Worked collaboratively throughout the year to provide pre-school services.</p>	Component(s) Supported: 1, 2, 6, 7, 8, 9, 10
Great Start Readiness Program (GSRP)	Provide pre-school services for At-Risk children within Berrien County.	Component(s) Supported: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Section 31a At Risk	<p>After school tutoring</p> <p>Summer school</p>	Component(s) Supported: 1, 2, 3, 6, 8, 9

School Improvement Plan

South Elementary School

Nutrition Programs Snacks for tutoring Component(s) Supported: 1, 2, 6, 9, 10
(Free and Reduced Project Lean
Lunch, breakfast, Snacks for all after school programs
snack, summer
feeding) Other
Nutrition (Healthy)

Health/Dental/Vision Inter Care - Dental Component(s) Supported: 1, 2, 6, 9, 10
and General Student Berrien County Health Department
Welfare for Vision and Hearing Screening
Local Dentists
Lori's Place (Children's Grief Counsel)
Lions Club

Local Foundations Junior Achievement Component(s) Supported: 1, 2, 9, 10
United Way
Berrien County Community Foundation
Heart of Cook
After school tutoring

Competitive Grants Berrien Community Foundations Component(s) Supported: 1, 2, 3, 10
MEMIC
Cook Nuclear
United Way
Gateway
Krasl

Donations Local Churches Component(s) Supported: 1, 2, 3, 5, 6, 9, 10
Lions Club
Coloma Hometown Flowers
Watervliet Flower Basket
Safari Joes Marriott
Parent Donations
Frosty Boy
Teacher Donations
Mill Creek Charlie's
Various other businesses in
the Watervliet and Coloma area

General Fund Core Education Programming Component(s) Supported: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

School Improvement Plan

South Elementary School

evaluation

Parent Groups (Booster Clubs, PTA/PTO) PTO- field trip funding, book fairs, book donations, school wide assistance, fundraisers, community involvement activities (daddy daughter dance, etc.) Component(s) Supported: 1, 2, 6, 7, 10

Local Businesses Local Churches Component(s) Supported: 1, 2, 3, 5, 6, 9, 10
Lions Club
Coloma Hometown Flowers
Watervliet Flower Basket
Safari Joes Marriott
Parent Donations

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

Resource	Description of Support Provided to School	Title I Schoolwide Component(s) Supported
Title I, Part A	MTSS Academic Intervention Parent Involvement Summer School After school tutoring	Component(s) Supported: 1, 2, 3, 5, 6, 7, 9
IDEA/Special Education	MTSS Services provided through classroom inclusion and resource rooms for Academic and Behavioral needs.	Component(s) Supported: 1, 2, 3, 5, 6, 7, 8, 9
Title II, Part A	High quality professional development that retains and attracts high quality teachers.	Component(s) Supported: 1, 2, 3, 4, 5, 8, 9
Title III, LEP or Immigrant	MTSS Provides support for ELL learners	Component(s) Supported: 1, 2, 3, 6, 7, 8, 9
Title IV, A Safe and Drug Free Schools	N/A	

School Improvement Plan

South Elementary School

Title IV, B 21st Century Community Learning Centers	N/A	
Head Start	Coordination by migrant director of services provided to migrant and ELL's. Worked collaboratively throughout the year to provide pre-school services.	Component(s) Supported: 1, 2, 6, 7, 8, 9, 10
Great Start Readiness Program (GSRP)	Provide pre-school services for At-Risk children within Berrien County.	Component(s) Supported: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Section 31a At Risk	After school tutoring Summer school	Component(s) Supported: 1, 2, 3, 6, 8, 9
Nutrition Programs (Free and Reduced Lunch, breakfast, snack, summer feeding) Other Nutrition (Healthy)	Snacks for tutoring Project Lean Snacks for all after school programs	Component(s) Supported: 1, 2, 6, 9, 10
Health/Dental/Vision and General Student Welfare	Inter Care - Dental Berrien County Health Department for Vision and Hearing Screening Local Dentists Lori's Place (Children's Grief Counsel) Lions Club	Component(s) Supported: 1, 2, 6, 9, 10
Local Foundations	Junior Achievement United Way Berrien County Community Foundation Heart of Cook After school tutoring	Component(s) Supported: 1, 2, 9, 10
Competitive Grants	Berrien Community Foundations MEMIC Cook Nuclear United Way Gateway Krasl	Component(s) Supported: 1, 2, 3, 10

School Improvement Plan

South Elementary School

Donations	Local Churches Lions Club Coloma Hometown Flowers Watervliet Flower Basket Surfari Joes Marriott Parent Donations Frosty Boy Teacher Donations Mill Creek Charlie's Various other businesses in the Watervliet and Coloma area	Component(s) Supported: 1, 2, 3, 5, 6, 9, 10
General Fund	Core Education Programming	Component(s) Supported: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 evaluation
Parent Groups (Booster Clubs, PTA/PTO)	PTO- field trip funding, book fairs, book donations, school wide assistance, fundraisers, community involvement activities (daddy daughter dance, etc.)	Component(s) Supported: 1, 2, 6, 7, 10
Local Businesses	Local Churches Lions Club Coloma Hometown Flowers Watervliet Flower Basket Surfari Joes Marriott Parent Donations	Component(s) Supported: 1, 2, 3, 5, 6, 9, 10

All of the above programs are used in tandem to provide services, supplies, motivational tools, and incentives to students and parents so that the students that attend South Elementary School are able to get the most from the programs provided. These program extend into the home environment with materials and events that support parent participation.

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

A variety of financial resources (see prior question) are coordinated to provide our kindergarten through second grade students with appropriate programming in nutrition, anti-violence/anti-bullying, etc.

Resource

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

School Improvement Plan

South Elementary School

Support provided to school

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

Title 1 Schoolwide component supported

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

Evaluation:

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

We will set implementation goals from our schoolwide implementation plan and utilize these with our school improvement team to monitor the implementation of the schoolwide program in the 2014-2015 school year. The SI team meets monthly to progress monitor implementation of the SIP with quarterly reports sent to Central Office for review and feedback. As standing members of the SIT, parents are involved in this process.

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

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

- Progress monitoring data
- Common Grade level Assessments
- NWEA benchmarking data (3 times per year)
- MEAP/Smarter Balance data
- Survey data (community, parent, student, staff)

We plan on utilizing the MDE Program Evaluation Tool in the 2014-2015 school year. We will compare data to district provided growth goals.

With the results from the evaluation we will determine which strategies are effective/not effective and modify initiatives and approaches from the data gathered and analyzed.

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

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

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

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

Our continuous school improvement model will be followed to revise the plan based on data gathered in the evaluation phase.

We will determine which strategies are working and which are not and make modifications accordingly for future instruction/schoolwide

initiatives.

WPS South Elementary SY 2014-2015

Overview

Plan Name

WPS South Elementary SY 2014-2015

Plan Description

Revised May 2014 for Title I SW Transition

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	South Elementary will develop a sustainable culture of Data-Based Decision Making	Objectives: 2 Strategies: 4 Activities: 22	Organizational	\$25200
2	All South Elementary students will become proficient in Mathematics.	Objectives: 2 Strategies: 2 Activities: 16	Academic	\$1834900
3	All South Elementary students will develop literacy skills that lead to becoming proficient readers and writers	Objectives: 7 Strategies: 4 Activities: 33	Academic	\$3544400
4	All students at South Elementary School will become technologically literate.	Objectives: 2 Strategies: 3 Activities: 16	Academic	\$124600

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

Measurable Objective 1:

collaborate to utilize demographic, achievement, growth, and survey data to inform district- and school-level continuous school improvement decisions by 08/31/2017 as measured by quarterly school improvement plan dashboard reports.

Strategy 1:

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

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

Tier: Tier 1

Activity - Data Coach Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Coaches will participate in regularly scheduled meetings w/Central Office to review data, prepare to support teachers in data use, and reflect on data coaching practices.	Professional Learning	Tier 1	Monitor	07/01/2013	08/31/2017	\$400	General Fund	Data Coaches, Principal, Curriculum Director
Activity - Data Coach training in data conversations and data analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two data coaches will be trained in the use/analysis of data to lead continuous school improvement conversations and support the work of all PLCs within the school.	Professional Learning	Tier 1	Getting Ready	07/01/2013	08/31/2017	\$1500	Title II Part A	Data Coaches Principal, and Curriculum Director
Activity - Data Coaches Lead the School Improvement Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Coaches will lead the SIT in the continuous school improvement process.	Professional Learning	Tier 1	Implement	07/01/2013	08/31/2017	\$400	General Fund	Data Coaches, Principal, and Curriculum Director

School Improvement Plan

South Elementary School

Activity - Data Coaches Support PLC Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Coaches will support the work of the PLCs by teaching and supporting faculty in the use and analysis of data	Professional Learning	Tier 1	Implement	08/01/2013	08/31/2017	\$2500	Title II Part A	Data Coaches, Principal, and Curriculum Director

Activity - Gather Feedback and Evaluate Impact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gather feedback from SIT and PLCs and summarize the data on the impact of this strategy.	Policy and Process	Tier 1	Evaluate	01/01/2015	08/31/2017	\$500	General Fund	Data Coaches, Principal, Curriculum Director

Measurable Objective 2:

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

Strategy 1:

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

Research Cited: Marzano, School Leadership That Works (2005); and King, Rose, Erkens, Jakicic, Guskey, Ferriter, Heflebower, Hierck, Vagle, Hinman, Weichel, Huff

Tier: Tier 1

Activity - Create Professional Learning Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a professional learning needs plan for school leaders based on Personal Professional Growth Plans relative to the SIP.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2013	08/31/2017	\$1500	Title II Part A	Curriculum Director, Principals, Data Coaches, Grade Level Chairpersons

Activity - Develop PLCs Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

South Elementary School

Teacher Leaders and the building Principal will attend professional learning opportunities to learn how to build a culture that supports high levels of learning through Professional Learning Communities that support the Multi-Tier System of Support (MTSS) for all students.	Professional Learning	Tier 1	Implement	07/01/2013	08/31/2017	\$1000	Title II Part A	Administrators, Data Coaches, Curriculum Director
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Activity - Reflection on Building-Wide Best Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Embedded in faculty meetings, PLC meetings, evaluation meetings, mentoring meetings, etc., school leaders will lead faculty in reflecting on their use of "Teach Like a Champion" strategies to monitor the implementation of the learning from the district-wide book study, "Teach Like a Champion".	Professional Learning	Tier 1	Monitor	07/01/2013	08/31/2017	\$500	General Fund	Principal

Activity - Principal's Leadership PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal's PD: The principal will participate in various professional learning opportunities to develop skill in creating a culture of academic success through improved knowledge in instructional strategies, content delivery, and evaluation/observation practices (MEMPSA, 5D+, etc.).	Professional Learning	Tier 1	Implement	07/01/2013	08/31/2017	\$4000	Title II Part A	Principal, Curriculum Director

Activity - Gather Strategy Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gather feedback from building leaders (principal, grade level chairpersons, data coaches) on their professional learning experiences and the ways the learning has impacted their capacity to lead the building in data-based decisions that lead to improvements in teaching and learning.	Policy and Process	Tier 1	Evaluate	08/25/2014	08/31/2017	\$500	General Fund	Principal, Grade Level Chairpersons

Strategy 2:

Share Data with the Community - Administrators and teachers will use research based strategies to share data with the community.

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

Tier:

Activity - Parent Engagement PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will attend Parent Engagement PD to create opportunities for successful parent collaboration.	Professional Learning	Tier 1	Getting Ready	07/01/2013	08/31/2017	\$4000	Title II Part A	Administrators, Curriculum Director, Teachers

School Improvement Plan

South Elementary School

Activity - Parent Engagement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will offer parent engagement opportunities to share student data and improve academic outcomes for Title I and/or At Risk Students.	Parent Involvement	Tier 1	Implement	07/01/2013	08/31/2017	\$1000	Title I Part A	Principal, Lead Interventionist, Data Coaches, Curriculum/ Title I Director
Activity - Offer Parents Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will offer parents resources that will help our parents assist their child(ren) in improving their academic achievement.	Parent Involvement	Tier 1	Implement	07/01/2013	08/31/2017	\$900	Title I Part A	Principal, Lead Interventionist, Data Coaches, Curriculum/ Title I Director
Activity - Gather Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gather feedback / reflection from parents on the effectiveness of the parent engagement activities and how they have utilized what they have learned with their child(ren).	Parent Involvement	Tier 1	Monitor	08/01/2013	08/31/2017	\$500	General Fund	Principal, Lead Interventionist, Data Coaches, Curriculum/ Title I Director
Activity - Gather and Analyze Strategy Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gather and analyze data related to parent engagement activities: feedback/reflection; NWEA data of students whose parents participate in engagement activities related to instructional strategies at home; etc.	Policy and Process	Tier 1	Evaluate	08/25/2014	08/31/2017	\$500	General Fund	Principal, Lead Interventionist, Data Coaches, Curriculum/ Title I Director

School Improvement Plan

South Elementary School

Strategy 3:

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

Research Cited: DuFour, Eaker; (1998) Professional Learning Communities at Work

RTI: A Practitioner's Guide to Implementing RTI (2008)

Tier: Tier 1

Activity - Create Student Friendly Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In PLCs, teachers will create student-friendly learning targets that will be shared with students (posted and reviewed during the relevant lesson) to improve academic outcomes for all students.	Teacher Collaboration	Tier 1	Getting Ready	08/26/2013	08/31/2017	\$500	General Fund	Principal, Teachers, Curriculum/ Title I Director
Activity - Identify Essential Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will agree on grade level "Essential Learning Targets" that will be the foundation of the work of the PLCs (common assessments, improvement conversations, etc.). These will be shared in vertical teams.	Teacher Collaboration	Tier 1	Getting Ready	08/26/2013	08/31/2017	\$500	General Fund	Principal, Teachers, Curriculum/ Title I Director
Activity - Data Warehouse PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All building staff will participate in SchoolNet / Data Warehouse training to learn how to utilize the data warehouse for data retrieval and to utilize the data warehouse to create and store common assessments that support the work of the MTSS.	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/01/2017	\$1500	Title II Part A	Principal, Teachers, Curriculum/ Title I Director
Activity - PLC Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the grade level to meet the individual teaching and learning needs of all students.	Teacher Collaboration	Tier 1	Implement	08/25/2014	08/31/2017	\$500	General Fund	Principal, Teachers, Curriculum/ Title I Director
Activity - Common Assessments PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

South Elementary School

Teachers will participate in assessment creation professional learning opportunities to learn how to create common formative / summative assessments and review the data to support the MTSS.	Professional Learning	Tier 1	Implement	05/31/2014	08/31/2017	\$1500	Title II Part A	Principal, Teachers, Curriculum/ Title I Director
Activity - Reflective Practice Within PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within monthly PLC meetings, teachers will engage in reflective practice to monitor the fidelity of the utilization of data with the PLCs to support the MTSS. Data Coaches will provide data updates that allow the team to focus on the impact on student achievement.	Teacher Collaboration	Tier 1	Monitor	08/09/2014	08/31/2017	\$500	General Fund	Principal, Teachers, Curriculum/ Title I Director
Activity - Review Strategy Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The strategy implementation data will be summarized then reviewed for any needed changes to this practice.	Policy and Process	Tier 1	Evaluate	08/25/2014	08/31/2017	\$500	General Fund	Principal, Teachers, Curriculum/ Title I Director

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

Measurable Objective 1:

52% of All Students will demonstrate a proficiency in grade-level standards in Mathematics by 08/31/2017 as measured by state/national assessments.

Strategy 1:

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

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

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

Tier: Tier 1

Activity - CCSS Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

South Elementary School

Teachers will complete professional development that leads to deep understanding of the mathematics CCSS, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available CCSS resources)	Professional Learning	Tier 1	Getting Ready	07/01/2013	08/31/2017	\$4000	Title II Part A	Grade Level Chairperson, Principal, Curriculum/Title I Director
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Activity - Research/Evaluate Math Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will research and evaluate mathematics resources to choose those that best meet the needs of our students in achieving proficiency in the CCSS.	Teacher Collaboration	Tier 1	Getting Ready	06/01/2014	08/31/2017	\$500	General Fund	Grade Level Chairperson, Principal, Curriculum/Title I Director

Activity - Research-Based Practices PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional learning opportunities in: Math Practice Standards, Research-Based Instructional Practices, Student Engagement Strategies, and the CCSS Everyday Math series to improve instructional outcomes for all students.	Professional Learning	Tier 1	Getting Ready	08/01/2013	08/31/2017	\$1500	Title II Part A	Grade Level Chairperson, Principal, Curriculum/Title I Director

Activity - PLC Overview of Math Delivery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will meet 3 to 4 times per month to create common assessments, look at the Essential Learning Target data for ALL students in the grade level to meet the individual teaching and learning needs of all students.	Teacher Collaboration	Tier 1	Implement	08/25/2014	08/31/2017	\$500	General Fund	Grade Level Chairperson, Principal, Curriculum/Title I Director

Activity - Vertical Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

South Elementary School

Teachers will meet in vertical curriculum teams to ensure vertical alignment of the math curriculum and the essential learning standards.	Teacher Collaboration	Tier 1	Implement	08/26/2013	08/31/2017	\$500	General Fund	Grade Level Chairperson, Principal, Curriculum/Title I Director
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Activity - Deliver Aligned Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs.	Direct Instruction	Tier 1	Implement	08/26/2013	08/31/2017	\$850000	General Fund	Grade Level Chairperson, All Teachers, Principal, Curriculum/Title I Director

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Both within the classroom and as a part of additional support (within and beyond the school day), teachers will challenge students with extended activities when they have mastered the content.	Academic Support Program	Tier 2	Implement	08/26/2013	08/31/2017	\$850000	General Fund	Grade Level Chairperson, All Teachers, Principal, Curriculum/Title I Director

Activity - Reflect on Professional Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level, building, district teams will reflect on the effectiveness of their professional practice in mathematics instruction through PLCs, vertical teams, and district-wide math curriculum teams.	Teacher Collaboration	Tier 1	Monitor	08/26/2013	08/31/2017	\$500	General Fund	Grade Level Chairperson, Principal, Curriculum/Title I Director

Activity - Utilize Assessment Data to Evaluate Strategy Effectiveness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

South Elementary School

Utilize the state assessment / NWEA data to evaluate the impact the MTSS strategy has on student achievement.	Policy and Process	Tier 2	Evaluate	05/01/2015	08/31/2017	\$500	General Fund	Data Coaches, Principal, Curriculum/ Title I Director
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Measurable Objective 2:

A 30% increase of Bottom 30%, Economically Disadvantaged and English Learners students will demonstrate a proficiency with multi-tier system of support in Mathematics by 08/31/2017 as measured by state/national assessments.

Strategy 1:

Supplemental Math Instruction - Implementation of a multi-tier system of support beyond the core content math instruction that includes; universal screener, intervention support, progress monitoring, and course corrections as indicated by data.

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

Tier: Tier 2

Activity - Support for ELL/Migrant Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELL/Migrant interventionist will team with classroom teachers to provide targeted interventions to ELL/Migrant students to improve their achievement in mathematics.	Academic Support Program	Tier 2	Implement	07/01/2013	08/31/2017	\$25000	Title I Part C	ELL/Migrant Interventionist & Director, Teachers, Principal, Curriculum/ Title I Director

Activity - Universal Screener	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer a universal screener (NWEA) to all students to determine learning needs of student groups and individual students and create a plan of support for all students.	Academic Support Program	Tier 1	Getting Ready	07/01/2013	08/31/2017	\$1400	General Fund	Lead Interventionist, Principal, Curriculum/ Title I Director

Activity - Support beyond School Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

South Elementary School

Teachers / interventionists will provide before, after, and/or summer school support to students who are struggling with mathematics.	Academic Support Program	Tier 2	Implement	07/01/2013	08/31/2017	\$5000	Title I Part A	Lead Interventionist, Principal, Curriculum/ Title I Director
Activity - Professional Development for Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists will participate in ongoing professional development opportunities to learn how to utilize strategies and resource to assist students who are struggling with reading improve their achievement level.	Professional Learning	Tier 2	Getting Ready	07/01/2013	08/31/2017	\$5000	Title II Part A	Lead Interventionist, Principal, Curriculum/ Title I Director
Activity - Supplemental math instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The academic intervention team will collaborate with classroom teachers to provide research-based interventions to students identified as needing academic support to improve their achievement in mathematics.	Academic Support Program	Tier 2	Implement	07/01/2013	08/01/2017	\$70000	Title I Part A	Lead Interventionist, Principal, Curriculum/ Title I Director
Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers / interventionists will monitor the progress of Economically Disadvantaged students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data.	Academic Support Program	Tier 2	Monitor	07/01/2013	08/31/2017	\$20000	Title I Part A	Lead Interventionist, Principal, Curriculum/ Title I Director
Activity - Utilize Assessment Data to Evaluate Strategy Effectiveness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

South Elementary School

Utilize the state / NWEA assessment subgroup data to evaluate the impact the MTSS strategy has on student achievement.	Policy and Process	Tier 2	Evaluate	05/01/2015	08/31/2017	\$500	General Fund	Lead Interventionist, Principal, Curriculum/Title I Director
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Goal 3: All South Elementary students will develop literacy skills that lead to becoming proficient readers and writers

Measurable Objective 1:

72% of All Students will demonstrate a proficiency in reading in English Language Arts by 08/31/2017 as measured by state / national assessments.

Strategy 1:

Aligned Reading Curriculum - Teachers will collaborate to reach common understanding of the grade level CCSS, create curriculum maps w/embedded essential learnings, participate in vertical alignment team conversations to align the reading curriculum for grades K-3 and utilize PLCs to monitor CCSS reading instruction that will improve the achievement of all students.

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

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

Tier: Tier 1

Activity - CCSS PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that leads to deep understanding of the 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	Tier 1	Getting Ready	07/01/2013	08/31/2017	\$3000	Title II Part A	Grade Level Chairperson, Principal, Director of Curriculum/Title I

Activity - Reading Resources Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

South Elementary School

Teachers will research and evaluate reading resources, up to and including Daily 5/CAFE, to choose those that best meet the needs of our students in achieving proficiency in the CCSS.	Professional Learning	Tier 1	Getting Ready	07/01/2013	08/31/2017	\$1000	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - Best Practice PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional learning opportunities to learn how to best deliver the CCSS for reading, including: Utilizing the MAISA units, Daily 5, Daily Cafe, and research-based instructional practices.	Professional Learning	Tier 1	Getting Ready	08/26/2013	08/31/2017	\$1500	Title II Part A	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - PLC Overview of Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the grade level and make decisions about the teaching and learning needs for all students.	Teacher Collaboration	Tier 1	Implement	08/26/2013	08/31/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - Vertical Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in vertical curriculum teams to ensure vertical alignment of the reading curriculum and the essential learning standards.	Teacher Collaboration	Tier 1	Implement	08/26/2013	08/31/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - Deliver Aligned Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

South Elementary School

Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs.	Direct Instruction	Tier 1	Implement	08/26/2013	08/31/2017	\$850000	General Fund	ALL Teachers, Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Both within the classroom and as a part of additional support (within and beyond the school day), teachers will challenge students with extended activities when they have mastered the content.	Academic Support Program	Tier 1	Implement	08/26/2013	08/31/2017	\$850000	General Fund	All Teachers, Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - Reflect on Professional Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level, building, and district teams will reflect on the effectiveness of their professional practice in reading instruction through PLCs, vertical teams, and district-wide curriculum teams.	Teacher Collaboration	Tier 1	Monitor	08/26/2013	08/31/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - Review Strategy Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the NWEA and state assessment strand data to evaluate the impact of the curriculum alignment / delivery on student achievement.	Policy and Process	Tier 1	Evaluate	08/26/2013	08/31/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I

Measurable Objective 2:

72% of All Students will demonstrate a proficiency in writing in English Language Arts by 08/31/2017 as measured by state/national assessments.

School Improvement Plan

South Elementary School

Strategy 1:

Aligned Writing Curriculum - Teachers will collaborate to reach common understanding of the grade level standards create curriculum maps w/embedded essential learnings, participate in vertical alignment team conversations to align the writing curriculum for grades K through 3 and utilize PLCs to monitor wiring instruction that will improve the achievement of all students.

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

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

Tier: Tier 1

Activity - CCSS Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that leads to deep understanding of the CCSS for writing, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available CCSS resources, MAISA.	Professional Learning	Tier 1	Getting Ready	07/01/2013	08/31/2017	\$3000	Title II Part A	Grade Level Chairperson, Principal, Director of Curriculum/ Title I

Activity - Writing Resource	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will research and evaluate writing resources to choose those that best meet the needs of our students in achieving proficiency in the CCSS.	Professional Learning	Tier 1	Getting Ready	07/01/2013	08/31/2017	\$1000	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I

Activity - Best Practice in Writing PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional learning opportunities to learn how to best deliver the CCSS for writing including: Utilizing the MAISA writing units, Writers Workshop, Daily 5/Cafe, and research-based instructional practices.	Professional Learning	Tier 1	Getting Ready	08/26/2013	08/01/2017	\$1500	Title II Part A	Grade Level Chairperson, Principal, Director of Curriculum/ Title I

Activity - PLC Overview of Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

South Elementary School

PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the grade level to meet the individual teaching and learning needs of all students.	Teacher Collaboration	Tier 1	Implement	08/26/2013	08/28/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
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Activity - Vertical Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in vertical curriculum teams to ensure vertical alignment of the writing curriculum and the essential learning standards.	Teacher Collaboration	Tier 1	Implement	08/26/2013	08/28/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I

Activity - Deliver Aligned Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs.	Direct Instruction	Tier 1	Implement	08/26/2013	08/31/2017	\$850000	General Fund	ALL Teachers, Grade Level Chairperson, Principal, Director of Curriculum/ Title I

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Both within the classroom and as a part of additional support (within and beyond the school day), teachers will challenge students with extended activities when they have mastered the content.	Academic Support Program	Tier 2	Implement	08/26/2013	08/28/2017	\$850000	General Fund	ALL Teachers, Grade Level Chairperson, Principal, Director of Curriculum/ Title I

Activity - Reflect on Professional Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

South Elementary School

Grade level, building, district teams will reflect on the effectiveness of their professional practice in writing instruction through PLCs, vertical teams, and district-wide writing curriculum teams.	Teacher Collaboration	Tier 1	Monitor	08/01/2013	08/28/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
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Activity - Analyze Data to Evaluate Strategy Effectiveness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the state assessment and NWEA strand data to evaluate the impact the curriculum alignment has on student achievement.	Policy and Process	Tier 1	Evaluate	05/01/2015	08/28/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I

Measurable Objective 3:

72% of Second grade students will demonstrate a proficiency in literacy in Science by 08/31/2016 as measured by local assessments.

(shared) Strategy 1:

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

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

Research Cited: DuFour, Eaker; (1998) Professional Learning Communities at Work

Tier: Tier 1

Activity - Resource Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will research and evaluate curriculum resources to choose those that best meet the needs of our students in achieving proficiency in the content standards.	Professional Learning	Tier 1	Getting Ready	07/01/2013	08/31/2017	\$1000	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I

Activity - Best Practice PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

South Elementary School

Teachers will complete professional learning opportunities in: Research-Based Instructional Practices for science, Student Engagement Strategies, Literacy strategies for informational text, etc.	Professional Learning	Tier 1	Getting Ready	08/01/2013	08/31/2017	\$1500	Title II Part A	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - Common Curriculum Understanding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that leads to deep understanding of the standards, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources)	Professional Learning	Tier 1	Getting Ready	08/26/2013	08/01/2017	\$1500	Title II Part A	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - PLC Overview of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the grade level to meet the individual teaching and learning needs of all students.	Teacher Collaboration	Tier 1	Implement	06/01/2013	06/01/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - Vertical Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in vertical curriculum teams to ensure vertical alignment of the curriculum and the essential learning standards.	Teacher Collaboration	Tier 1	Implement	08/01/2013	08/31/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - Deliver Aligned Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

South Elementary School

Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs.	Direct Instruction	Tier 1	Implement	08/01/2013	08/31/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
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Activity - PLC Overview of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level, building, district teams will reflect on the effectiveness of their professional practice through PLCs, vertical teams, and district-wide curriculum teams.	Teacher Collaboration	Tier 1	Monitor	08/01/2013	08/01/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I

Activity - Analyze Data to Evaluate Strategy Effectiveness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the state assessment strand data and/or local assessment data to evaluate the impact the curriculum alignment has on student achievement.	Teacher Collaboration	Tier 1	Evaluate	06/01/2013	08/31/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I

Measurable Objective 4:

72% of Second grade students will demonstrate a proficiency in literacy in Social Studies by 08/01/2017 as measured by local assessments.

(shared) Strategy 1:

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

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

Research Cited: DuFour, Eaker; (1998) Professional Learning Communities at Work

Tier: Tier 1

Activity - Resource Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

South Elementary School

Teachers will research and evaluate curriculum resources to choose those that best meet the needs of our students in achieving proficiency in the content standards.	Professional Learning	Tier 1	Getting Ready	07/01/2013	08/31/2017	\$1000	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - Best Practice PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional learning opportunities in: Research-Based Instructional Practices for science, Student Engagement Strategies, Literacy strategies for informational text, etc.	Professional Learning	Tier 1	Getting Ready	08/01/2013	08/31/2017	\$1500	Title II Part A	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - Common Curriculum Understanding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that leads to deep understanding of the standards, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources)	Professional Learning	Tier 1	Getting Ready	08/26/2013	08/01/2017	\$1500	Title II Part A	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - PLC Overview of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the grade level to meet the individual teaching and learning needs of all students.	Teacher Collaboration	Tier 1	Implement	06/01/2013	06/01/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - Vertical Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

South Elementary School

Teachers will meet in vertical curriculum teams to ensure vertical alignment of the curriculum and the essential learning standards.	Teacher Collaboration	Tier 1	Implement	08/01/2013	08/31/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
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Activity - Deliver Aligned Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs.	Direct Instruction	Tier 1	Implement	08/01/2013	08/31/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I

Activity - PLC Overview of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level, building, district teams will reflect on the effectiveness of their professional practice through PLCs, vertical teams, and district-wide curriculum teams.	Teacher Collaboration	Tier 1	Monitor	08/01/2013	08/01/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I

Activity - Analyze Data to Evaluate Strategy Effectiveness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the state assessment strand data and/or local assessment data to evaluate the impact the curriculum alignment has on student achievement.	Teacher Collaboration	Tier 1	Evaluate	06/01/2013	08/31/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I

Measurable Objective 5:

100% of All Students will demonstrate a proficiency in the content standards in Health/Physical Education by 08/28/2017 as measured by local assessments.

(shared) Strategy 1:

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

School Improvement Plan

South Elementary School

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

Research Cited: DuFour, Eaker; (1998) Professional Learning Communities at Work

Tier: Tier 1

Activity - Resource Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will research and evaluate curriculum resources to choose those that best meet the needs of our students in achieving proficiency in the content standards.	Professional Learning	Tier 1	Getting Ready	07/01/2013	08/31/2017	\$1000	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - Best Practice PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional learning opportunities in: Research-Based Instructional Practices for science, Student Engagement Strategies, Literacy strategies for informational text, etc.	Professional Learning	Tier 1	Getting Ready	08/01/2013	08/31/2017	\$1500	Title II Part A	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - Common Curriculum Understanding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that leads to deep understanding of the standards, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources)	Professional Learning	Tier 1	Getting Ready	08/26/2013	08/01/2017	\$1500	Title II Part A	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - PLC Overview of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

South Elementary School

PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the grade level to meet the individual teaching and learning needs of all students.	Teacher Collaboration	Tier 1	Implement	06/01/2013	06/01/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - Vertical Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in vertical curriculum teams to ensure vertical alignment of the curriculum and the essential learning standards.	Teacher Collaboration	Tier 1	Implement	08/01/2013	08/31/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - Deliver Aligned Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs.	Direct Instruction	Tier 1	Implement	08/01/2013	08/31/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - PLC Overview of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level, building, district teams will reflect on the effectiveness of their professional practice through PLCs, vertical teams, and district-wide curriculum teams.	Teacher Collaboration	Tier 1	Monitor	08/01/2013	08/01/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - Analyze Data to Evaluate Strategy Effectiveness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

South Elementary School

Utilize the state assessment strand data and/or local assessment data to evaluate the impact the curriculum alignment has on student achievement.	Teacher Collaboration	Tier 1	Evaluate	06/01/2013	08/31/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
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Measurable Objective 6:

A 25% increase of Bottom 30%, Economically Disadvantaged and English Learners students will demonstrate a proficiency in literacy with a multi-tiered system of support in English Language Arts by 08/31/2017 as measured by NWEA and local assessments.

Strategy 1:

Utilize MTSS - Implementation of a multi-tier system of support beyond the core content reading / writing instruction that includes; universal screener, intervention support, progress monitoring, and course corrections as indicated by data.

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

Tier: Tier 2

Activity - Administer Universal Screener	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer a universal screener (NWEA) to all students to determine needs of student groups and individual students and create a plan of support for Economically Disadvantaged students.	Academic Support Program	Tier 2	Getting Ready	07/01/2013	08/31/2017	\$1400	General Fund	Lead Interventionist, Principal, Curriculum/ Title I Director

Activity - Provide supplemental literacy instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The academic intervention team will collaborate with classroom teachers to provide research-based interventions to students identified as needing academic support to improve their achievement in literacy.	Academic Support Program	Tier 2	Implement	07/01/2013	08/31/2017	\$70000	Title I Part A	Lead Interventionist, Principal, Curriculum/ Title I Director

Activity - Provide support to ELL/Migrant Students.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

South Elementary School

The ELL/Migrant interventionist will team with classroom teachers to provide targeted interventions to ELL/Migrant students to improve their achievement in literacy.	Academic Support Program	Tier 2	Implement	07/01/2013	08/31/2017	\$25000	Title I Part C	ELL / Migrant interventionists and Classroom Teachers, ELL/Migrant Director
Activity - Provide PD for Interventionists.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists will complete professional development in strategies and resources to support students who are struggling with literacy.	Professional Learning	Tier 2	Getting Ready	07/01/2013	08/31/2017	\$1000	Title II Part A	Interventionists
Activity - Beyond the School Day Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers / interventionists will provide before, after, and/or summer school support to students who are struggling with literacy.	Academic Support Program	Tier 2	Implement	07/01/2013	08/31/2017	\$5000	Title I Part A	Teachers and Interventionists
Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers / interventionists will monitor the progress of all students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data.	Academic Support Program	Tier 2	Monitor	07/01/2013	08/31/2017	\$20000	Title I Part A	Lead Interventionist, Principal, Curriculum/ Title I Director
Activity - Utilize Program Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the MDE State program evaluation tool for this strategy to evaluate the effectiveness.	Policy and Process	Tier 2	Evaluate	05/01/2015	08/01/2015	\$500	General Fund	Lead Interventionist, Principal, Curriculum/ Title I Director

Measurable Objective 7:

100% of All Students will demonstrate a proficiency in the content standards in Music by 08/31/2017 as measured by local assessments.

School Improvement Plan

South Elementary School

(shared) Strategy 1:

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

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

Research Cited: DuFour, Eaker; (1998) Professional Learning Communities at Work

Tier: Tier 1

Activity - Resource Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will research and evaluate curriculum resources to choose those that best meet the needs of our students in achieving proficiency in the content standards.	Professional Learning	Tier 1	Getting Ready	07/01/2013	08/31/2017	\$1000	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I

Activity - Best Practice PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional learning opportunities in: Research-Based Instructional Practices for science, Student Engagement Strategies, Literacy strategies for informational text, etc.	Professional Learning	Tier 1	Getting Ready	08/01/2013	08/31/2017	\$1500	Title II Part A	Grade Level Chairperson, Principal, Director of Curriculum/ Title I

Activity - Common Curriculum Understanding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that leads to deep understanding of the standards, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources)	Professional Learning	Tier 1	Getting Ready	08/26/2013	08/01/2017	\$1500	Title II Part A	Grade Level Chairperson, Principal, Director of Curriculum/ Title I

Activity - PLC Overview of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

South Elementary School

PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the grade level to meet the individual teaching and learning needs of all students.	Teacher Collaboration	Tier 1	Implement	06/01/2013	06/01/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - Vertical Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in vertical curriculum teams to ensure vertical alignment of the curriculum and the essential learning standards.	Teacher Collaboration	Tier 1	Implement	08/01/2013	08/31/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - Deliver Aligned Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs.	Direct Instruction	Tier 1	Implement	08/01/2013	08/31/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - PLC Overview of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level, building, district teams will reflect on the effectiveness of their professional practice through PLCs, vertical teams, and district-wide curriculum teams.	Teacher Collaboration	Tier 1	Monitor	08/01/2013	08/01/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Activity - Analyze Data to Evaluate Strategy Effectiveness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

South Elementary School

Utilize the state assessment strand data and/or local assessment data to evaluate the impact the curriculum alignment has on student achievement.	Teacher Collaboration	Tier 1	Evaluate	06/01/2013	08/31/2017	\$500	General Fund	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
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Goal 4: All students at South 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 08/31/2017 as measured by District-Level Technology assessment.

Strategy 1:

Tech Integrated into Curriculum Maps - Teachers will work in PLCs to integrate technology standards into their core content curriculum maps.

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

Tier: Tier 1

Activity - Study the Technology Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During monthly PLC time, teams will study the Technology Standards for common understanding. Group questions will be gathered and brought to the Curriculum Director for clarification.	Professional Learning	Tier 1	Getting Ready	08/26/2013	08/31/2017	\$1500	General Fund	Curriculum Director, Principal, Teachers, Building-Level Technology Coach

Activity - Tech Integration Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During monthly PLC time, teams will utilize their understanding of the core curriculum and the technology standards to integrate the technology standards into the existing core content curriculum maps to ensure consistent grade level delivery of technology standards.	Professional Learning	Tier 1	Implement	08/26/2013	08/31/2017	\$500	General Fund	Curriculum Director, Principal, Teachers, Building-Level Technology Coach

School Improvement Plan

South Elementary School

Activity - Reflect on Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level, building, district teams will utilize student achievement on the district level technology assessment to reflect on the effectiveness of the integration of technology standards throughout the core curriculum and make adjustments as indicated by the data.	Teacher Collaboration	Tier 1	Monitor	08/25/2014	08/01/2017	\$500	General Fund	Curriculum Director, Principal, Teachers, Building-Level Technology Coach
Activity - Summarize Technology Integration Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building level summary of the technology post test data will be gathered and analyzed.	Policy and Process	Tier 1	Evaluate	05/31/2014	08/31/2017	\$500	General Fund	Curriculum Director, Principal, Teachers, Building-Level Technology Coach

Strategy 2:

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

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

Tier: Tier 1

Activity - Training in Tech Integration Matrix	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning to learn how to utilize the Technology Integration Matrix to improve their personal use of instructional technology.	Professional Learning	Tier 1	Getting Ready	08/26/2013	08/31/2017	\$500	Title II Part A	Principal, Teachers, Building-Level Technology Coach, Curriculum Director
Activity - Instructional Tech PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

South Elementary School

Teachers will participate in various professional learning opportunities (IWBs, iPad use, software-based technology, etc.) to learn how to utilize instructional technology to increase student engagement and improve teaching and learning for all students.	Professional Learning	Tier 1	Getting Ready	08/29/2013	08/31/2017	\$2500	Title II Part A	Principal, Teachers, Building-Level Technology Coach, Curriculum Director
Activity - Demonstrate Technology Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model / demonstrate their instructional technology use for their peers through "Technology Showcase" format during PLCs, faculty meetings, etc.	Teacher Collaboration	Tier 1	Monitor	08/26/2013	08/31/2017	\$500	General Fund	Principal, Teachers, Building-Level Technology Coach, Curriculum Director
Activity - Reflect on Instructional Tech Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/Principal will utilize the Technology Integration Matrix to reflect on their utilization of instructional technology and will plan for improvements of their personal practice through collaboration with their PLC team.	Teacher Collaboration	Tier 1	Monitor	08/26/2013	08/31/2017	\$500	General Fund	Principal, Teachers, Building-Level Technology Coach, Curriculum Director
Activity - Create Classroom Website	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create a classroom website utilizing Schoolwires and will instruct students in their expectations of website use (including homework help, "flipped assignments", etc.)	Parent Involvement	Tier 1	Implement	08/01/2014	08/31/2017	\$500	General Fund	Principal, Teachers, Building-Level Technology Coach, Curriculum Director
Activity - Utilize Instructional Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

South Elementary School

Teachers will utilize various instructional technology tools to enhance / improve the instructional delivery of core content or assist students struggling to achieve the core content.	Technology	Tier 1	Implement	08/01/2014	08/31/2017	\$10000	General Fund	Principal, Teachers, Building-Level Technology Coach, Curriculum Director
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Activity - Parent Engagement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent engagement opportunities will be offered to allow parents to learn about how they can connect with their child(ren)'s classroom using technology.	Parent Involvement	Tier 1	Implement	08/01/2014	08/01/2017	\$900	Title I Part A	Principal, Teachers, Building-Level Technology Coach, Curriculum/ Title I Director

Activity - Summarize Self Assessment Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher's self assessments on the Technology Integration Matrix will be summarized and reviewed.	Policy and Process	Tier 1	Evaluate	05/01/2015	08/01/2017	\$500	General Fund	Principal, Teachers, Building-Level Technology Coach, Curriculum Director

Measurable Objective 2:

75% of English Learners students will demonstrate a proficiency in using technology to support their daily learning. in English Language Arts by 08/31/2017 as measured by district-level Technology assessment.

Strategy 1:

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

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

Tier: Tier 2

Activity - PD for Migrant/ELL Intervention Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

South Elementary School

Migrant / ELL intervention staff will attend professional learning opportunities to learn how to utilize strategies that improve language and literacy outcomes for ELLs.	Professional Learning	Tier 2	Getting Ready	09/02/2014	08/31/2017	\$1200	Title II Part A	Migrant/ELI Interventionists, Principal, Curriculum/ Title I Director
Activity - Utilize Technology Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Migrant / ELL intervention staff will utilize strategies learned at best practice professional learning with ELLs to improve their language and literacy skill level.	Academic Support Program	Tier 2	Implement	08/25/2014	08/31/2017	\$52000	Title I Part C	Migrant/ELI Interventionists, Principal, Curriculum/ Title I Director
Activity - Monitor Student Progress	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/Migrant/ELL Interventionists will monitor the progress of all students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data.	Academic Support Program	Tier 2	Monitor	08/26/2013	08/31/2017	\$52000	Title I Part C	Migrant/ELI Interventionists, Principal, Curriculum/ Title I Director
Activity - Evaluate Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building level summary of the technology post test data for this subgroup will be gathered and analyzed.	Policy and Process	Tier 2	Evaluate	08/25/2014	08/28/2017	\$500	General Fund	Migrant/ELI Interventionists, Principal, Curriculum/ Title I Director

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	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Best Practice PD	Teachers will complete professional learning opportunities in: Research-Based Instructional Practices for science, Student Engagement Strategies, Literacy strategies for informational text, etc.	Professional Learning	Tier 1	Getting Ready	08/01/2013	08/31/2017	\$1500	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
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	Tier 1	Getting Ready	07/01/2013	08/31/2017	\$3000	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Instructional Tech PD	Teachers will participate in various professional learning opportunities (IWBs, iPad use, software-based technology, etc.) to learn how to utilize instructional technology to increase student engagement and improve teaching and learning for all students.	Professional Learning	Tier 1	Getting Ready	08/29/2013	08/31/2017	\$2500	Principal, Teachers, Building-Level Technology Coach, Curriculum Director
Principal's Leadership PD	Principal's PD: The principal will participate in various professional learning opportunities to develop skill in creating a culture of academic success through improved knowledge in instructional strategies, content delivery, and evaluation/observation practices (MEMPSA, 5D+, etc.).	Professional Learning	Tier 1	Implement	07/01/2013	08/31/2017	\$4000	Principal, Curriculum Director
Data Coach training in data conversations and data analysis	Two data coaches will be trained in the use/analysis of data to lead continuous school improvement conversations and support the work of all PLCs within the school.	Professional Learning	Tier 1	Getting Ready	07/01/2013	08/31/2017	\$1500	Data Coaches Principal, and Curriculum Director

School Improvement Plan

South Elementary School

Common Assessments PD	Teachers will participate in assessment creation professional learning opportunities to learn how to create common formative / summative assessments and review the data to support the MTSS.	Professional Learning	Tier 1	Implement	05/31/2014	08/31/2017	\$1500	Principal, Teachers, Curriculum/ Title I Director
Data Coaches Support PLC Work	Data Coaches will support the work of the PLCs by teaching and supporting faculty in the use and analysis of data	Professional Learning	Tier 1	Implement	08/01/2013	08/31/2017	\$2500	Data Coaches, Principal, and Curriculum Director
Parent Engagement PD	School leaders will attend Parent Engagement PD to create opportunities for successful parent collaboration.	Professional Learning	Tier 1	Getting Ready	07/01/2013	08/31/2017	\$4000	Administrators, Curriculum Director, Teachers
CCSS Professional Development	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, MAISA.	Professional Learning	Tier 1	Getting Ready	07/01/2013	08/31/2017	\$3000	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
CCSS Professional Development	Teachers will complete professional development that leads to deep understanding of the mathematics CCSS, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available CCSS resources)	Professional Learning	Tier 1	Getting Ready	07/01/2013	08/31/2017	\$4000	Grade Level Chairperson, Principal, Curriculum/ Title I Director
Create Professional Learning Plans	Develop a professional learning needs plan for school leaders based on Personal Professional Growth Plans relative to the SIP.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2013	08/31/2017	\$1500	Curriculum Director, Principals, Data Coaches, Grade Level Chairpersons
Professional Development for Interventionists	Interventionists will participate in ongoing professional development opportunities to learn how to utilize strategies and resource to assist students who are struggling with reading improve their achievement level.	Professional Learning	Tier 2	Getting Ready	07/01/2013	08/31/2017	\$5000	Lead Interventionist, Principal, Curriculum/ Title I Director

School Improvement Plan

South Elementary School

Research-Based Practices PD	Teachers will complete professional learning opportunities in: Math Practice Standards, Research-Based Instructional Practices, Student Engagement Strategies, and the CCSS Everyday Math series to improve instructional outcomes for all students.	Professional Learning	Tier 1	Getting Ready	08/01/2013	08/31/2017	\$1500	Grade Level Chairperson, Principal, Curriculum/Title I Director
Common Curriculum Understanding	Teachers will complete professional development that leads to deep understanding of the standards, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources)	Professional Learning	Tier 1	Getting Ready	08/26/2013	08/01/2017	\$1500	Grade Level Chairperson, Principal, Director of Curriculum/Title I
PD for Migrant/ELL Intervention Staff	Migrant / ELL intervention staff will attend professional learning opportunities to learn how to utilize strategies that improve language and literacy outcomes for ELLs.	Professional Learning	Tier 2	Getting Ready	09/02/2014	08/31/2017	\$1200	Migrant/ELI Interventionists, Principal, Curriculum/Title I Director
Develop PLCs Culture	Teacher Leaders and the building Principal will attend professional learning opportunities to learn how to build a culture that supports high levels of learning through Professional Learning Communities that support the Multi-Tier System of Support (MTSS) for all students.	Professional Learning	Tier 1	Implement	07/01/2013	08/31/2017	\$1000	Administrators, Data Coaches, Curriculum Director
Training in Tech Integration Matrix	Teachers will participate in professional learning to learn how to utilize the Technology Integration Matrix to improve their personal use of instructional technology.	Professional Learning	Tier 1	Getting Ready	08/26/2013	08/31/2017	\$500	Principal, Teachers, Building-Level Technology Coach, Curriculum Director
Best Practice PD	Teachers will complete professional learning opportunities to learn how to best deliver the CCSS for reading, including: Utilizing the MAISA units, Daily 5, Daily Cafe, and research-based instructional practices.	Professional Learning	Tier 1	Getting Ready	08/26/2013	08/31/2017	\$1500	Grade Level Chairperson, Principal, Director of Curriculum/Title I
Provide PD for Interventionists.	Interventionists will complete professional development in strategies and resources to support students who are struggling with literacy.	Professional Learning	Tier 2	Getting Ready	07/01/2013	08/31/2017	\$1000	Interventionists
Data Warehouse PD	All building staff will participate in SchoolNet / Data Warehouse training to learn how to utilize the data warehouse for data retrieval and to utilize the data warehouse to create and store common assessments that support the work of the MTSS.	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/01/2017	\$1500	Principal, Teachers, Curriculum/Title I Director

School Improvement Plan

South Elementary School

Best Practice in Writing PD	Teachers will complete professional learning opportunities to learn how to best deliver the CCSS for writing including: Utilizing the MAISA writing units, Writers Workshop, Daily 5/Cafe, and research-based instructional practices.	Professional Learning	Tier 1	Getting Ready	08/26/2013	08/01/2017	\$1500	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
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Title I Part C

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Support for 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	Tier 2	Implement	07/01/2013	08/31/2017	\$25000	ELL/Migrant Interventionist & Director, Teachers, Principal, Curriculum/ Title I Director
Monitor Student Progress	Teachers/Migrant/ELL Interventionists will monitor the progress of all students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data.	Academic Support Program	Tier 2	Monitor	08/26/2013	08/31/2017	\$52000	Migrant/ELI Interventionists, Principal, Curriculum/ Title I Director
Utilize Technology Strategies	Migrant / ELL intervention staff will utilize strategies learned at best practice professional learning with ELLs to improve their language and literacy skill level.	Academic Support Program	Tier 2	Implement	08/25/2014	08/31/2017	\$52000	Migrant/ELI Interventionists, Principal, Curriculum/ Title I Director
Provide support to ELL/Migrant Students.	The ELL/Migrant interventionist will team with classroom teachers to provide targeted interventions to ELL/Migrant students to improve their achievement in literacy.	Academic Support Program	Tier 2	Implement	07/01/2013	08/31/2017	\$25000	ELL / Migrant interventionists and Classroom Teachers, ELL/Migrant Director

General Fund

School Improvement Plan

South Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Universal Screener	Administer a universal screener (NWEA) to all students to determine learning needs of student groups and individual students and create a plan of support for all students.	Academic Support Program	Tier 1	Getting Ready	07/01/2013	08/31/2017	\$1400	Lead Interventionist, Principal, Curriculum/Title I Director
Vertical Alignment	Teachers will meet in vertical curriculum teams to ensure vertical alignment of the reading curriculum and the essential learning standards.	Teacher Collaboration	Tier 1	Implement	08/26/2013	08/31/2017	\$500	Grade Level Chairperson, Principal, Director of Curriculum/Title I
Vertical Alignment	Teachers will meet in vertical curriculum teams to ensure vertical alignment of the writing curriculum and the essential learning standards.	Teacher Collaboration	Tier 1	Implement	08/26/2013	08/28/2017	\$500	Grade Level Chairperson, Principal, Director of Curriculum/Title I
Summarize Technology Integration Data	Building level summary of the technology post test data will be gathered and analyzed.	Policy and Process	Tier 1	Evaluate	05/31/2014	08/31/2017	\$500	Curriculum Director, Principal, Teachers, Building-Level Technology Coach
Writing Resource	Teachers will research and evaluate writing resources to choose those that best meet the needs of our students in achieving proficiency in the CCSS.	Professional Learning	Tier 1	Getting Ready	07/01/2013	08/31/2017	\$1000	Grade Level Chairperson, Principal, Director of Curriculum/Title I
Data Coaches Lead the School Improvement Process	Data Coaches will lead the SIT in the continuous school improvement process.	Professional Learning	Tier 1	Implement	07/01/2013	08/31/2017	\$400	Data Coaches, Principal, and Curriculum Director

School Improvement Plan

South Elementary School

Reflective Practice Within PLCs	Within monthly PLC meetings, teachers will engage in reflective practice to monitor the fidelity of the utilization of data with the PLCs to support the MTSS. Data Coaches will provide data updates that allow the team to focus on the impact on student achievement.	Teacher Collaboration	Tier 1	Monitor	08/09/2014	08/31/2017	\$500	Principal, Teachers, Curriculum/ Title I Director
Utilize Assessment Data to Evaluate Strategy Effectiveness	Utilize the state assessment / NWEA data to evaluate the impact the MTSS strategy has on student achievement.	Policy and Process	Tier 2	Evaluate	05/01/2015	08/31/2017	\$500	Data Coaches, Principal, Curriculum/ Title I Director
Gather Feedback	Gather feedback / reflection from parents on the effectiveness of the parent engagement activities and how they have utilized what they have learned with their child(ren).	Parent Involvement	Tier 1	Monitor	08/01/2013	08/31/2017	\$500	Principal, Lead Interventionist, Data Coaches, Curriculum/ Title I Director
Identify Essential Learning Targets	PLCs will agree on grade level "Essential Learning Targets" that will be the foundation of the work of the PLCs (common assessments, improvement conversations, etc.). These will be shared in vertical teams.	Teacher Collaboration	Tier 1	Getting Ready	08/26/2013	08/31/2017	\$500	Principal, Teachers, Curriculum/ Title I Director
Deliver Aligned Curriculum	Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs.	Direct Instruction	Tier 1	Implement	08/26/2013	08/31/2017	\$850000	ALL Teachers, Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Data Coach Meetings	Data Coaches will participate in regularly scheduled meetings w/Central Office to review data, prepare to support teachers in data use, and reflect on data coaching practices.	Professional Learning	Tier 1	Monitor	07/01/2013	08/31/2017	\$400	Data Coaches, Principal, Curriculum Director
Vertical Alignment	Teachers will meet in vertical curriculum teams to ensure vertical alignment of the curriculum and the essential learning standards.	Teacher Collaboration	Tier 1	Implement	08/01/2013	08/31/2017	\$500	Grade Level Chairperson, Principal, Director of Curriculum/ Title I

School Improvement Plan

South Elementary School

Demonstrate Technology Use	Teachers will model / demonstrate their instructional technology use for their peers through "Technology Showcase" format during PLCs, faculty meetings, etc.	Teacher Collaboration	Tier 1	Monitor	08/26/2013	08/31/2017	\$500	Principal, Teachers, Building-Level Technology Coach, Curriculum Director
Deliver Aligned Curriculum	Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs.	Direct Instruction	Tier 1	Implement	08/01/2013	08/31/2017	\$500	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Utilize Assessment Data to Evaluate Strategy Effectiveness	Utilize the state / NWEA assessment subgroup data to evaluate the impact the MTSS strategy has on student achievement.	Policy and Process	Tier 2	Evaluate	05/01/2015	08/31/2017	\$500	Lead Interventionist, Principal, Curriculum/ Title I Director
Reflect on Technology Integration	Grade level, building, district teams will utilize student achievement on the district level technology assessment to reflect on the effectiveness of the integration of technology standards throughout the core curriculum and make adjustments as indicated by the data.	Teacher Collaboration	Tier 1	Monitor	08/25/2014	08/01/2017	\$500	Curriculum Director, Principal, Teachers, Building-Level Technology Coach
PLC Overview of Writing Instruction	PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the grade level to meet the individual teaching and learning needs of all students.	Teacher Collaboration	Tier 1	Implement	08/26/2013	08/28/2017	\$500	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
PLC Overview of Instruction	Grade level, building, district teams will reflect on the effectiveness of their professional practice through PLCs, vertical teams, and district-wide curriculum teams.	Teacher Collaboration	Tier 1	Monitor	08/01/2013	08/01/2017	\$500	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Review Strategy Data	The strategy implementation data will be summarized then reviewed for any needed changes to this practice.	Policy and Process	Tier 1	Evaluate	08/25/2014	08/31/2017	\$500	Principal, Teachers, Curriculum/ Title I Director

School Improvement Plan

South Elementary School

Administer Universal Screener	Administer a universal screener (NWEA) to all students to determine needs of student groups and individual students and create a plan of support for Economically Disadvantaged students.	Academic Support Program	Tier 2	Getting Ready	07/01/2013	08/31/2017	\$1400	Lead Interventionist, Principal, Curriculum/ Title I Director
Gather Strategy Feedback	Gather feedback from building leaders (principal, grade level chairpersons, data coaches) on their professional learning experiences and the ways the learning has impacted their capacity to lead the building in data-based decisions that lead to improvements in teaching and learning.	Policy and Process	Tier 1	Evaluate	08/25/2014	08/31/2017	\$500	Principal, Grade Level Chairpersons
Reflect on Professional Practice	Grade level, building, district teams will reflect on the effectiveness of their professional practice in writing instruction through PLCs, vertical teams, and district-wide writing curriculum teams.	Teacher Collaboration	Tier 1	Monitor	08/01/2013	08/28/2017	\$500	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Evaluate Strategy	Building level summary of the technology post test data for this subgroup will be gathered and analyzed.	Policy and Process	Tier 2	Evaluate	08/25/2014	08/28/2017	\$500	Migrant/ELI Interventionists, Principal, Curriculum/ Title I Director
Analyze Data to Evaluate Strategy Effectiveness	Utilize the state assessment strand data and/or local assessment data to evaluate the impact the curriculum alignment has on student achievement.	Teacher Collaboration	Tier 1	Evaluate	06/01/2013	08/31/2017	\$500	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
PLC Overview of Math Delivery	PLCs will meet 3 to 4 times per month to create common assessments, look at the Essential Learning Target data for ALL students in the grade level to meet the individual teaching and learning needs of all students.	Teacher Collaboration	Tier 1	Implement	08/25/2014	08/31/2017	\$500	Grade Level Chairperson, Principal, Curriculum/ Title I Director
Review Strategy Data	Utilize the NWEA and state assessment strand data to evaluate the impact of the curriculum alignment / delivery on student achievement.	Policy and Process	Tier 1	Evaluate	08/26/2013	08/31/2017	\$500	Grade Level Chairperson, Principal, Director of Curriculum/ Title I

School Improvement Plan

South Elementary School

PLC Overview of Reading Instruction	PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the grade level and make decisions about the teaching and learning needs for all students.	Teacher Collaboration	Tier 1	Implement	08/26/2013	08/31/2017	\$500	Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Reflect on Instructional Tech Use	Teachers/Principal will utilize the Technology Integration Matrix to reflect on their utilization of instructional technology and will plan for improvements of their personal practice through collaboration with their PLC team.	Teacher Collaboration	Tier 1	Monitor	08/26/2013	08/31/2017	\$500	Principal, Teachers, Building-Level Technology Coach, Curriculum Director
Reflection on Building-Wide Best Practice	Embedded in faculty meetings, PLC meetings, evaluation meetings, mentoring meetings, etc., school leaders will lead faculty in reflecting on their use of "Teach Like a Champion" strategies to monitor the implementation of the learning from the district-wide book study, "Teach Like a Champion".	Professional Learning	Tier 1	Monitor	07/01/2013	08/31/2017	\$500	Principal
Tech Integration Practices	During monthly PLC time, teams will utilize their understanding of the core curriculum and the technology standards to integrate the technology standards into the existing core content curriculum maps to ensure consistent grade level delivery of technology standards.	Professional Learning	Tier 1	Implement	08/26/2013	08/31/2017	\$500	Curriculum Director, Principal, Teachers, Building-Level Technology Coach
Utilize Instructional Technology	Teachers will utilize various instructional technology tools to enhance / improve the instructional delivery of core content or assist students struggling to achieve the core content.	Technology	Tier 1	Implement	08/01/2014	08/31/2017	\$10000	Principal, Teachers, Building-Level Technology Coach, Curriculum Director
Analyze Data to Evaluate Strategy Effectiveness	Utilize the state assessment and NWEA strand data to evaluate the impact the curriculum alignment has on student achievement.	Policy and Process	Tier 1	Evaluate	05/01/2015	08/28/2017	\$500	Grade Level Chairperson, Principal, Director of Curriculum/ Title I

School Improvement Plan

South Elementary School

Extended Learning Opportunities	Both within the classroom and as a part of additional support (within and beyond the school day), teachers will challenge students with extended activities when they have mastered the content.	Academic Support Program	Tier 2	Implement	08/26/2013	08/31/2017	\$850000	Grade Level Chairperson, All Teachers, Principal, Curriculum/Title I Director
Summarize Self Assessment Data	The teacher's self assessments on the Technology Integration Matrix will be summarized and reviewed.	Policy and Process	Tier 1	Evaluate	05/01/2015	08/01/2017	\$500	Principal, Teachers, Building-Level Technology Coach, Curriculum Director
PLC Overview of Instruction	PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the grade level to meet the individual teaching and learning needs of all students.	Teacher Collaboration	Tier 1	Implement	06/01/2013	06/01/2017	\$500	Grade Level Chairperson, Principal, Director of Curriculum/Title I
Vertical Alignment	Teachers will meet in vertical curriculum teams to ensure vertical alignment of the math curriculum and the essential learning standards.	Teacher Collaboration	Tier 1	Implement	08/26/2013	08/31/2017	\$500	Grade Level Chairperson, Principal, Curriculum/Title I Director
Reflect on Professional Practice	Grade level, building, and district teams will reflect on the effectiveness of their professional practice in reading instruction through PLCs, vertical teams, and district-wide curriculum teams.	Teacher Collaboration	Tier 1	Monitor	08/26/2013	08/31/2017	\$500	Grade Level Chairperson, Principal, Director of Curriculum/Title I
Research/Evaluate Math Resources	Teachers will research and evaluate mathematics resources to choose those that best meet the needs of our students in achieving proficiency in the CCSS.	Teacher Collaboration	Tier 1	Getting Ready	06/01/2014	08/31/2017	\$500	Grade Level Chairperson, Principal, Curriculum/Title I Director

School Improvement Plan

South Elementary School

Reflect on Professional Practice	Grade level, building, district teams will reflect on the effectiveness of their professional practice in mathematics instruction through PLCs, vertical teams, and district-wide math curriculum teams.	Teacher Collaboration	Tier 1	Monitor	08/26/2013	08/31/2017	\$500	Grade Level Chairperson, Principal, Curriculum/Title I Director
Reading Resources Study	Teachers will research and evaluate reading resources, up to and including Daily 5/CAFÉ, to choose those that best meet the needs of our students in achieving proficiency in the CCSS.	Professional Learning	Tier 1	Getting Ready	07/01/2013	08/31/2017	\$1000	Grade Level Chairperson, Principal, Director of Curriculum/Title I
Gather and Analyze Strategy Data	Gather and analyze data related to parent engagement activities: feedback/reflection; NWEA data of students whose parents participate in engagement activities related to instructional strategies at home; etc.	Policy and Process	Tier 1	Evaluate	08/25/2014	08/31/2017	\$500	Principal, Lead Interventionist, Data Coaches, Curriculum/Title I Director
Extended Learning Opportunities	Both within the classroom and as a part of additional support (within and beyond the school day), teachers will challenge students with extended activities when they have mastered the content.	Academic Support Program	Tier 2	Implement	08/26/2013	08/28/2017	\$850000	ALL Teachers, Grade Level Chairperson, Principal, Director of Curriculum/Title I
Resource Study	Teachers will research and evaluate curriculum resources to choose those that best meet the needs of our students in achieving proficiency in the content standards.	Professional Learning	Tier 1	Getting Ready	07/01/2013	08/31/2017	\$1000	Grade Level Chairperson, Principal, Director of Curriculum/Title I
Gather Feedback and Evaluate Impact	Gather feedback from SIT and PLCs and summarize the data on the impact of this strategy.	Policy and Process	Tier 1	Evaluate	01/01/2015	08/31/2017	\$500	Data Coaches, Principal, Curriculum Director

School Improvement Plan

South Elementary School

Create Classroom Website	Teachers will create a classroom website utilizing Schoolwires and will instruct students in their expectations of website use (including homework help, "flipped assignments", etc.)	Parent Involvement	Tier 1	Implement	08/01/2014	08/31/2017	\$500	Principal, Teachers, Building-Level Technology Coach, Curriculum Director
Create Student Friendly Learning Targets	In PLCs, teachers will create student-friendly learning targets that will be shared with students (posted and reviewed during the relevant lesson) to improve academic outcomes for all students.	Teacher Collaboration	Tier 1	Getting Ready	08/26/2013	08/31/2017	\$500	Principal, Teachers, Curriculum/ Title I Director
Utilize Program Evaluation Tool	Utilize the MDE State program evaluation tool for this strategy to evaluate the effectiveness.	Policy and Process	Tier 2	Evaluate	05/01/2015	08/01/2015	\$500	Lead Interventionist, Principal, Curriculum/ Title I Director
Deliver Aligned Curriculum	Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs.	Direct Instruction	Tier 1	Implement	08/26/2013	08/31/2017	\$850000	ALL Teachers, Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Extended Learning Opportunities	Both within the classroom and as a part of additional support (within and beyond the school day), teachers will challenge students with extended activities when they have mastered the content.	Academic Support Program	Tier 1	Implement	08/26/2013	08/31/2017	\$850000	All Teachers, Grade Level Chairperson, Principal, Director of Curriculum/ Title I
Study the Technology Standards	During monthly PLC time, teams will study the Technology Standards for common understanding. Group questions will be gathered and brought to the Curriculum Director for clarification.	Professional Learning	Tier 1	Getting Ready	08/26/2013	08/31/2017	\$1500	Curriculum Director, Principal, Teachers, Building-Level Technology Coach

School Improvement Plan

South Elementary School

PLC Work	PLCs will meet 3 to 4 times per month to look at the Essential Learning Target data for ALL students in the grade level to meet the individual teaching and learning needs of all students.	Teacher Collaboration	Tier 1	Implement	08/25/2014	08/31/2017	\$500	Principal, Teachers, Curriculum/ Title I Director
Deliver Aligned Curriculum	Teachers will deliver the aligned curriculum and gather common assessment data to review at PLCs.	Direct Instruction	Tier 1	Implement	08/26/2013	08/31/2017	\$850000	Grade Level Chairperson, All Teachers, Principal, Curriculum/ Title I Director

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	Teachers / interventionists will monitor the progress of Economically Disadvantaged students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data.	Academic Support Program	Tier 2	Monitor	07/01/2013	08/31/2017	\$20000	Lead Interventionist, Principal, Curriculum/ Title I Director
Beyond the School Day Support	Teachers / interventionists will provide before, after, and/or summer school support to students who are struggling with literacy.	Academic Support Program	Tier 2	Implement	07/01/2013	08/31/2017	\$5000	Teachers and Interventionists
Parent Engagement Activities	Parent engagement opportunities will be offered to allow parents to learn about how they can connect with their child(ren)'s classroom using technology.	Parent Involvement	Tier 1	Implement	08/01/2014	08/01/2017	\$900	Principal, Teachers, Building-Level Technology Coach, Curriculum/ Title I Director
Offer Parents Resources	School leaders will offer parents resources that will help our parents assist their child(ren) in improving their academic achievement.	Parent Involvement	Tier 1	Implement	07/01/2013	08/31/2017	\$900	Principal, Lead Interventionist, Data Coaches, Curriculum/ Title I Director

School Improvement Plan

South Elementary School

Supplemental math instruction	The academic intervention team will collaborate with classroom teachers to provide research-based interventions to students identified as needing academic support to improve their achievement in mathematics.	Academic Support Program	Tier 2	Implement	07/01/2013	08/01/2017	\$70000	Lead Interventionist, Principal, Curriculum/ Title I Director
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.	Academic Support Program	Tier 2	Monitor	07/01/2013	08/31/2017	\$20000	Lead Interventionist, Principal, Curriculum/ Title I Director
Support beyond School Day	Teachers / interventionists will provide before, after, and/or summer school support to students who are struggling with mathematics.	Academic Support Program	Tier 2	Implement	07/01/2013	08/31/2017	\$5000	Lead Interventionist, Principal, Curriculum/ Title I Director
Provide supplemental literacy instruction	The academic intervention team will collaborate with classroom teachers to provide research-based interventions to students identified as needing academic support to improve their achievement in literacy.	Academic Support Program	Tier 2	Implement	07/01/2013	08/31/2017	\$70000	Lead Interventionist, Principal, Curriculum/ Title I Director
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	Tier 1	Implement	07/01/2013	08/31/2017	\$1000	Principal, Lead Interventionist, Data Coaches, Curriculum/ Title I Director