



# **School Improvement Plan**

**South Elementary School**

**Watervliet School District**

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# TABLE OF CONTENTS

Introduction.....	1
<b>Executive Summary</b>	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	7
Additional Information .....	8
<b>Improvement Plan Stakeholder Involvement</b>	
Introduction.....	10
Improvement Planning Process.....	11
<b>School Data Analysis</b>	
Introduction.....	13
Student Enrollment Data.....	14
Student Achievement Data for All Students.....	16
Subgroup Student Achievement.....	18
Perception Data - Students.....	22
Perception Data – Parents/Guardians.....	23
Perception Data – Teachers/Staff.....	24

Other..... 25

**School Additional Requirements Diagnostic**

Introduction..... 27  
School Additional Requirements Diagnostic..... 28

**Title I Targeted Assistance Diagnostic**

Introduction..... 31  
Component 1: Needs Assessment ..... 32  
Component 2: Services to Eligible Students ..... 33  
Component 3: Incorporated Into Existing School Program Planning..... 34  
Component 4: Instructional Strategies..... 35  
Component 5: Title I and Regular Education Coordination ..... 36  
Component 6: Instruction by Highly Qualified Staff ..... 37  
Component 7: High Quality and Ongoing Professional Development..... 38  
Component 8: Strategies to Increase Parental Involvement..... 39  
Component 9 Coordination of Title I and Other Resources..... 41  
Component 10: Ongoing Review of Student Progress..... 42  
Evaluation..... 43

**South Elementary SIP 2013-16**

Overview..... 45  
Goals Summary..... 46

Goal 1: Data-Based Decision Making.....	47
Goal 2: Mathematics - Improve Mathematics achievement.....	50
Goal 3: Literacy.....	53
Goal 4: All students at South ELeментарy School will become technologically literate.....	58
Activity Summary by Funding Source.....	61

## **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. <br><br> 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 our families.

## **School's Purpose**

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

### 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

## School Improvement Plan

South Elementary School

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- Homework
- Being on time to 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.**

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.**

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

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

Feedback was gathered from our ELL/Migrant parent group during several parent meetings. These parents were provided with programming information and engaged in a facilitated dialogue to provide their input.

Title I parents also provided feedback.

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.

# **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.

### **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. This also impacts the ways that we communicate with parents since many do not have computers / internet connectivity.

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

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

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

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

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

Our student attendance has remained consistent.

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

No action needed.

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

This area includes data questions.

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

Reading

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

Both Reading (55%, 55%, 59%) and Math (28% to 37%)

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

Both reading and math achievement were above our state targets for the SY 2012-13

**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?**

None

**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%

**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

## **Subgroup Student Achievement**

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

**Response:**

- White
- Male
- Female
- Economically Disadvantaged
- English Language Learners (ELLs)

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

**Response:**

- Students with Disabilities

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

SWD gap is closing in READING

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

Based on 3rd grade MEAP data

**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:**

- None

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

**Response:**

- Economically Disadvantaged

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

Reading

**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 numbers of Economically Disadvantaged students)

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

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

Demographic data

# School Improvement Plan

South Elementary School

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## 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?

In MATH, the ELLs outperformed the Non-ELLS (40% vs. 37%)

In READING, there was a gap for this group -- 38% for ELLs vs. 61% 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.

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

Through multiple measures:

- teacher observation
- NWEA assessment
- common classroom assessments

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

After school tutoring, summer school, choir,

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?	18.5

## School Improvement Plan

South Elementary School

---

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

Label	Question	Value
	How many teachers have been teaching 4-8 years?	3.5

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?	7.0

### 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 implementing student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	15.0

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.

## Perception Data - Students

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

97.25% My teachers wants me to learn

98.82% My teachers wants me to do my best

98.86% I am safe at school

98.04% My school has books for me to read

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

N/A -- first year for this survey

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

54.51% My family likes to come to my school

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

N/A --first year for this survey

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

N/A

**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?**

93% Strongly Agree/Agree w/ the statement "All of my child's teachers use a variety of teaching strategies and learning activities.

86% Strongly Agree w/ the statement "Our school's purpose statement is clearly focused on student success."

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

N/A -- 1st year of survey

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

64% Strongly Agree / Agree with the statement "My child has up-to-date computers and other technology to learn."

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

N/a -- 1st year of survey

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

N/A -- 1st year of this survey

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

The lowest level of satisfaction was in the area of student use of technology. We have a district-wide Technology plan to improve our infrastructure and hardware in the future.

## Perception Data – Teachers/Staff

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

100% Strongly Agree / Agree with the following:

- Our school's purpose statement is clearly focused on student success.
- Our school has a continuous improvement process based on data, goals, actions, and measures for growth.
- Our school uses multiple assessment measures to determine student learning and school performance.
- Our school leaders monitor data related to student achievement.

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

N/A -- 1st year of this survey

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

65%:

- In our school, a professional learning program is designed to build capacity among all professional and support staff members.
- Our school provides a plan for the acquisition and support of technology to support the school's operational needs.

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

N/A--first year of survey

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

The positive perceptions show our hard work on developing a school-wide culture of data-based decision making and SIT common goals.

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

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

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

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

School Improvement Minutes

Grade Level Minutes

Lesson Plans

Observation Records

# **School Additional Requirements Diagnostic**

## **Introduction**

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

School Additional Requirements Diagnostic

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

Assurance	Response	Comment	Attachment
Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	www.watervliet.k12.mi.us Click the "Transparency Reporting Icon"	

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	

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	

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		

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

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	pdf attached	South Elementary Parent Compact

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

# **Title I Targeted Assistance Diagnostic**

## **Introduction**

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

## Component 1: Needs Assessment

### How was the comprehensive needs assessment conducted?

Through various PLC meetings with the full faculty

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

Students are identified for service utilizing multiple measures:

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

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

We utilize the following criteria:

1. Teacher recommendation based on classroom observation (completed by the teacher of record of the previous year).
2. NWEA results for Math, Reading, and/or Language that are "Low Average" or "Low".\*
3. Classroom common assessments

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

Teacher recommendation is the most important but we also utilize, NWEA results for Math, Reading, and/or Language that are "Low Average" or "Low".\*, and Classroom common assessments

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

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

Supplemental services include:

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

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

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

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

## **Component 4: Instructional Strategies**

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

Multiple strategies:

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

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

- Daily 5
- CAFE
- Use of manipulatives for mathematics
- Read Naturally

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

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

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

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

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

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

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

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

The pre-school children attend our assemblies, parent nights, 1st grade students a pre-school buddy that they read to

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

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

Yes

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

Yes

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

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

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

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

Parents have had the opportunity to participate in Title I strategies training for both ELA and Mathematics.  
The Title I Lead Interventionist has provided ongoing PD for all interventionists in academic support strategies.

## Component 8: Strategies to Increase Parental Involvement

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

Parents were engaged through participation on the SIT, feedback during parent engagement sessions and through building-wide surveys.

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

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

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

Through surveys.

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

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

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

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

Parent Training. Our Lead Title I Interventionist is building a menu of parent meetings to include training/materials on the following topics: use of on-line resources, reading strategies, math strategies, kitchen science, etc. Parent(s)/guardian(s) are offered various opportunities to engage with their child(ren) for academic success. Our Lead Title I Interventionist is building a library of "You Read, I Read" books and will be offering a parent/guardian training on this resource as well.

Train Staff. Our Title I Director, Lead Title I Interventionist and several teachers are scheduled to attend the Parent Engagement PD that is being offered this year. They will share their learning with staff during professional learning community time so that all faculty are trained in parent involvement and engagement strategies.

## **School Improvement Plan**

South Elementary School

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

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

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

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

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

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

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

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

Our compact was developed years ago and is reviewed annually by our parent group and revised as needed.

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

The compact is reviewed with parents at parent teacher conferences.

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

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

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

## Component 9 Coordination of Title I and Other Resources

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

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

- Title I (academic intervention)
- 31A At Risk (summer, extended day programs for academic support)
- Tutoring Program (locally provided volunteer reading program)

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

Coordination of Title I, Part A and Other Resources

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

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

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

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

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

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

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

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

## **Evaluation**

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

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

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

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

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

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

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

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

# **South Elementary SIP 2013-16**

## Overview

### Plan Name

South Elementary SIP 2013-16

### Plan Description

South SIP Edited March 2013

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Data-Based Decision Making	Objectives: 3 Strategies: 5 Activities: 18	Organizational	\$24100
2	Mathematics - Improve Mathematics achievement	Objectives: 3 Strategies: 4 Activities: 13	Academic	\$141400
3	Literacy	Objectives: 7 Strategies: 12 Activities: 28	Academic	\$158900
4	All students at South Elementary School will become technologically literate.	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$10000

## Goal 1: Data-Based Decision Making

### Measurable Objective 1:

collaborate to utilize demographic, achievement, growth, and survey data to inform district- and school-level continuous school improvement decisions by 08/31/2016 as measured by quarterly school improvement plan dashboard reports.

### Strategy 1:

Data Coaches - Data Coaches in each building will utilize research based strategies to work with teachers to use data driven dialogue with regards to demographic, achievement, growth, and survey data to inform district and school-level continuous school improvement decisions.

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

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

Activity - Data Coach training in data conversations and data analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for all data coaches in data analysis and data conversations.	Professional Learning	07/01/2013	08/31/2016	\$400	General Fund	Data Coaches and Curriculum Director

Activity - Data Coaches lead building-level data analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Coaches will lead building-level data analysis meetings.	Professional Learning	07/01/2013	08/31/2016	\$400	General Fund	Data Coaches, Principal, and Curriculum Director

### Strategy 2:

SITs data use / SIP Monitoring - Administrators / Data Coaches will use research based strategies to have data conversations, and make data analysis, and monitor the SIP.

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

Activity - Administrators training in data conversations/data analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

South Elementary School

Administrators will have training in how to lead data conversations and conduct data analysis.	Professional Learning	07/01/2013	08/31/2016	\$400	General Fund	Administrators, Data Coaches
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Activity - Administrators/Data Coaches complete book study, "Got Data, Now What?"	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators / Data Coaches will complete a book study, "Got Data, Now What?"	Professional Learning	07/01/2013	08/31/2016	\$200	Title II Part A	Administrators and Data Coaches

Activity - SITs will complete/submit quarterly SIP dashboard reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SIT will complete and submit a quarterly dashboard report.	Professional Learning	07/01/2013	08/31/2016	\$0	General Fund	SIT, 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 School Leaders - Professional development will intentionally be chosen for select teachers for the purpose of developing school leaders.

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

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

Activity - Utilizing Data PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will participate in professional learning opportunities to develop their skill in utilizing data to support instructional decisions.	Professional Learning	07/01/2013	08/31/2016	\$1000	Title II Part A	Administrators, Data Coaches, Curriculum Director

Activity - "Teach Like A Champion" Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will lead activities to implement the learning from the district-wide book study, "Teach Like a Champion", in their respective building.	Professional Learning	07/01/2013	08/31/2016	\$0	Title II Part A	Principal

## School Improvement Plan

South Elementary School

Activity - Content-Specific PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and faculty will attend content-specific conferences for improved instructional leadership.	Professional Learning	07/01/2013	08/31/2016	\$5000	Title II Part A	Principals, Curriculum Director, Teachers

Activity - Instructional Technology PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and faculty will attend instructional technology training for improved leadership in technology use that improves teaching and learning.	Professional Learning	07/01/2013	08/31/2016	\$4000	Title II Part A	Principals, Curriculum Director

Activity - Observation Practice PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will attend observation practice training for improved leadership in classroom instruction.	Professional Learning	07/01/2013	08/31/2016	\$4000	Title II Part A	Administrator s, Curriculum Director, Select Teachers

### 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)

Activity - Parent Engagement PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will attend Parent Engagement PD to create opportunities for successful parent collaboration.	Professional Learning	07/01/2013	08/31/2016	\$4000	Title II Part A	Administrator s, Curriculum Director, Teachers

Activity - Parent Engagement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will offer parent engagement opportunities to share student data and improve academic outcomes for Title I and/or At Risk Students.	Parent Involvement	07/01/2013	08/31/2016	\$1000	Title I Part A	Administrator s, teachers

Activity - Offer Parents Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will offer parents resources that will help our parents assist their child(ren) in improving their academic achievement.	Parent Involvement	07/01/2013	08/31/2016	\$900	Title I Part A	Administrator s, teachers

### Measurable Objective 3:

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

## School Improvement Plan

South Elementary School

### Strategy 1:

Assessments Inform Instruction - Teachers will create student friendly learning targets, complete professional development on assessment creation, and build a culture of student self assessment.

Research Cited: Research: Stiggins, Balanced Assessment Systems (2006)

Activity - Student friendly learning targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create student-friendly learning targets, share these with students, and teach students how to utilize the learning targets for improved academic achievement.	Policy and Process	07/01/2013	08/31/2016	\$0	Other	Teachers
Activity - Assessment Creation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers / Principals will complete professional development that teaches them how to create assessments that support student learning.	Professional Learning	07/01/2013	08/31/2016	\$900	Title I Part A	Teachers, Principals
Activity - Student Self Assessment Culture	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build a culture where students know how to assess their progress and can utilize formative and summative classroom assessment data to improve their achievement.	Other	07/01/2013	08/31/2016	\$0	No Funding Required	Teachers

## Goal 2: Mathematics - Improve Mathematics achievement

### Measurable Objective 1:

45% of Pre-K, Kindergarten, First and Second grade students will demonstrate a proficiency in grade-level standards in Mathematics by 08/31/2016 as measured by state/national assessments.

### Strategy 1:

Well Documented, Universally Understood MATH Curriculum - Teachers will complete professional development and research and evaluate resources that lead to a deeper understanding of CCSS.

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

Activity - CCSS Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that leads to deep understanding of the mathematics CCSS, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available CCSS resources).	Professional Learning	07/01/2013	08/31/2016	\$4000	Title II Part A	principal, teachers

## School Improvement Plan

South Elementary School

Activity - Math Resource Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will research and evaluate mathematics resources to choose those that best meet the needs of our students in achieving proficiency in the CCSS.	Professional Learning	07/01/2013	08/31/2016	\$0	Title II Part A	principal, teachers

### Strategy 2:

Quality Instructional Delivery in Mathematics - Teachers will complete professional development focused on research based instructional practices and CCSS Math Practice Standards. After completing PD and implementing in the classroom, teachers will reflect on effectiveness of professional practices.

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

Activity - Research Based Instructional Practices PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of mathematics to improve student's understanding of the math CCSS.	Professional Learning	07/01/2013	08/31/2016	\$4000	Title II Part A	principal, teachers

Activity - Math Practice Standards PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that teaches them how to effectively utilize the CCSS Math Practice Standards.	Professional Learning	07/01/2013	08/31/2016	\$4000	Title II Part A	principal, teachers

Activity - Reflection on Professional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level, building, district teams will reflect on the effectiveness of their professional practice in mathematics instruction.	Professional Learning	07/01/2013	08/31/2016	\$0	No Funding Required	principal, teachers, curriculum director

### Measurable Objective 2:

45% of Pre-K, Kindergarten, First and Second grade students will demonstrate a proficiency in math with multi-tier system of support in Mathematics by 08/31/2016 as measured by state/national assessments.

### Strategy 1:

Supplemental Title I/At Risk Math Instruction - Teachers and interventionists will utilize a multi-tier system of support to provide supplemental instruction to students in at risk groups.

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

Activity - Universal Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer a universal screener (NWEA) to all students to set the Title I / At Risk identification criteria and update the placement chart. Utilize the NWEA data to determine needs of student groups and individual students and create a plan of support for at-risk student groups.	Academic Support Program	07/01/2013	08/31/2016	\$1400	General Fund	Teachers, interventionists

## School Improvement Plan

South Elementary School

Activity - Supplemental math instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists will team with classroom teachers to provide targeted interventions to Title I / At Risk students to improve their achievement in mathematics.	Academic Support Program	07/01/2013	08/31/2016	\$70000	Title I Part A	teachers, interventionists
Activity - Support for ELL/Migrant Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELL/Migrant interventionist will team with classroom teachers to provide targeted interventions to ELL/Migrant students to improve their achievement in mathematics.	Academic Support Program	07/01/2013	08/31/2016	\$25000	Title I Part C	teachers, ELL/Migrant Interventionists
Activity - Professional Development for Interventionists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists will complete professional development in strategies and resources to support students who are struggling with mathematics.	Professional Learning	07/01/2013	08/01/2016	\$5000	Title II Part A	Interventionists
Activity - Support beyond School Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers / interventionists will provide before, after, and/or summer school support to students who are struggling with mathematics.	Academic Support Program	07/01/2013	08/31/2016	\$5000	Title I Part A	teachers, interventionists
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers / interventionists will monitor the progress of all students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data.	Academic Support Program	07/01/2013	08/31/2016	\$20000	Title I Part A	teachers, interventionists

### Measurable Objective 3:

45% of Pre-K, Kindergarten, First and Second grade students will demonstrate a proficiency in math with extended learning opportunities for students at or above benchmark to maintain or improve proficiency in Mathematics by 08/31/2016 as measured by state/national assessments..

### Strategy 1:

Differentiated Instruction - Teachers will utilize differentiated instruction with those students at or above benchmark.

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

Activity - Differentiated instruction Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Differentiated Instruction professional development to learn how to meet the needs of all learners.	Professional Learning	07/01/2013	08/31/2016	\$3000	Title II Part A	teachers
Activity - Extended Learning Opportunit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

South Elementary School

Teachers will create extended learning opportunities for students who are at or above the benchmark in math.	Academic Support Program	07/01/2013	08/31/2016	\$0	No Funding Required	teachers
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### Goal 3: Literacy

#### Measurable Objective 1:

55% of Economically Disadvantaged students will demonstrate a proficiency in reading in English Language Arts by 08/31/2016 as measured by state / national assessments.

#### Strategy 1:

Well Documented, Universally Understood READING Curriculum. - Teachers will complete professional development, and research and evaluate reading resources for CCSS reading.

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

Activity - CCSS PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that leads to deep understanding of the CCSS for reading, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available CCSS resources).	Professional Learning	07/01/2013	08/31/2016	\$3000	Title II Part A	Principal, Teachers

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

#### Strategy 2:

Quality Instructional Delivery in Reading - Teachers will have professional development in instructional delivery and reflection in reading

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

Activity - Research Based Instructional Practices PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of reading to improve student's achievement.	Professional Learning	07/01/2013	08/31/2016	\$3000	Title II Part A	Administrators, Teachers, Curriculum Director

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

South Elementary School

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

55% of Economically Disadvantaged students will demonstrate a proficiency in writing in English Language Arts by 08/31/2016 as measured by state/national assessments.

#### Strategy 1:

Well Documented, Universally Understood WRITING Curriculum - Teachers will complete professional development, and research and evaluate writing resources in CCSS writing.

Research Cited: state/national assessments.

Activity - CCSS Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that leads to deep understanding of the CCSS for writing, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available CCSS resources, MAISA.	Professional Learning	07/01/2013	08/31/2016	\$3000	Title II Part A	teachers

Activity - Writing Resource	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will research and evaluate writing resources to choose those that best meet the needs of our students in achieving proficiency in the CCSS.	Professional Learning	07/01/2013	08/01/2016	\$1000	General Fund	teachers

#### Strategy 2:

Quality Instructional Delivery in writing - Teachers will attend PD on research based instructional practices in writing and reflect on their own professional practices.

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

Activity - Research based Instruction Practices PD in writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of writing to improve student's achievement.	Professional Learning	07/01/2013	08/31/2016	\$3000	Title II Part A	teachers

Activity - Reflect on Professional Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level, building, district teams will reflect on the effectiveness of their professional practice in writing instruction.	Professional Learning	07/01/2013	08/31/2016	\$1000	General Fund	teachers

### Measurable Objective 3:

65% of Second grade students will demonstrate a proficiency in literacy in Science by 08/31/2016 as measured by local assessments.

## School Improvement Plan

South Elementary School

### Strategy 1:

Well Documented, Universally Understood Science Curriculum - Teachers will complete professional development that will lead to a deeper understanding of next generation science standards. In addition, teachers will research and evaluate science resources.

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

Activity - Next Generation Science PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that leads to deep understanding of the Next Generation Science standards, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources).	Professional Learning	07/01/2013	08/31/2016	\$3000	Title II Part A	Teachers

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

### Strategy 2:

Quality Instructional Delivery in Science - Teachers will complete PD and reflect on how to use research based instructional practices in teaching literacy in science.

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

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

Activity - Reflect on Professional Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level, building, district teams will reflect on the effectiveness of their professional practice in science instruction.	Professional Learning	07/01/2013	08/31/2016	\$1000	General Fund	Teachers

### Measurable Objective 4:

65% of Second grade students will demonstrate a proficiency in literacy in Social Studies by 08/31/2016 as measured by local assessments.

### Strategy 1:

Well documented, universally understood social studies curriculum - Teachers will complete social studies curriculum professional development, and research and evaluate social studies resources.

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

## School Improvement Plan

South Elementary School

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

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

### Strategy 2:

Quality instructional delivery in social studies - Teachers will complete PD on research based instructional practices in social studies, and reflect on their own professional practices.

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

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

Activity - Reflect on professional practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level, building, district teams will reflect on the effectiveness of their professional practice in social studies instruction.	Professional Learning	07/01/2013	08/31/2016	\$1000	General Fund	teachers

### Measurable Objective 5:

65% of Second grade students will demonstrate a proficiency in literacy in Health/Physical Education by 08/31/2016 as measured by local assessments.

### Strategy 1:

PE/Health, Fine Arts Curriculum - Teachers will complete appropriate professional development and research and evaluate resources to meet the needs of students in achieving proficiency in these areas.

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

Activity - PE/Health, Fine Arts PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that leads to deep understanding of the PE/Health and Fine Arts curriculum standards, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources.	Professional Learning	07/01/2013	08/31/2016	\$1000	Title II Part A	teachers

## School Improvement Plan

South Elementary School

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

### Strategy 2:

Quality Instructional Delivery - Teachers will reflect on professional practice and utilize research-based instructional practices in teaching PE/Health and the fine arts.

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

Activity - Research Based Instructional Practices PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of PE/Health to improve student's achievement.	Professional Learning	07/01/2013	08/31/2016	\$1000	Title II Part A	Teachers

Activity - Reflection on Professional Practice PE/Health	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level, building, district teams will reflect on the effectiveness of their professional practice in PE/Health instruction	Professional Learning	07/01/2013	08/31/2016	\$1000	General Fund	teachers

### Measurable Objective 6:

55% of Economically Disadvantaged students will demonstrate a proficiency in literacy with a multi-tiered system of support in English Language Arts by 08/31/2016 as measured by state and national standards.

### Strategy 1:

Title I/At Risk Literacy Instruction - Teachers and interventionists will provide supplemental instruction to support students who are struggling with literacy.

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

Activity - Administer Universal Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer a universal screener (NWEA) to all students to set the Title I/At Risk identification criteria and update the placement chart. Utilize the NWEA data to determine needs of student groups and individual students and create a plan of support for at-risk student groups.	Academic Support Program	07/01/2013	08/31/2016	\$1400	General Fund	principal, teachers, interventionists

Activity - Provide supplemental literacy instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists will team with classroom teachers to provide targeted interventions to Title I / At Risk students to improve their achievement in literacy.	Professional Learning	07/01/2013	08/31/2016	\$70000	Title I Part A	Teachers and Intervention Staff

Activity - Provide support to ELL/Migrant Students.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## 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.	Professional Learning	07/01/2013	08/31/2016	\$25000	Title I Part C	ELL / Migrant interventionists and Classroom Teachers
<b>Activity - Provide PD for Interventionists.</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Interventionists will complete professional development in strategies and resources to support students who are struggling with literacy.	Professional Learning	07/01/2013	08/31/2016	\$1000	Title II Part A	Interventionists
<b>Activity - Beyond the School Day Support</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers / interventionists will provide before, after, and/or summer school support to students who are struggling with literacy.	Professional Learning	07/01/2013	08/31/2016	\$5000	Title I Part A	Teachers and Interventionists
<b>Activity - Progress Monitoring</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers / interventionists will monitor the progress of all students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data.	Professional Learning	07/01/2013	08/31/2016	\$20000	Title I Part A	Teachers and Interventionists

### Measurable Objective 7:

55% of Pre-K, Kindergarten, First and Second grade students will demonstrate a proficiency in literacy with extended learning opportunities for students who are at or above benchmark to maintain or improve their literacy proficiency in English Language Arts by 08/31/2016 as measured by state and national assessments.

### Strategy 1:

Differentiated instruction - Teachers will participate in differentiated instruction professional development and create extended learning opportunities for students at or above benchmark in literacy

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

<b>Activity - Differentiated instruction PD</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will participate in Differentiated instruction professional development to learn how to meet the literacy needs of all learners.	Professional Learning	07/01/2013	08/31/2016	\$5000	Title II Part A	teachers
<b>Activity - Extended Learning Opportunities</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will create extended learning opportunities for students who are at or above the benchmark in literacy.	Academic Support Program	07/01/2013	08/31/2016	\$0	No Funding Required	Teachers

## 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 08/31/2016 as measured by District-Level Technology assessment.

### Strategy 1:

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

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

Activity - Grade / Content Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in grade level / content teams to integrate technology standards into their ELA curriculum maps.	Professional Learning	08/26/2013	08/31/2016	\$1500	General Fund	Curriculum Director, Principal

Activity - Tech Integration Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level, building, district teams will reflect on the effectiveness of their professional practice in reading instruction.	Professional Learning	08/26/2013	08/31/2016	\$500	General Fund	Curriculum Director, Principal

### Strategy 2:

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

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

Activity - Training in Tech Integration Matrix	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Leaders and teachers will be trained in use of the Technology Integration Matrix	Professional Learning	08/26/2013	08/31/2016	\$500	Title II Part A	Curriculum Director, Principal

Activity - Instructional Tech PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend various PD offerings to enhance their use of instructional technology	Professional Learning	08/29/2013	08/31/2016	\$2500	Title II Part A	Curriculum Director, Principal

Activity - MTSS Tech Solutions PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

South Elementary School

Interventionists will be trained in the use of technology solutions to learn how to improve student support services in our Multi Tiered System of Support (MTSS)	Professional Learning	08/26/2013	08/31/2016	\$2500	Title II Part A	Curriculum Director, Principal
<b>Activity - Collaboration Thru Tech PD</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will participate in PD that teaches them how to enhance student collaboration practices through technology	Professional Learning	08/26/2013	08/29/2016	\$1500	Title II Part A	Curriculum Director, Principal
<b>Activity - Technology Showcase</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers / Principals will showcase technology integration / use as embedded professional development (in PLC time, faculty meetings, etc.)	Professional Learning	08/26/2013	08/31/2016	\$500	General Fund	Curriculum Director, Principal
<b>Activity - Reflect on Instructional Tech Use</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers and Principal will reflect on their instructional technology use to learn how to improve their personal practice and the practice of the grade level teams	Professional Learning	08/26/2013	08/31/2016	\$500	General Fund	Curriculum Director, Principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part C

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Provide support to ELL/Migrant Students.	The ELL/Migrant interventionist will team with classroom teachers to provide targeted interventions to ELL/Migrant students to improve their achievement in literacy.	Professional Learning	07/01/2013	08/31/2016	\$25000	ELL / Migrant interventionists and Classroom Teachers
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	07/01/2013	08/31/2016	\$25000	teachers, ELL/Migrant Interventionists
<b>Total</b>					<b>\$50000</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Learning Opportunities	Teachers will create extended learning opportunities for students who are at or above the benchmark in literacy.	Academic Support Program	07/01/2013	08/31/2016	\$0	Teachers
Reflection on Professional Practices	Grade level, building, district teams will reflect on the effectiveness of their professional practice in mathematics instruction.	Professional Learning	07/01/2013	08/31/2016	\$0	principal, teachers, curriculum director
Extended Learning Opportunities	Teachers will create extended learning opportunities for students who are at or above the benchmark in math.	Academic Support Program	07/01/2013	08/31/2016	\$0	teachers
Student Self Assessment Culture	Build a culture where students know how to assess their progress and can utilize formative and summative classroom assessment data to improve their achievement.	Other	07/01/2013	08/31/2016	\$0	Teachers
<b>Total</b>					<b>\$0</b>	

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

South Elementary School

MTSS Tech Solutions PD	Interventionists will be trained in the use of technology solutions to learn how to improve student support services in our Multi Tiered System of Support (MTSS)	Professional Learning	08/26/2013	08/31/2016	\$2500	Curriculum Director, Principal
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	07/01/2013	08/31/2016	\$3000	teachers
Social studies curriculum PD	Teachers will complete professional development that leads to deep understanding of the Social Studies curriculum standards, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources).	Professional Learning	07/01/2013	08/31/2016	\$1500	teachers
Observation Practice PD	School leaders will attend observation practice training for improved leadership in classroom instruction.	Professional Learning	07/01/2013	08/31/2016	\$4000	Administrator s, Curriculum Director, Select Teachers
CCSS PD	Teachers will complete professional development that leads to deep understanding of the CCSS for reading, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available CCSS resources).	Professional Learning	07/01/2013	08/31/2016	\$3000	Principal, Teachers
PE/Health, Fine Arts PD	Teachers will complete professional development that leads to deep understanding of the PE/Health and Fine Arts curriculum standards, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources.	Professional Learning	07/01/2013	08/31/2016	\$1000	teachers
Research Based Instructional Practices PD	Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of PE/Health to improve student's achievement.	Professional Learning	07/01/2013	08/31/2016	\$1000	Teachers
Next Generation Science PD	Teachers will complete professional development that leads to deep understanding of the Next Generation Science standards, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources).	Professional Learning	07/01/2013	08/31/2016	\$3000	Teachers
Instructional Tech PD	Teachers will attend various PD offerings to enhance their use of instructional technology	Professional Learning	08/29/2013	08/31/2016	\$2500	Curriculum Director, Principal
Parent Engagement PD	School leaders will attend Parent Engagement PD to create opportunities for successful parent collaboration.	Professional Learning	07/01/2013	08/31/2016	\$4000	Administrator s, Curriculum Director, Teachers
"Teach Like A Champion" Book Study	School leaders will lead activities to implement the learning from the district-wide book study, "Teach Like a Champion", in their respective building.	Professional Learning	07/01/2013	08/31/2016	\$0	Principal

## School Improvement Plan

South Elementary School

Research Based Instructional Practices PD	Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of mathematics to improve student's understanding of the math CCSS.	Professional Learning	07/01/2013	08/31/2016	\$4000	principal, teachers
Instructional Technology PD	Principals and faculty will attend instructional technology training for improved leadership in technology use that improves teaching and learning.	Professional Learning	07/01/2013	08/31/2016	\$4000	Principals, Curriculum Director
Collaboration Thru Tech PD	Teachers will participate in PD that teaches them how to enhance student collaboration practices through technology	Professional Learning	08/26/2013	08/29/2016	\$1500	Curriculum Director, Principal
Research based instructional practices PD	Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of science to improve student's achievement.	Professional Learning	07/01/2013	08/31/2016	\$1500	Teachers
Differentiated instruction Professional Development	Teachers will participate in Differentiated Instruction professional development to learn how to meet the needs of all learners.	Professional Learning	07/01/2013	08/31/2016	\$3000	teachers
Professional Development for Interventionists	Interventionists will complete professional development in strategies and resources to support students who are struggling with mathematics.	Professional Learning	07/01/2013	08/01/2016	\$5000	Interventionists
Math Resource Study	Teachers will research and evaluate mathematics resources to choose those that best meet the needs of our students in achieving proficiency in the CCSS.	Professional Learning	07/01/2013	08/31/2016	\$0	principal, teachers
Math Practice Standards PD	Teachers will complete professional development that teaches them how to effectively utilize the CCSS Math Practice Standards.	Professional Learning	07/01/2013	08/31/2016	\$4000	principal, teachers
Research based instructional practices PD in Social Studies	Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of social studies to improve student's achievement.	Professional Learning	07/01/2013	08/31/2016	\$1500	teachers
Administrators/Data Coaches complete book study, "Got Data, Now What?"	Administrators / Data Coaches will complete a book study, "Got Data, Now What?"	Professional Learning	07/01/2013	08/31/2016	\$200	Administrators and Data Coaches
Principal's PD	School leaders will participate in various professional learning opportunities to develop their skill in creating a culture of academic success through improved knowledge in instructional strategies, content delivery, and observation practices.	Professional Learning	07/01/2013	08/31/2016	\$1500	Curriculum Director, Principals
Research based Instruction Practices PD in writing	Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of writing to improve student's achievement.	Professional Learning	07/01/2013	08/31/2016	\$3000	teachers
Research Based Instructional Practices PD	Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of reading to improve student's achievement.	Professional Learning	07/01/2013	08/31/2016	\$3000	Administrators, Teachers, Curriculum Director

## School Improvement Plan

South Elementary School

Utilizing Data PD	School leaders will participate in professional learning opportunities to develop their skill in utilizing data to support instructional decisions.	Professional Learning	07/01/2013	08/31/2016	\$1000	Administrators, Data Coaches, Curriculum Director
Training in Tech Integration Matrix	Building Leaders and teachers will be trained in use of the Technology Integration Matrix	Professional Learning	08/26/2013	08/31/2016	\$500	Curriculum Director, Principal
Provide PD for Interventionists.	Interventionists will complete professional development in strategies and resources to support students who are struggling with literacy.	Professional Learning	07/01/2013	08/31/2016	\$1000	Interventionists
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	07/01/2013	08/31/2016	\$4000	principal, teachers
Content-Specific PD	Principals and faculty will attend content-specific conferences for improved instructional leadership.	Professional Learning	07/01/2013	08/31/2016	\$5000	Principals, Curriculum Director, Teachers
Differentiated instruction PD	Teachers will participate in Differentiated instruction professional development to learn how to meet the literacy needs of all learners.	Professional Learning	07/01/2013	08/31/2016	\$5000	teachers
<b>Total</b>					<b>\$74200</b>	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	07/01/2013	08/01/2016	\$1000	teachers
Reflect on Professional Practice	Grade level, building, district teams will reflect on the effectiveness of their professional practice in writing instruction.	Professional Learning	07/01/2013	08/31/2016	\$1000	teachers
Reading Resources Study	Teachers will research and evaluate reading resources to choose those that best meet the needs of our students in achieving proficiency in the CCSS.	Professional Learning	07/01/2013	08/31/2016	\$1000	Teachers
Reflect on Professional Practice	Grade level, building, district teams will reflect on the effectiveness of their professional practice in science instruction.	Professional Learning	07/01/2013	08/31/2016	\$1000	Teachers
Monthly Meetings	Data Coaches in each building; monthly meetings w/Central Office	Professional Learning	07/01/2013	08/31/2016	\$400	Data Coaches, Curriculum Director

## School Improvement Plan

South Elementary School

Social studies resource study	Teachers will research and evaluate science resources to choose those that best meet the needs of our students in achieving proficiency in the social studies curriculum.	Professional Learning	07/01/2013	08/31/2016	\$1000	teachers
Data Coach training in data conversations and data analysis	Training for all data coaches in data analysis and data conversations.	Professional Learning	07/01/2013	08/31/2016	\$400	Data Coaches and Curriculum Director
Reflect on Instructional Tech Use	Teachers and Principal will reflect on their instructional technology use to learn how to improve their personal practice and the practice of the grade level teams	Professional Learning	08/26/2013	08/31/2016	\$500	Curriculum Director, Principal
Reflect on Professional Practice	Grade level, building, district teams will reflect on the effectiveness of their professional practice in reading instruction.	Professional Learning	07/01/2013	08/31/2016	\$1000	Grade level teams, district teams, administrators
Reflect on professional practices	Grade level, building, district teams will reflect on the effectiveness of their professional practice in social studies instruction.	Professional Learning	07/01/2013	08/31/2016	\$1000	teachers
Reflection on Professional Practice PE/Health	Grade level, building, district teams will reflect on the effectiveness of their professional practice in PE/Health instruction	Professional Learning	07/01/2013	08/31/2016	\$1000	teachers
PE/Health Resources Study	Teachers will research and evaluate resources to choose those that best meet the needs of our students in achieving proficiency in the PE/Health curriculum.	Professional Learning	07/01/2013	08/31/2016	\$1000	Teachers
Science Resource Study	Teachers will research and evaluate science resources to choose those that best meet the needs of our students in achieving proficiency in the Next Generation Science curriculum.	Professional Learning	07/01/2013	08/31/2016	\$1000	Teachers
Administrators training in data conversations/data analysis	Administrators will have training in how to lead data conversations and conduct data analysis.	Professional Learning	07/01/2013	08/31/2016	\$400	Administrators, Data Coaches
Universal Screener	Administer a universal screener (NWEA) to all students to set the Title I / At Risk identification criteria and update the placement chart. Utilize the NWEA data to determine needs of student groups and individual students and create a plan of support for at-risk student groups.	Academic Support Program	07/01/2013	08/31/2016	\$1400	Teachers, interventionists
Tech Integration Practices	Grade level, building, district teams will reflect on the effectiveness of their professional practice in reading instruction.	Professional Learning	08/26/2013	08/31/2016	\$500	Curriculum Director, Principal
SITs will complete/submit quarterly SIP dashboard reports	SIT will complete and submit a quarterly dashboard report.	Professional Learning	07/01/2013	08/31/2016	\$0	SIT, Principal, Curriculum Director
Administer Universal Screener	Administer a universal screener (NWEA) to all students to set the Title I/At Risk identification criteria and update the placement chart. Utilize the NWEA data to determine needs of student groups and individual students and create a plan of support for at-risk student groups.	Academic Support Program	07/01/2013	08/31/2016	\$1400	principal, teachers, interventionists

## School Improvement Plan

South Elementary School

Grade / Content Teams	Teachers will work in grade level / content teams to integrate technology standards into their ELA curriculum maps.	Professional Learning	08/26/2013	08/31/2016	\$1500	Curriculum Director, Principal
Technology Showcase	Teachers / Principals will showcase technology integration / use as embedded professional development (in PLC time, faculty meetings, etc.)	Professional Learning	08/26/2013	08/31/2016	\$500	Curriculum Director, Principal
Data Coaches lead building-level data analysis	Data Coaches will lead building-level data analysis meetings.	Professional Learning	07/01/2013	08/31/2016	\$400	Data Coaches, Principal, and Curriculum Director
<b>Total</b>					<b>\$17400</b>	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student friendly learning targets	Teachers will create student-friendly learning targets, share these with students, and teach students how to utilize the learning targets for improved academic achievement.	Policy and Process	07/01/2013	08/31/2016	\$0	Teachers
<b>Total</b>					<b>\$0</b>	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	Teachers / interventionists will monitor the progress of all students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data.	Academic Support Program	07/01/2013	08/31/2016	\$20000	teachers, interventionists
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	07/01/2013	08/31/2016	\$5000	teachers, interventionists
Supplemental math instruction	Interventionists will team with classroom teachers to provide targeted interventions to Title I / At Risk students to improve their achievement in mathematics.	Academic Support Program	07/01/2013	08/31/2016	\$70000	teachers, interventionists
Provide supplemental literacy instruction	Interventionists will team with classroom teachers to provide targeted interventions to Title I / At Risk students to improve their achievement in literacy.	Professional Learning	07/01/2013	08/31/2016	\$70000	Teachers and Intervention Staff
Offer Parents Resources	School leaders will offer parents resources that will help our parents assist their child(ren) in improving their academic achievement.	Parent Involvement	07/01/2013	08/31/2016	\$900	Administrators, teachers
Assessment Creation Training	Teachers / Principals will complete professional development that teaches them how to create assessments that support student learning.	Professional Learning	07/01/2013	08/31/2016	\$900	Teachers, Principals

**School Improvement Plan**

South Elementary School

Beyond the School Day Support	Teachers / interventionists will provide before, after, and/or summer school support to students who are struggling with literacy.	Professional Learning	07/01/2013	08/31/2016	\$5000	Teachers and Interventionists
Progress Monitoring	Teachers / interventionists will monitor the progress of all students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data.	Professional Learning	07/01/2013	08/31/2016	\$20000	Teachers and Interventionists
Parent Engagement Activities	School leaders will offer parent engagement opportunities to share student data and improve academic outcomes for Title I and/or At Risk Students.	Parent Involvement	07/01/2013	08/31/2016	\$1000	Administrators, teachers
<b>Total</b>					<b>\$192800</b>	