

# School Improvement Plan

## Title I - Targeted Assistance

School Year: 2012 - 2013

School District: Watervliet School District

ISD/RESA: Berrien RESA

School Name: South Elementary School

Grades Served: PK,K,1,2

Ms. Darla Campbell

Building Code: 04924

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

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## Introduction

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

## School Information

School:	<b>South Elementary School</b>
District:	<b>Watervliet School District</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>PK,K,1,2</b>
School Code Number:	<b>04924</b>
City:	<b>WATERVLIET</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision, Mission and Beliefs

## 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.

## 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.

## Beliefs Statement

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

Effective Communicators:

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

Critical Thinking:

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

Socially Responsible Citizens

- Conflict resolution/responsible for actions
- Recycling/environmental studies
- Collections for community needs
- Social studies-ethnic diversity, cooperative learning
- Homework
- Being on time to school

Self-Supporting Quality Producers

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

- Project LEAN
- Hygiene habits
- Walk-a-thon
- Gym class
- Jump Rope for Heart

Aesthetically Aware

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

# Goals

Name	Development Status	Progress Status
Improved Core Content Achievement	Complete	Open
Math Proficiency	Complete	Open
Reading Comprehension	Complete	Open
Writing	Complete	Open

## Goal 1: Improved Core Content Achievement

**Content Area:** Other

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient in reading, math, science, and social studies as evidenced by classroom assessments and, where applicable, state assessments.

**Gap Statement:** A review of assessment data shows:

Reading: Average proficiency was 55% proficient compared to a goal of 100% is a gap of 45%.

Math: Average proficiency was 28% proficiency compared to a goal of 100% is a gap of 72%.

**Cause for Gap:** 90% to 100% of the students in the bottom 30% scored "Low" on NWEA for computation.

90% to 100% of the students in the bottom 30% scored "Low" on NWEA for vocabulary and word structure.

**Multiple measures/sources of data you used to identify this gap in student achievement:** NWEA assessments  
Teacher observation

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Criteria for success = positive trend progress across all grade levels in both reading and math.

Progress will be monitored with both NWEA (for universal screening and benchmarking for the year's growth) and Easy CBM for progress monitoring of at risk students.

**Contact Name:** Darla Campbell

### List of Objectives:

Name	Objective
Align Assessments Objective	The gap between the proficient and non-proficient students will decrease each year based on MEAP. Assessments that are aligned to the common core will be used throughout the year to document student growth.

Align Curriculum Objective	The gap between the proficient and non-proficient students will decrease each year based on MEAP. Assessments that are aligned to the common core will be used throughout the year to document student growth.
Intervention Objective	Students will engage in academic activities that support continuous learning and offer interventions to maximize student achievement on the MEAP as evidenced by narrowing the gap between the proficient and non-proficient students.

## 1.1. Objective: Align Assessments Objective

**Measurable Objective Statement to Support Goal:** The gap between the proficient and non-proficient students will decrease each year based on MEAP. Assessments that are aligned to the common core will be used throughout the year to document student growth.

### List of Strategies:

Name	Strategy
Data Warehouse Strategy	All teachers will align final assessments to the Common Core and will utilize a designated data warehouse to store results by 2013-2014. All teachers will utilize the data warehouse as a medium to align and store final assessments.

### 1.1.1. Strategy: Data Warehouse Strategy

**Strategy Statement:** All teachers will align final assessments to the Common Core and will utilize a designated data warehouse to store results by 2013-2014. All teachers will utilize the data warehouse as a medium to align and store final assessments.

#### Selected Target Areas

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#### What research did you review to support the use of this strategy and action plan?

Common Core instruction  
 RtI research on use of data to form instruction

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data Warehouse Implementation	2012-09-04	2013-06-07	Principal Data Coaches Teachers



### 1.1.1.1. Activity: Data Warehouse Implementation

**Activity Type:** Professional Development

**Activity Description:** 1. All teachers will align assessments to the common core.  
 2. All teachers will be trained in how to use our data warehouse.  
 3. All teachers will use our designated data warehouse to store their assessments.  
 4. PLCs will be used to discuss results and possible interventions and strategies based on the data.

**Planned staff responsible for implementing activity:** Principal  
 Data Coaches  
 Teachers

**Actual staff responsible for implementing activity:** Principal  
 Data Coaches  
 Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

## 1.2. Objective: Align Curriculum Objective

**Measurable Objective Statement to Support Goal:** The gap between the proficient and non-proficient students will decrease each year based on MEAP. Assessments that are aligned to the common core will be used throughout the year to document student growth.

**List of Strategies:**

Name	Strategy
Curriculum Crafter Strategy	All teachers will align curriculum to the Common Core by 2013-2014. All teachers will utilize Kent ISD/Curriculum-Crafter to map curriculum so all courses/subjects are aligned to the Common Core.

### 1.2.1. Strategy: Curriculum Crafter Strategy

**Strategy Statement:** All teachers will align curriculum to the Common Core by 2013-2014. All teachers will utilize Kent ISD/Curriculum-Crafter to map curriculum so all courses/subjects are aligned to the Common Core.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

Curriculum Crafter - Common Core

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Curriculum Crafter Implementation	2011-09-06	2012-06-08	Principal Data Coaches Teachers

**1.2.1.1. Activity: Curriculum Crafter Implementation**

**Activity Type:** Professional Development

**Activity Description:** 1. Grade Levels will teach the same material as outlined in the Common Core.  
 2. Regular grade level meetings will ensure constant communication regarding progress.  
 3. All teachers will complete Curriculum Crafter training to ensure full implementation.

**Planned staff responsible for implementing activity:** Principal  
 Data Coaches  
 Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-08

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

**1.3. Objective: Intervention Objective**

**Measurable Objective Statement to Support Goal:** Students will engage in academic activities that support continuous learning and offer interventions to maximize student achievement on the MEAP as evidenced by narrowing the gap between the proficient and non-proficient students.

**List of Strategies:**

Name	Strategy
Teach Like a Champion Strategy	All teachers will participate in extension activities of Teach Like a Champion by Douglas Lemov (training on interventions and activities) to support the engagement of students and continuous learning by 6/7/2013.

### 1.3.1. Strategy: Teach Like a Champion Strategy

**Strategy Statement:** All teachers will participate in extension activities of Teach Like a Champion by Douglas Lemov (training on interventions and activities) to support the engagement of students and continuous learning by 6/7/2013.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

Douglas Lemov

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teach Like a Champion Implementation Activities	2011-09-06	2012-06-08	Curriculum Director Principal Staff

#### 1.3.1.1. Activity: Teach Like a Champion Implementation Activities

**Activity Type:** Professional Development

**Activity Description:** 1. Curriculum Director will purchase Teach Like a Champion.  
 2. Principals will facilitate a year-long book study.  
 3. Staff will participate in book study to learn interventions and activities to support the engagement of students and continuous learning.

**Planned staff responsible for implementing activity:** Curriculum Director  
Principal  
Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-08

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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## Goal 2: Math Proficiency

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** All students will meet college/career readiness standards in MATH as evidenced by MEAP achievement.

**Gap Statement:** 27% of economically disadvantaged students are proficient, in gender, males are outperforming females by 19%, and only 5% of students with disabilities were proficient. There is a significant gap between the top 30% and the bottom 30% of the students in 3rd grade as evidenced by the MEAP.

**Cause for Gap:** Addressing all gaps, students begin school without basic problem solving skills and number sense.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Classroom assessments  
Third Grade MEAP  
NWEA in kindergarten, first and second grade

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** At least 35% of students will perform at level 2 or above on the third grade MEAP exam while the remaining 65% of students will decrease the gap between the bottom 30 and the top 30 percent by 10%.

**Contact Name:** Darla Campbell

**List of Objectives:**

Name	Objective
Intervention	Of the bottom 30% of students in first and second grade, based on the NWEA, 50% will achieve one years growth or more, as determined by the NWEA.

Math Proficiency	At least 35% of all students will perform at level 2 or above on the Third grade MEAP exam.
NWEA Performance Objective	85% of students will raise assessment scores by 13 RIT values from fall to spring on the NWEA.

## 2.1. Objective: Intervention

**Measurable Objective Statement to Support Goal:** Of the bottom 30% of students in first and second grade, based on the NWEA, 50% will achieve one years growth or more, as determined by the NWEA.

### List of Strategies:

Name	Strategy
Targeted Intervention	Targeted intervention will be provided to students who are identified as the bottom 30% by a universal screener.

### 2.1.1. Strategy: Targeted Intervention

**Strategy Statement:** Targeted intervention will be provided to students who are identified as the bottom 30% by a universal screener.

#### Selected Target Areas

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#### What research did you review to support the use of this strategy and action plan?

Research provided by the MDE best practices.  
RtI Research

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Easy CBM	2012-09-04	2013-06-05	Principal / administration Classroom teachers interventionist
Rocket Math / Computation	2012-09-04	2013-06-05	Principal / administration Teachers Interventionists
Understanding Math Concepts / Vocabulary	2012-09-04	2013-06-05	Principal / administration Teachers Interventionists

### 2.1.1.1. Activity: Easy CBM

**Activity Type:** Technology

**Activity Description:** Benchmark the bottom 30% of students, use research based interventions, progress monitor and course correct as needed.

**Planned staff responsible for implementing activity:** Principal / administration  
Classroom teachers  
interventionist

**Actual staff responsible for implementing activity:** Principal / administration  
Classroom teachers  
interventionist

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-05

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

### 2.1.1.2. Activity: Rocket Math / Computation

**Activity Type:** Other

**Activity Description:** One-on-one / small group intervention working on computation fluency.

**Planned staff responsible for implementing activity:** Principal / administration  
Teachers  
Interventionists

**Actual staff responsible for implementing activity:** Principal / administration  
Teachers  
Interventionists

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-05

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**2.1.1.3. Activity: Understanding Math Concepts / Vocabulary**

**Activity Type:** Other

**Activity Description:** One-on-one / small group intervention using hands on manipulatives to supplement and develop a better understanding of math concepts and vocabulary.

**Planned staff responsible for implementing activity:** Principal / administration  
Teachers  
Interventionists

**Actual staff responsible for implementing activity:** Principal / administration  
Teachers  
Interventionists

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-05

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**2.2. Objective: Math Proficiency**

**Measurable Objective Statement to Support Goal:** At least 35% of all students will perform at level 2 or above on the Third grade MEAP exam.

**List of Strategies:**

Name	Strategy
Math Intervention	Intervention will be provided to K-2 students who are struggling to meet math expectations.
Teacher Professional Development	Classroom teachers will receive updates and training on math curriculum implementation.

## 2.2.1. Strategy: Math Intervention

**Strategy Statement:** Intervention will be provided to K-2 students who are struggling to meet math expectations.

### Selected Target Areas

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.
I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.
II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

### What research did you review to support the use of this strategy and action plan?

Marzano Best Practices  
Lemov ~ Teach Like a Champion

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Marzano Best Practices	2012-09-04	2013-06-07	Principal Teachers
Paraprofessional Support	2012-09-04	2013-06-07	Principal Classroom Teachers Paraprofessionals
Teach Like a Champion	2012-09-04	2013-06-07	Principal Teachers

### 2.2.1.1. Activity: Marzano Best Practices

**Activity Type:** Professional Development

**Activity Description:** Staff will review Marzano Best Practices in Classroom Instruction that Works.



**Planned staff responsible for implementing activity:** Principal  
Teachers

**Actual staff responsible for implementing activity:** Principal  
Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 2.2.1.2. Activity: Paraprofessional Support

**Activity Type:** Professional Development

**Activity Description:** Paraprofessionals will be assigned to each K-2 classroom to provide intervention support to students struggling to meet the grade level math expectations.

**Planned staff responsible for implementing activity:** Principal  
Classroom Teachers  
Paraprofessionals

**Actual staff responsible for implementing activity:** Principal  
Classroom Teachers  
Paraprofessionals

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
salaries, benefits	Title I Part A	62,000.00	0.00

### 2.2.1.3. Activity: Teach Like a Champion

**Activity Type:** Professional Development

**Activity Description:** School staff will utilize extension activities from "Teach like a Champion"

**Planned staff responsible for implementing activity:** Principal  
Teachers

**Actual staff responsible for implementing activity:** Principal  
Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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## 2.2.2. Strategy: Teacher Professional Development

**Strategy Statement:** Classroom teachers will receive updates and training on math curriculum implementation.

**Selected Target Areas**

III.1.B.4 Staff members are structured into collaborative teams specifically designed to enhance student achievement. All instructional staff members have the skill to be effective collaborators and value the contribution that collaboration makes to student success.
III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.
III.2.C.2 Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.
III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

**What research did you review to support the use of this strategy and action plan?**

Framework for Understanding Children of Poverty, Ruby Paine  
Marzano Best Practices  
Dufore et all...Professional Learning Communities

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Balanced Assessment	2012-09-04	2013-06-07	Curriculum Director
Data System/Assessment Training	2012-09-04	2013-06-07	Tech-director Principal Data Coaches
New Teacher Training	2012-09-04	2013-06-07	Principal

Training in Teaching Techniques	2012-09-04	2013-06-07	Principal
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### 2.2.2.1. Activity: Balanced Assessment

**Activity Type:** Professional Development

**Activity Description:** Staff will participate in Balanced Assessment focused training offered by the Berrien RESA.

**Planned staff responsible for implementing activity:** Curriculum Director

**Actual staff responsible for implementing activity:** Curriculum Director

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Materials, Stipends, Mileage	Title II Part A	500.00	0.00

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### 2.2.2.2. Activity: Data System/Assessment Training

**Activity Type:** Professional Development

**Activity Description:** Results-driven (solicited and analyzed)with training in a data warehouse.

**Planned staff responsible for implementing activity:** Tech-director  
Principal  
Data Coaches

**Actual staff responsible for implementing activity:** Tech-director  
Principal  
Data Coaches  
Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
stipends, benefits	Title II Part A	150.00	0.00

**2.2.2.3. Activity: New Teacher Training**

**Activity Type:** Professional Development

**Activity Description:** Train new teachers in Everyday Math Instruction.

**Planned staff responsible for implementing activity:** Principal

**Actual staff responsible for implementing activity:** Principal  
Grade Chairs  
Mentors

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
stipends, benefits	Title II Part A	350.00	0.00

**2.2.2.4. Activity: Training in Teaching Techniques**

**Activity Type:** Professional Development

**Activity Description:** Year-long extension activities from Teach Like a Champion by Douglas Lemov.

**Planned staff responsible for implementing activity:** Principal

**Actual staff responsible for implementing activity:** Principal  
Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
books,supplies	Title II Part A	800.00	0.00

## 2.3. Objective: NWEA Performance Objective

**Measurable Objective Statement to Support Goal:** 85% of students will raise assessment scores by 13 RIT values from fall to spring on the NWEA.

**List of Strategies:**

Name	Strategy
Math Intervention Strategy	When a student falls below grade level the classroom teacher implements one or more Tier II Interventions. If a student continues to struggle, a child study meeting is held with the principal, classroom teacher, special education teacher, teacher consultant, and other staff members that work with the student. The child study meeting is to explore other interventions/strategies to use.
NWEA Performance Strategy	Intervention will be provided to K-2 students who are struggling to meet math expectations.

### 2.3.1. Strategy: Math Intervention Strategy

**Strategy Statement:** When a student falls below grade level the classroom teacher implements one or more Tier II Interventions. If a student continues to struggle, a child study meeting is held with the principal, classroom teacher, special education teacher, teacher consultant, and other staff members that work with the student. The child study meeting is to explore other interventions/strategies to use.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

RtI Framework - IDEA and NCLB  
Marzano

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Professional Development	2011-09-05	2012-06-08	Principal Teachers

**2.3.1.1. Activity: Professional Development**

**Activity Type:** Professional Development

**Activity Description:** Professional Development will be provided that will include content knowledge, job-embedded decision making.

**Planned staff responsible for implementing activity:** Principal Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-08

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

**2.3.2. Strategy: NWEA Performance Strategy**

**Strategy Statement:** Intervention will be provided to K-2 students who are struggling to meet math expectations.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

Marzano Best Practices  
Lemov Teach Like a Champion

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Paraprofessional Intervention Support	2012-09-04	2013-06-07	Principal Teachers
Teach Like a Champion	2012-09-04	2013-06-07	Principal Curriculum Director Teachers

**2.3.2.1. Activity: Paraprofessional Intervention Support**

**Activity Type:** Professional Development

**Activity Description:** Paraprofessionals will be assigned to each K-2 classroom to provide intervention support to students struggling to meet the grade level math expectations.

**Planned staff responsible for implementing activity:** Principal Teachers

**Actual staff responsible for implementing activity:** Principal Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

**2.3.2.2. Activity: Teach Like a Champion**

**Activity Type:** Professional Development

**Activity Description:** Staff will utilize extension activities from Teach Like a Champion by Douglas Lemov

**Planned staff responsible for implementing activity:** Principal Curriculum Director Teachers

**Actual staff responsible for implementing activity:** Principal Curriculum Director Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### Goal 3: Reading Comprehension

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will meet college/career readiness standards in READING as evidenced by MEAP achievement.

**Gap Statement:** 20% of students with disabilities were proficient on the 3rd grade MEAP as compared to 63% of students without disabilities, and 49% of males were proficient as compared to 61% of females. There is a significant gap between the top 30% and the bottom 30% of the students in 3rd grade as evidenced by the MEAP.

**Cause for Gap:** Students with disabilities begin with extreme delays in pre-reading skills and motivation of males in reading is an issue. Many students enter school lacking necessary pre/emergent literacy skills.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Unit Test Results  
Third Grade MEAP Results  
NWEA in kindergarten, first and second grade

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** 85% of first and second grade students will be comprehending what they read as reported on ELA classroom/unit assessments and NWEA results. 60% of third graders will be proficient on MEAP.

**Contact Name:** Grade Level Teachers Building Principal

**List of Objectives:**

Name	Objective
Intervention	Of the bottom 30% of students in first and second grade, based on the NWEA, 50% will achieve one years growth or more, as determined by the NWEA.
Reading Comprehension	All students who have completed at least one year of our school's program will increase Reading Scores from 55% (2012) to 75% by 2014.
Science Comprehension/Vocabulary	At least 80% of second grade students will comprehend and show mastery of science expectations as reported on grade level science assessments as a result of a pre/post testing data.
Social Studies Comprehension/Vocabulay	At least 80% of second grade students will comprehend and show mastery of social studies expectations as reported on grade level social studies assessments



as a result of pre/post testing data.

### 3.1. Objective: Intervention

**Measurable Objective Statement to Support Goal:** Of the bottom 30% of students in first and second grade, based on the NWEA, 50% will achieve one years growth or more, as determined by the NWEA.

**List of Strategies:**

Name	Strategy
Targeted Intervention	Targeted intervention will be provided to students who are identified as the bottom 30% by a universal screener.

#### 3.1.1. Strategy: Targeted Intervention

**Strategy Statement:** Targeted intervention will be provided to students who are identified as the bottom 30% by a universal screener.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

Research provided by the MDE best practices  
RtI research

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Easy CBM	2012-09-04	2013-06-05	Principal / administration Teachers Interventionists
Expanding Comprehension / Vocabulary	2012-09-04	2013-06-05	Principal / administration Teachers Interventionists
Read Naturally	2012-09-04	2013-06-05	Principal / administration Teachers Interventionists

### 3.1.1.1. Activity: Easy CBM

**Activity Type:** Technology

**Activity Description:** Benchmark the bottom 30% of students, use research based interventions, progress monitoring, and course correct as needed.

**Planned staff responsible for implementing activity:** Principal / administration  
Teachers  
Interventionists

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-05

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

### 3.1.1.2. Activity: Expanding Comprehension / Vocabulary

**Activity Type:** Technology

**Activity Description:** Increase lexile utilizing Reading Counts in 1st and 2nd grade. One-on-one / small group interventions using level appropriate texts to supplement and develop comprehension skills and vocabulary.

**Planned staff responsible for implementing activity:** Principal / administration  
Teachers  
Interventionists

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-05

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

### 3.1.1.3. Activity: Read Naturally

**Activity Type:** Other

**Activity Description:** Increase fluency and reading rate on individualized basis.

**Planned staff responsible for implementing activity:** Principal / administration  
Teachers  
Interventionists

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-05

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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## 3.2. Objective: Reading Comprehension

**Measurable Objective Statement to Support Goal:** All students who have completed at least one year of our school's program will increase Reading Scores from 55% (2012) to 75% by 2014.

**List of Strategies:**

Name	Strategy
Common Assessments	Students will be given common grade level assessments to determine if intervention strategies are needed so that the student performs at or above grade level.
Reading Intervention	When a student falls below grade level the classroom teacher implements one or more Tier II interventions. If a student continues to struggle, a child study meeting is held with the principal, classroom teacher, special education teacher, teacher consultant, and other staff members that work with the student. The child study meeting is to explore other interventions/strategies to use.
Teacher/Staff Professional Development	Through professional development activities, the teaching staff will have a wide range of intervention strategies they can use to intervene with struggling students. They will also have a better understanding on how to use assessment tools to inform instruction.

### 3.2.1. Strategy: Common Assessments

**Strategy Statement:** Students will be given common grade level assessments to determine if intervention strategies are needed so that the student performs at or above grade level.

**Selected Target Areas**

I.1.A.2 The local curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.2.B.2 There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

**What research did you review to support the use of this strategy and action plan?**

The work that Richard DuFore (et all) have done on Professional Learning Communities identifies using common assessments as a means to identify the most at-risk learners.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Common Assessments	2012-09-04	2013-06-07	Principal Teachers
Reading Workshop	2012-09-04	2013-06-07	Curriculum Director Principal

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**3.2.1.1. Activity: Common Assessments**

**Activity Type:** Other

**Activity Description:** We have a plan in place to monitor student achievement using common grade level assessments. Common grade level assessments will be given during the same week by all teachers. Assessments will be given the second week of school, at semester, and at the end of the year. Unit assessments will be given within the same week by all the grade level teachers at least 6 times a year. Weekly common assessments are given for progress monitoring. Results are given to the building principal. The grade level teams share assessment results to inform instruction and identify at-risk learners.

**Planned staff responsible for implementing activity:** Principal Teachers

**Actual staff responsible for implementing activity:** Principal Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Intervention Materials	Title I Part A	2,000.00	0.00

### 3.2.1.2. Activity: Reading Workshop

**Activity Type:** Professional Development

**Activity Description:** Faculty will be trained in a Reading Workshop.

**Planned staff responsible for implementing activity:** Curriculum Director  
Principal

**Actual staff responsible for implementing activity:** Curriculum Director  
Principal  
Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 3.2.2. Strategy: Reading Intervention

**Strategy Statement:** When a student falls below grade level the classroom teacher implements one or more Tier II interventions. If a student continues to struggle, a child study meeting is held with the principal, classroom teacher, special education teacher, teacher consultant, and other staff members that work with the student. The child study meeting is to explore other interventions/strategies to use.

**Selected Target Areas**

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| <p>I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.</p> <p>I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is</p> |
|--|

demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

**What research did you review to support the use of this strategy and action plan?**

The use of a Response to Intervention model has shown to identify at-risk learners early and interceed to help them succeed. This practice is proving to keep special education referrals down. RtI is a product of IDEA and NCLB. This strategy provides a school-wide framework for data driven instruction and multi-tiered interventions.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Intervention Strategies	2012-09-04	2013-06-07	Principal Teachers
Migrant/ELL Reading	2012-09-04	2013-06-07	Principal Teacher Bilingual Paraprofessional
Professional Development	2012-09-04	2013-06-07	Curriculum Director Principal Teachers
RtI model	2012-09-04	2013-06-07	Teachers Special Education Teachers Building Intervention Specialist Principal
Title I Interventionist	2012-09-04	2013-06-07	Principal Teachers Title I Interventionist Paraprofessionals

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**3.2.2.1. Activity: Intervention Strategies**

**Activity Type:** Professional Development

**Activity Description:** Classroom teachers and staff will be coached in a wide range of intervention strategies.

**Planned staff responsible for implementing activity:** Principal Teachers

**Actual staff responsible for implementing activity:** Principal Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**3.2.2.2. Activity: Migrant/ELL Reading**

**Activity Type:** Other

**Activity Description:** Migrant/ELL students who are below grade level will be given supplemental reading instruction individually or in small groups.

**Planned staff responsible for implementing activity:** Principal  
Teacher  
Bilingual Paraprofessional

**Actual staff responsible for implementing activity:** Principal  
Teacher  
Bilingual Paraprofessional

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
salary benefits	Title I Part C	9,550.00	0.00

**3.2.2.3. Activity: Professional Development**

**Activity Type:** Professional Development

**Activity Description:** Professional Development for content knowledge, job-embedded, and data-driven decision making.

**Planned staff responsible for implementing activity:** Curriculum Director  
Principal  
Teachers

**Actual staff responsible for implementing activity:** Curriculum Director  
Principal  
Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**3.2.2.4. Activity: RtI model**

**Activity Type:** Other

**Activity Description:** A framework for identifying at-risk learners is in place to monitor student achievement and implement interventions as needed. A team of educators is identified to support child study meetings and offer intervention strategies when a student continues to fall below grade level expectations.

**Planned staff responsible for implementing activity:** Teachers

Special Education Teachers  
 Building Intervention Specialist  
 Principal

**Actual staff responsible for implementing activity:** Teachers

Special Education Teachers  
 Building Intervention Specialist  
 Principal

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
salary benefits stipends	Title I Part A	1,000.00	0.00

**3.2.2.5. Activity: Title I Interventionist**

**Activity Type:** Other

**Activity Description:** Title I Interventionist and Paraprofessionals will assist general education teachers with academic interventions based on classroom data and progress monitoring. Interventionists will coordinate with the general education teacher to develop a plan to meet the needs of at risk students that



may include progress monitoring, pull-out, inclusion, small group instruction, home-school communication, parent education, and technology needs.

**Planned staff responsible for implementing activity:** Principal

Teachers  
Title I Interventionist  
Paraprofessionals

**Actual staff responsible for implementing activity:** Principal

Teachers  
Title I Interventionist  
Paraprofessionals

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
salaries benefits	Title I Part A	62,000.00	0.00

### 3.2.3. Strategy: Teacher/Staff Professional Development

**Strategy Statement:** Through professional development activities, the teaching staff will have a wide range of intervention strategies they can use to intervene with struggling students. They will also have a better understanding on how to use assessment tools to inform instruction.

#### Selected Target Areas

III.1.B.1 Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.

III.2.C.2 Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.

V.2.B.2 Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

**What research did you review to support the use of this strategy and action plan?**

Marzano Best Practices  
Teach Like a Champion

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teaching Staff will be coached in Intervention Strategies	2012-09-04	2013-06-07	Principal Intervention Team Teachers
Training for 1st and 2nd grade teachers in Daily 5 ELA Workshop format	2012-07-26	2012-11-01	Principal 1st and 2nd grade teachers

**3.2.3.1. Activity: Teaching Staff will be coached in Intervention Strategies**

**Activity Type:** Professional Development

**Activity Description:** Teaching staff will be coached in intervention strategies.

**Planned staff responsible for implementing activity:** Principal Intervention Team Teachers

**Actual staff responsible for implementing activity:** Principal Intervention Team Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Berrien RESA Professional Development for Teachers	Other	5,000.00	0.00

**3.2.3.2. Activity: Training for 1st and 2nd grade teachers in Daily 5 ELA Workshop format**

**Activity Type:** Professional Development

**Activity Description:** Training for 1st and 2nd grade teachers in the instruction of reading/writing.

**Planned staff responsible for implementing activity:** Principal 1st and 2nd grade teachers

**Actual staff responsible for implementing activity:** Principal  
1st and 2nd grade teachers

**Planned Timeline:** Begin Date - 2012-07-26, End Date - 2012-11-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Stipends/Benefits	Title II Part A	350.00	0.00

### 3.3. Objective: Science Comprehension/Vocabulary

**Measurable Objective Statement to Support Goal:** At least 80% of second grade students will comprehend and show mastery of science expectations as reported on grade level science assessments as a result of a pre/post testing data.

**List of Strategies:**

Name	Strategy
Common Assessments	Students will be given common grade level assessments to determine if intervention strategies are needed so that the student performs at or above grade level.
Intervention Strategies	When a student falls below grade level the classroom teacher implements one or more Tier II Interventions. If a student continues to struggle, a child study meeting is held with the principal, classroom teacher, special education teacher, teacher consultant, and other staff members that work with the student. The child study meeting is to explore other interventions/strategies to use.

#### 3.3.1. Strategy: Common Assessments

**Strategy Statement:** Students will be given common grade level assessments to determine if intervention strategies are needed so that the student performs at or above grade level.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

The work that Richard DuFore (et all) have done on Professional Learning Communities identifies using

common assessments as a means to identify the most at-risk learners.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Battel Creek Science Curriculum Training	2012-07-01	2013-06-07	Principal Teachers
Common Assessments	2012-09-04	2013-06-07	Principal Teachers

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### 3.3.1.1. Activity: Battel Creek Science Curriculum Training

**Activity Type:** Professional Development

**Activity Description:** Training for all new teachers in Battle Creek Science Curriculum.

**Planned staff responsible for implementing activity:** Principal Teachers

**Actual staff responsible for implementing activity:** Principal Teachers

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 3.3.1.2. Activity: Common Assessments

**Activity Type:** Other

**Activity Description:** We have a plan in place to monitor student achievement using common grade level assessments. Common grade level assessments will be given during the same week by all teachers. Unit assessments will be given within the same week by all teachers. End of Unit assessments will be given for progress monitoring. Results are given to the building principal. The grade level teams share assessment results to inform instruction and identify at-risk learners.

**Planned staff responsible for implementing activity:** Principal Teachers

**Actual staff responsible for implementing activity:** Principal

Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

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### 3.3.2. Strategy: Intervention Strategies

**Strategy Statement:** When a student falls below grade level the classroom teacher implements one or more Tier II Interventions. If a student continues to struggle, a child study meeting is held with the principal, classroom teacher, special education teacher, teacher consultant, and other staff members that work with the student. The child study meeting is to explore other interventions/strategies to use.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

The work that Richard DuFore (et all) have done on Professional Learning Communities identifies using common assessments as a means to identify the most at-risk learners.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Intervention Strategies	2012-09-04	2013-06-07	Curriculum Director Principal Teachers
Professional Development	2012-09-04	2013-06-07	Curriculum Director Principal Teachers
RtI Model	2012-09-04	2013-06-07	Principal Teachers

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#### 3.3.2.1. Activity: Intervention Strategies

**Activity Type:** Professional Development

**Activity Description:** Classroom teachers and staff will be coached in a wide range of intervention strategies.

**Planned staff responsible for implementing activity:** Curriculum Director

Principal  
Teachers

**Actual staff responsible for implementing activity:** Curriculum Director  
Principal  
Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 3.3.2.2. Activity: Professional Development

**Activity Type:** Professional Development

**Activity Description:** Professional Development for content knowledge, job-embedded, and data-driven decision making.

**Planned staff responsible for implementing activity:** Curriculum Director  
Principal  
Teachers

**Actual staff responsible for implementing activity:** Curriculum Director  
Principal  
Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 3.3.2.3. Activity: RtI Model

**Activity Type:** Other

**Activity Description:** A framework for identifying at-risk learners is in place to monitor student achievement and implement interventions as needed. A team of educators is identified to support child

study meetings and offer intervention strategies when a student continues to fall below grade level expectations.

**Planned staff responsible for implementing activity:** Principal  
Teachers

**Actual staff responsible for implementing activity:** Principal  
Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 3.4. Objective: Social Studies Comprehension/Vocabulay

**Measurable Objective Statement to Support Goal:** At least 80% of second grade students will comprehend and show mastery of social studies expectations as reported on grade level social studies assessments as a result of pre/post testing data.

**List of Strategies:**

Name	Strategy
Common Assessments	Students will be given common grade level assessments to determine if intervention strategies are needed so that the student performs at or above grade level.
Intervention Strategies	When a student falls below grade level the classroom teacher implements one or more Tier II Interventions. If a student continues to struggle, a child study meeting is held with the prinicipal, classroom teacher, special education teacher, teacher consulant, and other staff members that work with the student. The child study meeting is to explore other interventions/strategies to use.

#### 3.4.1. Strategy: Common Assessments

**Strategy Statement:** Students will be given common grade level assessments to determine if intervention strategies are needed so that the student performs at or above grade level.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

The work that Richard DuFore (et all) have done on Professional Learning Communities identifies using common assessments as a means to identify the most at-risk learners.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Common Assessments	2012-09-04	2013-06-07	Principal Teachers

**3.4.1.1. Activity: Common Assessments**

**Activity Type:** Other

**Activity Description:** We have a plan in place to monitor student achievement using common grade level assessments. Common grade level assessments will be given during the same week by all teachers. Unit assessments will be given within the same week by all teachers. End of Unit assessments will be given for progress monitoring. Results are given to the building principal. The grade level teams share assessment results to inform instruction and identify at-risk learners.

**Planned staff responsible for implementing activity:** Principal Teachers

**Actual staff responsible for implementing activity:** Principal Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

**3.4.2. Strategy: Intervention Strategies**

**Strategy Statement:** When a student falls below grade level the classroom teacher implements one or more



Tier II Interventions. If a student continues to struggle, a child study meeting is held with the principal, classroom teacher, special education teacher, teacher consultant, and other staff members that work with the student. The child study meeting is to explore other interventions/strategies to use.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

The use of a Response to Intervention model has shown to identify at-risk learners early and interceed to help them succeed. This practice is proving to keep special education referrals down. RtI is a product of IDEA and NCLB. This strategy provides a school-wide framework for data driven instruction and multi-tiered interventions.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Intervention Strategies	2012-09-04	2013-06-07	Curriculum Director Principal Teachers
Professional Development	2012-09-04	2013-06-07	Curriculum Director Principal Teachers
RtI Model	2012-09-04	2013-06-07	Principal Teachers

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**3.4.2.1. Activity: Intervention Strategies**

**Activity Type:** Professional Development

**Activity Description:** Classroom teachers and staff will be coached in a wide range of intervention strategies.

**Planned staff responsible for implementing activity:** Curriculum Director  
Principal  
Teachers

**Actual staff responsible for implementing activity:** Curriculum Director  
Principal  
Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**3.4.2.2. Activity: Professional Development**

**Activity Type:** Professional Development

**Activity Description:** Professional Development for content knowledge, job-embedded, and data-driven decision making.

**Planned staff responsible for implementing activity:** Curriculum Director  
Principal  
Teachers

**Actual staff responsible for implementing activity:** Curriculum Director  
Principal  
Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**3.4.2.3. Activity: RtI Model**

**Activity Type:** Other

**Activity Description:** A framework for identifying at-risk learners is in place to monitor student achievement and implement interventions as needed. A team of educators is identified to support child study meetings and offer intervention strategies when a student continues to fall below grade level expectations.

**Planned staff responsible for implementing activity:** Principal  
Teachers

**Actual staff responsible for implementing activity:** Principal  
Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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## Goal 4: Writing

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will meet college/career readiness standards in WRITING as evidenced by MEAP achievement.

**Gap Statement:** 49% of males and only 39% of females are proficient, 34% of economically disadvantaged as compared to 64% of non-economically disadvantaged are proficient, and finally 33% of english language learners were proficient as compared to 45% of non-english language learners.

**Cause for Gap:** Economically disadvantaged students come to school with lower vocabulary and fewer language skills which coorelates with english language learners to a larger degree. Intense writing interventions are needed starting in Kindergarten.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Classroom assessments  
Third Grade MEAP  
NWEA in first and second grade

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Classroom assessments  
Third Grade MEAP  
NWEA in first and second grade

**Contact Name:** Darla Campbell

**List of Objectives:**

Name	Objective
ALL Writing Objectives	50% of 4th grade students will be proficient on the writing portion of the MEAP.
Information/Explanatory Objective	85% of all students will score 80% or above on an Information/Explanatory Piece in which they introduce a topic and provide facts with a concluding statement using a writing rubric.
Narrative Objective	85% of students will score 80% or above on Narratives in which they recount events using a writing rubric.
Opinion Piece Objective	85% of students will score 80% or above on an Opinion Piece in which they introduce a topic or a book that they are writing about using a writing rubric.

## 4.1. Objective: ALL Writing Objectives

**Measurable Objective Statement to Support Goal:** 50% of 4th grade students will be proficient on the writing portion of the MEAP.

### List of Strategies:

Name	Strategy
Writing Intervention Strategy	When a student falls below grade level the classroom teacher implements one or more Tier II Interventions. If a student continues to struggle, a child study meeting is held with the principal, classroom teacher, special education teacher, teacher consultant, and other staff members that work with the student. The child study meeting is to explore other interventions/strategies to use.

### 4.1.1. Strategy: Writing Intervention Strategy

**Strategy Statement:** When a student falls below grade level the classroom teacher implements one or more Tier II Interventions. If a student continues to struggle, a child study meeting is held with the principal, classroom teacher, special education teacher, teacher consultant, and other staff members that work with the student. The child study meeting is to explore other interventions/strategies to use.

#### Selected Target Areas

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**What research did you review to support the use of this strategy and action plan?**

RtI framework - IDEA and NCLB, Marzano - Best Practices

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing Intervention Activities	2012-09-04	2013-06-07	Principal Teachers Special Education Teachers

#### 4.1.1.1. Activity: Writing Intervention Activities

**Activity Type:** Other

**Activity Description:** Peer writing, increased writing time, 1 to 1 writing with an adult, and modified expectations and rubrics.

**Planned staff responsible for implementing activity:** Principal  
Teachers  
Special Education Teachers

**Actual staff responsible for implementing activity:** Principal  
Teachers  
Special Education Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

## 4.2. Objective: Information/Explanatory Objective

**Measurable Objective Statement to Support Goal:** 85% of all students will score 80% or above on an Information/Explanatory Piece in which they introduce a topic and provide facts with a concluding statement using a writing rubric.

**List of Strategies:**

Name	Strategy
Information/Explanatory	Faculty will utilize Daily 5 ELA workshop, Lucy Calkins research, Curriculum Crafter and Power Writing to improve overall writing instruction. Writing curriculum will be aligned to the Common Core Standards.
Writing for Information in Science and Social Studies	Grade levels will work on increasing the students' ability to support and explain their understanding of science and social studies concepts.

### 4.2.1. Strategy: Information/Explanatory

**Strategy Statement:** Faculty will utilize Daily 5 ELA workshop, Lucy Calkins research, Curriculum Crafter and Power Writing to improve overall writing instruction. Writing curriculum will be aligned to the Common Core Standards.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

Daily 5 ELA, Lucy Calkins research, Curriculum Crafter and Power Writing

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Common Rubric	2012-09-04	2013-06-07	Teachers
Daily 5 ELA	2012-07-26	2012-11-12	Principal Teachers
Lucy Caulkins Study	2012-09-04	2013-06-07	Principal Teachers
Professional Learning Communities	2012-09-04	2013-06-07	Principal Teachers
Writers Workshop	2012-07-01	2013-06-07	Principal Teachers

**4.2.1.1. Activity: Common Rubric**

**Activity Type:** Other

**Activity Description:** Teachers will utilize a common rubric for all writing.

**Planned staff responsible for implementing activity:** Teachers

**Actual staff responsible for implementing activity:** Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

**4.2.1.2. Activity: Daily 5 ELA**

**Activity Type:** Professional Development

**Activity Description:** PD training in Daily 5 ELA

**Planned staff responsible for implementing activity:** Principal Teachers

**Actual staff responsible for implementing activity:** Principal Teachers

**Planned Timeline:** Begin Date - 2012-07-26, End Date - 2012-11-12

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**4.2.1.3. Activity: Lucy Caulkins Study**

**Activity Type:** Professional Development

**Activity Description:** Will utilize Lucy Caulkins Research or units of study to improve writing.

**Planned staff responsible for implementing activity:** Principal Teachers

**Actual staff responsible for implementing activity:** Principal Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**4.2.1.4. Activity: Professional Learning Communities**

**Activity Type:** Other

**Activity Description:** Grade Level Teams identify at risk students through professional learning communities.

**Planned staff responsible for implementing activity:** Principal Teachers

**Actual staff responsible for implementing activity:** Principal  
Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 4.2.1.5. Activity: Writers Workshop

**Activity Type:** Professional Development

**Activity Description:** Attend writing workshop opportunities.

**Planned staff responsible for implementing activity:** Principal  
Teachers

**Actual staff responsible for implementing activity:** Principal  
Teachers

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 4.2.2. Strategy: Writing for Information in Science and Social Studies

**Strategy Statement:** Grade levels will work on increasing the students' ability to support and explain their understanding of science and social studies concepts.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**



Common Core State Standards  
 Research on Economically Disadvantaged students and their lack of prior knowledge in these subjects  
 MAISA website research/resources

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Writing for Information in Science and Social Studies	2012-09-04	2013-06-07	Teachers Principal Paraprofessionals

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**4.2.2.1. Activity: Writing for Information in Science and Social Studies**

**Activity Type:** Other

**Activity Description:** Teachers utilize informational texts to build background and teach the students to gather information from the text. The students will then take that information and be able to support and explain their understanding of science and social studies concepts through informational writing.

**Planned staff responsible for implementing activity:** Teachers  
 Principal  
 Paraprofessionals

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

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**4.3. Objective: Narrative Objective**

**Measurable Objective Statement to Support Goal:** 85% of students will score 80% or above on Narratives in which they recount events using a writing rubric.

**List of Strategies:**

Name	Strategy
Narrative Strategy	Faculty will utilize Daily 5 ELA, Lucy Calkins research, Curriculum Crafter and Power Writing to improve overall writing instruction. Writing curriculum will be aligned to the Common Core Standards.

### 4.3.1. Strategy: Narrative Strategy

**Strategy Statement:** Faculty will utilize Daily 5 ELA, Lucy Calkins research, Curriculum Crafter and Power Writing to improve overall writing instruction. Writing curriculum will be aligned to the Common Core Standards.

**Selected Target Areas**

--

**What research did you review to support the use of this strategy and action plan?**

Daily 5 ELA, Lucy Calkins research, Curriculum Crafter and Power Writing

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Common Rubric	2012-09-04	2013-06-07	Teachers Grade level teams
Daily 5 ELA	2012-07-26	2013-11-12	Principal Teachers
Lucy Caulkins Research	2012-09-04	2013-06-07	Principal Teachers
Professional Learning Communities	2012-09-04	2013-06-07	Principal Teachers
Writers Workshop	2012-07-01	2013-06-07	Principal Teachers

#### 4.3.1.1. Activity: Common Rubric

**Activity Type:** Other

**Activity Description:** Teachers will utilize a common writing rubric.

**Planned staff responsible for implementing activity:** Teachers  
Grade level teams

**Actual staff responsible for implementing activity:** Teachers

Grade level teams

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**4.3.1.2. Activity: Daily 5 ELA**

**Activity Type:** Professional Development

**Activity Description:** Professional Development in Daily 5 ELA.

**Planned staff responsible for implementing activity:** Principal Teachers

**Actual staff responsible for implementing activity:** Principal Teachers

**Planned Timeline:** Begin Date - 2012-07-26, End Date - 2013-11-12

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**4.3.1.3. Activity: Lucy Caulkins Research**

**Activity Type:** Professional Development

**Activity Description:** Teachers will utilize Lucy Caulkins Research or units of study for writing.

**Planned staff responsible for implementing activity:** Principal Teachers

**Actual staff responsible for implementing activity:** Principal Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**4.3.1.4. Activity: Professional Learning Communities**

**Activity Type:** Other

**Activity Description:** Grade Level Teams identify at risk students through professional learning communities.

**Planned staff responsible for implementing activity:** Principal Teachers

**Actual staff responsible for implementing activity:** Principal Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**4.3.1.5. Activity: Writers Workshop**

**Activity Type:** Professional Development

**Activity Description:** Attend writing workshop opportunities.

**Planned staff responsible for implementing activity:** Principal Teachers

**Actual staff responsible for implementing activity:** Principal Teachers

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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## 4.4. Objective: Opinion Piece Objective

**Measurable Objective Statement to Support Goal:** 85% of students will score 80% or above on an Opinion Piece in which they introduce a topic or a book that they are writing about using a writing rubric.

**List of Strategies:**

Name	Strategy
Opinion Strategy	Faculty will utilize Daily 5 ELA, Lucy Calkins research, Curriculum Crafter and Power Writing to improve overall writing instruction. Writing curriculum will be aligned to the Common Core Standards.

### 4.4.1. Strategy: Opinion Strategy

**Strategy Statement:** Faculty will utilize Daily 5 ELA, Lucy Calkins research, Curriculum Crafter and Power Writing to improve overall writing instruction. Writing curriculum will be aligned to the Common Core Standards.

**Selected Target Areas**

--

**What research did you review to support the use of this strategy and action plan?**

Daily 5 ELA, Lucy Calkins, Curriculum Crafter, and Power Writing

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Common Rubric	2012-09-04	2013-06-07	Teachers Grade level teams
Daily 5 ELA	2012-07-01	2013-11-12	Principal Teachers
Lucy Caulkins Research	2012-09-04	2013-06-07	Principal Teachers
Professional Learning	2012-09-	2013-06-	Principal Grade Level Team Teachers

Communities	04	07	Teachers
Writers Workshop	2012-07-01	2013-06-07	Principal Teachers

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#### 4.4.1.1. Activity: Common Rubric

**Activity Type:** Other

**Activity Description:** Teachers will utilize a common rubric for all writing assessments.

**Planned staff responsible for implementing activity:** Teachers  
Grade level teams

**Actual staff responsible for implementing activity:** Teachers  
Grade level teams

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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#### 4.4.1.2. Activity: Daily 5 ELA

**Activity Type:** Professional Development

**Activity Description:** Professional Development training in Daily 5 ELA workshop

**Planned staff responsible for implementing activity:** Principal  
Teachers

**Actual staff responsible for implementing activity:** Principal  
Teachers

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-11-12

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**4.4.1.3. Activity: Lucy Caulkins Research**

**Activity Type:** Professional Development

**Activity Description:** Teachers will utilize Lucy Caulkins Research or units of study for writing.

**Planned staff responsible for implementing activity:** Principal  
Teachers

**Actual staff responsible for implementing activity:** Principal  
Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**4.4.1.4. Activity: Professional Learning Communities**

**Activity Type:** Other

**Activity Description:** Grade Level teams identify at risk students through professional learning communities.

**Planned staff responsible for implementing activity:** Principal  
Grade Level Team Teachers  
Teachers

**Actual staff responsible for implementing activity:** Principal  
Grade Level Team Teachers  
Teachers

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**4.4.1.5. Activity: Writers Workshop**

**Activity Type:** Professional Development

**Activity Description:** Attend writing workshop opportunities

**Planned staff responsible for implementing activity:** Principal  
Teachers

**Actual staff responsible for implementing activity:** Principal  
Teachers

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
Title I Part C	\$9,550.00	\$0.00
Title II Part A	\$2,150.00	\$0.00
Other	\$5,000.00	\$0.00
Title I Part A	\$127,000.00	\$0.00

# Additional Requirements

## Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), 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.

1. How was the comprehensive needs assessment conducted?

*The SI team reviewed our building data and presented the results to the entire staff. After discussing the results, the SI team was sent back to develop our goals.*

2. Describe the process 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.

*We are a K-2 building so teacher recommendation is the #1 identifier for students at risk of failing to meet the state core curriculum standards.*

*Teachers glean their information from benchmark assessments along with weekly/biweekly classroom assessments. In addition, NWEA MAP assessment data provides information beginning in the middle of Kindergarten and for a fall, winter, and spring assessment cycle for 1st and 2nd graders.*

3. List the multiple, educationally, related, objective criteria established for the needs assessment process that will be used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core areas. The criteria must be consistent by grade level and content area.

*Teacher recommendation based on classroom formative / benchmark assessments and NWEA MAP test results (as a guide)*

4. Preschool through Grade 2 students shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and other developmentally appropriate academic measures. Describe those criteria, if applicable. Enter "Not Applicable" if the school does not allocate Title I funds to serve Preschool through Grade 2 students.

*Criteria:*

- Teacher observation of the student experiencing difficulty in achieving content standards*
- Below grade level NWEA results (if consistent below for multiple assessments in a one-year cycle or if the results match the day-to-day classroom struggles that have already been observed)*
- Parent input*

### **Services for Eligible Students**

The supplemental assistance provided to Title I, Part A eligible students are included as Activities within the Goals section of the school improvement plan.

### **Incorporated into Existing School Program Planning**

1. Describe how the program planning for Title I, Part A students is incorporated into the existing school improvement planning process.

*We have collaborative and cohesive common District-wide school improvement goals that lead to buildingwide School Improvement which drives planning for Title I, Part A students.*

### **Instructional Strategies**

The instructional strategies that are focused on helping eligible students who are failing or at risk of failing to meet the State core curriculum standards in the four core academic areas must be included as Strategies within the Goals section. The strategies must be based on scientific research and minimize the amount of time students are pulled from the regular classroom.

### **Title I and Regular Education Coordination**

1. Describe the coordination of Title I, Part A services with the traditional educational services offered at the school, including those services offered to students with limited English proficiency (if applicable).

*Classroom teachers collaborate (through grade level teaming) with their Title I and LEP support staff (resource teachers, paraprofessionals, interventionists, etc.) to:*

- discuss student needs
- recommend strategies for use by the support staff
- review progress monitoring data at regularly scheduled intervals

### **Curriculum Alignment that Corresponds to the Goals**

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

*All of the curriculum that is used by the teaching staff is aligned to state standards. This was done through professional development and teacher personal time by manually matching the Grade Level Content to individual lessons and units of instruction. When lessons are created and presented, the teaching staff is able to identify what GLCE the lesson aligns to. The process of ensuring that the curriculum is aligned to the state standards helps the school meet the academic goals by ensuring that the students are learning what is required.*

*Throughout the course of the year, time is taken as individuals and as grade levels to review the curriculum*

*to determine if changes need to be made to ensure that the lessons are in alignment with state standards.*

*Additionally, at the beginning of each school year, grade levels meet to come up with a yearly plan that has pacing and goals to also ensure that all state standards are covered in the course of the school year.*

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

*The School Improvement team meets monthly to analyze goals, objectives, and strategies. They then take the information back to grade level teams to discuss and inform instruction.*

### **Instruction by Highly Qualified Professional Staff**

1. Provide an assurance statement that all teachers and Title I, Part A instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

*All teachers are highly qualified. Title I instructional paraprofessionals meet the NCLB requirements.*

### **High-Quality and Ongoing Professional Development**

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students.

### **Strategies to Increase Parental Involvement**

1. It is critical that the school improvement team refers to the legislation included in the targeted school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

- *Parent participation in workshops*
- *Parent Nights facilitated by Title I/Classroom Teachers.*
- *Daily at Home Reading Charts shared between home and school to monitor and promote reading at home.*
- *Reading Counts Summer Reading Program to reduce summer reading loss.*
- *Evaluation forms will be sent to parents of students in Title I Targeted Assistance.*

*The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:*

*Parental involvement means the participation of parents in regular, two-way, and meaningful*

communication involving student academic learning and other school activities, including ensuring--

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

2. Describe the role of parents in the following targeted school plan/program areas:

2a. Design

*South Elementary will take the following actions to involve parents in the joint development parental involvement plan under section 1112 of the ESEA:*

- Invite parents of students receiving Title I services to observe the support services, attend "learning celebrations" of service sessions, and complete evaluations of support programs for planning future services*
- Include Title I parents for representation on planning committees*

*South Elementary will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:*

- Send invitations to parents in Friday Folders*
- Invite parents of students receiving Title I services to observe the support services, attend "learning celebrations" of service sessions, and complete evaluations of support programs for planning future services*
- The South School Improvement Team and Title I Team will have at least 20% parent representation--with at least 10% being represented by Title I parents*

2b. Implementation

*South Elementary will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:*

- Title I Team will meet regularly to coordinate services and programs focused on parental involvement*
- Title I Teachers will work with the school in holding annual meetings, developing School-Family Partnerships, and coordinating services as outlined in the School-Parent compact.*

*South Elementary will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: [Head Start, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:*

- Inviting parents of who will be entering our Kindergarten to Kindergarten Orientation*
- Participate with parent on IEPs of students entering Kindergarten*
- Offer services prior to the start of school to parents of students identified during Kindergarten visitation.*
- Title I Teachers will work with the school to offer parent education and provide materials for families*

2c. Evaluation

*South Elementary will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A services. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.*

*-Title I Team will disaggregate data about student participation in services and parental involvement. Title I Team will work with the school to use the data to plan for more effective parental involvement and revise, if necessary, the parent involvement policy.*

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

*Through bi-weekly/quarterly assessment reporting to parents in take-home folders (translated in the child's "home" language when necessary).*

*Through parent/teacher conferences where the teacher interprets the results for the parents. A translator is provided when needed.*

4. All Title I schools must have a School-Parent Compact. Describe the role of parents in the development of the School-Parent Compact, including the most recent review and revision of content. Elementary schools must also provide an assurance statement that the compact is discussed at least annually at parent-teacher conferences.

*Additional instruction during the school day provided by the classroom teacher, Title I instructor, Title I paraprofessional, and other intervention specialists.*

*Leveled Literacy Intervention - An Intervention Specialist will identify students who perform at least two levels below grade level expectations in grades K-2. The specialist will work daily with at-risk students in small groups using a variety of techniques/materials including "Read Naturally" and "Sidewalks" (part of the Scott Foresman intervention materials). Progress will be assessed on a regular basis.*

5. Describe how the parent involvement components of the targeted plan will be evaluated.

*parent/teacher surveys  
parent attendance at events*

6. Summarize the results of the evaluation and how those results will be used to improve the targeted program.

*All results will be reviewed by the SI team and shared with staff and parents. Suggestions for improvement will be reviewed and implemented to meet the needs of the targeted program.*

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the

District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

### **Preschool Transition Strategies**

1. Describe preschool transition strategies (more than once a year visitation). If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

*There is a transition form that has been developed within the county for parents to fill out that shares information from the preschool to the kindergarten teacher/school. Parents/students are invited to a round-up night. Parents/students attend a half day orientation day in the spring before they start school the next year. Parents/students are invited to an open house/ice cream social before school starts. On the first day of school a parent is required to attend with their child. This greatly helps the transition.*

### **Alternative Measures of Assessment**

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

*When alternate assessments are needed, the grade level team, administration, other teacher leaders, and county resource leaders meet to develop an assessment plan.*

### **Coordination of Title I, Part A and Other Resources**

1. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

*- Title I funds will be used to purchase intervention resources to supplement materials and programs provided by general fund dollars*

*Federal, state, and local services and programs, including Title I, are coordinated and integrated with the following programs:*

- Federal funds for students with Limited English Proficiency are used for bilingual services. These services are offered to our Targeted Title I students as needed.*
- State funding is used for our school-wide Positive Behavior Support program. Several staff members attend workshops at the Berrien RESA to develop and maintain our PBS program.*
- Federal funds are used for Free and Reduced Lunch services for our students who qualify economically.*
- Federal and local funds are used for needed services to students identified under Special Education and Section 504.*

- State funding is used to promote student safety. Our school applied for and received recognition under the Michigan Safe Routes to Schools program.
- Our PTO fundraises and we use these funds for enrichment programs, literacy purchases, and technology hardware.
- At the pre-school level, students in our catchment area are serviced through our GSRP program, Head Start, Child Find, nutrition services, and other federal and local funds.
- Teachers and the administrator attend professional development and Title I conferences through the Berrien RESA and the Michigan Department of Education

### Ongoing Review of Eligible Student Progress

1. Describe the ongoing process and assessment tools utilized to monitor the progress of participating eligible students.

*The progress of students receiving Title I services will be monitored utilizing teacher observation and Easy CBM progress monitoring assessments.*

2. Describe how data will be utilized to inform instruction.

*The data will be reviewed by the classroom/Title I/principal to determine the level of instruction needed*

*The data will be reviewed in bi-weekly PLC's where instructional strategies will be discussed.*

*The data will be part of our data warehouse and will be compiled to show trends and areas of weakness.*

3. Describe how data will be utilized to evaluate and, if necessary, revise the targeted assistance program services for students.

*The reviewed data will be assessed by the School Improvement team along with parental input to assess the success of our targeted assessment programs.*

*The individual student data will inform course correction of the interventions.*

4. Describe how evaluation of program services will be used to plan professional development for teachers related to identification of students and implementing student academic achievement standards in the classroom.

*An example of this is an intervention program for students identified as "most at-risk" of failure was needed. We were not reaching that sub-group of students. Through information receive at a Title I professional development meeting at the Berrien RESA, the Read Naturally program was considered. One teacher piloted the program with a small group of students. The students started to make significant gains. A trainer from Berrien RESA was secured to train all the Title I teachers and the program has become a part of our intervention tool kit. The data supports this intervention as successful.*

### Effective Use of Technology



1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

*We are using our computer lab and 2 mobile classroom sets of "Alpha Smart" word processors to meet our needs. All second grade classrooms are equipped with interactive boards and internet access. All special education students have iPads with communication aps and access to an interactive white board.*

### **Evaluation of the School Improvement Plan**

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

*Monthly meetings are held to analyze in-coming data and an on going process is in place to tweak the plan as need to improve performance. When state data becomes available, it is sifted through with a fine tooth comb by the SI team and other building leaders. Results are then shared with the staff and changes in instruction are implemented.*

2. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

*Information is shared in a variety of ways:*

*\*\*\*\*All of the below are translated verbally and/or through written form in the home language.*

*parent/teacher conferences*

*district newsletter*

*building newsletter*

*report cards*

*local media*

*posted on web site*

### **Building Level Decision-Making**

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

*Building committees meet monthly to develop, implement, and revise building plans. Those committees designate strategies that will promote student achievement, and request from the district resources needed to implement the strategies. Grade level teams meet monthly to analyze data from a variety of sources including classroom assessments, unit tests, and assessment results from Data Director files.*



## Assurances

### EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *Yes*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this).  
If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments: [http://www.watervliet.k12.mi.us/annual\\_report\\_2008-09.htm](http://www.watervliet.k12.mi.us/annual_report_2008-09.htm)

### Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *N/A (our school does not have grade 8)*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *No*

Comments: *We do not have these due to being a PK - 2 building*

### Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *No*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *No action taken*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *Yes*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *Yes*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *No action taken*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Exemplary Physical Education Curriculum (EPEC)*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *No action taken*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *Yes*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *No*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, fully implemented*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *Yes*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *Yes*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to some indoor facilities*

Comments:



## Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

<b>Title</b>	<b>First Name</b>	<b>Last Name</b>	<b>Position</b>	<b>E-mail</b>
Ms.	Darla	Campbell	Principal	dcampbell@watervliet.k12.mi.us
Mrs.	Pat	Geisler	Curriculum Director	pgeisler@watervliet.k12.mi.us
Mrs.	Debbie	Iliff	School Improvement Chair/	diliff@watervliet.k12.mi.us
Mrs.	Laurie	White	teacher	lwhite@watervliet.k12.mi.us
Mr.	Matt	Maier	teacher	mmaier@watervliet.k12.mi.us
Mr.	Robert	Kraklau	Parent/Community Member	dcampbell@watervliet.k12.mi.us
Mrs.	Kristina	Peek	Title I Parent	dcampbell@watervliet.k12.mi.us
Mrs.	Kim	Karnes	Special Education Teacher	kkarnes@watervliet.k12.mi.us
Mrs.	Sue	Griffith	Teacher	sgriffith@watervliet.k12.mi.us
Mrs.	Darlene	Litaker	paraprofessional	dlitaker@watervliet.k12.mi.us

# Statement of Non-Discrimination

## Federal Office for Civil Rights

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 school 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 district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

## Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Kevin Schooley
Address:	450 E. Red Arrow Highway; Watervliet, MI 49098
Telephone Number:	269-463-5566

## References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

## Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan (*NOTE: This attachment was invalid and could not be included.*)
- School-Parent Compact (*NOTE: This attachment was invalid and could not be included.*)