School Improvement Plan

Stoney Creek Elementary

Comstock Park Public Schools

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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.

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Improvement Plan Assurance

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Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

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Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

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Title I Schoolwide Diagnostic

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Introduction

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

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Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

We used gap analysis and item analysis to develop district driven goals for the school. We also used data collected from DIBELS test scores in Kindergarten, first and second grades. DIBELS was given to identify students that may be at risk for failing in reading, as well as to help plot growth and development of students in our language arts programs. Students were also assessed with a phonological awareness screener and/or a quick phonics screener to pinpoint areas of need. Each grade level has completed common assessments in math. We will be using the results on these tests, MAP, and DIBELS to also support our focus of instruction. Social Studies and Science skills are addressed and assessed in the context of literacy lessons. Comprehension skills are assessed in 2nd grade using DIBELS. Common math assessments are used throughout the grades. Our demographic data was pulled from the most recent census data along with data mining in our Powerschool program (pupil management system). Our programs/process data was collaboratively completed by multiple members of our title I stakeholder group.

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

Stoney Creek currently houses the Kindergarten through Second grade population

Kindergarten:
185 Total - 102 boys and 83 girls
2 American Indian - 1 boys and 1 girls
1 Asian - 1 boys and 0 girls
17 Black - 12 boys and 5 girls
1 Hawaiian - 0 boys and 1 girls
111 White - 58 boys and 53 girls
53 Hispanic - 30 boys and 23 girls

1st Grade:
140 Total - 61 boys and 79 girls
0 American Indian - 0 boys and 0 girls
1 Asian - 0 boys and 1 girls
20 Black - 10 boys and 10 girls
0 Hawaiian - 0 boys and 0 girls
84 White - 42 boys and 42 girls
35 Hispanic - 9 boys and 26 girls

2nd Grade:
144 Total - 82 boys and 62 girls
4 American Indian - 2 boys and 2 girls
3 Asian - 0 boys and 3 girls

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17 Black - 11 boys and 6 girls
1 Hawaiian - 1 boys and 0 girls
94 White - 51 boys and 43 girls
25 Hispanic - 17 boys and 8 girls

Free and Reduced Lunch:
Kindergarten 97 free and 19 reduced
1st - 70 free and 11 reduced
2nd - 69 free and 8 reduced

Based on 3rd grade MSTEP, MAP, DIBELS data, our school improvement plan includes goals for reading fluency and comprehension, the writing process and operations and algebraic thinking.
We will use BSIT meetings, flex meetings, and staff meetings to review common core standards and learn new instructional strategies. These strategies will include those from Marzano, Steven Covey's Leader in Me, MAISA Reader's and Writer's workshops, and Reading Horizons.

K-2 MAP Reading data:
Kindergarten scores grew 20 RIT points from Fall 2016 - Spring 2017, while the norm growth for Kindergarten MAP reading scores is 17.1 RIT points.
First grade scores grew 18.1 RIT points from Fall 2016 - Spring 2017, while the norm growth for First grade MAP reading scores is 16.8 RIT points.
Second grade scores grew 15.4 RIT points from Fall 2016 - Spring 2017, while the norm growth for Second grade MAP reading scores is 14 RIT points.
Schoolwide - Language and writing was an area of lower achievement, as well as foundational skills and vocabulary use and functions.

DIBELS data:

K-2 MAP Math data:
Kindergarten scores grew 20 RIT points from Fall 2016 - Spring 2017, while the norm growth for Kindergarten MAP reading scores is 17.1 RIT points.
First grade scores grew 18.1 RIT points from Fall 2016 - Spring 2017, while the norm growth for First grade MAP reading scores is 16.8 RIT points.
Second grade scores grew 15.4 RIT points from Fall 2016 - Spring 2017, while the norm growth for Second grade MAP reading scores is 14 RIT points.
Schoolwide -

Conclusions:
When looking at academic data from MSTEP, MAP, DIBELS, along with demographic data, we conclude that:
We need to revisit our Math goal and focus on operations and algebraic thinking rather than numbers and operations.
We need to continue to develop fluency skills that will lead to comprehension.
We need to focus on the writing process and implement strategies to target student writing.
We need to consider gender learning styles.
We continue to have a high number of economically disadvantaged students. We will implement strategies and programs that will support the needs of these high needs learners.

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

Based on student data, professional development and grade level collaboration time has been embedded in our SIP to learn new strategies and become more familiar with Common Core Standards. Goals (comprehension, writing process, operations and algebraic thinking) were created using data based on 3rd grade M-STEP, MAP, and DIBELS scores. These goals are specifically addressed and supported with strategies and activities within our school improvement plan. Also within our school improvement plan, we have addressed the needs of our various subgroups. We used gap analysis and item analysis to develop district driven goals for the school. We also used data collected from DIBELS test scores in kindergarten, first and second grades. DIBELS was given to identify students that may be at risk for failure in reading,as well as to help plot growth and development of students in our language arts programs. Students were also assessed with a phonological awareness screener and/or a quick phonics screener to pinpoint areas of need. Each grade level has completed common assessments in math and language arts. We will be using the results on these tests and DIBELS to also support our focus of instruction. Social Studies and Science skills are addressed and assessed in the context of literacy lessons. Common math assessments are used throughout the grades. Our demographic data was pulled from the most recent census data along with data mining in our Powerschool program (public management system). Our programs/process data was collaboratively completed by multiple members of our Title I Stakeholder group.

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

Staff will not only focus on meeting the needs of all students, but also the needs of the students in the subgroups identified as needing timely and additional assistance, which include: ELL, students with disabilities, and ED. In looking at the DIBELS subgroup data, the largest discrepancy in proficiency in grades K-2 is with the Economically Disadvantaged.

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Component 2: Schoolwide Reform Strategies

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

Cross grade level academic vocabulary will be developed for reading, writing, and math. According to Marzano's research, all students benefit from direct academic instruction since it provides background knowledge and is linked to academic achievement. Reader's and Writer's workshops will be developed and implemented K-2. All students will also be considered for tiered intervention based on test scores. Parent Nights will also be planned to invite parents to be a partner in their child's education.

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

The strategies and activities within our plan are simple and focused. All students will collect and track their own data to create ownership of learning. Teachers will use this data to confer with students and help them set goals. Professional learning will take place at PLC meetings during conversations around Stephen Covey's Leader in Me, MAISA Reader's and Writer's workshops, and Reading Horizons. Teachers will receive professional development on how to confer with students and learn Marzano's High Yield strategies to improve instruction.

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

During data collection and goal setting, teachers can focus on fluency and comprehension, the writing process, and operations and algebraic thinking. They can also provide individualized instruction for students in the subgroups.

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

All students are considered for tiered intervention based on NWEA MAP, DIBELS, and PASI/PSI scores. Reading and math interventionists will provide Title I intervention. Teachers will also provide intervention based on data discussed at monthly RTI meetings. Marzano's strategies and common academic vocabulary can be used to support these learners. Parent events will provide parents with tips to assist learners who receive intervention.

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

Students not yet mastering the state's content expectations in math, reading,and writing. including ELL and Economically Disadvantaged students, may receive Title I services. Title I staff will work with classroom teachers to determine and implement differentiated instruction based on student needs. Extended day for our ELL students will also be provided. Using our MAP and DIBELS testing results, we will

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provide additional teaching opportunities for students that are deficient in their skills. Flex groups will also be offered for students who may be struggling, but do not qualify for Title I services.

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Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All instructional paraprofessionals meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers meet the NCLB requirements for highly qualified.	

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Component 4: Strategies to Attract Highly Qualified Teachers

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

There has not been teacher turn-over this school year.

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

8 Teachers 0-5 Years
8 Teachers 6-10
5 Teachers 11-15
12 Teachers 16 or more years

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

Stoney Creek is a great place to work. Opportunities that attract high quality staff to work at Stoney Creek include the following:
* Staff collaboration time
* 7 Habits of Happy Kids
* Highly involved PTO
* Athletics
* Family events
* Response to Intervention
* Special Education Program
* ELL Program
* Medical Emergency Response Team

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

Comstock Park is a great place to work. Opportunities that attract high quality staff to work for our district include the following:
* Competitive salaries and benefits
* Staff collaboration time
* Athletics
* Family events

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

We currently do not have a hire turnover rate at Stoney Creek, and many of our teachers once they are hired into the district they tend to stay. They enjoy all the different opportunities that are offered to them through our district PD.

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Component 5: High Quality and Ongoing Professional Development

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

Teachers will receive in-house professional development on Leader in Me, Marzano's High Yield strategies, MAISA Reader's and Writer's workshops, conferring, and Reading Horizons. Consultants from Kent ISD and in-house staff will assist in meeting these goals.

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

Professional development is embedded into our PLC meetings, SIT meetings, and RTI meetings. We will also have consultants from Kent ISD to ensure sustained learning pertaining to our goals

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

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Component 6: Strategies to Increase Parental Involvement

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

This year Stoney Creek parents were involved in the design of the school wide plan by invitation and sharing feedback via parent surveys. Next year we would like to encourage more participation with evening / morning parent meetings.

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

Stoney Creek Elementary parents will clearly be involved in the continuing implementation of the school wide plan during the 2017-2018 school year. Examples of this include: parents will be invited to participate in school improvement team meetings, encourage parents to submit ideas and their insight, and inform them via a parent meeting and written communication.

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

Stoney Creek Elementary parents will be clearly involved in the evaluation of the school wide plan. Examples of this include: participation on BSIT parent involvement committee, evaluation of the effectiveness of the plan through parent surveys, and parent attendance records for parent involvement functions.

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

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

1. Stoney Creek Elementary assists parents in understanding the State's content standards and assessments and how to monitor their child's progress. Examples of this include: parent companion guides, parent teacher conferences, achievement reports, and Powerschool Family Access.
2. Stoney Creek Elementary provides materials and training to help parents work with their children at home. Examples of this include:literacy and math home kits, parent tip sheets for academics, and reading strategy videos from Kent ISD consultant.
3. Stoney Creek Elementary trains staff to build effective parent involvement. Examples of this include: professional development PLC meeting related to Epstein's School, Family, and Community Partnerships Handbook.
4. Stoney Creek Elementary collaborates with other programs to coordinate parent involvement. Examples of this include: community resource fair, Cherry Street Dental program, Kent County Health Department for vision and hearing screening, girl scouts, cub scouts, Bible

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Club, United Way Reading Club, Kent District Library, sports and recreation programs, and Parent Teacher Organization.
5. Stoney Creek Elementary provides information in a format and language that parents can understand. Examples of this include:newsletters, announcements, PowerSchool Family Access, website, achievement reports, and parent friendly summary of Common Core State Standards, with translations in Spanish.
6. Stoney Creek Elementary provides other reasonable support for parent involvement as parents may request. Examples of this include: translators, alternate conference times, home-bound services, and referrals to outside agencies.
7. Stoney Creek Elementary provides full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children. Examples of this include: handicapped access to building, English Language Learner family night, translation of documents, and translators for conferences.

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

Stoney Creek Elementary parents will be clearly involved in the evaluation of the parent involvement component of the school wide plan. Examples of this include: participation on BSIT parent involvement committee, surveys, and parent meetings.

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

Results will be shared at a BSIT meeting. The parent involvement committee, as well as the rest of the team, will take this feedback into consideration as the school improvement plan is adjusted for the 2017-2018 school year.

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

Stoney Creek Elementary invites parents to help in the development of the school parent compact annually through the school improvement process.

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

Teachers review the compact with parents during Fall parent-teacher conferences. The parent can ask questions at that time. Parents sign if they agree to the compact.

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

Not applicable. Stoney Creek is a K-2 building.

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

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

Stoney Creek Elementary provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand. Examples of this include: academic progress reports, Title I notes, parent/teacher conferences, teacher/school communication, and translation services.

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Component 7: Preschool Transition Strategies

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

Visitation to the kindergarten classroom at Stoney Creek for parents during parent meeting in spring.
Preschool students take a field trip to SC at the end of the preschool year.
Staff members represent Stoney Creek at Preschool to Kindergarten event at Grand Rapids Children Museum.
Prior to the beginning of school, potential KDG students are invited for a tour, introduced to procedures and given baseline assessments.
New KDG students attend KDG orientation in the fall.
Training for preschool parents occur through KDG round up, various parent nights,and KDG orientation.
Families are invited to the elementary Title I Family Events throughout the year.
Preschool teachers provide a summary of the outcomes of their program through report cards.

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

Training for preschool parents occur through KDG round up, spring parent/teacher conferences, and KDG orientation.

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Component 8: Teacher Participation in Making Assessment Decisions

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

Staff collaborates to create and determine assessments as well as the assessment calendar

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

Teachers are given time to conduct data analysis and the results are used to inform instruction. Through grade level and response to intervention planning meetings, teachers review student achievement data and determine the process for intervention and extension.

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

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

Title I students are prioritized according to the results on the MAP, and DIBELS assessments and teacher input. The lowest students are selected to receive additional service. Literacy: Using progress monitor assessments (PASI/PSI/DIBELS/MAP) students will be grouped in areas of need by skill to offer re-teaching opportunities. Data is reviewed every three weeks to determine changing needs.Through the use of best instructional practices as presented by the 95% Group, FLEX grouping, which occurs for a 20-30 minute block each day, is used to gear instruction toward students needs. Literacy support staff coordinate additional support, beyond what the students receive during scheduled FLEX times. Math: Through the use of data gathered from MAP, and common grade level assessments, grade level teams of teachers will determine areas of need and the strategies that will be used in the improvement of math scores. Reteaching opportunities using differentiated instruction are provided for students needing additional support.

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

Timely and additional assistance will be provided by literacy and math interventionists. Literacy interventions will happen on a daily basis through both pull out and push in services. Literacy instruction will be based on the needs identified by the classroom teachers and assessments. Using the 95% group strategy, lessons for identified students will be implemented. Math interventions will happen on a daily basis through both pull out and push in services. Math instruction will be based on the needs identified by the classroom teacher and assessments. Differentiated lessons will be given to identified students. Students not mastering State standards in Science and Social Studies will have needs met through the literacy and math interventions.

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

Tiered Intervention is based on student specific skills assessed by PASI, PSI, NWEA MAP, and DIBELS Next. Teachers use a reader's and writer's workshop model in order to pull small skill groups to instruct at individual levels. Computer programs such as RazKids, and Front Row also allow students to work at their independent levels

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

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

We will use funds from Title I, Title IIA, Title III and the general fund to pay for staff collaboration/planning, on-going professional development, substitute teachers, instructional programs/resources, consultants, academic coaches to achieve our school wide goals. ParentTeacher Organization (PTO) funds, building fundraisers, Comstock Park Educational Foundation Grants and local/national grants are used to assist teachers in purchasing resources that support the curriculum, assemblies and field trips. All programs and resources at Stoney Creek Elementary are coordinated and integrated toward the achievement of our schoolwide goals.Stoney Creek uses funds from Title I, Title IIA, Title III, and district general funds, and local agencies (FireDepartment, Cherry Street Dental,
etc.) to support our many programs.

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

1. Comprehensive Needs Assessment (Title I and general fund) -
School Improvement Meetings
-Grade Level Meetings
-District School Improvement Meetings
2. Schoolwide Reform Strategies Title I, Title IIA, general fund, KISD funds)
-School Improvement Meetings
-Grade Level Meetings
-District School Improvement Meetings
-95% Group
-PD for Effective Best Practices
-Data Review Meetings
3. Instruction by Highly Qualified Staff -(general fund, Title I, Title IIA)
-Offering of PD and Course Reimbursement
-All Certified and Paraprofessionals are HQ
4. Strategies to Attract HQ Teachers -(general fund, Title I, Title IIA, Title III
-Mentor/Mentee Program
-Grade Level Meetings
-In-service Training
-Competitive Salaries and Benefits
5. High Quality PD -(general fund, Title I, Title IIA, Title III, KISD Funds)
-95% Percent Group
-Writer's Workshop
-Reader's Workshop
-SIOP Training

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-Thinking Maps
-The Leader in Me
-Technology Training
-Common Core Implementation
-Reading Horizons
6. Increase Parent Involvement (general fund, Title I, Title IIA, Title III, KISD funds, and local donations)
-Community Expo
-Parent Companion guides
-Conferences
-Powerschool Family Access
-Family Nights
-Homebound Services
-Translation Services
-Parent Workshops
-Referrals to Outside Agencies
7. Preschool Transition Strategies (general fund and Title I)
-Kdg. Visitation
-Kdg. Roundup
-Kdg. Orientation
-Family Fun Nights
-Informational Packets
8. Assessment Decisions (general fund, TItle I, Title II)
-Grade Level Meetings
-Intervention Planning Meetings
-District Level School Improvement Meetings
9. Assistance for Students Having Difficulty Mastering the Standards (Title I, general fund, Title III)
-Extended Day, Extended Year
-Flex Grouping
-interventionists
10. Coordination and Integration of Federal, State, and Local Programs and Resources (general fund, Title I, Title IIA)
-Coordination of funds through central office
-Utilization of Learning Consultant
-KISD
-95% Group
-Network 180
-Educational Consultants
-Region I Collaboration
-Translation Services for ELLs

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

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We also participate in the Federal lunch program. Stoney Creek collaborates with the current preschool programs that are housed in our district at Greenridge Elementary and also with the local Head Start Center. Our counselors work with the homeless liaison. We do not participate in the adult education, vocational and technical education, or the job training due to the age of our students.

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Evaluation:

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

*MDE Evaluation Tool
*The District School Improvement Team will evaluate the District School Improvement Plan annually. TheBuilding School Improvement Team will evaluate the Building School Improvement Plan annually. Using data from MAP, DIBELS, PASI/PSI, 3rd grade State Assessment scores, the building school improvement team will determine the success of the plan and make adjustments as needed for the following year.

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

The District School Improvement Team will evaluate the District School Improvement Plan annually. The Building School Improvement Team will evaluate the Building School Improvement Plan annually. Using data from MAP, DIBELS, PASI/PSI, 3rd grade M-STEP scores, the building school improvement team will determine the success of the plan and make adjustments as needed for the following year.

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

Using data from MAP, DIBELS, PASI/PSI, 3rd grade M-STEP scores, all professional teaching staff will analyze the progress of the lowest achieving students and make ongoing adjustments as needed.

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

The Building School Improvement Team will meet monthly to review data. This team will then make changes in programming based on the data and need.

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Stoney Creek School 2017-2018

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Overview

Plan Name

Stoney Creek School 2017-2018

Plan Description

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Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in writing.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$400
2	All students at Stoney Creek Elementary will be proficient in math.	Objectives: 1 Strategies: 4 Activities: 11	Academic	$40743
3	All students at Stoney Creek Elementary will be proficient in ELA.	Objectives: 1 Strategies: 4 Activities: 12	Academic	$14225
4	All students at Stoney Creek Elementary will be proficient in Science.	Objectives: 1 Strategies: 2 Activities: 4	Academic	$358
5	Students at Stoney Creek Elementary will have the opportunity to receive support through tiered intervention and parent involvement.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	$479031

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Goal 1: All students will be proficient in writing.

Measurable Objective 1:

65% of Kindergarten, First and Second grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/10/2019 as measured by 2016-2019 state assessment.

Strategy 1:

Data Collection and Display - Data Binders and data walls will be used to enhance teacher and student ownership of learning in writing. Teachers and students will collect benchmark data to assess progress. Data will be used to help students recognize strengths and weaknesses as well as create goals for growth.

Category: English/Language Arts

Research Cited: Steven Covey Leader in Me 2008

Tier: Tier 1

Activity - Data Collection using Data Binders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student will receive a data binder to collect MAP and DIBELs data	Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/09/2017	$400	Title I Schoolwide	Building Principal, Teachers, ELL Staff, Title Staff

Strategy 2:

Student Data Conferences - Teachers will confer with the students to analyze data and set goals in writing. Teachers will use strategies to help students create specific but flexible goals. Teachers feedback will corrective, timely and specific to criterion.

Category: English/Language Arts

Research Cited: Mazano's High Yield Instructional Strategies: Setting Objectives and Providing feedback

Tier: Tier 1

Activity - Teachers will confer with Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will confer with students on one specific writing goal to be determined in September.	Direct Instruction	Tier 1	Implement	09/01/2016	06/09/2017	$0	No Funding Required	Building Principal, Teachers, ELL Staff, Title I Staff

Goal 2: All students at Stoney Creek Elementary will be proficient in math.

Measurable Objective 1:

55% of Kindergarten, First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in operations and algebraic thinking in Mathematics by 06/08/2019 as measured by Spring 2019 NWEA MAP and Spring 2019 State Assessment.

Strategy 1:

Data Collection and Display - Data binders and data walls will be used to enhance teacher and student ownership of learning in math. Teachers and students will collect benchmark data to assess progress. Data will be used to help students recognize strengths and weaknesses, as well as, create goals for growth.

Category: School Culture

Research Cited: Leader in Me by Stephen Covey 2008

Tier: Tier 1

Activity - Data Collection Using Data Binders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student will receive a data binder to collect MAP and DIBELs data.	Direct Instruction	Tier 2	Getting Ready	09/08/2016	06/07/2019	$358	Title I Schoolwide	Building principal, classroom teachers, specials teachers, ELL staff, Title I staff

Activity - Data Wall Display	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will use a data wall to display operations and algebraic thinking MAP data.	Direct Instruction	Tier 1	Getting Ready	09/08/2016	07/01/2019	$0	No Funding Required	Building principal, teachers, ELL staff, Title I staff

Strategy 2:

Student Data Conferences - Teachers will confer with students to analyze data and set goals in math. Teachers will use strategies to help students create specific but flexible goals. Teacher feedback will be corrective, timely, and specific to criterion.

Category: Mathematics

Research Cited: Marzano's High Yield Instructional Strategies: Setting Objectives and Providing feedback.

Classroom Instruction that Works: Research based Strategies for Increasing Student Achievement, by Robert Marzano (2001)

Tier: Tier 1

Activity - Teachers Will Confer With Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will confer with students on one specific operations and algebraic thinking MAP goal to be determined in September.	Direct Instruction	Tier 1	Implement	09/01/2016	08/01/2019	$0	No Funding Required	Building principal, classroom teachers, specials teachers, ELL staff, Title I staff

Strategy 3:

Professional Development - Teachers will receive in-house professional development during staff and RTI meetings to learn how to use and increase effectiveness of data binders and student conferences in math. All staff will use Marzano's High Yield Instructional Strategies as tools for supporting instructional practice and improving student performance.

Category: School Culture

Research Cited: Classroom Instruction that Works: Research based Strategies for Increasing Student Achievement, by Robert Marzano (2001)

Tier: Tier 1

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Activity - Training on Conferring Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn strategies for conferring with students. In-house PD will be provided during RTI meetings and through Leader in Me discussions at staff meetings. .	Professional Learning	Tier 1	Implement	09/01/2016	06/01/2019	$2905	Title II Part A, General Fund, Title II Part A	Building Principal, Teachers, ELL Staff, Title I Staff

Activity - Training on Marzano's Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn Marzano’s instructional strategies to help students reach goals. They will include: reinforcing effort and providing recognition, nonlinguistic representation, setting objectives and providing feedback, and using questions, cues, and advance organizers. Math materials needed to support Marzano's instructional Strategies in the classrooms.	Professional Learning	Tier 2	Implement	09/01/2016	06/06/2019	$1000	Title I Schoolwide	Building Principal, Teachers, ELL Staff, Title I Staff

Activity - Teacher Participation and Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will actively participate in meetings and reflect on use of strategies in the classroom. 6 staff will have an opportunity to attend a Leader in Me Leadership day next year.	Professional Learning	Tier 2	Monitor	09/01/2016	09/01/2019	$180	Title II Part A	Building Principal, Teachers, ELL Staff, Title I Staff

Activity - PD Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create Professional Development Coach position to ensure that all PD is focused and sustained.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/07/2019	$35000	Title II Part A	Central Office, Principal, Curriculum Director

Activity - Leader in Me Symposium	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and 1 staff member will attend the Leader in Symposium in Detroit during Spring of 2017. They will learn how to increase effectiveness in the Leader in Me process.	Professional Learning	Tier 1	Implement	02/01/2017	05/31/2017	$1300	Title II Part A	Principal, Teaching, Title I staff

Strategy 4:

Academic Vocabulary - Teachers will use activities within Marzano’s Six-Steps of Effective Vocabulary Instruction to teach academic vocabulary in mathematics.

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Category: Mathematics
Research Cited: “The importance of direct vocabulary instruction cannot be overstated. Vocabulary provides essential background knowledge and is linked to academic achievement. Effective teachers select terms for direct instruction, use a research-based process to teach those terms, and assess and track students’ progress with new terms.” Marzano, Robert (marzanoresearch.com)

Tier: Tier 1

Activity - Academic Vocabulary PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD Coach will provide professional development on Marzano’s Six Steps of Effective Vocabulary Instruction	Professional Learning	Tier 1		09/06/2016	06/07/2019	$0	Title II Part A	Curriculum Director, PD Coach, Teachers, Administration

Activity - Academic Vocabulary Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow the District Academic Vocabulary Implementation Guide	Curriculum Development	Tier 1		09/06/2016	06/07/2019	$0	Title II Part A	Curriculum Director, PD Coach, Teachers, and Administration

Activity - Academic Vocabulary Student Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will show understanding of academic vocabulary through discussions, word study, games, and use of vocabulary organizers	Curriculum Development, Professional Learning	Tier 1		09/05/2016	06/07/2019	$0	Title II Part A	Curriculum Director, PD Coach, Teachers, and Administration

Goal 3: All students at Stoney Creek Elementary will be proficient in ELA.

Measurable Objective 1:

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76% of Kindergarten, First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/07/2019 as measured by Spring 2019 NWEA MAP and Spring 2019 State Assessment.

Strategy 1:

Data Collection and Display - Data binders and data walls will be used to enhance teacher and student ownership of learning in reading. Teachers and students will collect benchmark data to assess progress. Data will be used to help students recognize strengths and weaknesses, as well as, create goals for growth.

Category: English/Language Arts

Research Cited: Leader in Me by Stephen Covey 2008

Tier: Tier 1

Activity - Data Collection Using Data Binders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student will receive a data binder to collect MAP and DIBELs data	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/07/2019	$358	Title I Schoolwide	Building Principal, Teachers, ELL Staff, Title I Staff

Activity - Data Wall Display	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a data wall to display reading MAP data.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/07/2019	$0	No Funding Required	Building Principal, Teachers, ELL Staff, Title I Staff

Strategy 2:

Student Data Conferences - Teachers will confer with students to analyze data and set goals in reading. Teachers will use strategies to help students create specific but flexible goals. Teacher feedback will be corrective, timely, and specific to criterion.

Category:

Research Cited: Marzano's High Yield Instructional Strategies: Setting Objectives and Providing feedback.

Classroom Instruction that Works: Research based Strategies for Increasing Student Achievement, by Robert Marzano (2001)

Tier: Tier 1

Activity - Teachers Will Confer With Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will confer with students on one specific reading MAP goal to be determined in September.	Direct Instruction	Tier 1	Implement	09/06/2016	06/07/2019	$0	No Funding Required	Building Principal, Teachers, ELL Staff, Title I Staff

Strategy 3:

Professional Development - Teachers will receive in-house professional development during staff and RTI meetings to learn how to use and increase effectiveness of data binders and student conferences in reading. All staff will use Marzano's High Yield Instructional Strategies as tools for supporting instructional practice and improving student performance.

Category:

Research Cited: Classroom Instruction that Works: Research based Strategies for Increasing Student Achievement, by Robert Marzano (2001)

Tier: Tier 2

Activity - Training on Conferring Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn strategies for conferring with students. In-house PD will be provided during RTI meetings. A Professional Development DVD from Fountas and Pinnell will provide training for teachers on text leveling. Leader in Me discussions at staff meetings will also provide opportunities for growth.	Professional Learning	Tier 2	Implement	09/06/2016	06/07/2019	$1917	Title II Part A, General Fund, Title II Part A	Building Principal, Teachers, ELL Staff, Title I Staff

Activity - Training on Marzano's Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn Marzano's instructional strategies to help students reach goals. They will include: reinforcing effort and providing recognition, nonlinguistic representation, setting objectives and providing feedback, and using questions, cues, and advance organizers. ELA materials needed to help reinforce Marzano's strategies in the classrooms.	Professional Learning	Tier 2	Implement	09/06/2016	06/07/2019	$1000	Title I Schoolwide	Building Principal, Teachers, ELL Staff, Title I Staff

Activity - Teacher Participation and Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will actively participate in meetings and reflect on use of strategies in the classroom. One staff member will undergo Leader in Me facilitator training and be trained in the 7 Habits.	Professional Learning	Tier 2	Implement	06/07/2016	06/07/2019	$0	No Funding Required	Building Principal, Teachers, ELL Staff, Title I Staff

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

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Create Professional Development Coach position to ensure that all PD is focused and sustained.	Professional Learning	Tier 1		09/06/2016	06/07/2019	$3500	Title II Part A	Principal, Central Office, Curriculum Director

Activity - Leader in Me 7 Habits facilitator training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One staff member will go through the training to be a facilitator to provide support to staff and students.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	$500	Title II Part A	Building Principal and building staff being trained

Activity - Leader in Me Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The leader in Me Coach will be onsite throughout the year to model and train staff in the leader in me process.	Professional Learning, Behavioral Support Program	Tier 1	Implement	09/01/2016	06/09/2017	$6950	Title II Part A	Building Principal and building staff

Strategy 4:

Academic Vocabulary - Teachers will use activities within Marzano's Six-Steps of Effective Vocabulary Instruction to teach academic vocabulary in ELA.

Category: English/Language Arts

Research Cited: Research Cited: "The importance of direct vocabulary instruction cannot be overstated. Vocabulary provides essential background knowledge and is linked to academic achievement. Effective teachers select terms for direct instruction, use a research-based process to teach those terms, and assess and track students' progress with new terms." Marzano, Robert (marzanoresearch.com)

Tier: Tier 1

Activity - Academic Vocabulary PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD Coach will provide professional development on Marzano's Six Steps of Effective Vocabulary Instruction	Professional Learning	Tier 1		09/06/2016	06/07/2019	$0	Title II Part A	Curriculum Director, PD Coach, Teachers, and Administration

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Activity - Academic Vocabulary Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow the District Academic Vocabulary Implementation Guide	Curriculum Development	Tier 1		09/06/2016	06/07/2019	$0	Title II Part A	Curriculum Director, PD Coach, Teachers, Administration

Activity - Academic Vocabulary Student Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will show understanding of academic vocabulary through discussions, word study, games, and use of vocabulary organizers.	Curriculum Development, Professional Learning	Tier 1		09/06/2016	06/07/2019	$0	Title II Part A	Curriculum Director, PD Coach, Teachers, Administrators

Goal 4: All students at Stoney Creek Elementary will be proficient in Science.

Measurable Objective 1:

61% of Kindergarten, First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science in Science by 06/07/2019 as measured by Spring 2016 State Assessment.

Strategy 1:

Unit Development - Develop Units that include the NGSS.

Category: Science

Tier: Tier 1

Activity - Curriculum Developement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in grade levels to develop science units based on NGSS.	Curriculum Development	Tier 1	Getting Ready	09/06/2016	06/07/2019	$358	Title I Schoolwide	Building Principals and Teachers

Strategy 2:

Academic Vocabulary - Teachers will use activities within Marzano’s Six-Steps of Effective Vocabulary Instruction to teach academic vocabulary in Science.

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Category: Science
Research Cited: “The importance of direct vocabulary instruction cannot be overstated. Vocabulary provides essential background knowledge and is linked to academic achievement. Effective teachers select terms for direct instruction, use a research-based process to teach those terms, and assess and track students’ progress with new terms.” Marzano, Robert (marzanoresearch.com)

Tier: Tier 1

Activity - Academic Vocabulary PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD Coach will provide professional development on Marzano’s Six Steps of Effective Vocabulary Instruction	Professional Learning	Tier 1	Implement	09/01/2016	06/10/2019	$0	No Funding Required	Building Principal, Teachers, PD Coach

Activity - Academic Vocabulary Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow the District Academic Vocabulary Implementation Guide	Curriculum Development	Tier 1		09/06/2016	06/07/2019	$0	Title II Part A	Curriculum Director, PD Coach, Teachers, and Administrators

Activity - Academic Vocabulary Student Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will show understanding of academic vocabulary through discussions, word study, games, and use of vocabulary organizers.	Curriculum Development, Professional Learning	Tier 1		09/06/2016	06/07/2019	$0	Title II Part A	Curriculum Director, Administration, Teachers, and PD Coach

Goal 5: Students at Stoney Creek Elementary will have the opportunity to receive support through tiered intervention and parent involvement.

Measurable Objective 1:

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collaborate to provide tiered intervention and plan parent events by 06/10/2016 as measured by 2016 Spring NWEA MAP, 2016 State Assessment, and parent surveys.

Strategy 1:

Tiered Intervention - Students will receive tiered intervention including ELL. All staff will implement learning strategies in the context of a multi-tier system of support.

Category:

Research Cited: rtinetwork.org

Tier: Tier 3

Activity - Support Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not yet mastering the state's content expectations in math, reading, and writing, including ELL and Economically disadvantaged, will receive Title I services. Title staff will work with classroom teachers to determine and implement differentiated math instruction based on students' needs. Extended day and/or extended year programming for our ELL students will also be provided. Extended year for our Title I students will be offered in August 4-27 3 days per week. We will also offer 2-3 mini after school sessions beginning in September 22-November 12, February 9-March 31, and April 12-May 26.	Academic Support Program	Tier 3	Implement	09/08/2015	06/10/2016	$463056	Title II Part A, Title I Schoolwide, General Fund	Building Principal, ELL Staff, Title I Staff, Teachers

Strategy 2:

Parent Involvement - Parents will be invited to participate in school functions.

Category:

Research Cited: *

Tier: Tier 1

Activity - Parent Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement parent nights to assist parents in understanding how they can use learning strategies to support their children at home. We will also hold specific ELL family events to provide our ELL population with information on how to help their children.	Parent Involvement	Tier 1	Implement	09/08/2015	06/10/2016	$3000	Title I Schoolwide	Building Principal, teachers, ELL Staff, Title I Staff

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Strategy 3:

Additional Support - Providing Private, Non Public money to support students who qualify who live in our district. Also assist with students in Transition and audit

Category:

Research Cited: *

Tier: Tier 1

Activity - Private, Non Public	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Private Non Public Support	Academic Support Program	Tier 3	Implement	09/08/2015	06/10/2016	$6925	Title I Schoolwide	Central Office Staff

Activity - Students In Transition Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Transition Support	Other	Tier 1		09/08/2015	06/10/2016	$6000	Title I Schoolwide	Central Office Staff

Activity - Audit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Audit Costs	Other	Tier 1	Implement	09/08/2015	06/10/2016	$50	Title I Schoolwide	Central Office Staff

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Services	Students not yet mastering the state's content expectations in math, reading, and writing, including ELL and Economically disadvantaged, will receive Title I services. Title staff will work with classroom teachers to determine and implement differentiated math instruction based on students' needs. Extended day and/or extended year programming for our ELL students will also be provided. Extended year for our Title I students will be offered in August 4-27 3 days per week. We will also offer 2-3 mini after school sessions beginning in September 22-November 12, February 9-March 31, and April 12-May 26.	Academic Support Program	Tier 3	Implement	09/08/2015	06/10/2016	$176775	Building Principal, ELL Staff, Title I Staff, Teachers
Training on Conferring Strategies	Teachers will learn strategies for conferring with students. In-house PD will be provided during RTI meetings and through Leader in Me discussions at staff meetings. .	Professional Learning	Tier 1	Implement	09/01/2016	06/01/2019	$1500	Building Principal, Teachers, ELL Staff, Title I Staff
Training on Conferring Strategies	Teachers will learn strategies for conferring with students. In-house PD will be provided during RTI meetings. A Professional Development DVD from Fountas and Pinnell will provide training for teachers on text leveling. Leader in Me discussions at staff meetings will also provide opportunities for growth.	Professional Learning	Tier 2	Implement	09/06/2016	06/07/2019	$1500	Building Principal, Teachers, ELL Staff, Title I Staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Training on Conferring Strategies	Teachers will learn strategies for conferring with students. In-house PD will be provided during RTI meetings and through Leader in Me discussions at staff meetings. .	Professional Learning	Tier 1	Implement	09/01/2016	06/01/2019	$660	Building Principal, Teachers, ELL Staff, Title I Staff

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Academic Vocabulary PD	PD Coach will provide professional development on Marzano's Six Steps of Effective Vocabulary Instruction	Professional Learning	Tier 1		09/06/2016	06/07/2019	$0	Curriculum Director, PD Coach, Teachers, and Administration
Training on Conferring Strategies	Teachers will learn strategies for conferring with students. In-house PD will be provided during RTI meetings. A Professional Development DVD from Fountas and Pinnell will provide training for teachers on text leveling. Leader in Me discussions at staff meetings will also provide opportunities for growth.	Professional Learning	Tier 2	Implement	09/06/2016	06/07/2019	$42	Building Principal, Teachers, ELL Staff, Title I Staff
Academic Vocabulary Student Activity	Students will show understanding of academic vocabulary through discussions, word study, games, and use of vocabulary organizers	Curriculum Development, Professional Learning	Tier 1		09/05/2016	06/07/2019	$0	Curriculum Director, PD Coach, Teachers, and Administration
Academic Vocabulary PD	PD Coach will provide professional development on Marzano's Six Steps of Effective Vocabulary Instruction	Professional Learning	Tier 1		09/06/2016	06/07/2019	$0	Curriculum Director, PD Coach, Teachers, Administration
Leader in Me 7 Habits facilitator training	One staff member will go through the training to be a facilitator to provide support to staff and students.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	$500	Building Principal and building staff being trained
Academic Vocabulary Student Activity	Students will show understanding of academic vocabulary through discussions, word study, games, and use of vocabulary organizers.	Curriculum Development, Professional Learning	Tier 1		09/06/2016	06/07/2019	$0	Curriculum Director, PD Coach, Teachers, Administrators
Leader in Me Symposium	The principal and 1 staff member will attend the Leader in Symposium in Detroit during Spring of 2017. They will learn how to increase effectiveness in the Leader in Me process.	Professional Learning	Tier 1	Implement	02/01/2017	05/31/2017	$1300	Principal, Teaching, Title I staff
PD Coach	Create Professional Development Coach position to ensure that all PD is focused and sustained.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/07/2019	$35000	Central Office, Principal, Curriculum Director

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Teacher Participation and Reflection	Teachers will actively participate in meetings and reflect on use of strategies in the classroom. 6 staff will have an opportunity to attend a Leader in Me Leadership day next year.	Professional Learning	Tier 2	Monitor	09/01/2016	09/01/2019	$180	Building Principal, Teachers, ELL Staff, Title I Staff
Support Services	Students not yet mastering the state's content expectations in math, reading, and writing, including ELL and Economically disadvantaged, will receive Title I services. Title staff will work with classroom teachers to determine and implement differentiated math instruction based on students' needs. Extended day and/or extended year programming for our ELL students will also be provided. Extended year for our Title I students will be offered in August 4-27 3 days per week. We will also offer 2-3 mini after school sessions beginning in September 22-November 12, February 9-March 31, and April 12-May 26.	Academic Support Program	Tier 3	Implement	09/08/2015	06/10/2016	$29171	Building Principal, ELL Staff, Title I Staff, Teachers
Academic Vocabulary Implementation	Teachers will follow the District Academic Vocabulary Implementation Guide	Curriculum Development	Tier 1		09/06/2016	06/07/2019	$0	Curriculum Director, PD Coach, Teachers, and Administrators
Academic Vocabulary Student Activity	Students will show understanding of academic vocabulary through discussions, word study, games, and use of vocabulary organizers.	Curriculum Development, Professional Learning	Tier 1		09/06/2016	06/07/2019	$0	Curriculum Director, Administration, Teachers, and PD Coach
Training on Conferring Strategies	Teachers will learn strategies for conferring with students. In-house PD will be provided during RTI meetings and through Leader in Me discussions at staff meetings. .	Professional Learning	Tier 1	Implement	09/01/2016	06/01/2019	$745	Building Principal, Teachers, ELL Staff, Title I Staff
Academic Vocabulary Implementation	Teachers will follow the District Academic Vocabulary Implementation Guide	Curriculum Development	Tier 1		09/06/2016	06/07/2019	$0	Curriculum Director, PD Coach, Teachers, Administration
Leader in Me Coach	The leader in Me Coach will be onsite throughout the year to model and train staff in the leader in me process.	Professional Learning, Behavioral Support Program	Tier 1	Implement	09/01/2016	06/09/2017	$6950	Building Principal and building staff

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PD Coach	Create Professional Development Coach position to ensure that all PD is focused and sustained.	Professional Learning	Tier 1		09/06/2016	06/07/2019	$3500	Principal, Central Office, Curriculum Director
Training on Conferring Strategies	Teachers will learn strategies for conferring with students. In-house PD will be provided during RTI meetings. A Professional Development DVD from Fountas and Pinnell will provide training for teachers on text leveling. Leader in Me discussions at staff meetings will also provide opportunities for growth.	Professional Learning	Tier 2	Implement	09/06/2016	06/07/2019	$375	Building Principal, Teachers, ELL Staff, Title I Staff
Academic Vocabulary Implementation	Teachers will follow the District Academic Vocabulary Implementation Guide	Curriculum Development	Tier 1		09/06/2016	06/07/2019	$0	Curriculum Director, PD Coach, Teachers, and Administration

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Private, Non Public	Private Non Public Support	Academic Support Program	Tier 3	Implement	09/08/2015	06/10/2016	$6925	Central Office Staff
Students In Transition Support	Students in Transition Support	Other	Tier 1		09/08/2015	06/10/2016	$6000	Central Office Staff
Parent Nights	The school will implement parent nights to assist parents in understanding how they can use learning strategies to support their children at home. We will also hold specific ELL family events to provide our ELL population with information on how to help their children.	Parent Involvement	Tier 1	Implement	09/08/2015	06/10/2016	$3000	Building Principal, teachers, ELL Staff, Title I Staff
Data Collection Using Data Binders	Each student will receive a data binder to collect MAP and DIBELs data	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/07/2019	$358	Building Principal, Teachers, ELL Staff, Title I Staff
Data Collection using Data Binders	Each student will receive a data binder to collect MAP and DIBELs data	Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/09/2017	$400	Building Principal, Teachers, ELL Staff, Title Staff
Audit	Audit Costs	Other	Tier 1	Implement	09/08/2015	06/10/2016	$50	Central Office Staff

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Data Collection Using Data Binders	Each student will receive a data binder to collect MAP and DIBELs data.	Direct Instruction	Tier 2	Getting Ready	09/08/2016	06/07/2019	$358	Building principal, classroom teachers, specials teachers, ELL staff, Title I staff
Curriculum Developement	Teachers will work in grade levels to develop science units based on NGSS.	Curriculum Developme nt	Tier 1	Getting Ready	09/06/2016	06/07/2019	$358	Building Principals and Teachers
Training on Marzano's Instructional Strategies	Teachers will learn Marzano's instructional strategies to help students reach goals. They will include: reinforcing effort and providing recognition, nonlinguistic representation, setting objectives and providing feedback, and using questions, cues, and advance organizers. ELA materials needed to help reinforce Marzano's strategies in the classrooms.	Professiona l Learning	Tier 2	Implement	09/06/2016	06/07/2019	$1000	Building Principal, Teachers, ELL Staff, Title I Staff
Support Services	Students not yet mastering the state's content expectations in math, reading, and writing, including ELL and Economically disadvantaged, will receive Title I services. Title staff will work with classroom teachers to determine and implement differentiated math instruction based on students' needs. Extended day and/or extended year programming for our ELL students will also be provided. Extended year for our Title I students will be offered in August 4-27 3 days per week. We will also offer 2-3 mini after school sessions beginning in September 22-November 12, February 9-March 31, and April 12-May 26.	Academic Support Program	Tier 3	Implement	09/08/2015	06/10/2016	$257110	Building Principal, ELL Staff, Title I Staff, Teachers
Training on Marzano's Instructional Strategies	Teachers will learn Marzano's instructional strategies to help students reach goals. They will include: reinforcing effort and providing recognition, nonlinguistic representation, setting objectives and providing feedback, and using questions, cues, and advance organizers. Math materials needed to support Marzano's instructional Strategies in the classrooms.	Professiona l Learning	Tier 2	Implement	09/01/2016	06/06/2019	$1000	Building Principal, Teachers, ELL Staff, Title I Staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsibl e

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Teachers Will Confer With Students	Teachers will confer with students on one specific reading MAP goal to be determined in September.	Direct Instruction	Tier 1	Implement	09/06/2016	06/07/2019	$0	Building Principal, Teachers, ELL Staff, Title I Staff
Teachers Will Confer With Students	Teachers will confer with students on one specific operations and algebraic thinking MAP goal to be determined in September.	Direct Instruction	Tier 1	Implement	09/01/2016	08/01/2019	$0	Building principal, classroom teachers, specials teachers, ELL staff, Title I staff
Teachers will confer with Students	Teachers will confer with students on one specific writing goal to be determined in September.	Direct Instruction	Tier 1	Implement	09/01/2016	06/09/2017	$0	Building Principal, Teachers, ELL Staff, Title I Staff
Data Wall Display	Teachers will use a data wall to display operations and algebraic thinking MAP data.	Direct Instruction	Tier 1	Getting Ready	09/08/2016	07/01/2019	$0	Building principal, teachers, ELL staff, Title I staff
Teacher Participation and Reflection	Teachers will actively participate in meetings and reflect on use of strategies in the classroom. One staff member will undergo Leader in Me facilitator training and be trained in the 7 Habits.	Professional Learning	Tier 2	Implement	06/07/2016	06/07/2019	$0	Building Principal, Teachers, ELL Staff, Title I Staff
Academic Vocabulary PD	PD Coach will provide professional development on Marzano's Six Steps of Effective Vocabulary Instruction	Professional Learning	Tier 1	Implement	09/01/2016	06/10/2019	$0	Building Principal, Teachers, PD Coach
Data Wall Display	Teachers will use a data wall to display reading MAP data.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/07/2019	$0	Building Principal, Teachers, ELL Staff, Title I Staff

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