School Improvement Plan

Central Elementary School

Public Schools of Petoskey

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Petoskey, MI 49770-2749

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Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Central Elementary has an enrollment of 287 students. The school is located in the downtown area of Petoskey.   Our student enrollment at Central have been very stable over the past six years. We've also experienced moderate change in our staff. The one area that has changed dramatically over the past few years is our growing population of students who are economically disadvantaged. Five years ago we had thirty percent of our students identified as economically disadvantaged. During the 2015-16 school year we had forty-seven percent of our students identified as economically disadvantaged. This increase has brought new challenges in meeting the academic, behavioral/social, and family needs of these students.

School's Purpose

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

Central's motto is... "Central Elementary, where every student shines". Central school's mission is... "Students, parents, and staff will work together to create a stimulating environment with high expectations for the success of all students. Each student will become an independent learner and responsible community member. At Central Elementary we desire the following outcomes for each student:

1. life-long learner who can create a desirable vision for the future, set priorities and achievable goals, create options, monitor and evaluate progress, and assume responsibility for actions.

2. worker who uses effective leadership and/or group skills to develop and manage interpersonal relationships within diverse settings.

3. critical thinker who identifies, accesses, integrates and uses available resources and information to reason, make decisions, and solve complex problems in a variety of contexts.

4. contributing member of society who gives time and talents to improve the quality of community life.

5. unique individual who produces intellectual, artistic, practical and physical products which
reflect originality, personal excellence, and advanced technologies.

A written school improvement plan helps us to recognize past efforts and growth in key areas as well as providing a framework for current and future efforts. The school improvement process at Central School is a team effort that involves parents, students, staff members, and citizens. Goals are formulated based on student performance in a number of areas. Studies are done by the team to determine how best to meet these goals based on current practice, best research, and promotion of school-wide reform. "At-Risk" students are given a comprehensive needs assessment developed by teachers and support staff in order to determine eligibility for Title I and 31-A programs, and to provide services leading to success. Our staff has developed a school-wide positive behavior plan which involves teaching, modeling, and reinforcing the types of behaviors we desire in all students.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Our school continues to perform above the state standards as measured by the MEAP. Given our growing population of at-risk students, we continue to maintain and strive for the highest standards and the belief that all students can achieve success. Another notable achievement has, and continues to be, the safe and orderly environment at our school. Discipline referrals at Central are well below the national averages. This due to our comprehensive behavior plan which is focused on clear and consistent expectations which are taught, modeled, practiced, and reinforced throughout the year.

There are a number of areas we are working to improve during the coming years. First is our organizational structure. We are developing an organizational structure that will allow for more collaboration between our staff, more intensive instructional time, improved communication between the classroom teacher and support staff, and improved targeted interventions. A second area is better data management allowing for improved instructional decision making. A third area is differentiated professional development supporting the research based strategies we've identified in our school improvement plan.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We are excited and optomistic about meeting the current and future challenges.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Although Central Elementary School has its own school improvement team and follows a similar format (i.e., Building- Level Teaching and Learning Committees or B-TLCs), the primary decision-making body for the district is the District Teaching and Learning Committee (D-TLC). This committee has a chairperson and is comprised of lower, middle, and upper grade-level teachers, all building Principals, representatives from each B-TLC, the Superintendent, a Board of Education member, the ISD literacy coach, the Teaching & Learning Director, the Director of Technology, counselors, the Special Education Coordinator, paraprofessionals, parents, and community members. (When appropriate, the D-TLC also includes student government liaisons.) The D-TLC's leadership role begins by studying district data. Student achievement data is pulled from a variety of sources (e.g., M-Step, MME, NWEA, DIBLES, MLPP/DRA, District Writing Prompts, etc.) and is reviewed longitudinally and in a triangulated manner by district level, grade level, and subgroups. Likewise, there is a compilation and analysis of data that includes demographics, stakeholder perceptions, and parental/community involvement. Each B-TLC follows a similar format. However, the B-TLCs are much more focused on the data from their personal building.

After gaining a perspective of the district or building from the present and previous years, the TLCs determine specific needs, goals, and strategies that are appropriate to address the achievement strengths/gaps and perceptual concerns of the students, staff, and community. There is also an emphasis to re-evaluate the District Assessment Plan on an annual basis to obtain the most necessary, real-time information, including common assessment plans.

The comprehensive needs assessment is an ongoing process throughout the school year. Therefore, the D-TLC meets approximately seven times a year with a month between each meeting date, beginning in September and ending in May. During these meetings, the D-TLC continues to review student achievement data, B-TLC progress, MDE's School Improvement Process, perception data, programming (e.g., Title I, enrichment), processes (e.g., the intervention model- RtI, professional learning communities- PLCs, etc.), curriculum, and materials, such as textbooks and other resources. B-TLCs also meet from three to six times a year and follow a similar process.

The D-TLC body is a decision-making and monitoring unit that formally reviews &/or approves district goals, assessment plans/tools, PLC work during professional development, and communication plans/instruments so that relevant information flows to and from the D-TLC, B-TLCs, building personnel, parents, and the Board of Education.

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

At Central School, professional development opportunities (for teachers, administrators, paraprofessionals, and parents), PLC teaming times, TLC meetings, building meetings, administrative meetings, and ISD conferences

are developed and implemented to tie together current Michigan standards, benchmarks, and grade level

expectations. These are then linked to current school improvement goals, along with future district

achievement targets. At the building level (B-TLC), there are committees (including parent members) that review data and oversee student

progress in each goal area. The committees meet at least on a trimester basis and make suggestions for

strategies to augment the curriculum and instruction. Building level decisions are also made at regularly

scheduled staff meetings. Goal teams, or specific committees, develop school improvement goals. Information

from several sources, such as written surveys of parents and staff, P.T.O. Meetings, educational research

reflecting "Best Practices", and parental suggestions are presented to the staff and/or teams. Decisions

regarding goals, schedules, professional development, instructional materials, new programs or activities, and

curriculum are mutually agreed upon. Members of staff are consulted and opinions requested concerning

budget and staff development plans. Each building's support staff, professional staff, student body, citizens,

parents, and administrators are active members of school improvement and other committees. Greater decision

making authority and flexibility by schools and teachers is accompanied by greater responsibility for student

performance.

Instructionally, the district has been reviewing Schmoker's work.   There has also been a great deal of effort and thought put into exceptional

instruction based on best practices, and student learning gaps at the district PLC meetings and during building-level collaborative efforts. The

decisions made through these various teams are then inspected and supported

through administrative Learning Walks, the mentors-mentee program, and individual PLCs.

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

Central Elementary School and our district publish and distribute an Annual Education Report in the form of a

school calendar to parents and businesses. The calendar outlines important dates of school events, and it also includes areas such as: AYP,

School Report Cards, MEAP/MME percent tested by school & subgroup, attendance rates, graduation rates, administrative and board names

and contact information, parent involvement statistics, specialized programming, school improvement progress by building, MEAP & MME

results for the last two years by subgroups & main groups (by proficiency levels), ACT composite scores, Advance Placement results, dual

enrollment figures, national merit scholars, careertech programming and numbers enrolled, building mission statements, teacher certification,

teaching degrees,

highly qualified percentage, district websites, and a district financial profile. Along with hard copies, this calendar, in an electronic format, is

available to the public on our TLC website at: http://www.petoskeyschools.org.

In addition, in each school building there are multiple face-to-face and written formats for conversations and two-way communication to occur

at PTO and parent meetings, Parent-Teacher conferences, extra curricular

events (e.g., athletics, musical/drama performances, informances, art shows, CTE exhibits, etc.), phone and

email conversations (including a district-wide, online 24/7, student reporting system called PowerSchool),

social media avenues, newsletters, local newspaper articles, volunteer programs, ownership/membership in

local businesses and service organizations, and Friday Folders (elementary level only).

Our students, parents, and staff are the primary ambassadors of their school and the district. Students are

informed and involved in their learning and assessment plans, and they often share the joy of learning with one

another and community members. The district also maintains a website at www.petoskeyschools.org.

Individual school and teacher websites, the teaching and learning website, the technology website, perception

surveys, etc. are all easily accessible through this one access point.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Our enrollment trends have remained fairly stable over the past few years. The sub-group that has changed by more than 5% over the past few years has been our economically disadvantaged sub-group. In 2006, 24% of our population was identified as economically disadvantaged. In 2015-16, 50% of our population was identified as economically disadvantaged. This dramatic increase should have an impact on our ability to hire additional para-professionals. to support our at-risk students.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Our attendance data shows a consistent trend of around 95%. We'll need to continue monitoring and addressing attendance issues as they arise.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Our three year trend in student behavior data continues to be fairly consistent. The biggest challenge is meeting the increasing needs of our emotionally impaired students. This population of students accounts for 2% of our total population, but generates over 90% of discipline referrals.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

The challenges we've noticed based on our student enrollment data have been the following: helping families gain access to affordable support services (medical, counseling, mental health, housing, etc...); educating parents on the important role they play in the education of their students; maintaining and improving high levels of parent involvement; continuing to be proactive in meeting the emotional/behavioral needs of our growing at-risk population; closing the gap in language rich experiences students come into school with (some students will have thousands of hours of language rich experience compared to some students with very little experience).

There are a number of actions needed to address our current and future challenges. First, we will need to work closely with outside agencies and our intermediate school district to increase assistance to our families. Second, we will need to continue strengthening our school-wide positive behavior plan...implementing daily plans to teach, model, and practice the desired behaviors. Finally, one of our strategies to increase students' academic performance is building academic vocabulary. Because many of our student enter school with minimal language

rich experiences, we must have an organized plan to develop these experiences with our students.

Teacher/School Leader(s) Demographic Data
5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

We have a veteran staff with the average number of years in teaching over twelve years. Our school leadership team is fairly new...all being hired within the last six years. This may have a slight impact on student achievement.

Teacher/School Leader(s) Demographic Data
6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Our experienced staff should have a positive impact on student achievement.

Teacher/School Leader(s) Demographic Data
7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

As a district, we strive to limit the number of days our staff is absent due to professional learning. We focus most of our professional learning on-site and on designated days without students. As a result, there should be minimal impact on student learning.

Teacher/School Leader(s) Demographic Data
8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

There should be minimal impact on student achievement. When teachers are absent, we work hard to make sure detailed lessons are provided in order to minimize the lapse in learning.

Teacher/School Leader(s) Demographic Data
9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

With a fairly new administrative/school leadership team, we'll need to create good lines of communication and support.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

There are a number of areas that stand out as strengths. Curriculum, instruction, and assessment are all areas of strength. Professional learning, community involvement, and information management are also strength areas.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

The biggest challenge remains operational and resource management. With dwindling resources, we are challenged to continue providing quality programs while maintaining manageable class sizes.

12. How might these challenges impact student achievement?

With increases in class sizes, teachers are challenged to meet the individual needs of students.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

It will be crucial that we find ways to stream line expenses so that we can concentrate as much as our funding to the classroom, and support of teaching.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

It begins with identifying the specific needs of students and then targeting our interventions to those needs. Most of our funds are concentrated on the people providing intervention services to our students. Finally, we provide ongoing training and resources to our support staff in order to provide the best interventions to our students.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Our extended learning opportunities are available during the summer months for students in grades kindergarten through fourth grade.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Based on end-of-year data, teachers recommend students for extended learning opportunities. Parents are contacted by the classroom teacher, and then sent a letter detailing the program.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

All our curriculum is aligned to the new state standards (vertically and horizontally).   Resources used for teaching (i.e. textbooks) have been chosen based on alignment to the new standards. Classroom walkthroughs and observations insure the standards are being implemented.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

We did not complete a health survey/screener.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Our students continue to perform well in the area of reading; specifically in the areas of reading fluency and comprehension.

19b. Reading- Challenges

Our students continue to struggle in the area of summarizing and making inferences. These are areas we'll need to continue working on with students.

19c. Reading- Trends

Our trends in reading continue to show a consistent performance above the state standards.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Currently there are no challenges, other than continuing high levels of instruction and intervention aligned to the new state standards.

20a. Writing- Strengths

Based on our local data, our writing strengths continue to be writing across subject areas, creating high interest writing topics, student voice in writing, generating ideas, and integrating technology.

20b. Writing- Challenges

Our main challenge in writing is increasing opportunities for students to use details from the text to support and summarize the author's main idea, purpose, and theme. We also need to improve boys writing scores.

20c. Writing- Trends

Our writing scores continue to be below the state averages, with a slight downward trend.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The challenges in writing will be addressed through increasing students' vocabulary, building background knowledge, and providing ongoing interventions and feedback to students in their areas of weakness. We will also be engaged in professional development for our teachers and providing quality resources to improve instruction in the area of writing.

21a. Math- Strengths

Math strengths are measuring, graphing, and geometric shapes.

21b. Math- Challenges

Math challenges are proficiency in facts (fluency), fractions, money, and prime numbers.

21c. Math- Trends

Math trends remain fairly stable with a increases in cohort groups, and a slight decrease in overall trends.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Challenges will be addressed through professional development, ongoing formative assessments and intervention, and strategies incorporated into daily lessons.

22a. Science- Strengths

Science strengths are in the life and earth sciences.

22b. Science- Challenges

Science challenges are in temperature, forces and motion, and energy.

22c. Science- Trends

Science trends are sporadic with up and down trends. Some years our students are performing well above the state averages, and some years below the state averages.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

These challenges will be addressed through building key vocabulary and background knowledge, using science informational reading during core reading time, greater incorporation of STEM units, and using instructional techniques that incorporate critical thinking and problem solving as it relates to the new state standards.

23a. Social Studies- Strengths

Social Studies strengths are in the area of economics.

23b. Social Studies- Challenges

Social Studies challenges are in how countries work together, comparing economic systems, impact of government policy, and the impact of agricultural revolution.

23c. Social Studies- Trends

Social Studies trends remain low.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

These challenges will be addressed through building vocabulary and background knowledge, and creating physical environments which are safe and promote student learning. We are also making sure our staff is informed and knowledgeable of the changing Social Studies

standards.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

Students indicated the staff as their highest level of satisfaction.

24b. Student Perception Data

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

The area receiving the lowest level of satisfaction among students was the lunch menu.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

We'll work with the food service to find ways to improve in this area.

25a. Parent/Guardian Perception Data

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

The area that received the highest level of satisfaction was our staff.

25b. Parent/Guardian Perception Data

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

The area indicated as the lowest level was school safety.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

We'll continue to look for was to improve the safety of our school while maintain an inviting and warm environment.

26a. Teacher/Staff Perception Data

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

The area receiving the highest overall rating was professional development opportunities.

26b. Teacher/Staff Perception Data

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

The area receiving the lowest level of satisfaction was curriculum alignment (horizontal and vertical)

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

We are working to align our curriculum and provide the training, communication, and resources needed by staff.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakholders/community?

The highest rating was in the area of caring and professional staff.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

The area receiving the lowest level of satisfaction was the parent's role in decision making.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

We will increase opportunities for parents to be involved in school improvement.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Our strength continues to be in strong leadership and our professional and caring staff. Our challenge continues to be maintaining a safe school with the increasing threats of school violence and increasing mental health concerns.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

The challenges should have little to no impact on student achievement.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

These challenges are not addressed directly in our school improvement plans, mainly because they don't impact student achievement. Having said this, we'll continue to look for ways to increase parent involvement and communication.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	District writing prompt during the fall and spring; Reading assessments throughout the year (DRA, DIBELs, MLPP, NWEA); Math assessments throughout the year (common assessments each trimester, NWEA)	

Label	Assurance	Response	Comment	Attachment
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 in the box below.	Yes	http://www.petoskeyschools.org/	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Not applicable (K-5 building)	

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Lynn Slanec, Director of Teaching and Learning, Public Schools of Petoskey, 1130 Howard St., Petoskey MI 49770, 231-348-2352	

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

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Central Elementary School schedules regular School Improvement (BTLC) meetings in our building throughout the year. The goal is to examine multiple sources of data and review current goals/objectives/strategies/activities/outcomes. We design adjustments as indicated by our achievement data (individual/subgroup/group), perception data (students/staff/parents/community), demographic data (enrollment/mobility/attendance), and program and process data (school data profile analysis/self-assessment/program impact reviews). Data concerning stakeholder perceptions, student demographics, student attendance, transitions and retentions, parent engagement, free and reduced lunch percentages over time, and more are reviewed within our school to get a picture of our learning environment. Academically, Central Elementary School uses a balanced assessment approach to ascertain levels of student achievement and areas of strengths and weaknesses (K-5th) in all core five content areas (e.g., reading, writing, math, science, and social studies) to ascertain building needs. There are many types of evaluation instruments that comprise our balanced assessment plan. For the purpose of this SIP report, individuals and subgroups of students are designated for special core content interventions based upon a triangulation of their personal and subgroup (below grade-level) achievement scores. Achievement scores are monitored minimally every ten weeks and can be progress monitored more frequently during the intervention process (e.g., DIBELS every 2-3 weeks). Levels of proficiency performance are evaluated, monitored, and analyzed. This monitoring and evaluation takes a team made up of teachers, paraprofessionals, and principal. Following the findings of our summative, interim, and formative assessments, targeted intervention decisions are derived from an amalgamation of this data using national and state assessments, purchased appraisal instruments (e.g., Treasure, Triumphs, DIBELS, math, etc.), PLC-created common assessments (e.g., grade- level science and social studies, writing prompts, teacher checklists, etc.), and teacher-created assessments (e.g., narrative observation tools). Assessments are delivered via computer, paper/pencil, performance, product, verbal information, or may rely on teacher observation protocols. The same process and assessment of strengths and weaknesses is also utilized to exit students from intervention services when students or subgroups meet or exceed and maintain grade-level expectations in the core content areas of: reading, writing, mathematics, science, and social studies for at least 4 weeks.

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

A targeted assistance plan is part of our School Improvement Plan (SIP). Goals for meeting the needs of eligible students are written to ensure that eligible students are given the assistance they require to be successful in the five content areas (e.g., reading, writing, math, science, and social studies). Throughout the school year, teachers and academic paraprofessionals work together to identify students in all grades K-5th who need additional assistance in order to meet grade= level goals and content expectations that align with Michigan's Standards and Benchmarks (e.g., GLCEs, CCSS, NGSS, and C3). Multiple measures (as described below) indicate performance trends that are used to identify participating students. Ongoing teacher observations and classroom assessments, parental input, and common gradelevel assessments are additional measures used to classify areas of need for students who may need supplemental support due to below grade-level achievement in one or more of the five core content areas.
The data is reviewed in present-time and longitudinally using intervention forms and online documents found in INFORM and NWEA. The review is a collaborative effort by classroom teachers, Title I (and other academic) paraprofessionals, special education teachers, and administrators. Academic records are combined to get a picture of a student's overall academic profile and also to identify any changes in that profile. A priority list of students is ranked by grade and subject area based upon need--as evidenced by lowest scores in each subject area and also specific content weaknesses within subject areas. Student data are then reviewed again across grade levels, and a final

priority list for supplemental Tier II intervention services during the school day for Cental Elementary School is produced. Progress monitoring continues throughout the intervention process, and students are reconsidered for support each trimester. (Note: There is also progress monitoring every several weeks within team meetings to ascertain if students require different services or if supplemental academic services are no longer necessary.)

STUDENT ACHIEVEMENT DATA USED (& Scores Below Grade Level for Ranking):

Kindergarten - Minimally

Gesell Readiness Inventory (Spring: Preceding Knd by appointment)

MLPP (Sept, Jan., & May Scores 0-6 per Subtest)

DRA (May Scores 0-2)

DIBELS (Sept. Scores 0-3, Jan. Scores 0-14, & April Scores 0-14)

District Writing Prompt (Jan. Score 0-1 & May Score 0-2)

Dolch Sight Words (May Kindergarten List)

PLC Common Assessments in all 5 content areas (by Trimester Scores set by PLC)

Teacher-Created Inventories

Treasures & Triumphs Assessment Inventory

1st Grade- Minimally

MLPP (Jan. & May Scores 0-6 per Subtest)

DRA (Jan. Scores 0-8 & May Scores 0-14)

DIBELS (Sept. Scores 0-24, Jan. Scores 0-29, & April Scores 0-29)

NWEA- Reading & Math (Jan. Below 40th Percentile & April Below 40th Percentile)

Words Their Way Spelling Inventory (Jan. Scores Not Proficient)

Dolch Sight Words (May 1st Grade List)

District Writing Prompt (Jan. Score 0-1 & May Score 0-1)

PLC Common Assessments in all 5 content areas (by Trimester Scores set by PLC)

Treasures & Triumphs Assessment Inventory

Teacher-Created Inventories

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

2nd Grade- Minimally

MLPP for At-Risk Readers (Jan. & May Scores 0-6 per Subtest)

DRA for At-Risk Readers (Jan. Scores 0-18 & May Scores 0-24)

DIBELS (Sept. Scores 0-29, Jan. Scores 0-51, & April Scores 0-69)

NWEA- Reading & Math (Jan. Below 40th Percentile & April Below 40th Percentile)

Words Their Way Spelling Inventory (Sept. Scores Not Proficient)

Dolch Sight Words (May 2nd Grade List)

District Writing Prompt (Jan. Score 0-1 & May Score 0-1)

Treasures & Triumphs Assessment Inventory

Teacher-Created Inventories

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

3rd Grade- Minimally

DRA for At-Risk Readers (Jan. Scores 0-30 & May Scores 0-34)

NWEA- Reading. Language Usage, & Math (Jan. & April both Below 40th Percentile)

Words Their Way Spelling Inventory (Sept. Scores Not Proficient)

District Writing Prompt (Jan. Score 0-2 & May Score 0-2)

MEAP, MEAP-Access, or MI-Access with MDE Appointed Subjects (Oct. Level 3/4)

3-Minute Assessment Reading for At-Risk Learners

Treasures & Triumphs Assessment Inventory

Teacher-Created Inventories

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

4th Grade- Minimally

DRA for At-Risk Readers (Jan. Scores 0-34 & May Scores 0-38)

NWEA- Reading. Language Usage, & Math (Jan. & April both Below 40th Percentile)

Words Their Way Spelling Inventory (Sept. Scores Not Proficient)

District Writing Prompt (Jan. Score 0-2 & May Score 0-2)

MEAP, MEAP-Access, or MI-Access with MDE Appointed Subjects (Oct. Level 3/4)

3-Minute Assessment Reading for At-Risk Learners

Teacher-Created Inventories

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

5th Grade- Minimally

DRA for At-Risk Readers (Jan. Scores 0-38 & May Scores 0-40)

NWEA- Reading. Language Usage, & Math (Jan. & April both Below 40th Percentile)

Words Their Way Spelling Inventory (Sept. Scores Not Proficient)

District Writing Prompt (Jan. Score 0-2 & May Score 0-2)

MEAP, MEAP-Access, or MI-Access with MDE Appointed Subjects (Oct. Level 3/4)

3-Minute Assessment Reading for At-Risk Learners

Teacher-Created Inventories

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

Many of our assessment resources are also used to mine the data into smaller bits of information for specific intervention work

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - 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.

As indicated in Comprehensive Needs Assessment, data from the described national, state, district, PLC-created, and classroom assessment resources were considered to generate the list of eligible students using the below-level cut score information. The assessments not only enable us to rank students, they also help us modify instruction to meet student needs in Tier I and Tier II. Our staff members work together to provide additional assistance to enable ALL students to meet state standards and benchmarks. Student progress is reviewed at multiple times during the year. All of our assessment resources are used to determine eligibility, and they are also used to mine the data into smaller bits of information to determine specific interventions. For example, Northwest Evaluation Association (NWEA) is research-based, and the data can be divided into subcategories to delineate data by student, subgroup, and full group. The DesCartes section of NWEA provides areas to target for instruction (e.g., multiplying by 2-digit numbers). Likewise, the Michigan Educational Assessment Program (MEAP) also allows us to review student and subgroup gaps in achievement with references to specific areas for improvement within each

core area tested. If at any time the instruction team feels that there is not enough available data, they may request further testing from our school psychologist (ISD provided) or gifted and talented teacher. An intervention plan for each student not reaching grade-level expectations in a core academic area (and ranked for intervention) is developed and implemented by the teacher and paraprofessional team.

4. For schools with preschool through grade 2:   Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Pre-Kindergarten:

Although Public Schools of Petoskey does not have a preschool program run by the district, we are in direct contact with area preschools. Area preschools provide our staff with MLPP assessment information for each child attending compensatory programs. However, Title I funds at Central may be only used only for supplemental interventions in grades K-5th. Preschool families are transitioned to Ottawa through our Kindergarten Round-Up orientation and guided tours of the school. During Kindergarten Round-Up, parents are given information about ways they can help their child prepare for and succeed in school. The Gesell Readiness Inventory is administered to younger "potential" Kindergarten students only in the spring preceding kindergarten. All of the assessment resources below are used to determine eligibility in grades K-2nd Title I programs. Early elementary (K-2) also rely
heavily on teacher judgment, pre-school data, and parent information. All assessment resources are used to establish eligibility and help us mine data into smaller fragments of information for specific lesson planning and intervention work.

Kindergarten - Minimally
Gesell Readiness Inventory (Spring: Preceding Knd by appointment)
MLPP (Sept, Jan., & May Scores 0-6 per Subtest)
DRA (May Scores 0-2)
DIBELS (Sept. Scores 0-3, Jan. Scores 0-14, & April Scores 0-14)
District Writing Prompt (Jan. Score 0-1 & May Score 0-2)
Dolch Sight Words (May Kindergarten List)
PLC Common Assessments in all 5 content areas (by Trimester Scores set by PLC)
Teacher-Created Inventories
Treasures & Triumphs Assessment Inventory

1st Grade- Minimally
MLPP (Jan. & May Scores 0-6 per Subtest)
DRA (Jan. Scores 0-8 & May Scores 0-14)
DIBELS (Sept. Scores 0-24, Jan. Scores 0-29, & April Scores 0-29)
NWEA- Reading & Math (Jan. Below 40th Percentile & April Below 40th Percentile)Words Their Way Spelling Inventory (Jan. Scores Not Proficient)
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District Writing Prompt (Jan. Score 0-1 & May Score 0-1)
PLC Common Assessments in all 5 content areas (by Trimester Scores set by PLC)
Treasures & Triumphs Assessment Inventory
Teacher-Created Inventories
Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

2nd Grade- Minimally

MLPP for At-Risk Readers (Jan. & May Scores 0-6 per Subtest)

DRA for At-Risk Readers (Jan. Scores 0-18 & May Scores 0-24)

DIBELS (Sept. Scores 0-29, Jan. Scores 0-51, & April Scores 0-69)

NWEA- Reading & Math (Jan. Below 40th Percentile & April Below 40th Percentile)

Words Their Way Spelling Inventory (Sept. Scores Not Proficient)

Dolch Sight Words (May 2nd Grade List)

District Writing Prompt (Jan. Score 0-1 & May Score 0-1)

Treasures & Triumphs Assessment Inventory

Teacher-Created Inventories

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

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

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

At the beginning of the school year a Title I Referral Form is drawn up for eligible Title I students based on the previous years and current student data analysis. Central's teachers in collaboration with their Title I/academic paraprofessional meet approximated every trimester (fall, winter, and spring) to rank order students from those with the highest needs to those with the lowest. Then, through the Response to Intervention (RtI) model, decisions are made concerning eligibility for Title I support in Tiers IIA, IIB, and IIIA. An intervention plan for each student not reaching grade level expectations in core academic areas is developed and implemented by the teacher and Title I/academic paraprofessional. Intervention groups are reorganized as needed throughout the school year to ensure that academic needs of targeted students are being met. Student intervention plans include strategies from ELA, mathematics, social studies, and science as identified in Central's School Improvement Plan. Central's Title I parents are informed of their child's eligibility and given the "Parent-Student-School Paraprofessional Compact" to review, sign, and return to the Title I/academic paraprofessional. In the areas of reading, writing, math, social studies, and science interventions are given by the Title I/academic paraprofessionals. These interventions include the "pull-out" model of students in groups of no more than four
and the "push-in" model added assistance in the classroom, whether it be one-on-one or small group.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

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 are included as Strategies within the Goals section. The strategies are based on scientific research and minimize the amount of time students are pulled from the regular classroom.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

All the strategies in our plan are research-based and increase the quality and quantity of instruction for eligible students.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

All of our local data provides on-going evidence that extended learning time helps an accelerated quality curriculum.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Our daily schedule and summer learning opportunities provide evidence that students are rarely pulled out during their regular classroom instruction time to receive supplemental instruction.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

Every six weeks our general education teachers meet with our Title I paraprofessionals to analyze data, measure program efficacy, implementation, grouping for instruction, and coordination of instruction.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

In order to coordinate preschool educational programs with classroom and Title I instruction, Petoskey Public Schools communicates with Head Start, Great Start, day care providers, preschool programs, and parents about student achievement and future goals. Preschool educators and parents attend many of the same workshops and meetings with our kindergarten teachers.
Area preschools also provide our staff with assessment information on each child attending compensatory programs. In addition, preschool families are transitioned to district schools through our kindergarten orientation and guided tours of the school.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	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 regarding this.	Yes	All teachers at Central meet the NCLB requirements for highly qualified.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Central uses 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 are 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.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

We continually attempt to engage our parents in many aspects of our Title1/31A and Target-Assist programs. Parents of eligible students are informed and given a "Parent-Student-School Paraprofessional Compact." An intervention plan for each student not reaching grade level expectations in core academic areas is developed and implemented by the teacher and Title I/academic paraprofessional. Parents are kept informed through Title I Progress Reports given at Parent-Teacher Conferences, phone calls, personal notes, newsletters, informational billboards, and our Title I/academic paraprofessional website.

Every fall we conduct a Title 1 Family Night where we disseminate information regarding who we are and what services we provide for the students. We discuss and demonstrate ways for parents to participate in their child's education at home such as how to select books at their level and use "directed reading" strategies with them. We provide training on how to access our District's and Central's websites to facilitate communication with our staff and use the many available learning sites with their children.

Central conducts other educational activities during the year for families, such as Literacy and Math/Science Nights. Different teacher teams have parent nights geared to their particular grade levels where they share what will be involved in their child's academic experience that year. In addition, various grade levels provide opportunities for parents to experience and learn more about their student's experiences at school.

Year-round we maintain locations in our hallways called "Free Parent Tips for Home Support." Here materials and information sources are made available explaining our curriculum and expectations for each grade level, as well as ideas for family learning activities to use outside of school and background information on childhood education.

In Central's Media Center we maintain a section of books and educational games devoted entirely for families to check out and use at home. Whenever parents request more information and/or materials for working with their children at home, we compile a variety of packets including such items as take-home booklets, fluency practice reading material, spelling / vocabulary lists and writing "journals".

We continually encourage all parents to visit and/or volunteer in their child's classrooms and other school activities. In addition to the weekly newsletters that classroom teachers send out, all families are sent a bi-weekly building newsletter. Several times a year we include information helpful for student success at school.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	Our building's professional development coincides with the district plan which is attached.	

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Central's Teaching and Learning Committee (school improvement team) meets regularly and includes parent members. We have an extremely active PTO that involves many parents and staff and facilitates numerous activities in our school. Title 1/31A parents/guardians are invited to attend Central's School Improvement planning and review meetings during the school year to provide information on programs and services and to solicit the suggestions on program development and evaluation.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

We continually attempt to engage our parents in many aspects of our Title1/31A and Target-Assist programs. Parents of eligible students are informed and given a "Parent-Student-School Paraprofessional Compact." An intervention plan for each student not reaching grade level expectations in core academic areas is developed and implemented by the teacher and Title I/academic paraprofessional. Parents are kept informed through Title I Progress Reports given at Parent-Teacher Conferences, phone calls, personal notes, and newsletters.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Each year our parents are provided an opportunity to provide feedback connected to our Targeted Assistance program (through an on-line survey). Our staff reviews these results, and makes adjustments to the plan accordingly.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

We continually attempt to engage our parents in many aspects of our Title1/31A and Target-Assist programs. Parents of eligible students are informed and given a "Parent-Student-School Paraprofessional Compact." An intervention plan for each student not reaching grade level expectations in core academic areas is developed and implemented by the teacher and Title I/academic paraprofessional. Parents are kept informed through Title I Progress Reports given at Parent-Teacher Conferences, phone calls, personal notes, newsletters, informational billboards, and our Title I/academic paraprofessional website.

* Every fall we conduct a Title 1 Family Night where we disseminate information regarding who we are and what services we provide for the students. We discuss and demonstrate ways for parents to participate in their child's education at home such as how to select books at theirlevel and use "directed reading" strategies with them. We provide training on how to access our District's and Central's websites to facilitate communication with our staff and use the many available learning sites with their children.

* Central conducts other educational activities during the year for families, such as Literacy and Math/Science Nights. Different teacher teams have parent nights geared to their particular grade levels where they share what will be involved in their child's academic experience that year. In addition, various grade levels provide opportunities for parents to experience and learn more about their student's experiences at

school.

* Year-round we maintain locations in our hallways called "Free Parent Tips for Home Support." Here materials and information sources are made available explaining our curriculum and expectations for each grade level, as well as ideas for family learning activities to use outside of school and background information on childhood education.

* In Central's Media Center we maintain a section of books and educational games devoted entirely for families to check out and use at home.

* Whenever parents request more information and/or materials for working with their children at home, we compile a variety of packets including such items as take-home booklets, fluency practice reading material, spelling / vocabulary lists and writing "journals".

* We continually encourage all parents to visit and/or volunteer in their child's classrooms and other school activities. In addition to the weekly newsletters that classroom teachers send out, all families are sent a bi-weekly building newsletter. Several times a year we include information helpful for student success at school.

5. Describe how the parent involvement activities are evaluated.

We'll use the results from the evaluation to make adjustments to our plan. For example, the area receiving the lowest approval rating from parents (81%) was their student exhibits an increased enjoyment for reading. Our staff used this information and began implementing plans to increase student enjoyment for reading by asking students what books/topics were of high interest, and then purchasing those books.

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

The parents/guardians of each targeted Central student must sign our "Parent-Student-School Paraprofessional Compact", or agreement of responsibilities. This compact will be presented and reviewed with the family at parent/teacher conferences to revisit and assess how the student's educational partnership plan is progressing. This compact form has been and will continue to be revised and updated each year based on staff and parent input and suggestions.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	See attached document	

8. How does the school provide individual student academic assessment results in a language parents can understand?

To effectively communicate a child's assessment results and goals the Central staff employs several means. In addition to the general education Report Cards issued during the year, a written Title 1 Progress Report is provided. This report explains current targeted skills andgoals being worked on, with associated test data, as well as what future levels of achievement we are aiming at for the child. Parents are given several data reports in the forms of graphs and/or written explanations (NWEA, MEAP, DIBELS, Accelerated Math and 6-Minute Solutions summaries) to show their student's continuing progress in reading, writing, math, social studies and science. Teachers and Paraprofessionals are all available before or after school, or at any scheduled time, to discuss and further explain these items with parents,

and address any other issues or questions they may have. Our school e-mail addresses, web pages and phone numbers are made available to families to facilitate communication.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	See attached document	

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

It's used to review the importance and responsibility of each member of the team...teacher, parent, student, paraprofessional.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

The following Federal, State, and local agencies, programs, services, and activities provide additional experiences or resources that benefit our Title I and At Risk students and coordinate Title I, general education, and special education instructional services with local, state, and federal programs. There is ongoing communication between Title I academic paraprofessionals, teachers, administrators, and Title VII personnel regarding shared students. Also, Central's Title I academic paraprofessionals and teachers communicate shared student information with the Char-Em ISD School Psychologist, Occupational Therapist, Speech Therapist, and Social Worker.

Central Elementary School:

-Takes part in the Federal Nutrition Program for breakfast and lunch with Free/Reduced lunch provided to qualifying students.

- Partners with the Manna Project to provide identified students with weekend food packages.

- Works with Title VII, Indian Education, coordinator and program for tutoring services to tribe member's children.

- Provides Homeless services under the McKinney-Vento Act.

- Partners with Junior Achievement Organization to supplement economic curriculum lessons for all students.

- Received a grant through the Harbor Springs Community Foundation to provide Special Education Teachers the On Cloud Nine visualizing materials.

- Annually receives grants throught the Petoskey Education Foundation to support teaching and learning.

- Meets with the Head Start Program and the GSRP program twice a school year to review the grants and share ideas and plan on how to transition students into Kindergarten in the fall. Expectations for academic and social emotional readiness skills are discussed. A transition visit by preschool children is conducted in May.

- Meets with the Char -Em ISD TEAM (psychologist, speech therapist, occupational therapist and social worker) on the first Monday of the month to discuss Tier IIIA students, look over progress monitoring and interventions in place for the student, and in conjunction with the classroom teacher, Title paraprofessional., Special Education Teacher and principal determine whether formal evaluation for special education is needed.

-Partners with the Holy Christ Child organization to provided food and presents during the holiday times of November through December for families indicating they need help during the holidays.

- Student council holds a can drive to support Brother Dan's Food Pantry, collects pop can tabs for the Ronald McDonald House, collects books for the Free-Cycle book program, sponsored a student going to the special olympics, and more.

- PTO sponsors two book distributions each year...placing a free book in every student's hands

- Takes recommended students, based on need for exposure to reading materials, to the Knead to Read Book Give a Way once a year sponsored by the Petoskey Massage Therapist Association.

-Recommends a 5th grade boy each year for a Camp Daggett Scholarship, along with scholarships for college for kids

-Partners with Emmet County Recycling to recycle and learn more about the impact we can have

-Field trips to properties and invites the Little Traverse Conservancy into the school for demonstrations.

-Holds a 3rd grade Social Studies Day based on the Native American heritage with Odawa tribal members providing education on the Native American Culture.

-Holds a 5th grade Social Studies Colonial Day that partners with various community members to provide centers based on colonial life.

-5th grade field trip to Mackinaw island to reinforce social studies GLCEs.

-Partners with the Fly wheeler Association to provide a day for 4th grade students to visit centers based on turn of the century life in northern Michigan.

-Students take part in the McCune Arts Center exhibits.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

All of the aforementioned agencies and resources are tied to Central's school improvement plan or enhancement strategies. The connections are made to supplement educational experiences and resources, many of which are targeted to our economically disadvantaged and academically below-level students. They aid their acquisition of background information, build vocabulary, address nutritional needs, and provide emotional and family supports. The additional experiences make those real-life connections that are often the very ones that keep our most at-risk students and families actively engaged in learning.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

As students complete assessments periodically throughout the year, Central teachers and Title I/academic paraprofessionals receive achievement data for their students in reading, writing, ELA, and math. Assessment results are recorded from the DRA, writing assessments, NWEA, MLPP, and DIBELS Benchmark are given three times a year. For Title I students, more frequent and in depth progress monitoring is essential. DIBELS Progress Monitoring is given every two to three weeks. In grades 3rd-5th ACC Math is given frequently.

NOTE: it is also important to include common assessment data, student/home information, and teacher and Title I/Academic Paraprofessional observations into this data mix. Being that MEAP results are revealed late in the school year, we use these results to help make accommodations.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Once we have completed the needs assessment, teachers, academic paraprofessionals, and the principal look at the data as a grade level and chart where each student falls in reading and math (using percentages). Students who fall between 12% and 40% on prescribed assessments are considered a Tier II student, and those students who fall under 12% are considered a Tier III student. Teacher discretion is used when tests give different results, and at times additional assessments or retesting is done to ensure our student data is accurate and updated to show exactly where all students are performing.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

After evaluating student data, Central's teachers, administrator, and Title I/academic paraprofessionals are able to identify and discuss instructional weaknesses. Teachers and Title I/academic paraprofessionals look for professional development opportunities offered though Char-Em ISD, district-wide/state-wide in-services, and Central's staff meetings to learn strategies to address those instructional weaknesses. Our district also conducts a survey to collect information from district staff regarding the future direction of professional development to meet our district improvement goals. Professional development opportunities offered are supported by research. Title I/academic paraprofessionals have specifically received training in research-proven methods to improve literacy and math skills. In addition to the listed workshops, PLC strategies, and individual teacher/paraprofessional planning meetings, Title and other academic professionals are included in: after-school curriculum discussions, meetings with classroom teachers twice a month, attendance at five PLC/PD days with cross district grade-level teachers, formal meetings with the building principal five times a year, opportunities to attend instructionally-based in service trainings held by Char-Em ISD, and workshops and individual time with the Char-Em ISD reading consultant. The consultant also comes to the building and provides specific instruction and improvement services to academic paraprofessional centered on supportive instructional strategies as identified during teacher/paraprofessional or principal/paraprofessional meetings.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

Throughout the school year the Central school improvement team formally meets to review the school improvement plan and our targeted assistance program. Our team examines assessment results and determines whether our plan is on target for helping all students learn.

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

Each year we take a close look at the number of students at or above benchmark. We also look at the gains or loses students are making as a group, sub-group, and individually. Our teachers and paraprofessionals track individual student progress throughout the year for all students using various assessments tools with specific attention to the gains being made by students receiving supplemental support.

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

We look specifically at the number of students beginning the program and what percentage of those students exit the program because they have reached the grade level benchmarks. Minimally, we'd like to see 20% or more of our students exiting the program each year because they have reached grade level expectations in all areas.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Every six weeks we look at the progress our students are making. Revisions are made based on the results of our on-going assessments. Components we examine and alter are the following: opportunities to learn (time/concentration of instruction); program efficacy, program implementation; grouping for instruction; coordination of instruction.

2016-17 School Improvement Plan

Overview

Plan Name

2016-17 School Improvement Plan

Plan Description

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 improve reading proficiency across all content areas by meeting or exceeding State Reading Standards.	Objectives: 1 Strategies: 6 Activities: 11	Academic	$36705
2	All students will increase proficiency in mathematics by meeting or exceeeding state standards.	Objectives: 1 Strategies: 5 Activities: 11	Academic	$49717
3	All students will be proficient in science and meet or exceed state standards.	Objectives: 1 Strategies: 5 Activities: 8	Academic	$35123
4	All students will be proficient in social studies and meet or exceed state standards	Objectives: 1 Strategies: 2 Activities: 5	Academic	$30723
5	All students will meet or exceed state standards for proficiency in writing.	Objectives: 1 Strategies: 4 Activities: 8	Academic	$33247
6	Central Elementary will raise positive climate and culture in the school	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0

Goal 1: All students will improve reading proficiency across all content areas by meeting or exceeding State Reading Standards.

Measurable Objective 1:

84% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth 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 by meeting or exceeding State Standards in English Language Arts by 06/09/2016 as measured by by State Assessment, NWEA, DRA, and DIBELs.

Strategy 1:

Building Vocabulary - Staff will increase student reading comprehension through building vocabulary in Reading by helping students develop effective strategies that support vocabulary knowledge and conceptual understanding in reading.

Category:

Research Cited: Feldman and Kinsella (2005). Narrowing the language gap: The case for explicit vocabulary instruction. New York: Scholastic Inc.

Marzano, R.J. 2004. Building background knowledge for academic achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Baker, Simmons, and Kame'enui (1995). Vocabulary acquisition: Synthesis of the research. (Tech. Rep.No.13) Eugene: University of Oregon, National Center to Improve the Tools of Educators.

Tier:

Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building School Improvement Team will communicate to staff the strategy and determine activities to be completed this year.	Professional Learning			09/04/2013	06/10/2016	$0	No Funding Required	Building Leadership Team

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our team leads in the area of reading will attend professional learning to understand and teach the strategy. Professional learning will include: K-2 Collaborative, 3-5 collaborative, Daily 5, CAFÉ, and the Common Core, Literacy in Action	Professional Learning			08/21/2013	06/10/2016	$2450	Title II Part A	Building Leadership Team

Activity - Incorporate the strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the strategies into their lesson plans weekly.	Direct Instruction			09/04/2013	06/10/2016	$0	No Funding Required	All teaching staff

Activity - Staff Discussion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a monthly basis, staff will discuss which strategies they are using and how effective these strategies are with students	Teacher Collaboration			09/04/2013	06/10/2016	$0	No Funding Required	All teaching staff

Activity - Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will administer and utilize data from local assessments (NWEA, DRA, DIBELs, student work, unit tests, common assessments) to adjust instruction and identify students for Tier II interventions.	Direct Instruction			09/04/2013	06/10/2016	$0	No Funding Required	Teaching and support staff

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will offer support in the areas of weakness for students who are not meeting grade level expectations as directed by the classroom teachers.	Academic Support Program			09/04/2013	06/10/2016	$24255	Title I Part A, Section 31a	Title I paraprofessionals and teachers

Strategy 2:

Increase use of close and critical reading strategies - Staff will implement strategies for close and critical reading.

Focus will include:

Professional Development for staff in close and critical reading.

A. Comprehension (Grades 2-5) with the emphasis on retelling/summary.

B. Word Study (Grade 2-5) with emphasis on meaning of vocabulary in context.

C. Informational Reading (Grades 2-5) with emphasis on

1. Text structure (ex: Compare/contrast, Sequence, cause and effect, problem/solution, etc.)

2. Text features (ex: headings, titles, photos, graphs, diagrams, etc.)

Category:

Research Cited: Research Cited: Marzano, Pickering, & Pollack (2001). Classroom instruction that works. ASCD.

Weber, Nelson, & Schofield (2012). Guided highlighted reading: A close-reading strategy for navigating complex text. Maupin House Publishing Co.

Five close reading strategies to support the Common Core. http://iteachicoachiblog.blogspot.com/2012/06/five-simple-close-reading-strategies.html

Tier: Tier 1

Activity - Professional Development and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide staff members with professional development for strategies in guided highlighted reading, summarizing, vocabulary development, and author's craft. Planning and implementation to be determined after training	Professional Learning	Tier 1	Implement	09/09/2015	06/08/2018	$10000	General Fund	Title I staff, teachers, administrator

Strategy 3:

Establish consistent grade level learning targets for grammar/conventions - Staff will work to align learning targets for grades K-5 in grammar and conventions, then teach these skills to students.

Category:

Research Cited: Pickering, & Pollack (2001). Classroom instruction that works. Alexandria: ASCD. Education Nation: Revived support for grammar instruction.

http://hechingered.org/content/education-nation-revived-support-for-grammar-instruction_5638/ Grammar gallery, the research basis. Stathis, R. and Gotsch, P.http://www.teacherwritingcenter.org/explicitgrammarpaperfinal.pdf

Tier: Tier 1

Activity - Align Grammar/Convention Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work together to build a K-5 continuum of grammar and conventions learning targets.	Other	Tier 1	Getting Ready	09/09/2015	06/08/2018	$0	No Funding Required	Teachers, administrators, and academic aides K-5

Strategy 4:

Curriculum and Pedagogy - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for creating an effective classroom environment and culture for learning. Classroom environment and culture will be monitored through 5D+ coaching and evaluation practices.

Category: English/Language Arts

Research Cited: Research Cited: Zwiers, J. (2008). Building Academic Language: Essential Practices for Content Classrooms. San Francisco, CA: Jossey-Bass.

Saphier, J. & Gower, R. (1997). The skillful teacher: Building your teaching skills. Acton MA: Research for Better Teaching.

Bransford, J. Brown, A., & Cocking, R. (2000) How people learn: Brain, mind, experience, and school. Washington DC: National Academy Press.

Tier: Tier 1

Activity - Teaching Approaches and/or Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use discipline specific teaching strategies to develop student understanding and achievement. Teachers will learn and use strategies to differentiate instruction for all students.	Professional Learning	Tier 1	Implement	08/29/2016	06/09/2017	$0	No Funding Required	Administration and Teachers.

Strategy 5:

Assessment for Student Learning - Teachers will be supported through professional development, administrative walkthroughs, feedback, and opportunities for

collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for increasing student

achievement. This will be monitored through 5D+ coaching and evaluation practices.

Research Cited: Marzano, R., Pickering, D. & Pollack, J. (2001) Classroom Instruction that works: Research-based strategies fro increasing student achievement.

Alexandria, VA: Association for Supervision and Curriculum Development.

Category: English/Language Arts

Research Cited: William, D. (2011) Embedded formative assessment. Bloomington, IN: Solution Tree Press.

Stiggins, R.J. Arter, J.A., Chappuis, J. Classroom assessment for student learning: Doing it right-using it well. Portland, OR: Educational Testing Services

Teachers will learn and use strategies to provide formative assessments that align with learning targets. Teachers will learn how to use the data, how to teach students

to use the data, and adjust instruction accordingly.

Tier: Tier 1

Activity - Teachers and Students Using Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use strategies to provide formative assessments that align with learning targets. Teachers will learn how to use the data, how to teach students to use the data, and adjust instruction accordingly.	Professional Learning	Tier 1	Implement	08/30/2016	06/09/2017	$0	No Funding Required	Administration and Teachers

Strategy 6:

Purpose - Teachers will be supported through professional development, administrative walkthroughs, feedback, and opportunities for collaboration with colleagues

(PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for increasing student achievement. This will be monitored

through 5D+ coaching and evaluation practices.

Category: English/Language Arts

Research Cited: Research Cited: Moss, C.M. & Brookhart, S. (2009). Leveling the playing field: Sharing learning targets and criteria for success. In Advancing Formative Assessment in Every Classroom (chapter 2). Alexandria, VA: Association for Supervision and Curriculum Development.

Schmoker, M. (2001). The results fieldbook: Practical strategies from dramatically improved schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Stronge, J. (2002). Qualities of effective teachers. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Communication of Learning Target	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use strategies to clearly link lessons to previous and future lessons, and how to clearly communicate the links and learning target verbally and visually, checking for student understanding.	Professional Learning	Tier 1	Implement	08/30/2016	06/09/2017	$0	No Funding Required	Administration and Teachers

Goal 2: All students will increase proficiency in mathematics by meeting or exceeeding state standards.

Measurable Objective 1:

64% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth 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 by meeting or exceeding in Mathematics by 06/17/2016 as measured by State Assessment, NWEA (administered 3x a year), District Common Assessments (3x a year), Teacher Observations (daily).

Strategy 1:

Building Vocabulary - Staff will increase student mathematical knowledge through building academic vocabulary in Mathematics by helping students develop effective strategies that support vocabulary knowledge and conceptual understanding in mathematics.

Category:

Research Cited: Feldman and Kinsella (2005). Narrowing the language gap: The case for explicit vocabulary instruction. New York: Scholastic Inc.

Marzano, R.J. 2004. Building background knowledge for academic achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Baker, Simmons, and Kame'enui (1995). Vocabulary acquisition: Synthesis of the research. (Tech. Rep.No.13) Eugene: University of Oregon, National Center to Improve the Tools of Educators.

Tier: Tier 1

Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building School Improvement Team will communicate to staff the strategy and determine activities to be completed this year.	Teacher Collaboration	Tier 1	Monitor	09/09/2015	06/01/2018	$0	No Funding Required	Building School Improvement Team

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our team leads in the area of math will attend professional learning to understand and teach the strategy. Professional learning will include the Michigan Mathematics Program Improvement (MMPI); Talk Like a Mathematician…Math vocab and discourse; Singapore Strategies; Online learning opportunities like the ISD math consultant's live binder site.	Professional Learning	Tier 1	Monitor	09/09/2015	06/01/2018	$2450	Title II Part A	Team leads in the area of math.

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the strategies into their lesson plans weekly.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/01/2018	$0	No Funding Required	All teaching staff

Activity - Assessment and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will administer and utilize data from local assessments (NWEA, student work, unit tests, common assessments) to adjust instruction and identify students for Tier II interventions.	Academic Support Program	Tier 2	Monitor	09/09/2015	06/01/2018	$3012	General Fund	All teaching and support staff.

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will offer support in the areas of weakness for students who are not meeting grade level expectations as directed by the classroom teachers.	Academic Support Program	Tier 2	Monitor	09/09/2015	06/01/2018	$14487	Title I Part A	Classroom teachers and Title I paraprofessionals.

Strategy 2:

Making Math Thinking Visible - Teachers will make math thinking visible in their instruction (modeling) and increase opportunities for students to make math thinking visible through increased use of math manipulatives, graphic representations, think alouds (partner share, etc.),and math writing opportunities. This will occur in all areas of math, but with an intense focus in the areas of math facts, time, money, fractions, and measurement. Special education teachers will be trained in On Cloud Nine instructional methods and share mental math strategies with all staff.

Category:

Research Cited: The use of formative and summative assessment data has shown to increase student achievement in math.

Ainsworth, L., & Viegut, D. (2006). Common formative assessments: An essential part of the integrated

whole. Thousand Oaks, CA: Corwin.

Black, P., Harrison, C., Lee, C., Marsh, B., & William, D. (2004). Working inside the black box:

Assessment for learning in the classroom. Phi Delta Kappan, 86(1), 9 -19.

Clements, D. H., Sarama, J., & Wolfe, C. B. (2011). TEAM: Tools for early assessment in mathematics.

Columbus, OH: McGraw-Hill Education.

Foegen, A., Jiban, C. & Deno, S. (2007). Progress monitoring measures in

mathematics: A review of the literature. Journal of Special Education, 41(2), 121-

139.

Johnson, B. (2002). Instant feedback: Principles of, and techniques for, formative assessment.

Marzano, R., Pickering, D., & McTighe, J. (1993). Assessing student outcomes. Alexandria, VA:

Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Monitor Implementation of Making Math Visible	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff working to build math skills capacity in students (academic and health care aides and teachers) will receive training, implement, reflect on, and assess student growth in relationship to strategies that make math thinking visible. As a result of training, staff will more frequently and effectively use manipulatives, graphic representations, think-alouds, and mathematical writing during math instruction, as well as provide increased opportunities for students to make their own math thinking visible using similar strategies. Student misconceptions, as unveiled through making thinking visible, will be addressed through effective re-teaching strategies.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/01/2018	$9768	Section 31a	Teaching and support staff.

Strategy 3:

Curriculum and Pedagogy - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for creating an effective classroom environment and culture for learning. Classroom environment and culture will be monitored through 5D+ coaching and evaluation practices

Category: Mathematics

Research Cited: Research Cited: Zwiers, J. (2008). Building Academic Language: Essential Practices for Content Classrooms. San Francisco, CA: Jossey-Bass.

Saphier, J. & Gower, R. (1997). The skillful teacher: Building your teaching skills. Acton MA: Research for Better Teaching.

Bransford, J. Brown, A., & Cocking, R. (2000) How people learn: Brain, mind, experience, and school. Washington DC: National Academy Press.

Burke, Karen and Barbara Burke-Samide. "Required Changes in the Classroom Environment: It's
a Matter of Design." The Clearing House, Vol. 77, No. 6 (Jul. - Aug., 2004), pp. 236-239.
Accessed November 6, 2013.
Fraser, B. (2002). Learning environments research: Yesterday, today, and tomorrow. In S. C. Goh & M. S. Khine (Eds.), Studies in educational learning environments:
An international perspective (pp. 1–26). Singapore: World Scientific.
Freiberg, H. J. (Ed) (1999). School climate: Measuring, improving, and sustaining healthy learning
environments. London: Falmer Press.
Patrick, H., Ryan, A., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement. Journal of
Educational Psychology, 99, 83–98.l learning environments: An international perspective (pp. 1–26). Singapore: World Scientific.
Tier: Tier 1

Activity - Teaching Approaches and/or Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use discipline specific teaching strategies to develop student understanding and achievement. Teachers will learn and use strategies to differentiate instruction for all students. classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	08/30/2016	06/09/2017	$10000	General Fund	Teachers, administration, parapros

Activity - Effective Routines and Rituals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others. | Direct Instruction, Professional Learning, Walkthrough | Tier 1 | | 09/09/2015 | 06/07/2018 | $10000 | General Fund | Teachers, parapros, administration |

Activity - Maximize Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/07/2018	$0	No Funding Required	Teachers, Parapros, Administration

Strategy 4:

Assessment for Student Learning - Teachers will be supported through professional development, administrative walkthroughs, feedback, and opportunities for collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for increasing student achievement. This will be monitored through 5D+ coaching and evaluation practices.

Category: Mathematics

Research Cited: Research Cited: Marzano, R., Pickering, D. & Pollack, J. (2001) Classroom Instruction that works: Research-based strategies fro increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

William, D. (2011) Embedded formative assessment. Bloomington, IN: Solution Tree Press.

Stiggins, R.J. Arter, J.A., Chappuis, J. Classroom assessment for student learning: Doing it right-using it well. Portland, OR: Educational Testing Services
Tier: Tier 1

Activity - Teachers and Students Using Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use strategies to provide formative assessments that align with learning targets. Teachers will learn how to use the data, how to teach students to use the data, and adjust instruction accordingly.	Professional Learning	Tier 1	Implement	08/29/2016	06/09/2017	$0	No Funding Required	Administration, teachers

Strategy 5:

Purpose - Teachers will be supported through professional development, administrative walkthroughs, feedback, and opportunities for collaboration with colleagues

(PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for increasing student achievement. This will be monitored through 5D+ coaching and evaluation practices.

Category: Mathematics

Research Cited: Research Cited: Moss, C.M. & Brookhart, S. (2009). Leveling the playing field: Sharing learning targets and criteria for success. In Advancing Formative Assessment in Every Classroom (chapter 2). Alexandria, VA: Association for Supervision and Curriculum Development.

Schmoker, M. (2001). The results fieldbook: Practical strategies from dramatically improved schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Stronge, J. (2002). Qualities of effective teachers. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Communication of Learning Target	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use strategies to clearly link lessons to previous and future lessons, and how to clearly communicate the links and learning target verbally and visually, checking for student understanding.	Professional Learning	Tier 1	Implement	08/30/2016	06/09/2017	$0	No Funding Required	Administration and Teachers

Goal 3: All students will be proficient in science and meet or exceed state standards.

Measurable Objective 1:

67% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth 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 based on the state assessment in Science by 06/01/2016 as measured by meeting or exceeding state standards.

Strategy 1:

Vocabulary Instructions - Teachers and paraprofessionals will use various instructional techniques to build students' knowledge and understanding of key science vocabulary specific to what students are learning.

Category:

Research Cited: Lubliner, S. & Smetana, L. (2005, June). The effects of comprehensive vocabulary instruction on Title I students' metacognitive word-learning skills and reading comprehension. Journal of Literacy Research. 37,163-200.

Kame'enui, E. & Bauman, J. (2012). Vocabulary instruction: Research to practice. New York: Guilford Press.

Tier: Tier 1

Activity - Key Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on 10-15 key vocabulary words during each unit of study in science.	Direct Instruction	Tier 1	Implement	09/04/2015	06/01/2018	$0	No Funding Required	Teachers and paraprofessionals

Activity - Building Background Information	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will provide small group background information for key vocabulary and main concepts being studied in science.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/01/2018	$11589	Title I Part A	Teachers and paraprofessionals

Strategy 2:

Incorporate science across the curriculum - Investigate various methods and enact ways to increase teaching and learning time for science across the curriculum in grades K-5.

Category:

Research Cited: Research Cited: http://www.nextgenscience.org/next-generation-science-standards

Elementary Science Coalition (research and resources). Retrieved at

http://www.elementarysciencecoalition.org/mission.php

National Academy of Sciences (2011, June 23). Science education: U.S. report recommends ways to improve K-12 STEM education, calls on policymakers.

ScienceDaily. Retrieved August 30, 2012, from http://www.sciencedaily.com/releases/2011/06/110623130937.htm

Pearce (1999). Nurturing inquiry: Real science for the elementary classroom. Heinemann.

Tier: Tier 1

Activity - Activity - Use science texts, vocabulary, charts and graphs in	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate use of science informational reading materials during core reading and/or other times. Students will use scientific charts, graphs,and tables in math, reading, and social studies.	Direct Instruction, Supplemental Materials	Tier 1	Implement	09/04/2015	06/01/2018	$0	No Funding Required	Teachers and academic tutors

Strategy 3:

Increase opportunities for students to engage in STEM activities - Students need additional time and access to STEM-related science tools, materials, and techniques related to the Next Generation Science Standards and district require science curriculum.

Category:

Research Cited: Research Cited: a. Journal of STEM Education: Innovations and Research

www.jstem.org

b. STEM Reports | Research Supporting STEM Education

www.stemreports.com/

Haury and Rillero (1994), Perspectives of Hands-On Science Teaching. Columbus OH:The ERIC Clearinghouse for Science, Mathematics, and Environmental Education.

Jorgensen (2005), What K-8 Principals Should Know about Hands-On Science, Principal- Effective Intervention- Special Section, Volume 85 Number 2, November/December 2005, page(s) 49-52.

www.stemedcoalition.org

Tier: Tier 1

Activity - Share STEM materials and resources across grade	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Store STEM and science books, tools and materials in a central location so that teachers can access what they need without having to purchase new items at each grade level. In addition, maintain a building list of resources that teachers have stored in their own classrooms that other teachers may borrow. Purchase necessary resources for greater incorporation of STEM units based on Next Generation Science Standards and district required curriculum.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/04/2015	06/08/2016	$7814	Section 31a	Teaching and support staff

Strategy 4:

Critical Thinking and Problem Solving through engineering opportunities - We want all teachers to incorporate more critical thinking and problem solving activities embedded into STEM lessons and based on Next Generation Science Standards and district required curriculum.

Category:

Research Cited: Research Cited: a. Thinking Skills (creative, critical, problem solving) in Education

www.asa3.org/ASA/education/think

b. Critical Thinking Skills and Teacher Education. ERIC Digest

www.ericdigests.org/pre-929/critical.htm

c. STEM Education Coalition |

www.stemedcoalition.org/

Tier: Tier 1

Activity - Critic Thinking and Problem Solving	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will use instructional techniques to design lessons that incorporate critical thinking and problem solving in the area of engineering as it relates to STEM initiatives and the Next Generation Science Standards and district science curriculum | Direct Instruction | Tier 1 | Getting Ready | 09/08/2015 | 06/01/2018 | $1960 | Title II Part A | Instructional staff, academic aides, and principal. |

Strategy 5:

Classroom Environment and Culture - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for creating an effective classroom environment and culture for learning. Classroom environment and culture will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: Research Cited: Bucholz, Jessica L. and Julie L. Sheffler. "Creating a Warm and Inclusive Classroom Environment: Planning for All Children to Feel Welcome." Electronic Journal for Inclusive Education,

Vol. 2, No. 4 (Spring/Summer, 2009). Accessed November 6, 2013.

Burke, Karen and Barbara Burke-Samide. "Required Changes in the Classroom Environment: It's

a Matter of Design." The Clearing House, Vol. 77, No. 6 (Jul. - Aug., 2004), pp. 236-239.

Accessed November 6, 2013.

Fraser, B. (2002). Learning environments research: Yesterday, today, and tomorrow. In S. C. Goh & M. S. Khine (Eds.), Studies in educational learning environments: An international perspective (pp. 1–26). Singapore: World Scientific.

Freiberg, H. J. (Ed) (1999). School climate: Measuring, improving, and sustaining healthy learning

environments. London: Falmer Press.

Patrick, H., Ryan, A., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement. Journal of Educational Psychology, 99, 83–98.l learning environments: An international perspective (pp. 1–26). Singapore: World Scientific.

Tier: Tier 1

Activity - Inclusive Physical Environments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/07/2018	$5000	General Fund	Teachers, Parapros, Administration

Activity - Effective Routines and Rituals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others. | Direct Instruction, Professional Learning, Walkthrough | Tier 1 | Implement | 09/09/2015 | 06/07/2018 | $5000 | General Fund | Teachers, Parapros, Administration |

Activity - Maximize Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1		09/09/2015	06/07/2018	$3760	General Fund	Teachers, Parapros, Administration

Goal 4: All students will be proficient in social studies and meet or exceed state standards

Measurable Objective 1:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth 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 based on the state test. in Social Studies by 06/03/2016 as measured by meeting or exceeding the state standards.

Strategy 1:

Building Vocabulary - Teachers and paraprofessionals will use various instructional techniques to build students' knowledge and understanding of key vocabulary

specific to what students are learning in Social Studies.

Category:

Research Cited: Lubliner, S. & Smetana, L. (2005, June). The effects of comprehensive vocabulary instruction on Title I students' metacognitive word-learning skills and

reading comprehension. Journal of Literacy Research. 37,163-200.

Kame'enui, E. & Bauman, J. (2012). Vocabulary instruction: Research to practice. New York: Guilford Press.

Tier: Tier 1

Activity - Teaching key vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers and paraprofessionals will focus on 10-15 key vocabulary words during each unit of study in Social Studies. | Direct Instruction | Tier 1 | Monitor | 09/09/2015 | 06/01/2018 | $14553 | Section 31a, Title I Part A | Teachers and paraprofessionals |

Activity - Building Background Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will provide students with key background information for key vocabulary and main concepts in the social studies curriculum.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/01/2018	$1470	Title II Part A	Teachers and paraprofessionals

Strategy 2:

Classroom Environment and Culture - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for creating an effective classroom environment and culture for learning. Classroom environment and culture will be monitored through 5D+ coaching and evaluation practices

Category:

Research Cited: Research Cited: Bucholz, Jessica L. and Julie L. Sheffler. "Creating a Warm and Inclusive Classroom Environment:

Planning for All Children to Feel Welcome." Electronic Journal for Inclusive Education,

Vol. 2, No. 4 (Spring/Summer, 2009). Accessed November 6, 2013.

Burke, Karen and Barbara Burke-Samide. "Required Changes in the Classroom Environment: It's

a Matter of Design." The Clearing House, Vol. 77, No. 6 (Jul. - Aug., 2004), pp. 236-239.

Accessed November 6, 2013.

Fraser, B. (2002). Learning environments research: Yesterday, today, and tomorrow. In S. C. Goh & M. S. Khine (Eds.), Studies in educational learning environments:

An international perspective (pp. 1–26). Singapore: World Scientific.

Freiberg, H. J. (Ed) (1999). School climate: Measuring, improving, and sustaining healthy learning

environments. London: Falmer Press.

Patrick, H., Ryan, A., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement. Journal of

Educational Psychology, 99, 83–98.l learning environments: An international perspective (pp. 1–26). Singapore: World Scientific.

Tier: Tier 1

Activity - Inclusive Physical Environments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model. | Direct Instruction, Professional Learning, Walkthrough | Tier 1 | Implement | 09/09/2015 | 06/07/2018 | $5000 | General Fund | Teachers, Administration, Parapros |

Activity - Effective Routines and Rituals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/07/2018	$5000	General Fund	Teachers, Parapros, Administration

Activity - Maximize Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/07/2018	$4700	General Fund	Teachers, Parapros, Administration

Goal 5: All students will meet or exceed state standards for proficiency in writing.

Measurable Objective 1:

63% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth 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 by meeting or exceeding state standards in Writing by 06/17/2016 as measured by State Standardized Assessment, NWEA (3x a year), District Writing Prompts (fall and spring).

Strategy 1:

Explicit & Meaningful Feedback - Teachers will have opportunities to work in teams to practice using established grade-level writing norms and Lucy Calkins rubrics to examine student work for the purposes of providing explicit and meaningful feedback to students.

Category:

Research Cited: Teaching of English 72.4 (1993): 395-422. Black, Paul and Dylan William. "Assessment and Classroom Learning." Assessment in Education 5.1

(1998): 7-74. Fuller, David C. "Teacher Commentary That Communicates: Practicing What We Preach in the Writing Class." Journal of Teaching Writing (1987): 307-317. Sommers, Nancy. "Responding to Student Writing." College Composition and Communication 33.2 (1982): 148-156.

Tier: Tier 1

Activity - Providing Quality Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide intentional and meaningful feedback on the structure, craft, and language conventions specifically outlined in Lucy Calkins opinion, narrative, and informational writing rubrics so that students explicitly understand how to move their writing forward.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	09/09/2015	06/07/2018	$0	General Fund	Administrators, teachers, parapros, media aide

Strategy 2:

Clear Writing Targets - Staff will be trained on how to infuse the Lucy Calkins grade-level writing kits and rubrics (narrative, argumentative, and informational) to fill gaps in writing resources and instruction and work toward a spiraled, consistent approach to providing clear learning targets.

Category:

Research Cited: Connie Moss and Susan Brookhart (2009). Advancing Formative Assessment in Every Classroom.

Jan Chappuis (2009). Seven Strategies of Assessment for Learning. Alberta Assessment Consortium (2005). Refocus: Looking at Assessment for Learning Connie Moss and Susan Brookhart (2009).

Tier: Tier 1

Activity - Grade Level Writing Expectations & Feedback Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided opportunities to unpack the Lucy Calkins grade-level writing rubrics, norm student writing with a literacy consultant, collaborate as a team to establish explicit grade-level writing expectations, and establish consistent grade-level learning targets in the areas of writing structure, development, and language conventions.	Professional Learning	Tier 1	Getting Ready	09/09/2015	06/01/2018	$8692	Title I Part A	Teaching staff, administration, parapros

Strategy 3:

Student Engagement - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for increasing student engagement. Student engagement will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: Research Cited: De Frondeville, T. (2009). Ten steps to better student engagement. Edutopia. http://www.edutopia.org/project-learning-teachingstrategies

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence.

Review of Educational Research, 74(1), 59-109.

Reeve, J. (2005). How teachers can promote students' autonomy during instruction: Lessons from a decade of research. Paper

presented at the Iowa Educational Research and Evaluation Association, Cedar Falls, IA.

Taylor, L. & Parsons, J. (20Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. New York: Springer

Science+Business Media.

Wolpert, H. (2012, April 26). Student engagement stories. [Web Log Post]. Retrieved from http://www.edutopia.org/blog/studentengagement-stories-heather-

wolpertgawron

Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. Active Learning in Higher Education,

11(3), 167-17711). Improving Student Engagement. Current Issues in Education,

14(1). Retrieved from http://cie.asu.edu/

Tier: Tier 1

Activity - Ownership of Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/07/2018	$1470	Title II Part A	Teachers, parapros, administration

Activity - Student-Centered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/07/2018	$0	No Funding Required	Teachers, parapros, administration

Activity - Substance of Student Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of the thinking associated with the content. Students will provide evidence to support their arguments and new ideas. Teachers will receive feedback on their implementation of student talk strategies through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model>	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/07/2018	$5861	Section 31a	Teachers, administration, parapros

Strategy 4:

Classroom Environment and Culture - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings

feedback, and opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective

instructional strategies for creating an effective classroom environment and culture for learning. Classroom environment and culture will be monitored through 5D+

coaching and evaluation practices.

Category:

Research Cited: Research Cited: Bucholz, Jessica L. and Julie L. Sheffler. "Creating a Warm and Inclusive Classroom Environment:

Planning for All Children to Feel Welcome." Electronic Journal for Inclusive Education,

Vol. 2, No. 4 (Spring/Summer, 2009). Accessed November 6, 2013.

Burke, Karen and Barbara Burke-Samide. "Required Changes in the Classroom Environment: It's

a Matter of Design." The Clearing House, Vol. 77, No. 6 (Jul. - Aug., 2004), pp. 236-239.

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Fraser, B. (2002). Learning environments research: Yesterday, today, and tomorrow. In S. C. Goh & M. S. Khine (Eds.), Studies in educational learning environments:

An international perspective (pp. 1–26). Singapore: World Scientific.

Freiberg, H. J. (Ed) (1999). School climate: Measuring, improving, and sustaining healthy learning

environments. London: Falmer Press.

Patrick, H., Ryan, A., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement. Journal of

Educational Psychology, 99, 83–98.l learning environments: An international perspective (pp. 1–26). Singapore: World Scientific.

Tier: Tier 1

Activity - Inclusive Physical Environments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/07/2018	$5000	General Fund	Teachers, administration, parapros

Activity - Effective Routines and Rituals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/07/2018	$5000	General Fund	Teachers, parapros, administration

Activity - Maximize Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/07/2018	$7224	General Fund	Teachers, parapros, administration.

Goal 6: Central Elementary will raise positive climate and culture in the school

Measurable Objective 1:

demonstrate a behavior We will improve the climate and culture at school. by 06/09/2017 as measured by We will determine two priority areas of need to improve school climate and culture. Growth in these areas will be measured through a survey completed at the end of the school year..

Strategy 1:

Climate and Culture Committee - We will create and convene a School Climate and Culture Committee.

Category: School Culture

Research Cited: Research Cited: Gruenert, S. & Todd Whitaker. School Culture Rewired:How to Define, Assess, and Transform It. ASCD, 2015. Middleton, Kelly, &

Elizabeth Petitt. Who Cares?:Improving Public Schools Through Relationships and Customer Service. Wheat Mark, 2007.

Tier: Tier 1

Activity - Planning for improving Culture and Climate Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committee will determine two priority areas of need to improve school climate and culture	Other - School Culture		Getting Ready	09/06/2016	09/30/2016	$0	No Funding Required	Principal and Committee members

Activity - Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Survey at the end of the year	Other - School Culture	Tier 1	Getting Ready	05/15/2017	06/09/2017	$0	No Funding Required	Principal, teachers, technology teacher

Activity - Address Priority Needs Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our School Culture Committee will plan two ways to address the two priority needs throughout the school year, and carry out planned activities to do so.	Other - School Culture	Tier 1	Getting Ready	09/06/2016	06/09/2017	$0	No Funding Required	Principal and committee

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teaching key vocabulary	Teachers and paraprofessionals will focus on 10-15 key vocabulary words during each unit of study in Social Studies.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/01/2018	$5861	Teachers and paraprofessionals
Monitor Implementation of Making Math Visible	Staff working to build math skills capacity in students (academic and health care aides and teachers) will receive training, implement, reflect on, and assess student growth in relationship to strategies that make math thinking visible. As a result of training, staff will more frequently and effectively use manipulatives, graphic representations, think-alouds, and mathematical writing during math instruction, as well as provide increased opportunities for students to make their own math thinking visible using similar strategies. Student misconceptions, as unveiled through making thinking visible, will be addressed through effective re-teaching strategies.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/01/2018	$9768	Teaching and support staff.
Intervention	Paraprofessionals will offer support in the areas of weakness for students who are not meeting grade level expectations as directed by the classroom teachers.	Academic Support Program			09/04/2013	06/10/2016	$9768	Title I paraprofessionals and teachers

Share STEM materials and resources across grade	Store STEM and science books, tools and materials in a central location so that teachers can access what they need without having to purchase new items at each grade level. In addition, maintain a building list of resources that teachers have stored in their own classrooms that other teachers may borrow. Purchase necessary resources for greater incorporation of STEM units based on Next Generation Science Standards and district required curriculum.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/04/2015	06/08/2016	$7814	Teaching and support staff
Substance of Student Talk	Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of the thinking associated with the content. Students will provide evidence to support their arguments and new ideas. Teachers will receive feedback on their implementation of student talk strategies through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model>	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/07/2018	$5861	Teachers, administration, parapros

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Review	Staff will administer and utilize data from local assessments (NWEA, DRA, DIBELs, student work, unit tests, common assessments) to adjust instruction and identify students for Tier II interventions.	Direct Instruction			09/04/2013	06/10/2016	$0	Teaching and support staff
Survey	Survey at the end of the year	Other - School Culture	Tier 1	Getting Ready	05/15/2017	06/09/2017	$0	Principal, teachers, technology teacher
Teachers and Students Using Formative Assessments	Teachers will learn and use strategies to provide formative assessments that align with learning targets. Teachers will learn how to use the data, how to teach students to use the data, and adjust instruction accordingly.	Professional Learning	Tier 1	Implement	08/30/2016	06/09/2017	$0	Administration and Teachers

Communication of Learning Target	Teachers will learn and use strategies to clearly link lessons to previous and future lessons, and how to clearly communicate the links and learning target verbally and visually, checking for student understanding.	Professional Learning	Tier 1	Implement	08/30/2016	06/09/2017	$0	Administration and Teachers
Key Vocabulary	Teachers will focus on 10-15 key vocabulary words during each unit of study in science.	Direct Instruction	Tier 1	Implement	09/04/2015	06/01/2018	$0	Teachers and paraprofessionals
Teaching Approaches and/or Strategies	Teachers will learn and use discipline specific teaching strategies to develop student understanding and achievement. Teachers will learn and use strategies to differentiate instruction for all students.	Professional Learning	Tier 1	Implement	08/29/2016	06/09/2017	$0	Administration and Teachers.
Planning for improving Culture and Climate Activity	Committee will determine two priority areas of need to improve school climate and culture	Other - School Culture		Getting Ready	09/06/2016	09/30/2016	$0	Principal and Committee members
Teachers and Students Using Formative Assessments	Teachers will learn and use strategies to provide formative assessments that align with learning targets. Teachers will learn how to use the data, how to teach students to use the data, and adjust instruction accordingly.	Professional Learning	Tier 1	Implement	08/29/2016	06/09/2017	$0	Administration, teachers
Activity - Use science texts, vocabulary, charts and graphs in	Teachers will incorporate use of science informational reading materials during core reading and/or other times. Students will use scientific charts, graphs,and tables in math, reading, and social studies.	Direct Instruction, Supplemental Materials	Tier 1	Implement	09/04/2015	06/01/2018	$0	Teachers and academic tutors
Align Grammar/Convention Learning Targets	Staff will work together to build a K-5 continuum of grammar and conventions learning targets.	Other	Tier 1	Getting Ready	09/09/2015	06/08/2018	$0	Teachers, administrators, and academic aides K-5
Communication	Building School Improvement Team will communicate to staff the strategy and determine activities to be completed this year.	Teacher Collaboration	Tier 1	Monitor	09/09/2015	06/01/2018	$0	Building School Improvement Team
Staff Discussion	On a monthly basis, staff will discuss which strategies they are using and how effective these strategies are with students	Teacher Collaboration			09/04/2013	06/10/2016	$0	All teaching staff
Communication of Learning Target	Teachers will learn and use strategies to clearly link lessons to previous and future lessons, and how to clearly communicate the links and learning target verbally and visually, checking for student understanding.	Professional Learning	Tier 1	Implement	08/30/2016	06/09/2017	$0	Administration and Teachers

Communication	Building School Improvement Team will communicate to staff the strategy and determine activities to be completed this year.	Professional Learning			09/04/2013	06/10/2016	$0	Building Leadership Team
Incorporate the strategies	Teachers will incorporate the strategies into their lesson plans weekly.	Direct Instruction			09/04/2013	06/10/2016	$0	All teaching staff
Student-Centered Instruction	Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/07/2018	$0	Teachers, parapros, administration
Maximize Learning Time	Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/07/2018	$0	Teachers, Parapros, Administration
Lesson Planning	Teachers will incorporate the strategies into their lesson plans weekly.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/01/2018	$0	All teaching staff
Address Priority Needs Activity	Our School Culture Committee will plan two ways to address the two priority needs throughout the school year, and carry out planned activities to do so.	Other - School Culture	Tier 1	Getting Ready	09/06/2016	06/09/2017	$0	Principal and committee

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Writing Expectations & Feedback Training	Teachers will be provided opportunities to unpack the Lucy Calkins grade-level writing rubrics, norm student writing with a literacy consultant, collaborate as a team to establish explicit grade-level writing expectations, and establish consistent grade-level learning targets in the areas of writing structure, development, and language conventions.	Professional Learning	Tier 1	Getting Ready	09/09/2015	06/01/2018	$8692	Teaching staff, administration, parapros

Teaching key vocabulary	Teachers and paraprofessionals will focus on 10-15 key vocabulary words during each unit of study in Social Studies.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/01/2018	$8692	Teachers and paraprofessionals
Intervention	Paraprofessionals will offer support in the areas of weakness for students who are not meeting grade level expectations as directed by the classroom teachers.	Academic Support Program	Tier 2	Monitor	09/09/2015	06/01/2018	$14487	Classroom teachers and Title I paraprofessionals.
Building Background Information	Teachers and paraprofessionals will provide small group background information for key vocabulary and main concepts being studied in science.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/01/2018	$11589	Teachers and paraprofessionals
Intervention	Paraprofessionals will offer support in the areas of weakness for students who are not meeting grade level expectations as directed by the classroom teachers.	Academic Support Program			09/04/2013	06/10/2016	$14487	Title I paraprofessionals and teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Critic Thinking and Problem Solving	Teachers will use instructional techniques to design lessons that incorporate critical thinking and problem solving in the area of engineering as it relates to STEM initiatives and the Next Generation Science Standards and district science curriculum	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/01/2018	$1960	Instructional staff, academic aides, and principal.
Professional Learning	Our team leads in the area of math will attend professional learning to understand and teach the strategy. Professional learning will include the Michigan Mathematics Program Improvement (MMPI); Talk Like a Mathematician…Math vocab and discourse; Singapore Strategies; Online learning opportunities like the ISD math consultant's live binder site.	Professional Learning	Tier 1	Monitor	09/09/2015	06/01/2018	$2450	Team leads in the area of math.
Professional Learning	Our team leads in the area of reading will attend professional learning to understand and teach the strategy. Professional learning will include: K-2 Collaborative, 3-5 collaborative, Daily 5, CAFÉ, and the Common Core, Literacy in Action	Professional Learning			08/21/2013	06/10/2016	$2450	Building Leadership Team

| Ownership of Learning | Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model. | Direct Instruction, Professional Learning, Walkthrough | Tier 1 | Implement | 09/09/2015 | 06/07/2018 | $1470 | Teachers, parapros, administration |
| Building Background Knowledge | Teachers and paraprofessionals will provide students with key background information for key vocabulary and main concepts in the social studies curriculum. | Direct Instruction | Tier 1 | Monitor | 09/09/2015 | 06/01/2018 | $1470 | Teachers and paraprofessionals |

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment and Intervention	Staff will administer and utilize data from local assessments (NWEA, student work, unit tests, common assessments) to adjust instruction and identify students for Tier II interventions.	Academic Support Program	Tier 2	Monitor	09/09/2015	06/01/2018	$3012	All teaching and support staff.
Effective Routines and Rituals	Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/07/2018	$5000	Teachers, Parapros, Administration

Inclusive Physical Environments	Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/07/2018	$5000	Teachers, Administration, Parapros
Inclusive Physical Environments	Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/07/2018	$5000	Teachers, administration, parapros
Effective Routines and Rituals	Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/07/2018	$5000	Teachers, parapros, administration
Maximize Learning Time	Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1		09/09/2015	06/07/2018	$3760	Teachers, Parapros, Administration

Maximize Learning Time	Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/07/2018	$7224	Teachers, parapros, administration.
Teaching Approaches and/or Strategies	Teachers will learn and use discipline specific teaching strategies to develop student understanding and achievement. Teachers will learn and use strategies to differentiate instruction for all students. classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	08/30/2016	06/09/2017	$10000	Teachers, administration, parapros
Effective Routines and Rituals	Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/07/2018	$5000	Teachers, Parapros, Administration
Professional Development and Implementation	Provide staff members with professional development for strategies in guided highlighted reading, summarizing, vocabulary development, and author's craft. Planning and implementation to be determined after training	Professional Learning	Tier 1	Implement	09/09/2015	06/08/2018	$10000	Title I staff, teachers, administrator

Effective Routines and Rituals	Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Direct Instruction, Professional Learning, Walkthrough	Tier 1		09/09/2015	06/07/2018	$10000	Teachers, parapros, administration
Inclusive Physical Environments	Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/07/2018	$5000	Teachers, Parapros, Administration
Maximize Learning Time	Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/07/2018	$4700	Teachers, Parapros, Administration
Providing Quality Feedback	Teachers will provide intentional and meaningful feedback on the structure, craft, and language conventions specifically outlined in Lucy Calkins opinion, narrative, and informational writing rubrics so that students explicitly understand how to move their writing forward.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	09/09/2015	06/07/2018	$0	Administrators, teachers, parapros, media aide