



School Improvement Plan

Central Elementary School

Public Schools of Petoskey

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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.

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

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

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

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

Component 3: Instruction by Highly Qualified Staff

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

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

Component 5: High Quality and Ongoing Professional Development

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

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

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

Component 6: Strategies to Increase Parental Involvement

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

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

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

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

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

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

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

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

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

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

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

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

Component 7: Preschool Transition Strategies

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

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

Component 8: Teacher Participation in Making Assessment Decisions

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

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

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

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

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

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

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

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

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

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

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 is created.

SY 2017-2018

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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)

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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)

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

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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".

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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.	PD plan for 2017-18

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 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

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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.	Title I Compact

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 and goals being worked on, with associated test data, as well as what future levels of achievement we are aiming at for the child. Parents are

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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	Parent Involvement

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 through 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.
- 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 through 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.

has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

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.

Central 2017-18 School Improvement Plan

Overview

Plan Name

Central 2017-18 School Improvement Plan

Plan Description

school improvement

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 increase proficiency in mathematics by meeting or exceeding state standards.	Objectives: 1 Strategies: 5 Activities: 9	Academic	\$71162
2	All students will improve reading proficiency across all content areas by meeting or exceeding State Reading Standards.	Objectives: 1 Strategies: 6 Activities: 11	Academic	\$69958
3	All students will be proficient in science and meet or exceed state standards.	Objectives: 1 Strategies: 5 Activities: 8	Academic	\$57031
4	All students will be proficient in social studies and meet or exceed state standards	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$56958
5	All students will meet or exceed state standards for proficiency in writing.	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$20525
6	Central Elementary will raise positive climate and culture in the school	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$14256

Goal 1: All students will increase proficiency in mathematics by meeting or exceeding state standards.

Measurable Objective 1:

71% 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 06/08/2018 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: Mathematics

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	\$2225	Title II Part A	Team leads in the area of math.

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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	\$16324	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	\$15367	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: Mathematics

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:

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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	\$12622	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.

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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. *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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Implement	08/30/2016	06/08/2018	\$10000	General Fund	Teachers, administration, paraprofessionals

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 for 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	06/08/2018	\$10000	General Fund	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.

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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	06/08/2018	\$4624	General Fund	Administration and Teachers

Goal 2: 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 06/08/2018 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: English/Language Arts

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.

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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.	Professional Learning			09/05/2016	06/08/2018	\$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, CAFE, and the Common Core, Literacy in Action	Professional Learning	Tier 1	Monitor	08/21/2013	06/08/2018	\$10000	General Fund	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		Monitor	09/04/2013	06/08/2018	\$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			09/05/2016	06/08/2018	\$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			09/05/2016	06/08/2018	\$5000	General Fund	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	09/07/2015	06/08/2018	\$25000	Title I Part A, Section 31a	Title I paraprofessionals and teachers

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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: English/Language Arts

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: English/Language Arts

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
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Staff will work together to build a K-5 continuum of grammar and conventions learning targets.	Other	Tier 1	Monitor	09/09/2015	06/08/2018	\$5000	General Fund	Teachers, administrators, and academic aides K-5
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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	Monitor	08/29/2016	06/08/2018	\$5000	General Fund	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 for 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.

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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	Monitor	08/30/2016	06/08/2018	\$4000	General Fund	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	06/01/2018	\$5958	General Fund	Administration and Teachers

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

Measurable Objective 1:

73% 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 06/08/2018 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: Science

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	Monitor	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	\$13092	Title I Part A, General Fund	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: Science

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

Elementary Science Coalition (research and resources). Retrieved at

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<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.	Supplemental Materials, Direct Instruction	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: Science

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.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/04/2015	06/01/2018	\$13198	Section 31a	Teaching and support staff

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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: Science

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	\$5741	General Fund, Title II Part A	Instructional staff, academic aides, and principal.

Strategy 5:

Classroom Environment - 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: Science

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.

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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. *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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Implement	09/09/2015	06/07/2018	\$10000	General Fund	Teachers, Paraprofessionals, 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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Implement	09/09/2015	06/07/2018	\$5000	General Fund	Teachers, Paraprofessionals, 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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1		09/09/2015	06/07/2018	\$10000	General Fund	Teachers, Paraprofessionals, Administration

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

Measurable Objective 1:

75% 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 06/08/2018 as measured by meeting or exceeding the state standards.

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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: Social Studies

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	\$25525	Title I Part A, Section 31a	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	\$2058	Title II Part A, Other	Teachers and paraprofessionals

Strategy 2:

Classroom 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: Social Studies

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:

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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. I 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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Implement	09/09/2015	06/07/2018	\$10000	General Fund	Teachers, Administration, Paraprofessionals
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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Implement	09/09/2015	06/07/2018	\$10000	General Fund	Teachers, Paraprofessionals, 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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Monitor	09/09/2015	06/07/2018	\$9375	General Fund	Teachers, Paraprofessionals, Administration

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

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Measurable Objective 1:

71% 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 06/08/2018 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: English/Language Arts

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	Implement	09/09/2015	06/07/2018	\$2000	General Fund	Administrators, teachers, paraprofessionals, 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: English/Language Arts

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
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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	Implement	09/09/2015	06/01/2018	\$3491	Title I Part A	Teaching staff, administration, paraprofessionals
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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. (2012). Christenson, 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), 167-177.

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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Implement	09/09/2015	06/07/2018	\$2737	Title II Part A	Teachers, paraprofessionals, administration

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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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Implement	09/09/2015	06/07/2018	\$2000	General Fund	Teachers, paraprofessionals, 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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Implement	09/09/2015	06/07/2018	\$9750	Section 31a	Teachers, administration, paraprofessionals

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.

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

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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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Monitor	09/09/2015	06/07/2018	\$0	No Funding Required	Teachers, administration, paraprofessionals
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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Implement	09/09/2015	06/07/2018	\$0	No Funding Required	Teachers, paraprofessionals, 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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Monitor	09/09/2015	06/07/2018	\$547	General Fund	Teachers, paraprofessionals, 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 06/01/2018 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..

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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 Pettitt. 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 - climate and culture, Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/08/2018	\$7368	General Fund	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	05/11/2018	06/08/2018	\$3299	Section 31a	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	Monitor	09/06/2016	06/08/2018	\$3589	Title II Part A, Title I Part A	Principal and committee

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	\$15367	Classroom teachers and Title I paraprofessionals.
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	Monitor	09/06/2016	06/08/2018	\$3123	Principal and committee
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	09/07/2015	06/08/2018	\$15000	Title I paraprofessionals and teachers
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	Implement	09/09/2015	06/01/2018	\$3491	Teaching staff, administration, paraprofessionals
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	\$12400	Teachers and 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	\$12400	Teachers and paraprofessionals

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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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	\$317	Teachers and paraprofessionals
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	Monitor	08/29/2016	06/08/2018	\$5000	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	06/01/2018	\$5958	Administration and Teachers
Align Grammar/Convention Learning Targets	Staff will work together to build a K-5 continuum of grammar and conventions learning targets.	Other	Tier 1	Monitor	09/09/2015	06/08/2018	\$5000	Teachers, administrators, and academic aides K-5
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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Monitor	09/09/2015	06/07/2018	\$547	Teachers, paraprofessionals, administration.
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			09/05/2016	06/08/2018	\$5000	Teaching and support staff
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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Implement	08/30/2016	06/08/2018	\$10000	Teachers, administration, paraprofessionals

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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	\$692	Teachers and paraprofessionals
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	Implement	09/09/2015	06/07/2018	\$2000	Administrators, teachers, paraprofessionals, media aide
Planning for improving Culture and Climate Activity	Committee will determine two priority areas of need to improve school climate and culture	Other - climate and culture, Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/08/2018	\$7368	Principal and Committee members
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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Implement	09/09/2015	06/07/2018	\$2000	Teachers, paraprofessionals, administration
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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Implement	09/09/2015	06/07/2018	\$5000	Teachers, Paraprofessionals, Administration
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	06/08/2018	\$10000	Administration, teachers

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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	Monitor	08/30/2016	06/08/2018	\$4000	Administration and Teachers
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	\$4000	Instructional staff, academic aides, and principal.
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
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	Tier 1	Monitor	08/21/2013	06/08/2018	\$10000	Building Leadership Team
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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Implement	09/09/2015	06/07/2018	\$10000	Teachers, Paraprofessionals, Administration

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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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Implement	09/09/2015	06/07/2018	\$10000	Teachers, Administration, Paraprofessionals
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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Monitor	09/09/2015	06/07/2018	\$9375	Teachers, Paraprofessionals, Administration
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	06/08/2018	\$4624	Administration and Teachers
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	\$16324	All teaching and support staff.

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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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Implement	09/09/2015	06/07/2018	\$10000	Teachers, Paraprofessionals, 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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1		09/09/2015	06/07/2018	\$10000	Teachers, Paraprofessionals, Administration

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Implement	09/09/2015	06/07/2018	\$0	Teachers, paraprofessionals, administration
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

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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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Monitor	09/09/2015	06/07/2018	\$0	Teachers, administration, paraprofessionals
Key Vocabulary	Teachers will focus on 10-15 key vocabulary words during each unit of study in science.	Direct Instruction	Tier 1	Monitor	09/04/2015	06/01/2018	\$0	Teachers and paraprofessionals
Staff Discussion	On a monthly basis, staff will discuss which strategies they are using and how effective these strategies are with students	Teacher Collaboration			09/05/2016	06/08/2018	\$0	All teaching staff
Incorporate the strategies	Teachers will incorporate the strategies into their lesson plans weekly.	Direct Instruction		Monitor	09/04/2013	06/08/2018	\$0	All teaching staff
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.	Supplemental Materials, Direct Instruction	Tier 1	Implement	09/04/2015	06/01/2018	\$0	Teachers and academic tutors
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
Communication	Building School Improvement Team will communicate to staff the strategy and determine activities to be completed this year.	Professional Learning			09/05/2016	06/08/2018	\$0	Building Leadership Team

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Survey	Survey at the end of the year	Other - School Culture	Tier 1	Getting Ready	05/11/2018	06/08/2018	\$3299	Principal, teachers, technology teacher

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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	\$12622	Teaching and support staff.
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.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/04/2015	06/01/2018	\$13198	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>	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Implement	09/09/2015	06/07/2018	\$9750	Teachers, administration, 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	09/07/2015	06/08/2018	\$10000	Title I paraprofessionals and teachers
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	\$13125	Teachers and paraprofessionals

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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Implement	09/09/2015	06/07/2018	\$2737	Teachers, paraprofessionals, administration
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	Monitor	09/06/2016	06/08/2018	\$466	Principal and committee
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	\$1741	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	\$2225	Team leads in the area of math.
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	\$1741	Teachers and paraprofessionals