School Improvement Plan

Caledonia Elementary School

Caledonia Community Schools

Mr. Josh Traughber
9770 DUNCAN LAKE AVE SE
CALEDONIA, MI 49316-9411

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Cal El has approximately 400 students attending. There are approximately 35 staff members (including support staff and teachers). The community is described as a fringe suburban town located southeast of Grand Rapids. In recent years, the community has experienced growth. As a school, we will continue to work through our district offices to ensure commonality throughout the elementary buildings as we grow in number and in our understanding of curriculum.

School's Purpose

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

The school's mission statement is: "The Caledonia Elementary community is committed to the achievement of personal best in today's classrooms for tomorrow's world." The vision statement is: "In pursuit of Excellence our school Caledonia Community Schools will power and equip all persons to achieve their best by ensuring the highest quality system for learning." Our programs are continuing to grow and get better as learn more about education, instruction, and the CCSS. In terms of the latter, as we transition to CCSS and MTSS, the programming and tiered instruction is solid. However, we will continue to fold in high expectations for behaviors and academics.

Notable Achievements and Areas of Improvement

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

Achievements include: district-wide elem. pacing guides for language arts and math, common assessments, and the beginning steps of creating a sustainable MTSS model for interventions. Areas for improvement to strive for might be: mastering the Common Core State Standards and continuing to develop the MTSS supports for behavior and academics. We are always striving to improve our craft of teaching and our standardized test scores.

Additional Information

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

While the school has achieved high marks in the past, there is a desire to continue to grow toward excellence. Building, implementing, reviewing, and adjusting school processes (i.e., instruction, assessment, schedules, and operations) is paramount to the decision making model.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Various stakeholders (i.e., parents, teachers, and the principal) were invited to participate in the SIP planning meetings. At this point, conversations took place centered on the requirements of the SIP and the known experiences of the participants. Particular data was identified as being valid to the process. As such, the stakeholders present discussed who would analyze, who would organize, and who would record information for further use. It was here, that further meetings were planned and communication was implemented so the school community was aware of the plan for completing the SIP. Schedules were accommodated to the degree possible (morning or afternoon sessions). Substitute teachers were obtained as necessary.

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

Several teachers were directly included in the process of completing the SIP. Specifically, a cross section of lower elementary and upper elementary teachers were invited and assembled in an effort to gain a variety of experiences and views about particular data sets and the meaning thereof. The principal, a parent, and district MTSS coordinator also helped to facilitate meetings so numerous perspectives were represented in the creation of the SIP.

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

The plan (or a summary of it) is available on the school website. Further, during various meetings (i.e., staff, data, etc.) the plan is verbally and visually reviewed so as to provide a consistent message over the course of the year. A summary of the plan is also posted in common areas in an effort to remind school staff members of the importance of the goals. Portions of the plan is also highlighted during parent meetings. These types of interactions play out incrementally throughout the year.

School Data Analysis

Introduction

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

Demographic Data

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

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

Each year our student enrollment has increased creating new teaching positions.

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

In surveying our school attendance records, attendance is at 95% with medical reasons being most identified.

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

In surveying our school student behavior data, we are creating a SWIS baseline. We have 110 major discipline referrals for all students in our school year of 2014-2015. We have 200 major/minor discipline referrals for all students in our school year of 2015-2016. The data suggests that we need more consistency across our Tier 1 instruction. The data also suggests we need more defined supports at the Tier 2 level.

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

Reflecting back on the student demographic data, it is not a challenge in our school. Behavior is being addressed using PBIS.

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

In surveying the staff experience data, the majority of teaching staff is tenured with 15 years or more experience.

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

In surveying the data, teacher experience positively affects student achievement.

Teacher/School Leader(s) Demographic Data

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

In surveying the data, professional development opportunities are helping to lay the groundwork for future achievement.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

In surveying the data, professional development opportunities are helping to lay the groundwork for future achievement.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

In surveying the data, continue professional development opportunities to identify and implement systematic processes. Continue to strengthen consistency in our Tier 1 implementation of PBIS and begin to put Tier 2 supports in place. Our reading leadership team need to share system level as a staff, establish regular reading team meetings to determine resources that support the big ideas of reading and state standards for Tier 1 and Tier 2.

Process Data

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

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

Strand 1, Standard 1, Indicator E: Learning Environment

Strand 2 Standard 4, Indicator K: A Vision for Learning

Strand-3 Standard 7, Indicator R: Resource Allocation

Strand-4 Standard 9, Indicator W: Communication

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

Strand 1, Standard 1, Indicator D: Effective Instructional Practices

Strand 2, Standard 2, Indicator O: Shared Leadership for Learning

Strand 3, Standard 7, Indicator S: Collaborative Teams

Strand 4, Standard 10, Indicator Z: Partnerships

12. How might these challenges impact student achievement?

Less opportunities for higher level applications of learning

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

Build more time into the school year for protected PLC time for teachers

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

We strictly adhere to the laws and IEP decisions.

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

We have a 5th grade news show called CNN Live, student council for 4/5, spelling bee for 5th grade, battle of the books (3, 4, 5), GOTR (3, 4, 5), math olympiad (4,5), and Lego club (K, 1, 2).

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

CNN and Student Council both require an application. Battle of the Books is open to all students but there are goals that need to be met along the way to qualify, for spelling bee students must pass a classroom spelling bee before school participation.

Parents are notified through newsletters, parent teacher conferences, emails and notes sent home.

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

- Pacing guides (math, reading, writing)
- Achievement data (DIBELS, M-Step, DE, PASI, PSI, SRI)
- Formative classroom assessments & data portfolios

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

Our school does not currently complete the MIPHY.

Achievement/Outcome Data

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

19a. Reading- Strengths

2015-2016 DIBELS Fall Data Review- System
-Grades 2nd-5th were all at or above benchmark for DORF Retell

2015-2016 DIBELS Fall Data Review- Grade
-1st and 5th grade were both on track with Tier 1 reading-outcomes (80% at benchmark)

2015-2016 DIBELS Winter Data Review -System
-Grades 2nd-5th were all at or above benchmark for DORF Retell
-Last winter, in the 2014-2015 school year, we only had one grade level on track with Tier 1 reading outcomes. This year we have three grade levels on Track with Tier 1 school-wide reading outcomes at this time of year. We have never had 3 grade levels on track at this point in the year.

2015-2016 DIBELS Winter Data Review -Grade Level
-In 2nd, 3rd and 5th grades, 100% of students who were benchmarked in the fall, stayed benchmark till spring.
-Kindergarten improved their percent at benchmark from 59% to 73%.
-1st and 4th grade both had over 80% of kids at benchmark.

MSTEP Strength are 4th grade listening, 3rd grade writing, 3rd grade reading

19b. Reading- Challenges

2015-2016 DIBELS Fall Data Review -System
As of September 2015, 1st grade and 5th grade are the only grade levels where at least 80% of all students are at or above benchmark on the composite score.

2015-2016 DIBELS Fall Data Review -Grade Level
As of September 2015, grades that need support to reach 80% of students require basic early literacy skills are Kindergarten, 2nd, 3rd and 4th grade (K which has 59%, 2nd which has 72%, 3rd which has 74%, 4th which has 77%, at benchmark). Areas of need are alphabetic principle, basic phonics, and fluency.

2015-2016 DIBELS Winter Data Review - System
-Our data shows that school wide areas of need are alphabetic principle, basic phonics, accuracy, and fluency.

2015-2016 DIBELS Winter Data Review- Grade Level-
-As of January 2016, grades that need support to reach 80% of students require basic early literacy skills are kindergarten, 1st and 4th.(K which has 73%, 1st which has 81%, 4th which has 81%, at benchmark).
-1st and 4th grades both have 80% or more students at grade level however, both grade levels had students who were at benchmark in September, fall below benchmark in the winter.

MSTEP challenges are 3rd grade listening and 4th grade research and inquiry.

19c. Reading- Trends

DE trends show growth in 3rd, 4th and 5th grade in ELA. 3rd, 4th and 5th also grew from beginning of the year to beginning of the following year.

2015-2016
Since the transition to All-Day Everyday Kindergarten, scores have improved in all Dibels component areas each year.

We have seen summer regression in reading scores each year, especially with students who were just above benchmark, often drop in the summer to below benchmark.

This September (2015) 80% or more of our students 2-5 scored at benchmark in the Dibels Retell. This was a strong continuation of the trend of increasing Retell scores from 2014/2015.

We are still below benchmark in DORF Accuracy and DORF Words Correct 2-5 and demonstrate need K-5 in alphabetic principle and basic phonics as evidenced by our data.

19d. Reading- Summary

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

90 Min. Block:An articulated 90 min. reading block will include the foundational skills per grade level.

Teachers:Define which teachers are instructing T2 and T3 groups (including how, which materials ought to be used to support T1)
Sounds

Ensure that students are fluent and accurate in their sounds (FSF and PSF) coming out of kindergarten.

20a. Writing- Strengths

Fairly consistent across grade levels on MSTEP.

20b. Writing- Challenges

We need more data in writing, curriculum and assessments.

20c. Writing- Trends

We need more data in writing, curriculum and assessments.

20d. Writing- Summary

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

The challenges will be addressed through specific activities addressing instructional delivery and exploring particular writing instructional models. (i.e. learning labs, MAISA, pacing guides) Writing programs will be implemented based on student data.

21a. Math- Strengths

-Growth in all sub groups including female, male, Hispanics, Whites, General Eduction, special education, free and reduced lunch, and non free and reduced lunch
-Our percentage for all students achieved the AMO
-Females met AMO
-Males met AMO
-Whites met AMO
-general education met AMO
-non free and reduced lunch met AMO

21b. Math- Challenges

-Hispanics group did not meet AMO
-Special education group did not meet AMO
-Free and reduced group did not meet AMO

21c. Math- Trends

DE consistency and growth overtime in grades 3, 4 and 5.

21d. Math- Summary

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

The challenges will be addressed through specific activities addressing instructional delivery and particular math programs. Math programs(My Math and Math Workshop) will be implemented based on student data. Para-educator support has been implemented in upper elementary.

22a. Science- Strengths

MSTEP 4th grade earth science is a strength. Consistency across all 4 strands.

22b. Science- Challenges

Making connections between science vocabulary and our 90 minute reading block. Lack of data, and consistent curriculum and assessment.

22c. Science- Trends

Making connections between science vocabulary and our 90 minute reading block. Lack of data, and consistent curriculum and assessment.

22d. Science- Summary

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

Caledonia Elementary has a district rep on the district science team for NGSS.

23a. Social Studies- Strengths

MSTEP 5th grade strengths civics and government as well as discourse and decision making. Caledonia Elementary was above the state average.

23b. Social Studies- Challenges

There is not a specific claim that is a challenge but we need more data, consistent curriculum and assessments.

23c. Social Studies- Trends

There is not a specific claim that is a challenge but we need more data, consistent curriculum and assessments.

23d. Social Studies- Summary

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

Looking at non fiction text and vocabulary in the area of reading to connect to social studies curriculum.

Perception Data

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

24a. Student Perception Data

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

-Students suggest that teachers want them to do their best work.
-My teachers always help me when I need them.

24b. Student Perception Data

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

-My teachers and principal don't ask me what I think about school.
-Following the Cal El expectations on the playground

24c. Student Perception Data

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

-As a staff, brainstorm activities, strategies on what to do to help with the current playground expectations
-Being more consistent with the monitoring of student behavior

25a. Parent/Guardian Perception Data

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

-Caledonia Elementary provides a safe environment for my child
-Students enjoy specials classes

25b. Parent/Guardian Perception Data

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

-Students are respectful of each other

25c. Parent/Guardian Perception Data

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

-We will continue to deepen our PBIS approaches in terms of Tier 1 and Tier 2. We will also explore communication opportunities (e.g., platform, emails, etc.) to shape parents understanding of student behavior.

26a. Teacher/Staff Perception Data

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

-Our school has a continuous improvement process based on data, goals, actions, and measures for growth.
-Our school leader holds teachers accountable for student learning.

26b. Teacher/Staff Perception Data

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

-Our school provides protected instructional time
-A variety of resources to support student learning

26c. Teacher/Staff Perception Data

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

Reviewing current schedule practices and intervention blocks. Maintain consistency with intervention instruction.

27a. Stakeholder/Community Perception Data

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

-Caledonia Elementary provides a safe environment for my child
-Students enjoy specials classes

27b. Stakeholder/Community Perception Data

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

-Students are respectful of each other

27c. Stakeholder/Community Perception Data

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

-We will continue to deepen our PBIS approaches in terms of Tier 1 and Tier 2. We will also explore communication opportunities (e.g., platform, emails, etc.) to shape parents understanding of student behavior.

Summary

28a. Summary

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

Demographic Data:

Strengths: High rate of positive attendance, large number of teachers with 15+ years of experience

Challenges: Physical aggression/defiance and fighting are current challenges on the playground

Process Data:

Strengths: Learning Environment, Vision for Learning, Resource Allocation, Communication

Challenges: Effective Instructional Practices, Shared Leadership, Collaborative Teams, Community Partnerships

Perception Data:

Strengths:

Parent and Stakeholder: Students are respectful of each other

Staff: Continuous improvement process based on goals

Student: Students feel that teachers help them

Challenges:

Parent and Stakeholder: Student respect for each other

Staff: Protected Instructional Time & a variety of resources

Student: Playground expectations

Student Achievement Data:

Strengths: Consistency across instruction in all grade levels (e.g., collaborative work), students are growing from beginning of the year to the end of the year in all tested grades

Challenge: More consistency in curriculum and assessments

28b. Summary

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

Protected instructional time impacts student achievement in all core areas. If there was more collaborative time and protected instructional time, there would be more opportunities for higher level applications of learning.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities

for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The challenges will be analyzed, and the one that are most significant based on perceived student impact, will be addressed in the objectives, strategies, and activities.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	There are multiple measures to assess the students across the elementary spectrum during various points in the school year with school based and external assessments.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The link to the AER is as follows: http://www.calschools.org/caledonia-elem/annual-education-reportsschool-improvement-plan/	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	NA	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	NA	

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Joshua Traughber -- Caledonia Elementary School Principal -- 616.891.8181	

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

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	The Compact is attached below.	Title I Compact 1516

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Cal El has additional information available on the school website. The link is as follows: http://www.calschools.org/caledonia-elem/	

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?

The comprehensive needs assessment was conducted in several work sessions. The first session was the data session; representatives gathered the data and began to review it. The next session involved portions of the School Improvement team (SIP). The SIP team used the data in order to help them complete the comprehensive needs assessment. The following two sessions were spent concentrating in the areas of all four content areas (math, ELA, science, and social studies). In each of these sessions, the teams identified deficits in the areas of demographic, achievement, process and perception, set goals, objectives, strategies and actions. During the next session, other goals were worked on and the last session was the final school improvement completion. Each session had agendas and checklists. Professional Development; a combination of conferences, professional development days, workshops, grade/level PD and site visits and/or coaching, were selected and placed into a spreadsheet.

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?

The needs assessment process is used to review academic achievement data to identify children who are failing or most at risk of failing to meet the state core curriculum. Title I Part A services are reviewed on a continual basis by the Cal El Leadership team and Title I personnel to make sure the objectives, strategies, activities and professional development are put into place to support eligible children. Students are also identified using multiple measures. Measures include Dynamic Indicator of Basic Literacy Skills (DIBELS Next), teacher developed assessments, textbook reading assessments, district assessments, and State assessments. Teacher recommendations are based on classroom observations and informal classroom assessments.

Multiple, educationally related, objective criteria were established for the process in order to generate a list of eligible students which is reviewed frequently throughout the school year by staff. Grade level teams meet with the Intervention Specialist to review the criteria. Criteria is consistent across each grade level and may be changed according to student needs and changing programs. Assessments will be administered by the classroom teachers, Intervention Specialist and Title I paraprofessionals and will be given three time a year (Fall, Winter, Spring) to identify children who are failing or most at risk of failing to meet the stat core curriculum standards in reading. Curriculum Based Measures will be used to Progress Monitor students as well as informal diagnostic assessments. Due to our limited staffing resources, students receive Title I services in reading only. To the best of our ability, writing is embedded in each intervention. Non-fiction stories are also incorporated to cover science and social studies.

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.

Eligible children in 3-5 grades are selected by using the results on academic assessments using multiple educationally related, objective criteria. Assessments include Dynamic Indicator of Basic Early Literacy Skills (DIBELS Next), teacher developed assessments, textbook

reading assessments, district assessments, and the M-STEP. Teacher recommendations are based on classroom observations and informal classroom assessments.

The identification Title I reading process for second through fifth grade is based on the guidelines defined by the Federal Government. Our school believes that early intervention is critical and follows a systematic process of Universal Screening, Data Analysis, Grouping, and Problem Solving to deliver data and informed, intervention instruction. Students are continually monitored by using curriculum based measures as well as informal, formal, and district assessments. Data is analyzed and students are placed in intervention instruction based on their area of need. Intervention instruction may become increasingly intensive as well as altering variables such as time, group size, interventionist, and materials.

In reading, eligibility begins with Universal Screening with all students. First students are given a Curriculum Based Measurement, DIBELS Next, which is our Universal Screener. Students are also assessed using our textbook placement assessment and Scholastic Reading Inventory. All of the data is exported onto a Title I selection spreadsheet. Teachers progress monitor students who fall below district approved cut scores for several weeks. DIBELS Next data is analyzed by the classroom teacher and the Intervention Specialist to determine if a diagnostic screener should be given to the students who show need in order to find their deficit area. After all of the data is collected the classroom teacher and the Intervention Specialist will meet to rank order and select students for supplemental intervention groups according need and staffing resources.

In math, eligibility begins with multiple criteria such as M-STEP, Discovery Education, Classroom Assessments, Beginning of the Year/End of the Year Math assessments and teacher observation. Comprehension and vocabulary interventions are being used to address science and social studies grade level content expectations.

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.

The identification Title I process for K through grade 2 in reading is based on developmentally appropriate measures using Universal Screening and Diagnostic Assessments, textbook reading assessments, as well as teacher judgment, and parental input. A data team meeting with the principal, Intervention Specialist and teachers from each grade level convenes to look over the data and form early intervention groups that are delivered in a multi-level framework. In order to maximize student achievement each student is given differentiated instruction during their core reading block. By delivering differentiated instruction teachers are able to judge students reading abilities and have input during the data meetings that is valuable in student Title I selection.

The identification Title I process for K through grade 2 in math is based on developmentally appropriate measures using classroom assessments, teacher observations, beginning and end of the year math assessments. A data team meeting with the principal, Intervention Specialist and teachers from each grade level convenes to look over the data and form early intervention groups that are delivered in a multi-level framework. In order to maximize student achievement each student is given differentiated instruction during their core math block. By delivering differentiated instruction teachers are able to judge students math abilities and have input during the data meetings that is valuable in student Title I selection.

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.

Title I educational services are coordinated with, and support the regular program. Through our MTSS systematic process, Intervention Specialists attend team meetings, department meetings, grade level meetings, and faculty meetings. They share Title I student progress and student needs with regular program teachers in small group and one-on-one meetings.

General education classroom teachers also share information with the Title I staff. Through dialogue and sharing reports, all teachers are made aware of the gains and the needs of our Title I students. Both the core classroom program and the Title I program benefit from this coordination. Title I services are offered in all four content areas five days a week through pull out and push in models.

In the area of ELA, Cal El uses an MTSS model where teachers, paraprofessionals and Intervention Specialist serve eligible students through a Tier 2 block. Services include explicit, systematic instruction in the areas of need such as, phonemic awareness, phonics, fluency, comprehension and vocabulary. Intervention Specialist also may serve students in a Tier 3 block five days a week.

Title I ELA also offers comprehension strategies and vocabulary groups to improve knowledge in the area of the Science and Social Studies.Sometimes this is met through reading non-fiction text connected to Science and Social Studies GLCES and through fluency training using the Read Naturally program which enhances Science and Social Studies vocabulary.

Title I Math Interventionists offer before school supplemental assistance, as well as push in and/or pull out during math classes throughout the day working with eligible students who need remedial supplemental math instruction.

Component 3: Incorporated Into Existing School Program Planning

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

Cal El's annual School Improvement Plan is developed by our School Improvement Team who integrate feedback from the staff members they represent. School Improvement goals are developed by analyzing the effectiveness of our MTSS framework. Data from Tier 1 (general education - all students) and Tier's 2-3 (Title I services and some special education services) drive overarching goals. From there, objectives and specific strategies and activities are developed to address our greatest areas of need.

Cal El regularly monitors once a month the implementation of, and results achieved by, the SIP, by using data from the M-STEP and various progress monitoring assessments given by the Title I team and general education teachers. The objectives are reviewed at staff meetings and during common planning time. The progress monitoring and M-STEP results are reviewed at data meetings, which are monthly, to be sure that each student is showing a growth trend that will allow him/her to obtain academic achievement. These monthly meetings determine if program planning aligns with the School Improvement goals to help all students achieve content expectations.

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?

Title I Part A program coordinates with and supports the regular education program by having the teachers in K through grade 5 participate in the MTSS supplemental Tier 2 programming for children. As a part of our MTSS model, all students are a part of the general education teachers classroom for core instruction. Each grade level has approx. 25 minutes of an intervention block for reading when Title I reading interventionists supplement reading instruction during this time. The Title I team and teachers take part in data collecting and reviewing the data in data meetings held every four to six weeks. The teacher is able to incorporate the skills needed by the child into other areas during the school day. The data from the diagnostic screener is used to group students into specific deficit skill groups to be delivered during supplemental service time and to find ways to differentiate instruction.

Specific strategies used include Phonemic Awareness, Phonics and Fluency based interventions. Comprehension and vocabulary groups are made to help students work toward achieving grade level content expectations in science and social studies. For math, Title I students can come before school for 30 minutes to work on deficient math skills.

25 minute time slots are also built into the day where Title I math students can get supplemental support to help the students work towards mastery of standards. Interventions for all core subjects occur five days a week.

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

Cal El's Title I intervention programs are based upon proven research-based methods. In reading, we include Phonemic Awareness, phonics based instruction as well as comprehension, vocabulary and fluency methods using 95% Group's scripted skill program. In science and social studies, scripted vocabulary and comprehension strategies are addressed in non-fiction text. Additional supplementary instruction for Title I students beyond the core occur 5 days a week for a minimum of 25 minute blocks. All Title I students are provided with explicit, systematic instruction which is a research-based component of the MTSS framework.

Math club is provided before school 4 to 5 days a week for 30 min. for Title I eligible students. Instruction is meant to supplement learning for students who are not meeting state standards through various research based instructional strategies.

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

At Caledonia Elementary, we choose to use some of our Title I funds for eligible students in Math before school program. They focus on specific skill areas through individual and small group instruction.

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

All students at Caledonia Elementary participate fully within all four academic areas as required by law. Through our MTSS process, Tier 2 and Tier 3 students are provided supplemental research based instruction while other students are provided instructional opportunities during this same intervention block. The building schedule is developed in such a manner that the core and interventions blocks do not occur at the same time to ensure that all students are receiving core and supplemental instruction blocks as needed.

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 four to six weeks, Cal El has data meetings with Intervention Specialists, general education staff and principal. At this time, Tier 2 and Tier 3 student data is re-evaluated. Groups are formed and strategies are modified based on what the data suggests. In looking at the data, general education teachers also look for students who barely met benchmark standards and closely monitor their progress. Progress monitoring information, Intervention Specialist, Title I paraprofessionals (through written input) and general eduction teacher input is used when creating Tier 2 and Tier 3 groups. Based on the data, some students may exit Tier 2 and Tier 3 groups, while other students may be added. All staff address future instructional goals.

After the intervention block, which occurs 4-5 times a week, Intervention Specialists and general ed teachers quickly share growth of skill development. If needed, modification of instruction will take place within the classroom (Core/Tier 1) or Tier 2 and Tier 3 intervention blocks.

Caledonia Elementary is a small, family oriented school. Constant communication occurs before school, throughout the school day, and after school about our kids to help students grow. Caledonia Elementary also uses Google Drive to share documents. Essential standards have been created and shared for each grade level so all staff know the most important skills necessary for each grade to have mastered to be successful. Student Assistant Team meetings also occur every four to six weeks and it is communicated to all staff if students need any additional tools to be successful in the classroom. These tools could be educational, behavioral, positive reinforcement, positive behavior plans, etc. All staff communicates regularly and share ideas to help all students reach their full potential.

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.

Preschools in the community are given information about Caledonia Community School Kindergarten and Young Fives programs. The district preschool program staff works with parents and administrators to help determine appropriate building placements, as well as any needed support services for Kindergarten. Principals, Preschool and Kindergarten teaching staff work with parents through meetings, classroom observations in preschool, and shared documentation of progress while in preschool to ensure a successful transition between the programs.

Cal El offers a spring kindergarten night for incoming parents to attend. Parents and children have an opportunity to meet the school Kindergarten team to support a positive transition. At this time, there are centers designed for each curricular, social, and gross motor skills. Handouts are provided to parents detailing what readiness skills are expected of incoming kindergarteners.

Parents can also work with building administrators for summer camps available to help prepare students for school. In the fall, parents and incoming kindergarteners come to Cal El for an Open House and Kindergarten Orientation. Parents are given appropriate school information as well as information about our Title I program. During this time, the kindergarteners are given a tour of our 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 paraprofessionals meet the standards set forth by the requirements under NCLB.	

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 Cal El meet all No Child Left Behind requirements. Many teachers have completed or are in the process of completing graduate degrees from accredited institutions. The documentation is kept in personnel files at the district offices.	

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?

Our teachers and principal are currently working with Kent ISD to develop a systematic Multi-Tiered System of Support as part of a 5 year plan for professional development. Staff will be trained on on how to collect appropriate data, analyze data and identify at risk students for intervention support. Our district continues to provide ongoing professional development throughout the year such as Classroom Learning Labs.

The district MTSS coordinator has developed a professional development plan for all Title I paraprofessionals for reading and is in the process of developing trainings for math, science and social studies. Ongoing professional development is provided for paraprofessionals for new research based interventions, new tools, or additional staff through bi-monthly Title I meetings. The coordinator provides these trainings to paraprofessionals and also provides on-site coaching in the building. The principal and MTSS coordinator conduct Tier 2 and 3 walkthroughs to collect quantitative data regarding fidelity checks.

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?

The Title I District Coordinator and pupil services support personnel attend trainings offered by MAS/FPS, MDE and Kent ISD each year. Cal El is in the process of increasing parent learning opportunities, and has dedicated Title I funds to support a Parent Involvement Coordinator charged with improving the school's focus on parent education. This past year, Cal El had a science night for all students, as well as a Title I reading and math informational night for eligible students. Parents were taught strategies and provided with resources to help work with their children at home. Planning for next year, Cal El will have an Educational and Informational night in the fall and spring for Title I families. Information about our programs are available on our building webpage for classroom instruction as well as Title I services.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	No	Our District has a detailed Professional Development plan and calendar that has been completed and coincides with our District and School Improvement Plans. Therefore, the district plan will suffice.	

Component 8: Strategies to Increase Parental Involvement

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

Parents are invited to help review the Title I Parent Compact each spring and input is encouraged. The compact is sent home each Fall and the classroom teachers will review the compact with parents of children who qualify for TI services at the Fall Parent/Teacher conferences.

Title I parents served as part of the School Improvement Planning process this spring and shared their beliefs and gave input regarding how the Title I services were delivered. Through the SIP process, these parents expressed that they believed the additional support of paraprofessionals and intervention teachers would be beneficial to the students. The Title I budget was reviewed with the parents and other team members to build consensus around program design.

During our Title I building committee meetings, which is made up of a teacher, a paraprofessional, principal and parent, our Fall and Spring Informational/Educational night were planned. These nights provided parents with information regarding our Title I program, content standards, strategies to help parents with literacy and technology at home, and work with parents and school to build ties working together for the best of kids growth.

On October 19, Cal El's principal attended a Parent Involvement and Title I training. We have a presentation available to inform parents about the progress monitoring documents that are sent home to parents. Our Title I building team will review the effectiveness of this presentation in the spring.

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

Parents meet with Title I staff, the principal and general education teacher representatives three times a year to discuss our Title I programming throughout the year. Parents are given a survey at the end of the school year. Parents and our Title 1 team review the survey and make changes to help the program grow. Parents are also invited and encouraged to volunteer in the classrooms as their schedules allow. We are continually working towards developing ideas to help improve the effectiveness of parent involvement in the implementation of the Targeted Assistance program.

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	During the Title I Team meetings, parents and team members evaluate the programming through ongoing conversations. These meetings take place multiple times per year. The idea of these meetings is to continually review the program quality so as to ensure student success.	

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

(1-2) Through our Title I Parent Nights we share content standards and assessments and how we monitor student progress. Also through our Title I Parent Nights materials and training are provided to parents to work with their children at home.

(3) This school year the Title I Team will continue to develop a plan to train staff how to build effective parent involvement.

(4) Math and/or Science nights incorporate Title I eligible students and parents.

(5) School Newsletter, District Newsletter and Classroom Newsletter. Bilingual Interpreter if needed.

(14) Cal El makes every effort to listen and collaboratively work with parent individual needs in order to foster more positive parent involvement.

(F) Handicap accessible facilities, flexible meeting times and locations, bilingual interpreter as needed. Classroom, District and School Newsletter written in language parents can understand.

5. Describe how the parent involvement activities are evaluated.

Cal El Title I seeks parent input multiple times per year to review the current parent survey and reflect on practices associated with the program to make changes as needed.

This summer, various members from the district are working on parent involvement activities. As a part of their work, surveys will be made to evaluate our parent involvement activities. These surveys will be reviewed at our building Title I team meetings, looking for areas that were successful, and areas that we can continue to grow in to help support our parents.

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

The school-parent compact was developed several years ago and has been reviewed annually. This past year our parent compact was reviewed with parent involvement based on parent survey feedback. A parent joined our building Title I team to make adjustments helping the compact to get meaningful information to parents in a friendly and easy to understand format.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	The Title I Compact was developed as a team with parent and staff feedback.	Title I Compact 1516

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

When state assessments results are sent home a parent explanation letter is included. Parents are encouraged to meet with staff and principal if they have questions regarding the assessments. Bilingual interpreters are provided if needed. Cal El has and will continue to make every effort to help our parents understand the academic growth of their children.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	The School Level Parent Involvement Policy of Targeted Assistance Policy/Plan is reviewed each year by the District Title I Team and the School Title I Team.	Title I Parental Involvement Policy

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

The parent compact is sent out at the beginning of each school year. At the Fall parent teacher conferences the compact is reviewed by the parent and teacher. At this time, any clarifying questions can be asked and reviewed so staff at Cal El and parents continue to work and support each other for the best of kids.

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.

Title I eligible students may utilize the Free/Reduced Lunch program. In our district, 31A funds are used to serve our secondary school students. Cal El works with Duncan Lake, our middle school, to communicate a successful transition plan.

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.

Free/Reduced lunch and breakfast are provided for eligible students per qualifying criteria. Through our PBIS programming, teachers and support staff will teach anti-bullying lessons, life skills and provide our students with appropriate services that are needed for individual students. Mobile dentists come in and help our students receive dental care. Cal El also works with our high school and local churches to provide food and gifts to families in need at Cal El. The local fire department comes into Cal El to teach our lower el students fire safety. Cal El also works with our community to provide flu shots in the fall at our school for our local community. Junior Achievement is also provided at all grade levels. This is where local community representatives come in and present and work with our students teaching them about their career.

Component 10: Ongoing Review of Student Progress

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

Once students are placed in Title I they are progress monitored on a weekly to bi-monthly basis. Two different types of progress monitoring are utilized at Cal El in the area of reading. The first is a Curriculum Based Measurement type of probe and the results are placed into a computer program where they are graphed and analyzed. The other type of progress monitoring used is informal diagnostic screeners. The data is analyzed every 4-6 weeks to see how Title I students are responding to the specific instruction they are receiving. A log is filled out to keep track of the data and the plan.

In math the student's progress is reviewed using probes, formative assessments, observations and classroom work. Teachers and Title I paraprofessionals review the data that helps them form their instruction.

In math and reading there are entering and exiting cut scores. We will be developing clear beginning, middle and end entering/exiting cut scores to evaluate student needs. A student may exit when cut scores have been met. Each grade level has different cut scores and guidelines that are followed carefully. If a student exits the Title I program a letter is sent home to his/her parents.

The Title I Team analyzes the data to be sure that student needs are being met and that the services the student is receiving is having an impact on the student.

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.

Changes in a student's program may occur to better meet the needs of students. Group sizes may become smaller, a different interventionist may be needed, a program change may be needed, attendance is reviewed, the length of time a program is being delivered may be changed and a student may need to go to a Tier 3 intervention.

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.

The teachers are trained in data meetings to identify students who need additional assistance or identify a need for making changes in core instruction if many of the students have the same need.

Consultants have been made available to train staff in identification, instructional work and monitoring progress of students. The District MTSS coordinator is available to work with Interventionist and staff members who need assistance in identifying students needs and how to implement instruction to meet those needs.

Grade level teams have attended and will continue to attend training in how to facilitate grade level data meetings.

Evaluation

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

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

All data can be used at the end of the school year to review targeted assistance programming. We look for accelerated growth in each student as well as grade levels. Programs will be revised according to student needs.

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.

At least three times a year our school analyzed the results from DIBELS Next, SRI, and Discovery Education to evaluate the effectiveness of our targeted assistance programs and student needs. Once M-STEP results are made available, we will review data.

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.

At this time we use information from DIBELS Next to determine how many students identified as "Intensive Need" have progressed to "Strategic" or "Benchmark" expectations. In the future we will continue to develop methods for identifying the effectiveness of achievement with our students who are furthest from achieving standards. At the end of the year, we evaluate all data sources to determine whether our Targeted Assistance program has been effective in increasing the achievement of eligible students.

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.

Cal El regularly monitors the implementation of, and results achieved by, the SIP by using data from the M-STEP and various progress monitoring assessments. The objectives are reviewed at staff meetings and during common planning time. The progress monitoring and M-STEP results will be reviewed at data meetings to be sure that each student is showing growth trend that will allow him/her to obtain academic achievement.

School Improvement 1617

Overview

Plan Name

School Improvement 1617

Plan Description

School Improvement Plan

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 become more proficient in mathematics.	Objectives: 1 Strategies: 1 Activities: 5	Academic	$55424
2	All students will be proficient in reading.	Objectives: 1 Strategies: 1 Activities: 8	Academic	$1589
3	All students will be proficient in writing.	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0
4	All students will be proficient in science.	Objectives: 1 Strategies: 2 Activities: 5	Academic	$1420
5	All students will be proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0
6	MTSS - PBIS & Reading	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$1792
7	Marzano Instructional Framework	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$886
8	Professional Learning Communities	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: All students will become more proficient in mathematics.

Measurable Objective 1:

73% of Third, Fourth and Fifth grade students will demonstrate a proficiency in all areas in Mathematics by 06/08/2018 as measured by M-Step.

Strategy 1:

Implementation of Research-based Practices - Staff members will implement research-based and grade level appropriate practices. Examples of practices include, peer tutoring, cooperative learning, use of organizers (models & foldables), and use of manipulatives. Moreover, the following standards will be explicitly taught.

3rd grade - 3.MD.5, 3.MD.6, 3.MD.7 (CCSS)
4th grade - 4.MD.3 (CCSS)
5th grade - 5.MD.3, 5.MD.4, 5.MD.5 (CCSS)

Category: Mathematics

Research Cited: Achieve, Inc., ACT, the College Board, the National Association of State Boards of Education and the State Higher Education Executive Officers.

Marzano, R. J., (2007). Art & science of teaching: A comprehensive framework for effective instruction.

Hattie, J. A., (2009). Visible learning: A synthesis of meta-analysis relating to achievement to achievement.

Tier: Tier 1

Activity - Professional Learning & Effective Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage a various professional learning opportunities, such as the implementation of activities centered on the instructional model, maps, and pacing guides. Thus, staff meetings and other collaborative meetings will be utilized so as to further develop effective instructional strategies using data (formative assessments, DE) especially in the way of common core state standards.	Technology, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/03/2013	06/10/2016	$0	General Fund	Administration, teachers, and support staff.

Activity - MTSS - Tier 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Staff will intervene appropriately for those students that need more attention relevant to particular standards. Keeping in mind the instructional model, staff members will design a plan relevant to impact students so they are effectively engaged. Resources will come in the form of the teacher (i.e., small group teaching) and through technology integration (i.e., software and web-based products). | Academic Support Program | Tier 2 | Implement | 09/03/2013 | 06/08/2018 | $54955 | Title I Part A | Grade level teachers and pertinent support staff. |

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2013-2016 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.	Technology, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/03/2013	06/10/2016	$469	Title II Part A	Classroom Teachers, Principal

Activity - Practice Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will actively teach through the practice standards. The standards include: 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure (Deductive Reasoning) 8. Look for and express regularity in repeated reasoning (Inductive Reasoning)	Technology, Professional Learning	Tier 1	Implement	09/03/2013	06/08/2018	$0	General Fund	Teachers, Administrator

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will meet to discuss relevant data so as to grow individuals students per the grade level content. There will be conversations around which assessments work best with the intervention groups.	Other	Tier 2	Getting Ready	09/02/2014	06/10/2016	$0	General Fund	Staff and the principal

Goal 2: All students will be proficient in reading.

Measurable Objective 1:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the area of reading in English Language Arts by 06/08/2018 as measured by M-Step.

Strategy 1:

Implementation of Research-based Practices - All staff will implement practices that are research-based and grade level appropriate

strategies (i.e., use of small groups, in addition to guiding students to read to self, read to someone, listen to reading, and work with words). Student needs will be met

as teachers differentiate according to varying indicators. Explicit attention will be given to the common core standards rooted in informational text.

3rd Grade -- RI.3.1-- RI.3.10 (CCSS)

4th Grade -- RI.4.1 -- RI.4.10 (CCSS)

5th Grade -- RI.5.1 -- RI.5.10 (CCSS)

Category: English/Language Arts

Research Cited: Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom Instruction that Works: Research-based

strategies for increasing student achievement. Alexandria, VA: Association of Supervision and Curriculum

Development.

Zimmermann, S., Hutchins, C. (2003). 7 Keys to comprehension: How to help your kids read it and get it!.

New York, NY: Three Rivers Press.

Comprehension is...Retrieved April 1, 2011, from

https://dibels.uoregon.edu/resources/big_ideas/comprehension.php (University of Oregon)

Hattie, J. A., (2009). Visible learning: A synthesis of meta-analysis relating to achievement to achievement.

Tier: Tier 1

Activity - Professional Learning & Effective Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage a various professional development opportunities, such as learning about and implementing activities centered on the instructional model, maps, and pacing guides. Thus, staff meetings and PLC meetings will be utilized so as to further develop effective instructional strategies, especially in the way of common core state standards.	Technology, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1		09/03/2013	06/10/2016	$0	General Fund	Administration, teachers, and support staff

Activity - Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will intervene appropriately for those students that need more attention relevant to particular standards (i.e., MTSS). Keeping in mind the instructional model, staff members will design intervention times with explicit instruction and skill transference to text. Speciific reseources will be defined and used relavent to the skill of the deficit area. More specifically, the activities will include web-based products and small group teaching such as Read Naturally, Phonics Literacy Library, FCRR, among many others.	Academic Support Program, Technology , Materials	Tier 2	Evaluate	09/02/2014	06/08/2018	$0	Title I Part A	Grade level teachers, Title 1 support staff, and interventionist

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2016-2018 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.	Technology , Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/02/2014	06/08/2018	$0	Title II Part A	Classroom Teachers, Principals

Activity - Practice Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in K-3 will preview the geln Essential Instructional Practices in Early Literacy.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/08/2018	$0	General Fund	Classroom Teachers, Administrator

Activity - Benchmark & Grade Level Problem Solving Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will meet to discuss relevant data so as to grow individuals students per the grade level content.	Technology , Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/02/2014	06/08/2018	$0	General Fund	Staff and the principal

Activity - 90 Min. Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An articulated 90 min. reading block will include the foundational skills per grade level.	Supplemental Materials, Technology, Teacher Collaboration, Policy and Process	Tier 1	Getting Ready	09/08/2015	06/08/2018	$0	General Fund	Teachers & Principals

Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A newsletter will be sent home for all students that qualify.	Parent Involvement	Tier 2	Implement	09/08/2015	06/01/2018	$217	Title I Part A	Teachers and administrator

Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn and implement the NWEA framework for assessing students such that staff identifies and targets skills according to student need.	Technology, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	$1372	Title II Part A	Administration Staff Teachers

Goal 3: All students will be proficient in writing.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all strands in Writing by 06/08/2018 as measured by M-Step..

Strategy 1:

Implementation of Research-based Practices - All staff will implement practices that are research-based and grade level appropriate

(i.e., use of small groups, conferencing with students, and implementing writing daily). Student needs will be met as teachers differentiate according to varying

indicators. Explicit attention will be given to the pacing guides and unit assessments developed in the fall which will be tied to the common core standards. Additionally,

anchor papers will be referenced routinely.

Category: English/Language Arts

Research Cited: Specific individuals and organizations have been studied so as to gain knowledge in this area. The reserachers or pieces looked at are as follows:

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom Instruction that Works: Research-based

strategies for increasing student achievement. Alexandria, VA: Association of Supervision and Curriculum

Development.

Biber, D. (1991). Variation across speech and writing. Cambridge, England: Cambridge University Press.

Hattie, J. A., (2009). Visible learning: A synthesis of meta-analysis relating to achievement to achievement.

Tier: Tier 1

Activity - Professional Learning & Effective Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage a various professional development opportunities, such as learning about and implementing activities centered on the instructional model, maps, and pacing guides. Thus, staff meetings and other collaborative meetings will be utilized so as to further develop effective instructional strategies by utilizing data, especially in the way of common core state standards.	Technology, Professiona l Learning, Curriculum Developme nt, Teacher Collaborati on	Tier 1		09/03/2013	06/10/2016	$0	General Fund	Grade level teachers and the administrati on

Activity - Writing Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will intervene appropriately for those students that need more attention relevant to particular standards. Keeping in mind the instructional model, staff members will design a plan relevant to impacted students so they are effectively engaged. Resources will come in the form of the teacher (i.e., whole group and small group instruction) and through technology integration.	Academic Support Program, Technology, Professiona l Learning	Tier 2	Implement	09/02/2014	06/10/2016	$0	Title I Part A	Grade level teachers and pertinent support staff

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2013-2016 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school. | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 09/02/2014 | 06/10/2016 | $0 | Title II Part A | Classroom Teachers, Principals |

Activity - Curriculum Clarification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Caledonia Elementary will have teacher representatives work with teams across the district to define writing curriculum including resources and assessments.	Technology, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/08/2018	$0	Title II Part A	Administrator and Teachers

Goal 4: All students will be proficient in science.

Measurable Objective 1:

55% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all areas in Science by 06/08/2018 as measured by M-Step.

Strategy 1:

Differentiated Instruction - Staff will implement practices that are researched based and grade level appropriate. Student needs will be met as teachers differentiate according to varying indicators.

Category: Science

Research Cited: Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom Instruction that Works: Research-based strategies for increasing student achievement.

Hattie, J. A., (2009). Visible learning: A synthesis of meta-analysis relating to achievement to achievement.

Next Generation State Standards. (2013). Appendix D - All Standards, All Students: Making the Next Generation Science Standards Accessible to All Students.

Tier: Tier 1

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Activity - Practice Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will actively teach through the practice standards (next generation standards). The standards include: 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure (Deductive Reasoning) 8. Look for and express regularity in repeated reasoning (Inductive Reasoning)	Technology, Curriculum Development, Other	Tier 1	Implement	09/03/2013	06/10/2016	$0	General Fund	Teachers and Administrator

Activity - Informational Text Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement practices that are centered on informational text and vocabulary based in a grade level specific manner.	Direct Instruction, Academic Support Program, Technology, Professional Learning	Tier 2	Implement	09/02/2014	06/08/2018	$0	Title I Part A	Staff and principal

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2013-2016 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.	Professional Learning	Tier 1	Implement	09/02/2014	06/10/2016	$0	Title II Part A	Classroom teachers & administrator

Strategy 2:

Implement NGSS - Teachers will prepare to implement the Next Generation Science Standards.

Category: Science

Research Cited: Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom Instruction that Works: Research-based strategies for increasing student

achievement.

Hattie, J. A., (2009). Visible learning: A synthesis of meta-analysis relating to achievement to achievement.

Next Generation State Standards. (2013). Appendix D - All Standards, All Students: Making the Next Generation Science Standards Accessible to All Students.

Tier: Tier 1

Activity - District Science Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Caledonia Elementary teacher representatives will serve on the district science team to develop an implementation plan for NGSS.	Technology, Curriculum Development, Teacher Collaboration	Tier 1	Implement	07/01/2016	06/08/2018	$0	Title II Part A	Teacher Representatives

Activity - Implement Curriculum Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn about new curriculum resources to support NGSS.	Technology, Curriculum Development	Tier 1	Getting Ready	07/01/2016	06/08/2018	$1420	Title II Part A	Teachers

Goal 5: All students will be proficient in social studies.

Measurable Objective 1:

62% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all areas in Social Studies by 06/08/2018 as measured by the M-Step.

Strategy 1:

Differentiated Instruction - All staff will implement practices that are research based and grade level appropriate. Student needs will be met as teachers differentiate according to varying indicators.

Category: Social Studies

Research Cited: Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom Instruction that Works: Research-based strategies for increasing student achievement.

Hattie, J. A., (2009). Visible learning: A synthesis of meta-analysis relating to achievement to achievement.

Tier: Tier 1

Activity - Information Text Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement practices that are centered on informational text and vocabulary based in a grade level specific manner.	Direct Instruction, Academic Support Program, Technology	Tier 2	Implement	09/02/2014	06/08/2018	$0	Title I Part A	Staff and the principal

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2013-2016 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/02/2014	06/10/2016	$0	Title II Part A	Classroom teachers and administrator

Goal 6: MTSS - PBIS & Reading

Measurable Objective 1:

collaborate to continue implementation with fidelity of a Positive Behavioral Intervention Support system with in our MTSS framework as well as facilitate reading interventions by 06/08/2018 as measured by the Tiered Fidelty for behavior and reading. .

Strategy 1:

MTSS - PBIS - Collaborate to implement with fidelity a Positive Behavioral Intervention Support system with in our MTSS framework. Teams will focus on the fidelty of

implementation of Tier 1 and beginning of implementaion of Tier 2 supports.

Category: Learning Support Systems

Research Cited: Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J., (in press). A Randomized Control Trial of School-wide Positive

Behavior Support in Elementary Schools.Journal of Positive Behavior Interventions. Bradshaw, C.,Koth, C., Bevans, K., Ialongo, N., & Leaf, P. (in press). The impact of

school-wide positive behavioral interventions and supports (PBIS) on the organizational health of elementary schools.School Psychology Quarterly.

Tier: Tier 1

Activity - MTSS - PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The behavior team will focus on monitoring core instruction with fidelity (SWIS forms, core instruction, matrix) as measured by the TFI Behavior. | Behavioral Support Program, Technology, Professional Learning, Teacher Collaboration | Tier 1 | Monitor | 09/02/2014 | 06/08/2018 | $0 | Title II Part A | Principal and all staff |

Activity - MTSS-Behavior Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and other staff members will attend trainings regarding Tier 2 behavioral interventions such as Check In Check Out. Teams will be trained in these strategies and develop a plan for implementation.	Behavioral Support Program, Teacher Collaboration	Tier 2	Implement	09/01/2015	06/08/2018	$0	Title II Part A	Teachers and administrators

Activity - MTSS-Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Reading Team will attend trainings on grade level problem solving in reading at Kent ISD, given by the MTSS Team.	Technology, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	09/01/2015	06/10/2016	$0	Title II Part A	Teachers and administrators

Strategy 2:

MTSS - Reading - Collaborate to implement with fidelity a system with in our MTSS framework. Teams will focus on the fidelity of implementation of Tier 1 and

beginning of implementation of Tier 2 supports.

Category: English/Language Arts

Research Cited: Hattie, J. A., (2009). Visible learning: A synthesis of meta-analysis relating to achievement to achievement.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom Instruction that Works: Research-based strategies for increasing student achievement.

Tier: Tier 1

Activity - Curriculum Clarification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Caledonia Elementary will have teacher representatives work with teams across the district to define reading curriculum including resources and assessments.	Technology, Curriculum Development, Materials, Teacher Collaboration	Tier 1	Implement	07/01/2016	06/08/2018	$1792	Title II Part A	Administrators and Teachers

Goal 7: Marzano Instructional Framework

Measurable Objective 1:

collaborate to further understand and implement the Marzano Instructional Framework by 06/08/2018 as measured by the participation and completion of the evaluation process and growth plan. .

Strategy 1:

Implement Marzano Instructional Framework - The administrator and all teachers will participate in identifying and growing instructional practices for the purpose of

increasing student learning.

Category: Other - Instructional Strategies

Research Cited: Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom Instruction that Works: Research-based

strategies for increasing student achievement. Alexandria, VA: Association of Supervision and Curriculum

Development.

Tier: Tier 1

Activity - Element Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrator and teachers will further understand the Marzano Instructional Framework through district provided learning opportunities as well as continued staff meeting and grade level meetings. A focus area will be the development of scales through a Marzano unit design.	Technology, Professional Learning	Tier 1	Implement	07/02/2014	06/08/2018	$886	Title II Part A	Administrator and teachers

Goal 8: Professional Learning Communities

Measurable Objective 1:

collaborate to refine our structure for professional collaboration at the school level that makes sense per department or grade level by 06/08/2018 as measured by documents within the grade level meeting format. .

Strategy 1:

Implement PLC - The administrator and teacher representative will work together create a structure for professional conversations centered on data. Grade levels and departments will work to ensure student success through this structure.

Category: School Culture

Research Cited: Hattie, J. A., (2009). Visible learning: A synthesis of meta-analysis relating to achievement to achievement.

Graham, P. & Ferriter W. M., (2010). Building professional learning community at work: A guide to the first year.

DuFour R. & Eaker (2006). Professional Learning Communities at Work.

Tier: Tier 1

Activity - Define PLC Meeting Structure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2016/2017 school year, grade levels will meet a minimum of two times per year. Grade level teams will develop a meeting template to be utilized. During the 2017/2018 school year, grade levels will meet a minimum of three times per year.	Technology, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	07/02/2014	06/08/2018	$0	General Fund	The administrator and teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Meetings	The staff will meet to discuss relevant data so as to grow individuals students per the grade level content. There will be conversations around which assessments work best with the intervention groups.	Other	Tier 2	Getting Ready	09/02/2014	06/10/2016	$0	Staff and the principal
Practice Standards	Staff will actively teach through the practice standards (next generation standards). The standards include: 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure (Deductive Reasoning) 8. Look for and express regularity in repeated reasoning (Inductive Reasoning)	Technology, Curriculum Development, Other	Tier 1	Implement	09/03/2013	06/10/2016	$0	Teachers and Administrator
Professional Learning & Effective Instruction	Teachers will engage a various professional development opportunities, such as learning about and implementing activities centered on the instructional model, maps, and pacing guides. Thus, staff meetings and PLC meetings will be utilized so as to further develop effective instructional strategies, especially in the way of common core state standards.	Technology, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1		09/03/2013	06/10/2016	$0	Administration, teachers, and support staff

Professional Learning & Effective Instruction	Teachers will engage a various professional development opportunities, such as learning about and implementing activities centered on the instructional model, maps, and pacing guides. Thus, staff meetings and other collaborative meetings will be utilized so as to further develop effective instructional strategies by utilizing data, especially in the way of common core state standards.	Technology, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1		09/03/2013	06/10/2016	$0	Grade level teachers and the administration
Benchmark & Grade Level Problem Solving Meetings	The staff will meet to discuss relevant data so as to grow individuals students per the grade level content.	Technology, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/02/2014	06/08/2018	$0	Staff and the principal
Practice Standards	Teachers in K-3 will preview the geln Essential Instructional Practices in Early Literacy.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/08/2018	$0	Classroom Teachers, Administrator
Practice Standards	Staff will actively teach through the practice standards. The standards include: 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure (Deductive Reasoning) 8. Look for and express regularity in repeated reasoning (Inductive Reasoning)	Technology, Professional Learning	Tier 1	Implement	09/03/2013	06/08/2018	$0	Teachers, Administrator
90 Min. Block	An articulated 90 min. reading block will include the foundational skills per grade level.	Supplemental Materials, Technology, Teacher Collaboration, Policy and Process	Tier 1	Getting Ready	09/08/2015	06/08/2018	$0	Teachers & Principals

Professional Learning & Effective Instruction	Teachers will engage a various professional learning opportunities, such as the implementation of activities centered on the instructional model, maps, and pacing guides. Thus, staff meetings and other collaborative meetings will be utilized so as to further develop effective instructional strategies using data (formative assessments, DE) especially in the way of common core state standards.	Technology , Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/03/2013	06/10/2016	$0	Administration, teachers, and support staff.
Define PLC Meeting Structure	During the 2016/2017 school year, grade levels will meet a minimum of two times per year. Grade level teams will develop a meeting template to be utilized. During the 2017/2018 school year, grade levels will meet a minimum of three times per year.	Technology , Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	07/02/2014	06/08/2018	$0	The administrator and teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Interventions	Staff will intervene appropriately for those students that need more attention relevant to particular standards (i.e., MTSS). Keeping in mind the instructional model, staff members will design intervention times with explicit instruction and skill transference to text. Speciific reseources will be defined and used relavent to the skill of the deficit area. More specifically, the activities will include web-based products and small group teaching such as Read Naturally, Phonics Literacy Library, FCRR, among many others.	Academic Support Program, Technology , Materials	Tier 2	Evaluate	09/02/2014	06/08/2018	$0	Grade level teachers, Title 1 support staff, and interventionist
Writing Interventions	Staff will intervene appropriately for those students that need more attention relevant to particular standards. Keeping in mind the instructional model, staff members will design a plan relevant to impacted students so they are effectively engaged. Resources will come in the form of the teacher (i.e., whole group and small group instruction) and through technology integration.	Academic Support Program, Technology , Professional Learning	Tier 2	Implement	09/02/2014	06/10/2016	$0	Grade level teachers and pertinent support staff
Parent Education	A newsletter will be sent home for all students that qualify.	Parent Involvement	Tier 2	Implement	09/08/2015	06/01/2018	$217	Teachers and administrator

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MTSS - Tier 2	Staff will intervene appropriately for those students that need more attention relevant to particular standards. Keeping in mind the instructional model, staff members will design a plan relevant to impact students so they are effectively engaged. Resources will come in the form of the teacher (i.e., small group teaching) and through technology integration (i.e., software and web-based products).	Academic Support Program	Tier 2	Implement	09/03/2013	06/08/2018	$54955	Grade level teachers and pertinent support staff.
Information Text Interventions	Staff will implement practices that are centered on informational text and vocabulary based in a grade level specific manner.	Direct Instruction, Academic Support Program, Technology	Tier 2	Implement	09/02/2014	06/08/2018	$0	Staff and the principal
Informational Text Interventions	Staff will implement practices that are centered on informational text and vocabulary based in a grade level specific manner.	Direct Instruction, Academic Support Program, Technology , Professional Learning	Tier 2	Implement	09/02/2014	06/08/2018	$0	Staff and principal

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS - PBIS	The behavior team will focus on monitoring core instruction with fidelity (SWIS forms, core instruction, matrix) as measured by the TFI Behavior.	Behavioral Support Program, Technology , Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/08/2018	$0	Principal and all staff
Implement Curriculum Resources	Teachers will learn about new curriculum resources to support NGSS.	Technology , Curriculum Development	Tier 1	Getting Ready	07/01/2016	06/08/2018	$1420	Teachers

Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2013-2016 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/02/2014	06/10/2016	$0	Classroom teachers and administrator
Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2016-2018 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.	Technology, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/02/2014	06/08/2018	$0	Classroom Teachers, Principals
Element Study	The administrator and teachers will further understand the Marzano Instructional Framework through district provided learning opportunities as well as continued staff meeting and grade level meetings. A focus area will be the development of scales through a Marzano unit design.	Technology, Professional Learning	Tier 1	Implement	07/02/2014	06/08/2018	$886	Administrator and teachers
Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2013-2016 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.	Technology, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/03/2013	06/10/2016	$469	Classroom Teachers, Principal

NWEA	Learn and implement the NWEA framework for assessing students such that staff identifies and targets skills according to student need.	Technology, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	$1372	Administration Staff Teachers
MTSS-Reading	Our Reading Team will attend trainings on grade level problem solving in reading at Kent ISD, given by the MTSS Team.	Technology, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	09/01/2015	06/10/2016	$0	Teachers and administrators
Curriculum Clarification	Caledonia Elementary will have teacher representatives work with teams across the district to define reading curriculum including resources and assessments.	Technology, Curriculum Development, Materials, Teacher Collaboration	Tier 1	Implement	07/01/2016	06/08/2018	$1792	Administrators and Teachers
MTSS-Behavior Interventions	Teachers and other staff members will attend trainings regarding Tier 2 behavioral interventions such as Check In Check Out. Teams will be trained in these strategies and develop a plan for implementation.	Behavioral Support Program, Teacher Collaboration	Tier 2	Implement	09/01/2015	06/08/2018	$0	Teachers and administrators
Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2013-2016 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/02/2014	06/10/2016	$0	Classroom Teachers, Principals
District Science Team	Caledonia Elementary teacher representatives will serve on the district science team to develop an implementation plan for NGSS.	Technology, Curriculum Development, Teacher Collaboration	Tier 1	Implement	07/01/2016	06/08/2018	$0	Teacher Representatives

Curriculum Clarification	Caledonia Elementary will have teacher representatives work with teams across the district to define writing curriculum including resources and assessments.	Technology, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/08/2018	$0	Administrator and Teachers
Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2013-2016 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.	Professional Learning	Tier 1	Implement	09/02/2014	06/10/2016	$0	Classroom teachers & administrator