School Improvement Plan

Emmons Lake Elementary School

Caledonia Community Schools

Mr. Anthony Silveri
8950 KRAFT AVE SE
CALEDONIA, MI 49316-7303

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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?

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 the 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.

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.

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.

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.

District wide pacing guides for language arts, and math, common assessments, aligning curriculum with the Common Core State Standards, the MTSS model for interventions. Areas for improvement to strive for might be mastering the Common Core State Standards. 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., 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.

The school improvement team consists of two upper and three lower elementary grade level representatives. The members were selected by the building administrator, Tony Silveri. Meetings are agreed upon and occur during the normal school day. A parent representative is included in this process. The roles of the representatives are to evaluate school achievement data and determine school improvement goals.

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

Teacher representation: includes a Kindergarten, 1st grade , 2nd grade , 3rd grade, and 4th grade teachers. Also, included in this process is the building principal and parent rep. Responsibilities of members are to review school data, confer, and develop new school improvement goals.

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

All stakeholders are given a copy of the plan at a staff meeting and debriefed on school improvement goals. Goals are also discussed at team grade level meetings, PLC meetings.etc... and shared with all stakeholders through annual reports, newsletters and parent meetings.

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, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Enrollment numbers and staffing has remained stable. Student loss or gains could effect staffing in the future.

How do student enrollment trends affect staff recruitment?

Whether we need to recruit staff members is based upon student growth or staff retirement.

How do student enrollment trends affect budget?

All districts rely on student enrollment for funding. If enrollment drops school budgets will decrease, leading to cuts that will directly impact students.

How do student enrollment trends affect resource allocations?

Budgets are allocated based on student population.

How do student enrollment trends affect facility planning and maintenance?

Student enrollment decline/increases directly affect facility planning and maintenance budgets.

How do student enrollment trends affect parent/guardian involvement?

Parent involvement continues to remain constant.

How do student enrollment trends affect professional learning and/or public relations?

Money available for professional development is based on student enrollment.

What are the challenges you noticed based on the student enrollment data?

Maintaining class sizes that allow for our students to reach their greatest learning potential.

What action(s) will be taken to address these challenges?

We will try to keep student numbers and growth steady to allow us to maintain our staffing and programs offered to our student population.

What are the challenges you noticed based on student attendance?

Challenges noticed are managing student academic performance.

What action(s) will be taken to address these challenges?

Provide parents with the research on the correlation between student attendance and academic performance.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Reading

Which content area(s) show a positive trend in performance?

Reading and math.

In which content area(s) is student achievement above the state targets of performance?

Reading shows our student performance is above the state targets for each grade level.

What trends do you notice among the top 30% percent of students in each content area?

Many students within the top 30% showed improvement in reading and math.

What factors or causes contributed to improved student achievement?

Adjusting curriculum, grade level meetings, school improvement goal, and used supplemental materials to assist classroom teaching.

How do you know the factors made a positive impact on student achievement?

The data showed improvement in our focus areas.

Which content area(s) indicate the lowest levels of student achievement?

Science in the areas of earth science, science process, and life science.

Which content area(s) show a negative trend in achievement?

The two content areas that show a negative trend in achievement are science and writing.

In which content area(s) is student achievement below the state targets of performance?

Math scores fell below state performance levels.

What trends do you notice among the bottom 30% of students in each content area?

The trends in our building showed 4th grade math decreased, while all other subjects within grade levels stayed the same or improved.

What factors or causes contributed to the decline in student achievement?

Instructional time and resources have been heavily focused in reading. Our district is still in the process of transitioning to the Common Core State Standards.

How do you know the factors made a negative impact on student achievement?

Based on scoring trends and students data.

What action(s) could be taken to address achievement challenges?

Adjustments in curriculum based on student data to differentiate instruction.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- •Male
- •Female

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- •None

In what content areas is the achievement gap closing for these subgroups?*

At this time, the achievement gap is not closing in the achievement categories.

How do you know the achievement gap is closing?*

Data does not support the gap closing in achievement areas at this time.

What other data support the findings?

The data does not support any achievement categories closing at this time. The gaps continue to remain stable.

What factors or causes contributed to the gap closing? (Internal and External)*

The data does not support any achievement categories closing at this time.

How do you know the factors made a positive impact on student achievement?

The data does not support any achievement categories closing at this time.

What actions could be taken to continue this positive trend?

Look at data to find trends to close the achievement gaps.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- None

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*

Response:

- Female
- Students with Disabilities

In what content areas is the achievement gap greater for these subgroups?*

The gap increased in the content areas of mathematics for females and reading for students with disabilities.

How do you know the achievement gap is becoming greater?*

Review of MEAP data and MiSchool Data.

What other data support the findings?*

Besides MEAP and MiSchool Data, the classroom and district assessments show similar trends.

What factors or causes contributed to the gap increasing? (Internal and External)*

Our new focus is to address trends within subgroups.

How do you know the factors lead to the gap increasing?*

Our new focus is to address trends within subgroups.

What actions could be taken to close the achievement gap for these students?*

Continue to focus on student data to drive classroom instruction in areas of concern and analyze district assessments based on subgroups.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

There are not enough students in this group to generate data.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Individual Education Plans which ensures they receive the necessary services required.

How are students designated 'at risk of failing' identified for support services?

Numerous district, building, and state wide assessments given throughout the school year. Through ongoing teacher, child study, and support staff meetings, students are targeted for interventions based on the data.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Girls on the Run, Boys Running Club, Drama Club, Odyssey of the Mind, Young Rembrandts, Mad Science, Girl Scouts, Boy Scouts, Community Resource Center for after school sporting events, etc...

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	75.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Newsletters, emails, brochures, posters/signs, word of mouth, text alert, teacher websites, etc...

Label	Question	Value
	What is the total FTE count of teachers in your school?	23.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	2.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	3.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	8.0

Label	Question	Value
	How many teachers have been teaching >15 years?	8.0

What impact might this data have on student achievement?

A balance of experience and new ideas in content and instruction.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	124.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	115.0

What impact might this data have on student achievement?

Research has shown the negative effect between teacher absences and overall student performance.

Perception Data - Students

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

Student's feel teachers want them to learn and do their best.

Which area(s) show a positive trend toward increasing student satisfaction?

Will compare this years data with future years data to track the trends.

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

Students perception is they would like to see families involved in school more often and staff to specifically request they attend more often.

Which area(s) show a trend toward decreasing student satisfaction?

Will compare this years data with future years data to track the trends.

What are possible causes for the patterns you have identified in student perception data?

Caring staff with high expectations for all learners.

What actions will be taken to improve student satisfaction in the lowest areas?

Will make sure we communicate to students opportunities for families to be involved in school activities and events. Continue to inform parents about the school events and opportunities for them to be involved with school and their child's education.

Perception Data – Parents/Guardians

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

Emmons Lake is child centered.

Emmons Lake delivers a quality education.

Emmons Lake: My child has a quality relationship with his/her teachers.

Emmons Lake provides a safe environment.

Emmons Lake: I feel welcome.

Emmons Lake: Well informed of school events and happenings.

Emmons Lake: School leadership is effective.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Emmons Lake Elementary is child centered.

Emmons Lake Elementary delivers a quality education.

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

Caledonia Community Schools provides quality food service.

Caledonia Community Schools provides quality transportation services.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

My child enjoys the specials classes of music, art, gym, and Spanish.

What are possible causes for the patterns you have identified in parent/guardian perception data?

Further data points will help to pinpoint ways to improve parent perception.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Will conduct surveys to see what changes to specials classes will increase parent satisfaction.

Perception Data – Teachers/Staff

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

School leaders expect staff members to hold all students to high academic standards.

In our school a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Our school provides qualified staff members to support student learning.

Our school maintains facilities that support student learning.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Will compare this years data with future years data to track the trends.

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

All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.

In our school, a formal process is in place to support new staff members in their professional practice.

In our school, a professional learning program is designed to build capacity among all professional and support staff members.

Our school provides high quality student support services (e.q., counseling, referring, educational, and career planning).

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Will compare this years data with future years data to track the trends.

What are possible causes for the patterns you have identified in staff perception data?

Staff and district leaders have high expectations for learning and school environment.

District is looking at addressing teacher concerns by providing professional development for PLCs, MTSS, Mentoring Program, and Marzano's evaluation process.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

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

Staff and administrators are involved in various content area committees where they review curriculum, instructional assessment, pacing guides, grading rubrics, etc. Staff and administrators analyze data and use input from stakeholders to drive curriculum and instruction to improve student achievement.

What evidence do you have to indicate the extent to which the standards are being implemented?

School staff and administrators continue to meet to align the curriculum to the common core state standards. We document these meetings with agenda's and sign-in/out sheets.

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
	Literacy and math are tested annually in grades 1-5.	Yes	Beginning of the year and end of the year district wide assessments are given to K-5 in the areas of math and language arts (DIBELS, PSI/PASI, SRI, DRA, DAZE, writing assessment, etc).	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.calschools.org/emmons-lake-elem/	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A our school does not have grade 8.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Our school improvement teams evaluate our SIP throughout the school year through multiple venues, including SIP team meetings, leadership meetings, district instructional council, grade level meetings, and principal meetings.	

Label	Assurance	Response	Comment	Attachment
	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	Our school has a written policy on safety that supports proactive, preventative approaches to insure a safe school environment.	

Label	Assurance	Response	Comment	Attachment
	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	Tony Silveri, Principal 8950 Kraft Ave. Caledonia MI 49316 616.528.8100	

Label	Assurance	Response	Comment	Attachment
	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		Parent Involvement Policy NEOLA

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	NA	

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	Everything is recorded and kept in a SIP binder that is available to stakeholders.	

School Improvement Plan 2014-15

Overview

Plan Name

School Improvement Plan 2014-15

Plan Description

Goals

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in reading.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$3759
2	All students will be proficient in writing.	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0
3	Math: whole number operations.	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0
4	Multi Tiered Systems of Support	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
5	Marzano Framework	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
6	PLC	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: All students will be proficient in reading.

Measurable Objective 1:

85% of Third, Fourth and Fifth grade students will demonstrate a proficiency with reading comprehension in English Language Arts by 06/07/2016 as measured by The multiple measures of data we used as a source to identify the gap in student achievement are: MEAP data, data from Dibels Next, and data from SRI..

Strategy 1:

Differentiated Instruction - All teaching staff will use best teaching practices and differentiated instruction.

Research Cited: Treasures Reading Series, Macmillan/McGraw Hill, 2009

Florida Center for Reading Research

The Differentiated Classroom: Responding to the needs of all learners, Tomlinson, Carol

The National Reading Panel, Reading-University of Oregon, Reading Recovery, DIBELs research, and 7 Keys to Comprehension

Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, Marzano, R.J., Pickering, D.J., & Pollock, J.E., 2009

Tier: Tier 1

Activity - Professional Development-Kent ISD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development for reading comprehension	Professional Learning	Tier 1	Implement	08/06/2013	06/09/2015	$0	Title II Part A	The building principal and instructional staff members.

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, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve facilitators, 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 more teacher leader facilitators.	Professional Learning	Tier 1	Implement	08/06/2013	06/09/2015	$3759	Title II Part A	Principal and teachers.

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

| MTSS team will be trained in the reading component of MTSS. | Professional Learning | Tier 1 | Getting Ready | 08/05/2014 | 06/09/2015 | $0 | Title II Part A | MTSS team and Principal. |

Goal 2: All students will be proficient in writing.

Measurable Objective 1:

73% of Fourth grade students will demonstrate a proficiency in writing in English Language Arts by 06/07/2016 as measured by MEAP data and district wide writing assessments.

Strategy 1:

Differentiated Instruction - All teaching staff will use best teaching practices and differentiated instruction.

Research Cited: Treasures Reading Series, McMillan/McGraw Hill, 2009

Write Source, Great Source Group, a Division of Houghton Mifflin Company, 2004

Writing for the Common Core, Kathy Gilbert

MAISA Writing units

Tier: Tier 1

Activity - Writing Pacing Guides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teaching staff will use the common core writing pacing guides across all grade levels. Professional development will focus on district writing assessments, scoring rubrics, utilizing IGOR to analyze student data, and mentor text.	Professional Learning	Tier 1	Monitor	08/06/2013	06/09/2015	$0	Title II Part A	Staff responsible for implementing activity are building administrator and staff.

Activity - Professional Development-Kent ISD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teacher's will attend workshops at the Kent ISD in writing.	Professional Learning	Tier 1	Implement	08/06/2013	06/09/2015	$0	No Funding Required	Planned staff for implementing activity are the building principal and instructional staff members.

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, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve facilitators, 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 2013-2015 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators.	Professional Learning	Tier 1	Implement	08/06/2013	06/09/2015	$0	Title II Part A	Principal and teachers.

Activity - MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be involved in ongoing MAISA training and launching a MAISA writing unit.	Professional Learning	Tier 1	Getting Ready	08/05/2014	06/09/2015	$0	No Funding Required	All classroom teachers.

Goal 3: Math: whole number operations.

Measurable Objective 1:

67% of Third, Fourth and Fifth grade students will demonstrate a proficiency with whole number operations in Mathematics by 06/14/2016 as measured by MEAP Math data, district wide math assessments, and Discovery Education..

Strategy 1:

Differentiated Instruction - Teachers will incorporate best teaching practices and differentiated instruction.

Research Cited: Improving Mathematics Teaching by Using Manipulatives, Heddens, J.W. 1997

Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievemet, Marzano, Pickering & Pollock, 2001.

The Differentiated Instruction, Tomlinson, Carol

Tier:

Activity - Improving math whole number operations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teaching staff will implement the math curriculum through the use of manipulatives, online resources, and other research based best practices. The teaching staff will focus on math whole number operations across grade levels.	Direct Instruction	Tier 1	Implement	08/06/2013	06/09/2015	$0	No Funding Required	All teaching staff members and Mr. Silveri will be responsible for consistently implementing the curriculum and use of manipulatives in focusing on math whole number operations across grade levels.

Activity - Math Professional Develpment-KISD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend workshops at the Kent ISD in math	Professional Learning	Tier 1	Implement	08/06/2013	06/09/2015	$0	No Funding Required	The building principal and instructional staff members.

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, 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 2013-2015 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators.	Professional Learning	Tier 1	Implement	08/06/2013	06/09/2015	$0		Title II Part A	Principal, Curriculum Director, Teachers

Activity - Math Practice Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a teaching staff, we will review and discuss math standards across grade levels and will create an implementation plan.	Professional Learning	Tier 1	Getting Ready	08/05/2014	06/09/2015	$0	No Funding Required	Teachers and Principal.

Goal 4: Multi Tiered Systems of Support

Measurable Objective 1:

collaborate to learn and begin implementing the PBIS Model by 06/09/2015 as measured by office referrals to get baseline data using SWIS.

Strategy 1:

MTSS/PBIS - PBIS leadership team will be training staff and begin implementing the PBIS Model.

Research Cited: 7 Steps For Developing A Proactive Schoolwide

Discipline Plan, Geoff Colvin

Keeping RTI On Track, VandDerHeyden, Amanda and W. David Tilly III

Tier: Tier 1

Activity - PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS leadership team will be training teachers and begin to implement the PBIS Model.	Behavioral Support Program	Tier 1	Getting Ready	08/05/2014	06/09/2015	$0	Title II Part A	Teachers and Principal.

Goal 5: Marzano Framework

Measurable Objective 1:

demonstrate a proficiency the Marzano instructional framework by 06/05/2015 as measured by staff participation and documentation of the training sessions attended.
.

Strategy 1:

Marzano Framework - District administrators and teacher representatives will become trained in the Marzano instructional framework. These educators will then train all other staff members.

Research Cited: Marzano Pickering and Pollock Classroom Instruction That Works; Research Based Strategies For Increasing Student Achievement

Tier: Tier 1

Activity - Marzano Framework Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District administrators will be training the the Marzano instructional framework.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/05/2015	$0	Title II Part A	District administrators and teachers.

Goal 6: PLC

Measurable Objective 1:

collaborate to analyze our reading district data to identify one area to improve student achievement. by 06/09/2015 as measured by PLC meeting notes and plan of action. .

Strategy 1:

PLC - Teachers will meet during their common planning time to discuss student data to drive instruction

Research Cited: Professional Learning Communities At Work, DuFour, DuFour and Eaker

Tier: Tier 1

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet during their common planning time to discuss student data and create an action plan.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/05/2015	$0	Title II Part A	Teachers and Principal.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Marzano Framework Training	District administrators will be training the the Marzano instructional framework.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/05/2015	$0	District administrators and teachers.
Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve facilitators, 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 2013-2015 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators.	Professional Learning	Tier 1	Implement	08/06/2013	06/09/2015	$0	Principal and teachers.
Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve facilitators, 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 more teacher leader facilitators.	Professional Learning	Tier 1	Implement	08/06/2013	06/09/2015	$3759	Principal and teachers.
PBIS	PBIS leadership team will be training teachers and begin to implement the PBIS Model.	Behavioral Support Program	Tier 1	Getting Ready	08/05/2014	06/09/2015	$0	Teachers and Principal.
PLC	Teachers will meet during their common planning time to discuss student data and create an action plan.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/05/2015	$0	Teachers and Principal.
MTSS Reading Training	MTSS team will be trained in the reading component of MTSS.	Professional Learning	Tier 1	Getting Ready	08/05/2014	06/09/2015	$0	MTSS team and Principal.

Professional Development-Kent ISD	Teachers will attend professional development for reading comprehension	Professional Learning	Tier 1	Implement	08/06/2013	06/09/2015	$0	The building principal and instructional staff members.
Writing Pacing Guides	The teaching staff will use the common core writing pacing guides across all grade levels. Professional development will focus on district writing assessments, scoring rubrics, utilizing IGOR to analyze student data, and mentor text.	Professional Learning	Tier 1	Monitor	08/06/2013	06/09/2015	$0	Staff responsible for implementing activity are building administrator and staff.
Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, 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 2013-2015 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators.	Professional Learning	Tier 1	Implement	08/06/2013	06/09/2015	$0	Principal, Curriculum Director, Teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development-Kent ISD	Teacher's will attend workshops at the Kent ISD in writing.	Professional Learning	Tier 1	Implement	08/06/2013	06/09/2015	$0	Planned staff for implementing activity are the building principal and instructional staff members.
MAISA Writing Units	All teachers will be involved in ongoing MAISA training and launching a MAISA writing unit.	Professional Learning	Tier 1	Getting Ready	08/05/2014	06/09/2015	$0	All classroom teachers.

Math Practice Standards	As a teaching staff, we will review and discuss math standards across grade levels and will create an implementation plan.	Professional Learning	Tier 1	Getting Ready	08/05/2014	06/09/2015	$0	Teachers and Principal.
Math Professional Develpment-KISD	Teachers will attend workshops at the Kent ISD in math	Professional Learning	Tier 1	Implement	08/06/2013	06/09/2015	$0	The building principal and instructional staff members.
Improving math whole number operations	The teaching staff will implement the math curriculum through the use of manipulatives, online resources, and other research based best practices. The teaching staff will focus on math whole number operations across grade levels.	Direct Instruction	Tier 1	Implement	08/06/2013	06/09/2015	$0	All teaching staff members and Mr. Silveri will be responsible for consistently implementing the curriculum and use of manipulatives in focusing on math whole number operations across grade levels.