



School Improvement Plan

Emmons Lake Elementary School

Caledonia Community Schools

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Introduction

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

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 from 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.

The mission of Emmons Lake Elementary is to provide an exemplary education for all children in a safe and caring environment!

Emmons Lake Elementary... Educational Excellence... Every Child... Every Day!

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 are continuing to work on 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 three 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, and 5th 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 and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

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

Student Demographic Data

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

Our student population remained consistent and we continue to work at meeting the needs of all students.

Student Demographic Data

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

Student attendance continues to be above 95% consistently, and we do not have any attendance concerns at this time. Our chronic absent rates have declined from 21% to 8%.

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?

Discipline referrals have not been a major concern. One area of concern we have noticed during our first full year of collecting data, is physical aggression on the playground. We have implemented the PBIS Tier I portion of the SOAR program. We are currently in the process of implementing the Tier II Check in and Check out system for the fall of 2016.

Student Demographic Data

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

To continue to address our plan of action in helping our special education population progress within the core academic areas.

Teacher/School Leader(s) Demographic Data

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

We have diverse levels of experience in regards to number of years taught. This blend of teachers experience has been a great benefit to our students learning.

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?

We have diverse levels of experience in regards to number of years taught. This blend of teaching experience has been a great benefit to 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?

Any time you have teachers out of the classroom it has an impact on student learning. However, professional development helps teachers further their teaching craft, which positively impacts our students learning.

Teacher/School Leader(s) Demographic Data

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

Any time you have teachers out of the classroom it has an impact on student learning. However, professional development helps teachers further their teaching craft, which positively impacts our students learning.

Teacher/School Leader(s) Demographic Data

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

The principal will be looking at team mapping to minimize the number of days teachers are out for professional development.

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?

The standards that are strengths are:

Learning Environment

Assessment System

Safe and Supportive Environment

Shared Leadership for Learning

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

The standards that are the biggest challenges for us are:

Alignment

Coherence

Partnerships with community members

Purposeful planning

12. How might these challenges impact student achievement?

Alignment and coherence standards impact student achievement by creating curriculum gaps. Professional learning needs to help focus on these areas.

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.

Professional development could focus on our key areas of concern and incorporate them into our SIP goals.

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?

Through meeting their IEP goals and following any 504 plans for students to support their learning.

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

The extended learning opportunities for students include Odyssey of the Mind, Lego Robotics, Mad Science, Boys/Girl Scouts, Girls on the Run, etc.... They cover various grade levels K-5.

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

We do not have a current process for identifying students that participate in our Extended Learning Opportunities. They are currently open to all students who would like to participate. Parents are notified through emails, flyers, and our Eagle News letter.

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?

Data meetings, lesson plans, common assessments, principal observations, classroom learning labs

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.

NA

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

We met our annual measurable objective for all students in reading.

Sub groups that met our targets:

Male and female

Special education students made growth in this area.

19b. Reading- Challenges

2014-2015

Our special education students and our free/reduced lunch students did not make annual measurable objective targeted growth. .

2015-2016 DIBELS Fall Data Review- System

2015-2016 DIBELS Fall Data Review- Grade Level

2015-2016 DIBELS Winter Data Review - System

- lack of 90 minutes core + intervention

- Tier 1 and Tier 2 percentage staying or moving from benchmark

2015-2016 DIBELS Winter Data Review- Grade Level

5th grade

2-5 phonics and advanced phonics core instruction

M-Step Challenges:

3rd Grade research and inquiry

SY 2016-2017

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3rd Grade reading
3rd Grade listening

19c. Reading- Trends

2014-2015: Although we have met our annual measurable objective growth our students overall scores have gone down slightly the last 3 years. Our special education and free/reduced lunch students have not met the targeted goals for the last 3 years.

2015-2015 Fall Data Review

2015-2016 Winter Data Review

Per DIBELS winter benchmark data, 3rd grade is the only grade currently meeting the goal with 85% of students at benchmark. (4th: 80% 5th: 72%)

Discovery Education:

Significant growth from the beginning of the year compared to the end of the year and from year to year.

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.

Challenges will be addressed through our MTSS process as we continue to meet within our grade level teams to target and help all of our students as well as our targeted sub groups improve overall.

20a. Writing- Strengths

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Overall student scores improved from the previous school year.

Our female sub groups are 10 percent above the AMO.

Our male, free/reduced, special education students improved their writing scores from the previous year

20b. Writing- Challenges

A lack of common district data regarding writing

20c. Writing- Trends

A lack of district data does not allow us to analyze trends.

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.

With a lack of district data we will work to collect and identify common data points.

21a. Math- Strengths

3rd, 4th and 5th grade Concepts and procedures

3rd grade problem solving

21b. Math- Challenges

3rd, 4th, and 5th grade model and analysis
5th grade communicating and reasoning

21c. Math- Trends

Discovery Education:

Math data shows a consistent growth in outcome data from year to year.

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.

With a lack of district data we will work to collect and identify common data points.

22a. Science- Strengths

Earth science and science processes.

22b. Science- Challenges

Life science and physical science

22c. Science- Trends

Science scores were above State and County averages.

22d. Science- Summary

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

Emmons Lake has representation on the district science team. This team has developed an implementation plan and identified curriculum resources.

23a. Social Studies- Strengths

Discourse and decision making

Civics and government

Our scores are above the State and County averages.

23b. Social Studies- Challenges

Economics

23c. Social Studies- Trends

Social Studies scores were above State and County averages.

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.

With a lack of district data we will work to collect and identify common data points.

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?

The overall highest level of satisfaction include: teachers meet student needs through various learning experiences, teachers are attentive to student needs, teachers provide a safe learning environment.

24b. Student Perception Data

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

The lowest overall level of satisfaction include: students' behavioral expectations on the playground and student input regarding school.

24c. Student Perception Data

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

Staff will continue to address playground behavioral expectations and seek student input.

25a. Parent/Guardian Perception Data

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

The areas of overall highest levels of satisfaction among parents/guardians include: Emmons Lake is child-centered, delivers a quality education.

25b. Parent/Guardian Perception Data

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

The lowest level of satisfaction among parents/guardians include: food and transportation services.

25c. Parent/Guardian Perception Data

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

We will address parent survey information by passing on concerns to the appropriate departments.

26a. Teacher/Staff Perception Data

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

The overall highest level of satisfaction among teachers/staff include: the school provides a high quality reading core instruction and our school has a continuous improvement process based on data, goals, actions, measures for growth.

26b. Teacher/Staff Perception Data

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

The area of overall lowest level of satisfaction among teachers and staff include: provides high quality student support services and all staff members participate in continuous professional learning based on identified needs of the school.

26c. Teacher/Staff Perception Data

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

Staff will continue to be offered professional learning opportunities. Staff will continue to examine ways to enhance student support services.

27a. Stakeholder/Community Perception Data

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

The areas of overall highest levels of satisfaction among parents/guardians include: Emmons Lake is child-centered, delivers a quality education.

27b. Stakeholder/Community Perception Data

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

The lowest level of satisfaction among parents/guardians include: food and transportation services.

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 address parent survey information by passing on concerns to the appropriate departments.

Summary

28a. Summary

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

Strengths include: continued growth in meeting annual measurable objectives in academic areas, learning in a safe and supportive environment with strong shared leadership for learning, and parent and student satisfaction with quality of educational instruction. One challenge is to properly communicate the work that district and grade level teams are doing with stakeholders.

28b. Summary

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

Challenges that might impact student achievement include: Curriculum alignment and coherence, student involvement in the assessment process, and parent concerns regarding food and transportation services.

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 addressed through on-going school improvement team meetings and developing formal communication plans to inform and involve all staff.

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 | 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 |
|-------|---|----------|---|------------|
| 2. | Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below. | Yes | http://www.calschools.org/emmons-lake-elem/ | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------------------------------------|------------|
| 3. | 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 |
|-------|--|----------|---|------------|
| 4. | 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 |
|-------|---|----------|---|------------|
| 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 | Our school has a written policy on safety that supports proactive, preventative approaches to insure a safe school environment. | |

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| 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 | Tony Silveri, Principal 8950 Kraft Ave. Caledonia MI 49316 616.528.8100 | |

| 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 | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 8. | The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below. | No | NA | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 9. | 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. | |

2015-2016 Emmons Lake School Improvement Plan

Overview

Plan Name

2015-2016 Emmons Lake School Improvement Plan

Plan Description

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|---|---|----------------|---------------|
| 1 | All students will be proficient in reading. | Objectives: 1 Strategies: 1 Activities: 4 | Academic | \$1229 |
| 2 | All students will be proficient in writing. | Objectives: 1 Strategies: 1 Activities: 5 | Academic | \$1229 |
| 3 | Math: whole number operations. | Objectives: 1 Strategies: 1 Activities: 5 | Academic | \$4150 |
| 4 | Multi Tiered Systems of Support | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$4753 |
| 5 | Marzano Framework | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$4681 |
| 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.

Category:

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 for Reading Comprehension | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|--|
| Over the next two years, staff will engage in professional development to transition and align our current district curriculum to the Common Core State Standards. This professional development for reading comprehension will include curriculum alignment, implementation of pacing guides, growth models, and instructional and intervention strategies. We will also receive professional development in the CCS instructional model. | Professional Learning | | | 08/06/2013 | 06/10/2014 | \$0 | Title II Part A | Staff responsible for implementing this activity are our administrator, curriculum director, teaching staff, and an internal or external facilitator may be requested. |

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

School Improvement Plan

Emmons Lake Elementary School

| | | | | | | | | |
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| 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 | \$1229 | Title II Part A, General Fund | 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.

Category:

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

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| 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 in Writing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Over the next 2 years, staff will continue to engage in professional development to transition current district curriculum to the Common Core State Standards. This professional development for writing will include curriculum alignment, implementation of pacing guides, growth models, and instructional and intervention strategies. We will also receive professional development in the CCS instructional framework. | Professional Learning | | | 08/06/2013 | 06/10/2014 | \$0 | Title II Part A | Staff responsible for implementing this activity are administrator, curriculum director, teaching staff across grade levels, building literacy team members, and an internal or external facilitator may be requested. |
| Activity - Professional Development-Kent ISD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|---|-----------------------|--------|-----------|------------|------------|-----|---------------------|---|
| 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 | \$1229 | Title II Part A, General Fund | 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.

Category:

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

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

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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 Development-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 - Professional Development for Math | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|---|-----------------------|--|--|------------|------------|--------|-----------------|--|
| Over the next year, staff will continue to engage in professional development to transition and align our current district curriculum to the Common Core State Standards. This professional development in math will include curriculum alignment to the common core standards, implementation of pacing guides, growth models, and instructional and intervention strategies. We will also receive professional development in the CCS instructional model | Professional Learning | | | 08/06/2013 | 06/10/2014 | \$2920 | Title II Part A | Staff responsible for implementing this activity are our administrator, curriculum director, teaching staff, an internal or external facilitator may be requested. |
|---|-----------------------|--|--|------------|------------|--------|-----------------|--|

| 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 | \$1230 | General Fund, 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.

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Strategy 1:

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

Category:

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 | \$4753 | Title II Part A, General Fund | 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.

Category:

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 | \$4681 | 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

Category:

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 |
|-----------------------------------|--|-----------------------|--------|---------------|------------|------------|-------------------|--|
| Professional Development for Math | Over the next year, staff will continue to engage in professional development to transition and align our current district curriculum to the Common Core State Standards. This professional development in math will include curriculum alignment to the common core standards, implementation of pacing guides, growth models, and instructional and intervention strategies. We will also receive professional development in the CCS instructional model | Professional Learning | | | 08/06/2013 | 06/10/2014 | \$2920 | Staff responsible for implementing this activity are our administrator, curriculum director, teaching staff, an internal or external facilitator may be requested. |
| 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 | \$671 | Principal, Curriculum Director, Teachers |
| 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 | \$4681 | District administrators and teachers. |

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|--|--|-----------------------|--|--|------------|------------|-----|--|
| Professional Development for Reading Comprehension | Over the next two years, staff will engage in professional development to transition and align our current district curriculum to the Common Core State Standards. This professional development for reading comprehension will include curriculum alignment, implementation of pacing guides, growth models, and instructional and intervention strategies. We will also receive professional development in the CCS instructional model. | Professional Learning | | | 08/06/2013 | 06/10/2014 | \$0 | Staff responsible for implementing this activity are our administrator, curriculum director, teaching staff, and an internal or external facilitator may be requested. |
| Professional Development in Writing | Over the next 2 years, staff will continue to engage in professional development to transition current district curriculum to the Common Core State Standards. This professional development for writing will include curriculum alignment, implementation of pacing guides, growth models, and instructional and intervention strategies. We will also receive professional development in the CCS instructional framework. | Professional Learning | | | 08/06/2013 | 06/10/2014 | \$0 | Staff responsible for implementing this activity are administrator, curriculum director, teaching staff across grade levels, building literacy team members, and an internal or external facilitator may be requested. |

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|-----------------------------------|--|----------------------------|--------|---------------|------------|------------|--------|---|
| 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 | \$671 | 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 2013-2015 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 | \$671 | Principal and teachers. |
| 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. |
| 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. |
| 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 | \$3015 | Teachers and Principal. |
| 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. |
| 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. |

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No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------------|--|-----------------------|--------|---------------|------------|------------|-------------------|---|
| 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 Development-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. |
| 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. |

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|--|---|--------------------|--------|-----------|------------|------------|-----|---|
| 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. |
|--|---|--------------------|--------|-----------|------------|------------|-----|---|

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------------|
| 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 | \$558 | Principal and teachers. |

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|-------------------------|--|----------------------------|--------|---------------|------------|------------|--------|--|
| 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 | \$559 | Principal, Curriculum Director, 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 | \$1738 | Teachers and Principal. |
| 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 | \$558 | Principal and teachers. |