



School Improvement Plan

South Walnut Elementary School

Bangor Public Schools (Van Buren)

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Each school improvement team member along with their grade level was assigned a strand to review to complete the process data. Upon completion of process rubrics, the SIT team completed the Advanced Process Rubric Questions. The status of each indicator was shared in the final report with the entire staff. School Improvement team members gathered demographic data through our Dibels database, NWEA MAP reports, MEAP reports, and the MI-Tracker Golden Package report. The team reviewed student achievement data through various assessments. They analyzed and provided reports to share with staff in a variety of ways.

The school improvement team surveyed staff, students and parents via paper or online surveys and collected/analyzed the perception data. They then shared the data with the staff at staff meetings.

Throughout the course of the school year our SIT team has thoroughly reviewed all demographic, process, outcome and perception data to evaluate progress and/or areas of concern that are not being addressed through our existing goals, objectives, strategies, and activities. Those concerns are reported back to the building staff through monthly staff meetings, grade level PLCs, or through content area vertical team meetings to ensure that all stakeholders are informed and held accountable for making adjustments to programming to better address our building plan.

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

3rd Grade:

READING: 37% of students tested proficient on the 2012 Reading MEAP test. 47% of our students of white ethnicity scored proficient on the MEAP, while only 32% of our Hispanic population scored proficient. 53% of our non- economically disadvantaged students in the 3rd grade scored proficient, while only 34% of our economically disadvantaged students were proficient. The 2012-2013 state annual measurable objective was 60.23%. Our English language learner sub-group scored 25% proficient in 3rd grade on the Reading portion of the MEAP. Our 3rd grade fell short of that target by 23.23%.

MATHEMATICS: 17% of students tested proficient in 3rd grade on the 2012 Mathematics MEAP test. 26% of our students of white ethnicity scored proficient on the MEAP, while only 10% of our Hispanic population scored proficient. 35% of our non- economically disadvantaged students in the 3rd grade scored proficient, while only 13% of our economically disadvantaged students were proficient. The 2012-2013 state annual measurable objective was 29.95%. Our English language learner sub-group scored 3% proficient in 3rd grade on the Mathematics portion of the MEAP. Our 3rd grade fell short of that target by 12.95%.

4th Grade:

READING: 69% of students tested proficient on the 2012 Reading MEAP test. 72% of our students of white ethnicity scored proficient on the MEAP, while only 67% of our Hispanic population scored proficient. 80% of our non- economically disadvantaged students in the 4th grade scored proficient, while only 67% of our economically disadvantaged students were proficient. The 2012-2013 state annual measurable objective was 60.23%. Our English language learner sub-group scored 56% proficient in 3rd grade on the Reading portion of the MEAP. Our 4th grade exceeded the state objective by 8.77%.

MATHEMATICS: 37% of students tested proficient in 4th grade on the 2012 Mathematics MEAP test. 44% of our students of white ethnicity disadvantaged students were proficient. The 2012-2013 state annual measurable objective was 42.59%. Our English language learner subgroup

scored 0% proficient in 4th grade on the Writing portion of the MEAP. Our 4th grade fell short of that target by 29.59%.

Perception data

A staff perception survey was conducted in May of 2012. The survey was broken down into five sections:

Purpose/Direction -80% approval rating

Governance/Leadership - 74% approval rating

Teaching/Assessing for Learning - 68% approval rating

Resources/Support Systems - 81% approval rating

Using Results for Continuous Improvement - 79% approval rating

Overall - 75% approval rating

A parent survey was conducted in May of 2012. The survey was broken down into five sections:

Purpose/Direction -85% approval rating

Governance/Leadership - 85% approval rating

Teaching/Assessing for Learning - 82% approval rating

Resources/Support Systems - 85% approval rating

Using Results for Continuous Improvement - 82% approval rating

Overall - 86% approval rating

A Student survey was conducted A Student survey was conducted in May of 2012. The survey was broken down into five sections:

Purpose/Direction -97% approval rating

Governance/Leadership - 89% approval rating

Teaching/Assessing for Learning - 93% approval rating

Resources/Support Systems - 96% approval rating

Using Results for Continuous Improvement - 89% approval rating

Overall - 93% approval rating

Demographic data

Student Demographic Data: Current overall enrollment for South Walnut is 444 students: 92 students in Kindergarten, 96 students in first grade, 85 students in second grade, 91 students in 3rd grade, and 80 students in fourth grade. South Walnut was originally a 3rd - 5th grade elementary until the 2010-2011 school year. Our school district consolidated buildings and South Walnut was restructured into a K-4th grade building. Aside from the consolidation, there have been no substantial changes over the past 5 years. Sub-group populations over the past five years have not shown any significant change. Approximately 76% of our student population receive free and reduced lunch assistance.

Staff Demographic Data: The average number of years teachers have taught at South Walnut Elementary School is 20.4 years. The Principal has been at South Walnut Elementary School for the past 5 years.

Parent and Community Demographic Data: Education Background with no diploma equals 19.8 %, High School Graduate equals 36%, some college with no degree equals 18%, Associates Degree equals 4%, Bachelor's Degree equals 5% and Graduate Degree equals 3%. The median family income equals \$31,533 with families below poverty equaling 13%. (<http://www.simplyhired.com/a/local-jobs/city/l-Bangor,+MI.>)

Process Data:

Each school improvement team member along with their grade level was assigned a strand to review to complete the process data. Upon completion of process rubrics the SIT team completed the Advanced Process Rubric Questions. The status of each indicator was shared in the final report with the entire staff. School Improvement team members gather demographic data through our Dibels database, NWEA MAP reports, MEAP reports, and the MI-Tracker Golden Package report. The team reviews student achievement data through various assessments. They analyze and provide reports to share with staff in a variety of ways.

The school improvement team surveyed staff, students and parents via paper or online and collected/analyzed the perception data. They then shared the data with the staff at staff meetings.

Based on the review of the School Process Rubrics our staff scored:

Curriculum (Strand I - Teaching for Learning) SCORE - 2.0
Instruction (Strand I - Teaching for Learning) SCORE=2.67
Assessment (Strand I - Teaching for Learning) SCORE = 2.67
Assessment (Strand I - Teaching for Learning) SCORE = 2.5
Instructional Leadership (Strand II - Leadership) SCORE = 2.4
Shared Leadership (Strand II - Leadership) SCORE = 1.75
Operational and Resource Management (Strand II - Leadership) SCORE = 2.0
Personnel Qualifications (Strand III - Personnel and Professional Learning) SCORE 3
Professional Learning (Strand III - Personnel and Professional Learning) SCORE = 2.33
Parent/Family Involvement (Strand IV - School and Community Relations) SCORE = 2.33
Community Involvement (Strand IV - School and Community Relations) SCORE = 2.5
Data Management (Strand V - Data and Information Management) SCORE = 3
Information Management (Strand V - Data and Information Management) SCORE = 2.75

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

All content areas have goals that focus around common vocabulary and more universal strategies and activities that promote language comprehension.

In reading the goals focus on flexible reading groups, more intensive language instruction, and individualized instruction.

In science the goals focus on vocabulary, word walls, and writing prompts that require a common vocabulary.

In Social Studies there is a strong emphasis on common vocabulary to boost the understanding of key social studies concepts.

In math, again there is a strong focus on vocabulary and universal common core activities to strengthen the understanding of key math concepts.

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

The majority of our strategies and activities listed in our school improvement goals represent universal concepts that promote consistency for all students through instruction. Common vocabulary in reading and math, a more prescribed approach to writing, and more effective platforms for math and reading interventions all serve to benefit our disadvantaged students through better instruction and more efficient interventions.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

The strategies incorporated to improve achievement are based on a multi-tiered system of support. The collaborative team time will be used to review and evaluate the effectiveness of the strategies.

Tier I

After School Program - Classroom teachers will coordinate with the staff of the ELL afterschool program in order to enhance the learning of Social Studies topics. Activities will be provided and suggested to the ELL staff that emphasizes the concepts being taught in the classroom.

Tier I

Enhanced Vocabulary Knowledge - Through a variety of activities students will increase their knowledge of identified Social Studies vocabulary words in order to increase their understandings of Social Studies concepts.

Tier I-2 Strategic

Use of Informational Text - A variety of informational text will be utilized K-4 to increase knowledge of content vocabulary and students' abilities to make connections, comparisons, and conclusions regarding text on Social Studies topics. These texts will be shared with the ELL teacher in order to strengthen ELL students' vocabulary and knowledge and align the supplemental service..

Tier I

Common Vocabulary and the CCSS Math Practice - Teacher will collaborate to effectively develop a way of teaching common math vocabulary and math practices to students that emphasizes state assessments and common core standards.

Tier I

Staff collaboration on curriculum pacing guides that reflect the common core - Teachers will be provided with common core professional development training this summer for math instruction. South Walnut teachers will become familiar with Math common core standards and be better prepared to implement and incorporate them into their classrooms.

Tier I

Provide consistent and direct instruction of language skills. - "Each kindergarten and first grade teacher will begin teaching language skills through a direct instruction program at the beginning of the school year. Students will be assessed using the programs placement material to determine appropriate instructional level. Workbooks will be purchased and students will complete daily workbook pages to monitor their progress."

Tier I

Provide consistent instruction and evaluation of the writing process - All grades will begin using the same writing program. This program will be purchased this summer. Through this internet based program, teachers will have online access to lessons and will be able to use it with technologies that will be available in the district. Training will be provided in the fall for teachers. Rubrics that are available with the program will help us monitor the effectiveness of the program. Grade levels will meet quarterly to score writing samples together.

Differentiated reading instruction and flexible reading groups - Paraprofessionals will be assigned to reading blocks. These paraprofessionals will provide instruction in SRA's Reading Mastery program, including Rewards, and Corrective reading. They may also work on individualized activities which may include intervention strategies. Consumable workbook materials will be necessary to implement this strategy.

Tier II and Tier III

Student Intervention Services - At Risk students, as identified by DIBELS Next, MAP, MEAP, will be provided with interventions through a regularly scheduled pull out program. An intervention teacher will provide research-based interventions based on individual needs.

Tier I

Common Vocabulary - Teachers will have students participate in several vocabulary tasks that will insure that all K-4th grade Science

teachers are using a common vocabulary.

Tier I

Vocabulary Word Wall - K-4th Grade Science teachers will construct a vocabulary word wall that correlates with standards in each unit. Students will then be asked to utilize the word wall in their writing and speaking to demonstrate understanding of vocabulary words.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

All of our strategies align with the premises of our needs assessment in the way that they offer universal supports for all students, while including an emphasis on instructional tools that will address vocabulary, language usage, formal writing, and improved instruction for all students by our staff in preparation of the CCSS implementation.

Strategy:

providing students with the necessary academic and social support, such as stronger relationships between students and staff to build personalization in instruction and support, interventions to address targeted student needs.

Strategy:

increasing teacher effectiveness through teacher collaboration across subject areas via professional communities and high-quality professional development that is tied to data

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

All of our strategies align with the premises of our needs assessment in the way that they offer universal supports for all students, while including an emphasis on instructional tools that will address vocabulary, language usage, formal writing, and improved instruction for all students by our staff in preparation of the CCSS implementation.

Strategy:

providing students with the necessary academic and social support, such as stronger relationships between students and staff to build personalization in instruction and support, interventions to address targeted student needs.

Strategy:

increasing teacher effectiveness through teacher collaboration across subject areas via professional communities and high-quality professional development that is tied to data.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

All of our strategies align with the premises of our needs assessment in the way that they offer universal supports for all students, while including an emphasis on instructional tools that will address vocabulary, language usage, formal writing, and improved instruction for all students by our staff in preparation of the CCSS implementation.

Strategy:

providing students with the necessary academic and social support, such as stronger relationships between students and staff to build

personalization in instruction and support, interventions to address targeted student needs.

Strategy:

increasing teacher effectiveness through teacher collaboration across subject areas via professional communities and high-quality professional development that is tied to data.

5. Describe how the school determines if these needs of students are being met.

Through progress monitoring and grade level reviews of student achievement data.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this?</p> <p>NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	all instructional paraprofessionals meet the NCLB requirements for highly qualified status. Our district keeps records of all qualification on file and buildings are notified when someone is not qualified. All new hires must meet the requirements before being considered for employment by the district.	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this?</p> <p>NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	All teachers meet the NCLB requirement for high qualified. We conduct an annual audit of personnel records internally. Teachers that are in need of renewing their endorsements are notified one year in advance. The administration maintains communication with affected staff members through the confirmation of renewal of their endorsement or their dismissal from the classroom.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

We had one teacher retire at the end of the school year. That teacher was replaced through the hiring of a new teacher.

2. What is the experience level of key teaching and learning personnel?

The average number of years teachers have taught at South Walnut Elementary School is 20.4 years. The Principal has been at South Walnut Elementary School for the past 5 years. Teachers on staff for: 0-4 years =2, 5-10 years =2, 11-16 years=10, 17-20 years =5, 21-25 years=4, 26-30 years=2, Over 30 years=0.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

We continue to offer professional development and support for our staff as needed to promote fidelity with building initiatives. There is an emphasis on making sure that are teachers receive relevant assistance with instruction in the classroom and classroom management. There is no specific initiative to attract high quality teachers, but there is a priority on effectively evaluating all professional staff to ensure that only our most effective instructional staff are retained in the event of staff reductions.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

We continue to offer professional development and support for our staff as needed to promote fidelity with building initiatives. There is an emphasis on making sure that are teachers receive relevant assistance with instruction in the classroom and classroom management. There is no specific initiative to attract high quality teachers, but there is a priority on effectively evaluating all professional staff to ensure that only our most effective instructional staff are retained in the event of staff reductions.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Our district is continuously reviewing our student enrollment, fundamental student needs, and the resources required to maintain an effective teaching model. We have been very critical of concerns that include high class sizes, appropriate classroom resources, and relevant training and support. Our goal is to maintain our current instructional staff if at all possible.

Component 5: High Quality and Ongoing Professional Development

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

South Walnut is a MIBLSI school. This means that our school has committed itself to targeting behavior and reading. As a member of the MIBLSI grant our school created a leadership team to help coordinate and oversee the data collection and maintenance of our building level commitment by staff. This leadership team is comprised of teachers that also serve on our school improvement team. Our team meets monthly to review all initiatives connected to student learning and behavior. We conduct a fall, winter, and spring data review where student achievement data, discipline data, and staff perception data are all reviewed in a comprehensive manner through release days. The leadership team then presents it's findings to the staff through monthly staff meetings and through email and personal communication. As a result of this review structure, our grade level teams are given much more direct information to review as grade levels. Based on our comprehensive needs assessment and the data review conducted by our staff we have determined the target areas for our professional development. We have devoted time last year to addressing classroom management with the use of CHAMPS training. We have also been working on addressing our concerns in the areas of reading and writing through professional development that involved staff working on identifying the existing pyramids of intervention for all content areas. We have worked as a building on how to provide more support in the classroom for reading and math, as well as identifying more effective intervention strategies to be used through our multi-tiered systems of support outside of the classroom. Our staff has spent a great deal of time working with the Common Core State Standards, data review, and relevant instructional strategies that reflect teaching best practices. Attached you will find a template that outlines our planned professional development for the 2013-2014 school year that is driven from the results of our comprehensive needs assessment. Aside from the PD plans attached, we have also scheduled several release days for district vertical teams to meet and continue work on their alignment to the common core curriculum in the areas of English Language Arts and reading..

We continually meet monthly as a building staff to ascertain our compliance to the goals of our school improvement plan and we review our effectiveness in the various programs, interventions, and services that we offer our students to ensure that we continue the effective use of our available resources.

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

We continue to build on our knowledge and our professional development is planned based on the review of our student achievement scores, concerns of teaching staff, and identified areas of improvement based on the review of our School Improvement Plan. Our leadership/school improvement team conduct several surveys, diagnostics, and data reviews that help us determine which professional development topics have resulted in positive improvements, which topics need continued support, and which topics have proven to be unnecessary or ineffective. This information is used to guide what professional learning is added for future professional development days.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	kjkj	PD Planning sheet

Component 6: Strategies to Increase Parental Involvement

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

Every year our school district schedules a fall district-wide parent meeting to discuss, review and gather input on our Tier I, Tier II, and Tier III programs and planning for the school year. Parents are invited to attend, review and offer their input on how to improve our current programs. This, as well as additional meetings with parents, is generally held in the evenings, however alternate, flexible times are offered.

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

South Walnut keeps an open line of communication with our parents regarding the policies and procedures of the school. Teachers and administration address parent concerns in a timely manner and make modifications to curriculum and programming to maintain effectiveness. Descriptions of all program services are available to our parents. This also includes their student's test scores, learning targets progress, and intervention summaries which are provided in a timely manner.

Our ELA department plans to provide parents with vocabulary, informational text, writing strategies, and other various activities that can help strengthen skills for both the child and their family to bolster further success in the classroom.

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

An annual survey is taken by students, parents, and staff each spring in order to provide feedback regarding the parent involvement policy and school-wide plan. This feedback is used to make modifications and adjustments for continual improvement.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	1118 (c) (1) Every year our school district schedules a district-wide parent meeting to discuss, review, and gather input on our Title I programs and planning for the school year. 1118 (c) (2) South Walnut attempts to offer flexible meeting times for parent meetings. Generally meetings are held in the early evening, but we have offered meetings mid-day, and in the morning upon request. 1118 (c) (3) Each fall there is an annual parent meeting scheduled to review current Title I programs and initiatives. Parents are invited to attend, review, and offer input on how to improve our current program	Parent Involvement Policy

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

hkjj

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

Our School Improvement Team has developed a checklist that we will use to evaluate the consistency of our implementation of the Parent Involvement Policy. We will use a Leikert Scale that will include Not implemented, Progressing, and Implemented. This checklist will be reviewed monthly to ensure that we score ourselves as "Implemented" on all items.

The school Improvement Team collects this information and reviews it at a monthly meeting. Pertinent items are shared with the staff through grade level meetings and a monthly staff meeting. Surveys are given to all staff, students, and parents each spring that includes items relating to the parent involvement plan.

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

The checklist itself will ensure that we are able to maintain evidence that all aspects of the parent involvement plan are being implemented and maintained. We have lacked accountability in this area in the past.

Grade level meetings, building staff meetings, and parent meetings will be utilized to gather feedback and evaluate the effectiveness of our schoolwide initiatives. Our school improvement team will oversee and facilitate the implementation of the plan.

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

This compact was created with collaboration of staff and parents through our District Curriculum Council. It reflects our district's basic expectations regarding academic, social, and behavioral expectations for all students and their families. We have invested a great deal of time and energy into our curriculum. We wanted to make sure that there was a contract/compact that reflected our district policies and student code of conduct documents at all levels.

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

Our school district uses a common student-parent-teacher compact that all stakeholders sign at the beginning of the school year to review each stakeholder's role in the educational process. This compact was created through collaboration with staff and parents through our district curriculum council.

Every year during our fall Parent Teacher Conferences we review the parent compact with each family. Teachers seek out parents that do not attend and schedule time to sit down and review the compact as soon as possible. All compacts are kept on file by the teacher for the duration of the school year. The compact acts as an outline of the responsibilities of everyone associated with a student's learning. Our teachers review expectations for work completion, behavior, support at home, and the importance of an open line of communication between home and school.

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

Our district uses a common compact across all grade levels. All buildings utilize our fall parent teacher conferences as the primary delivery method of the compact to families.

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

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

Limited English:
We provide translated materials whenever possible to our families that require them. In the event that a report is not available in their language, we supply a staff member to assist us in explaining the results in detail in a face-to-face meeting or through a phone conference when necessary.

User Friendly:
All student achievement results, MEAP, NWEA, and Dibels reports are presented in an easy to read format that families can understand.

Parents with Disabilities:
Student achievement results will be provided in a way that meets the needs of all parents.

Literacy Issues:
Staff will share student assessment results in a more in-depth way when it is needed for parent understanding.

Component 7: Preschool Transition Strategies

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

The preschool grant works closely with South Walnut Elementary, as well as County resources to ensure that families are properly informed about their child's progress and performance in school.

During the second semester of the school year, all Headstart and preschool classes participate in two classroom visits, as well as emergency evacuation drills that utilize South Walnut as their staging site. In addition to the classroom visits, the Principal and kindergarten teachers participate in a parent night for the County HeadStart families where we discuss the kindergarten readiness standards, hand out information, and give a detailed explanation of what we would like to see as a solid foundation to start school in the fall.

In our GSRP program, there are regularly scheduled parent meetings where kindergarten readiness standards are discussed. The Principal attends one of the parent meetings in

the spring to discuss, in detail, the daily schedule, expectations, common anxieties, and transition strategies to alleviate any concerns.

All parents receive a letter from the Principal extending an open invitation to visit the school and sit in on kindergarten classrooms. This helps many parents see firsthand how class is structured and how the curriculum has changed over the years.

South Walnut also schedules a Kindergarten registration event that takes place in April over a two day period. This event includes participation from the health department, ISD services, speech evaluation, translation services, hearing and vision screenings, nutritional counseling, and a range of other services and organizations that provide a well-rounded approach to all of our incoming kindergarten students. All parents receive information packets that include skills to work on and a summer preparation kit with recommended activities to practice over the summer to better prepare for school in the fall.

Our preschool families are invited to several of our special events throughout the school year. Our PTO includes our preschool in many of the K-4 activities that happen throughout the year as well.

Preschool academic reports are shared with our kindergarten staff to aid in the placement and services that will be needed upon entrance in the fall.

Finally, our GSRP instructional staff participate in professional learning specific to preschool age children. This training is pre-approved, if not provided by the ISD staff responsible for the monitoring of all GSRP programs in the county. All training must meet the requirements set forth in the GSRP grant.

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

The Van Buren Intermediate School District oversees all of the professional development that is required for our preschool program. At the local level we have arranged training that was approved in advance by the ISD auditor to ensure compliance with the requirements of the GSRP grant. This training includes first Aid, Crisis Prevention, Child assessments, and Kindergarten readiness strategies that include methods for involving parents in the support and success of their children through preschool and into kindergarten. Our preschool staff are also required to participate in various professional development days designed to provide relevant information to all district staff. The preschool staff are also invited and encouraged to participate in the other various opportunities that are scheduled throughout the school year if relevant to their program in any way whatsoever.

Component 8: Teacher Participation in Making Assessment Decisions

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

Grade level meetings, staff meetings, district curriculum meetings, building school improvement team meetings, and surveys are used to collect feedback and consensus on the timing, structuring, and scheduling of school-based academic assessments.

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

Grade levels are expected to review student data after each benchmark assessment. In addition, our building school improvement team and MIBLSI leadership team conduct fall, winter, and spring data review sessions to closely analyze data for school improvement purposes. Staff meetings are used to report out to all staff about results and gather input prior to making final decisions.

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

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

English Language Arts

Reading:

Grade Span: K-4

Identification/Criteria for selection: Grade levels are expected to administer cumulative assessments in each content area at the beginning and end of the school year to assess academic progress. These tests offer an initial indicator of possible at risk students. All students also take the NWEA MAP test in the fall, winter, and spring to measure academic progress in the areas of reading, math, and language usage. These test scores provide a second indicator of at-risk students. Finally, all students are given the Dibels benchmark assessment in the fall, winter, and spring to measure reading fluency and comprehension. This offers a third indicator of possible at risk students.

Once this initial testing is completed in the first few weeks of school, grade level teams sit down and review the results. MAP scores are used first to determine the bottom 15% of students in the areas of reading and language usage. The list that is created from MAP scores is then compared with a percentile ranking of student Dibels benchmark scores. Students that fall in the bottom 15 % from both assessments are then scheduled for child study teaming to determine the most effective plan for support through our multi tiered system of support.

Supports to be considered for student interventions include in-class supports and accommodations, small group pull-out interventions, oneon-

one interventions, formal testing and evaluation, and other customized plans as deemed necessary by our child study team.

English language Arts

Writing:

Grade Span: K-4

Identification/Criteria for selection: Grade levels are expected to administer cumulative assessments in each content area at the beginning and end of the school year to assess academic progress. These tests offer an initial indicator of possible at risk students. All students also take the NWEA MAP test in the fall, winter, and spring to measure academic progress in the areas of reading, math, and language usage. These test scores provide a second indicator of at-risk students. Finally, all students are given a writing prompt to complete. This writing is then scored using a universal scoring rubric that has been designed by grade level teams to indicate how well their students are addressing the common core writing standards and those students that score partially proficient or not proficient on the scoring rubric receive skill-based interventions to address the targeted areas. Students are given various writing prompts to complete which are reviewed by grade level teams. Students that exhibit concerns in their writing skills are given additional assistance in class or through our intervention program.

Mathematics:

Grade Span: K-4

Identification/Criteria for selection: Grade levels are expected to administer cumulative assessments in each content area at the beginning and end of the school year to assess academic progress. These tests offer an initial indicator of possible at risk students. All students also take the NWEA MAP test in the fall, winter, and spring to measure academic progress in the areas of reading, math, and language usage. These test scores provide a second indicator of at-risk students. Finally, all students are given the Delta math universal screening assessment in the fall, winter, and spring to measure key math skills that all students should possess. This offers a third indicator of possible at risk students.

Once this initial testing is completed in the first few weeks of school, grade level teams sit down and review the results. MAP scores are

used first to determine the bottom 15% of students in the areas of reading and language usage. The list that is created from MAP scores is then compared with a percentile ranking of student Dibels benchmark scores. Students that fall in the bottom 15 % from both assessments are then scheduled for child study teaming to determine the most effective plan for support through our multi tiered system of support. Supports to be considered for student interventions include in-class supports and accommodations, small group pull-out interventions, one-on-one interventions, formal testing and evaluation, and other customized plans as deemed necessary by our child study team.

In addition, our building school improvement team and MIBLSI leadership team conduct fall, winter, and spring data review sessions to closely analyze data for school improvement purposes. Test scores are compared with the state achievement test results to determine clear deficit areas for students through item analysis reports and grade level assessments, as well as Dibels data and NWEA MAP assessments. Once students are identified for deficit areas, we check to ensure that they are receiving additional supports and/or interventions either in the classroom or through strategic and intensive interventions. All core content areas are being addressed through reading proficiency levels with a tiered system of support.

Staff meetings are used to report out to all staff about results and gather input prior to making final intervention decisions.

All students receive different progress monitoring assessments and quizzes in the subjects of science and social studies. Teachers provide a variety of small group instruction, individual assistance, and /or differentiated instruction to address skills and content where students lack acceptable progress.

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

English Language Arts

Reading

Grade Span: K-4

Interventions:

Read Naturally Computer software

Reading Mastery Read-Aloud Library

Fluency Worksheets

Road to the Code Intervention Program

Small group re-teaching of core reading lesson

Small group pre-teaching of core reading lesson

Moby Max progress monitoring software for fluency, comprehension, and spelling

Small group instruction in Zoo-Phonics

Individualized instruction on specific, deficient skills

Various classroom accommodations

Writing:

Grade Span: K-4

Interventions:

Writer's workshop

Individualized instruction on 6+1 Traits of writing

Mathematics

Grade Span: K-4

Interventions:

Moby Maxx Progress monitoring online

Rocket Math program
Successmaker Online
Delta Math screener and progress monitoring software
Small group instruction on targeted skills
Various classroom accommodations
Small group pre-teaching of math skills
Small group re-teaching of math skills

Grade levels are expected to review student data after each benchmark assessment. Progress monitoring data is also reviewed for students receiving intensive interventions so adjustments can be made in a timely manner.. In addition, our building school improvement team and MIBLSI leadership team conduct fall, winter, and spring data review sessions to closely analyze data for school improvement purposes, and adjust selected students for interventions. Test scores are compared with the state achievement test results to determine clear deficit areas for students through item analysis reports and grade level assessments, as well as Dibels data and NWEA MAP assessments.

Once students are identified for deficit areas they are assigned the appropriate interventions either in the classroom or through strategic and intensive interventions. All content areas incorporate cross content strategies on a daily basis so assessment data should show growth on all state and local assessments.

Staff meetings are used to report out to all staff about results and gather input prior to making final intervention decisions.

Pre / Post tests are given to students to identify the extent of prior learning. Students are then given content that aligns with their abilities and learning styles. Accommodations are made to boost success for all learners. Grade level teachers work to provide cross-curricular opportunities. Our core reading program is designed around flexible ability groups. Higher achieving math students are given opportunities to receive instruction at their level through differentiated instruction and cross curricular opportunities. Grade level teams collaborate to best meet the needs of individual students.

All students receive different progress monitoring assessments and quizzes in the subjects of science and social studies. Teachers provide a variety of small group instruction, individual assistance, and /or differentiated instruction to address skills and content where students lack acceptable progress.

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

Pre / Post tests are given to students to identify the extent of prior learning. Students are then given content that aligns with their abilities and learning styles. Accommodations are made to boost success for all learners. Grade level teachers work to provide cross-curricular opportunities. Our core reading program is designed around flexible ability groups. Higher achieving math students are given opportunities to receive instruction at their level through differentiated instruction and cross curricular opportunities. Grade level teams collaborate to best meet the needs of individual students.

All students receive different progress monitoring assessments and quizzes in the subjects of science and social studies. Teachers provide a variety of small group instruction, individual assistance, and /or differentiated instruction to address skills and content where students lack acceptable progress.

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

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

Professional development is used to coordinate and integrate our assessments and instructional strategies in reading and math to align with the schoolwide goals.

Our school improvement team members are overseeing the alignment of curriculum through content area assignments for each staff member. The goal is to develop a tighter alignment with the schoolwide goals and maintain fidelity and continuous improvement. We can summarize our resources into three main categories: programs, personnel, and materials. When conducting our surveys and inventories with our staff, the school improvement teams and MIBLSI leadership teams through our designated data review days, complete assessments that summarize the effectiveness and fidelity of each program or initiative that is linked to our building goals. This summary work is shared with our staff through reports and staff meetings to properly communicate our findings and troubleshoot any areas of concern where we fail to see the desired progress and/or success.

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

Title I, Part A - Provides funding for reading materials, online subscriptions for intervention software, paraprofessionals for our at-risk students in the areas of math and reading, and paraprofessionals for our MTSS pull-out programming for at-risk students in all content areas.

Title I, Part C - School year Migrant program supplies funding to coordinate a teacher and paraprofessionals to assist our migrant students that require supplemental assistance in math and english.

Title II, Part A - Small class size grant provides funding for our MTSS pull-out program classroom teacher and for our small class size grand that places a required limit of 17 students for two consecutive years to provide more intensive instruction and assistance.

Title III - This grant funds an afterschool program that provides additional assistance for our ESL students that have language barriers.

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

Title I, Part A - Provides funding for reading materials, online subscriptions for intervention software, paraprofessionals for our at-risk students in the areas of math and reading, and paraprofessionals for our MTSS pull-out programming for at-risk students in all content areas.

1. The comprehensive needs assessment is demonstrated in the way that it funds personnel and materials to assist our struggling, at-risk students.

2. Schoolwide reform strategies are demonstrated through the school improvement goals and objectives. The programs and services provided through Title I, Part A are all linked directly to the goals and plans.

5. Professional Development is designed to supply information and direction that define the programs and services provided through Title I, Part A. Examples would include our PD offerings and coaching for our Reading Mastery core reading program and our Write Steps writing program, as well as PD opportunities connected to our Common Core math initiatives.

8. Parental Involvement is demonstrated through ensuring that time and training is provided to our parents in relation to our reading

programs, MTSS initiatives, and awareness of the common core standards in English Language Arts and Title I funding.

9. Timely and additional assistance: All of our Title I funding is geared toward providing continuous, sustained assistance to students performing below grade level in core content areas. All of our assistance through core instruction and MTSS initiatives are focused around assistance that is provided in a timely manner.

Title I, Part C - School year Migrant program supplies funding to coordinate a teacher and paraprofessionals to assist our migrant students that require supplemental assistance in math and english.

1. The comprehensive needs assessment is demonstrated in the way that it funds personnel and materials to assist our migrant population. Our CNA specifically targets our English Language Learners as a sub-group with a clear discrepancy in relation to the student population overall.

2. Schoolwide reform strategies are demonstrated through the school improvement goals and objectives. The programs and services provided through Title I, Part C are all linked directly to the goals and plans.

5. Professional Development is designed to supply information and direction that define the programs and services provided through Title I, Part C. Examples would include our PD offerings and coaching for our Reading Mastery core reading program and our Write Steps writing program, as well as PD opportunities connected to our Common Core math initiatives.

8. Parental Involvement is demonstrated through ensuring that time and training is provided to our parents in relation to our curriculum and academic programs.

9. Timely and additional assistance: All of our Title I funding is geared toward providing continuous, sustained assistance to students performing below grade level in core content areas. All of our assistance through core instruction and MTSS initiatives are focused around assistance that is provided in a timely manner.

Title II, Part A - Small class size grant provides funding for our MTSS pull-out program classroom teacher and for our small class size grand that places a required limit of 17 students for two consecutive years to provide more intensive instruction and assistance.

1. The comprehensive needs assessment is demonstrated in the way that it funds personnel and materials to assist our struggling, at-risk students.

2. Schoolwide reform strategies are demonstrated through the school improvement goals and objectives. The programs and services provided through Title II, Part A are all linked directly to the goals and plans.

5. Professional Development is provided to all teaching staff in differentiated instruction and intervention strategies to effectively support our at-risk population both in and out of the classroom. PD offerings have included our CHAMPS behavior training, Corrective Reading strategies, and Kagan Cooperative Learning.

8. Parental Involvement is demonstrated through providing awareness to our families about the programs that are available to our students and strategies that can be utilized at home to support their academics.

9. Timely and additional assistance: All of our Title II funding is geared toward providing continuous, sustained assistance to students on a daily basis as needed.

Title III - This grant funds an afterschool program that provides additional assistance for our ESL students that have language barriers.

1. The comprehensive needs assessment is demonstrated in the way that it funds personnel and materials to assist our struggling, at-risk students. In this case it addresses academic supports needed for success in our ESL students' classes 2. Schoolwide reform strategies are demonstrated through the school improvement goals and objectives. The programs and services provided through Title III are all linked directly to the goals and plans.

5. Professional Development is designed to supply information and direction that define the programs and services provided through Title III.

8. Parental Involvement is demonstrated through ensuring that time and training is provided to our parents in relation to our reading programs, MTSS initiatives, and awareness of the common core standards in English Language Arts and other Title III services provided through the district.

9. Timely and additional assistance: All of our Title III funding is geared toward providing continuous, sustained assistance to students performing below grade level in core content areas. All of our assistance through core instruction and MTSS initiatives are focused around assistance that is provided in a timely manner.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

The building school improvement team gathers information for the comprehensive needs assessment. The building school improvement team meets with building staff through grade levels, content areas, then together as an entire group through staff meetings to review our progress and effectiveness at the different components of our schoolwide plan. We have three data review days scheduled throughout the school year. The Leadership team that conducts the data review days also administers a summary of effectiveness survey to gather consensus from staff on the effectiveness of our existing programs. The Leadership team also completes a scoring rubric for each initiative to determine if student scores indicate success in the programs. This information is shared with all parents at the end and beginning of each school year. Parent surveys are used in the spring to collect perception data on the quality of our programming for all students. Parents are also invited to attend our annual district parent meeting where detailed descriptions of ALL programming in the district are shared with parents and other stakeholders. Parents are also encouraged to attend conferences in the fall, conferences in the spring, monthly curriculum council meetings, monthly school board meetings where information is reviewed, and various PTO meetings with scheduled special presentations.

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

Our Leadership team collects achievement results and our instructional staff chart progress over multiple years to indicate the level of academic growth. We use the references set forward by the state of Michigan for the MEAP test, NWEA for the MAP test, and the University of Oregon for Dibels proficiency targets. Our school improvement team also conducts perception surveys of staff, students, and parents in order to build a consensus on the effectiveness and image of our programming amongst the different groups. Obviously, our priority is focused on student achievement and progress over time when evaluating programs. Parent surveys are used in the spring to collect perception data on the quality of our programming for all students. Parents are also invited to attend our annual district parent meeting where detailed descriptions of ALL programming in the district are shared with parents and other stakeholders. Parents are also encouraged to attend conferences in the fall, conferences in the spring, monthly curriculum council meetings, monthly school board meetings where information is reviewed, and various PTO meetings with scheduled special presentations.

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

Our teaching staff review the student achievement reports for evidence that reflect a decrease in the gaps of learning. Students identified as needing strategic or intensive interventions are progress monitored. The progress monitoring provides feedback to adjust instruction and increase achievement. If there is a lack of progress for students, our staff will use a summary of effectiveness rubric to determine if there is a breakdown in the fidelity of the program, if the program is not the correct strategy to address the targeted content, or if it is another variable that needs to be addressed. This information is then reviewed with the entire staff and addressed as needed. Parent surveys are used in the spring to collect perception data on the quality of our programming for all students. Parents are also invited to attend our annual district parent meeting where detailed descriptions of ALL programming in the district are shared with parents and other stakeholders. Parents are also encouraged to attend conferences in the fall, conferences in the spring, monthly curriculum council meetings, monthly school board meetings where information is reviewed, and various PTO meetings with scheduled special presentations.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

As mentioned previously, we have a school improvement team and leadership team that overlap one another in membership. these teams collect student achievement data from multiple years, they help grade levels identify the trends, sub groups, and areas of concern to make more effective data for grade levels to use in their decision making. Grade level team meetings, district vertical teams by content area, staff meetings, district curriculum meetings, building school improvement team meetings, and surveys are used to collect feedback and consensus on the continuous improvement of students in the schoolwide plan. Our coordinated data review days are integral in the evaluation process for all of our programs and initiatives. Any changes, revisions, or eliminations to existing programs start and end with the school improvement and leadership team coordination. These teams are responsible for facilitating the evaluations, surveying, and completion of effectiveness rubrics for any programs or initiatives being reviewed.

Again, parent surveys are used in the spring to collect perception data on the quality of our programming for all students. Parents are also invited to attend our annual district parent meeting where detailed descriptions of ALL programming in the district are shared with parents and other stakeholders. Parents are also encouraged to attend conferences in the fall, conferences in the spring, monthly curriculum council meetings, monthly school board meetings where information is reviewed, and various PTO meetings with scheduled special presentations.

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

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

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

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

Component 2: Services to Eligible Students

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

Component 3: Incorporated Into Existing School Program Planning

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

Component 4: Instructional Strategies

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

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

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

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

Component 5: Title I and Regular Education Coordination

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

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

Component 6: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.			

Component 7: High Quality and Ongoing Professional Development/Learning

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

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.			

Component 8: Strategies to Increase Parental Involvement

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

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

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?			

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

5. Describe how the parent involvement activities are evaluated.

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

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

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

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

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

Component 9: Coordination of Title I and Other Resources

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

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

Component 10: Ongoing Review of Student Progress

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

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

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

Evaluation

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

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

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

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

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

School Improvement Plan 2018-2019

Overview

Plan Name

School Improvement Plan 2018-2019

Plan Description

2018-2019 School Year

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 Social Studies.	Objectives: 1 Strategies: 7 Activities: 10	Academic	\$1598
2	All students at South Walnut Elementary will show growth in science through increased vocabulary and literacy skills.	Objectives: 2 Strategies: 6 Activities: 6	Academic	\$8422
3	Math intervention/enrichment will be provided to all South Walnut elementary students through small group, hands on instruction.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$6202
4	All students at South Walnut Elementary will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$6000
5	All students will show improved proficiency in reading on the 2018-2019 NWEA's MAP.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$39607

Goal 1: All students will be proficient in Social Studies.

Measurable Objective 1:

100% of All Students will increase student growth in understanding concepts in Social Studies by 06/30/2019 as measured by spending a minimum of 60 minutes per week on Social Studies objectives..

Strategy 1:

Technology Enrichment - Teachers will utilize available technology (e.g.: internet, smart boards) to provide enrichment activities that support Social Studies lessons and the overall curriculum.

Category: Technology

Research Cited: SPR 90: I.2B: Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners.

Technology is a key component of instructional practice.

Tier: Tier 1

Activity - Scholastic News Interactive	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the Scholastic News interactive activities (e.g.:videos, skill games) as part of their Social Studies curriculum.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/30/2019	\$1139	General Fund	Classroom staff K-2, 4

Activity - Studies Weekly Interactive	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate online resources such as videos and primary sources, available through Studies Weekly as part of their Social Studies curriculum.	Academic Support Program	Tier 1	Implement	09/04/2018	06/30/2019	\$0	General Fund	3rd grade staff

Strategy 2:

Informational Text - A variety of informational text will be utilized K-4 to increase knowledge of content vocabulary and students' abilities to make connections, comparisons, and conclusions regarding text on Social Studies topics.

Category: Learning Support Systems

Research Cited: SPR 90:1.2.B: Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards.

Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students diverse needs.

Tier: Tier 1

Activity - Scholastic News	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This publication will be utilized, with accompanying activities, providing nonfiction, current articles on topics that correlate with grade level curriculum.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/30/2019	\$0	General Fund	K-2, 4 Teaching Staff

Activity - Michigan Studies Weekly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 3rd grade teachers will utilize informational text from a periodical based on Michigan History.	Supplemental Materials	Tier 1	Implement	09/04/2018	06/30/2019	\$459	General Fund	3rd Grade Staff

Activity - Reading Street Leveled Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled Readers with Social Studies themes, which are part of the Reading Street program, will be used to reinforce and support the learning of Social Studies objectives.	Academic Support Program	Tier 1	Implement	09/04/2018	06/30/2019	\$0	General Fund	All staff K-4th grades

School Improvement Plan

South Walnut Elementary School

Strategy 3:

Parent Correspondence - Articles and Letters in English and Spanish Translation will be used to convey topics of study to families in order to increase support at home.

Category: Learning Support Systems

Research Cited: SPR 90: The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children's learning at home.

Tier: Tier 1

Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scholastic Spanish versions of letters will be sent home explaining topics of study, activities, and listing vocabulary words being learned.	Parent Involvement	Tier 1	Monitor	09/04/2018	06/30/2019	\$0	General Fund	K-2, 4 Teaching Staff

Strategy 4:

Vocabulary Reinforcement - Through a variety of activities students will increase their knowledge of identified Social Studies vocabulary words in order to increase their understanding of Social Studies concepts.

Category: Social Studies

Research Cited: SPR 90: 1.2.B: Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards.

Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet students' diverse needs.

Tier: Tier 1

Activity - Shared Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vocabulary words that coordinate with the Social Studies unit being taught will be sent home for ongoing study.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/30/2019	\$0	General Fund	K-4 Teaching Staff

School Improvement Plan

South Walnut Elementary School

Strategy 5:

Community Involvement - Through a variety of methods students will share with the community their Social Studies learning.

Category: School Culture

Research Cited: SPR 40: The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

Tier: Tier 1

Activity - Social Studies Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in projects reflecting their grade level Social Studies curriculum and present to the community during Bangor Creates Night.	Community Engagement	Tier 1	Implement	09/04/2018	06/30/2019	\$0	No Funding Required	K-4 Teaching Staff

Strategy 6:

Assessment Projects - At the end of each marking period 3rd grade students will engage in a Social Studies project that assesses their knowledge of key concepts taught.

Category: Social Studies

Research Cited: SPR 90:1.2.B: Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards.

Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students diverse needs.

Tier: Tier 1

Activity - Social Studies Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

South Walnut Elementary School

Students will engage in four multi-dimensional projects throughout the school year. First marking period: 3-dimensional Native American map with written narrative; 2nd marking period: Fur Trading Poster with Character Dialogue; 3rd marking period: Heritage Project; 4th marking period: Timeline of a minimum of 10 events in Michigan's history	Academic Support Program	Tier 1	Implement	09/04/2018	06/30/2019	\$0	General Fund	3rd grade staff
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Strategy 7:

Curriculum Writing - 2nd grade staff will collaborate on rewriting their grade level Social Studies curriculum.

Category: Social Studies

Research Cited: SPR 90 (School 2009): Professional learning is conducted with colleagues across the school/district on improving staff practices and student achievement.

Tier: Tier 1

Activity - Bangor Unit of Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2nd grade staff will collaborate on the development of a year long unit of study of the local community.	Curriculum Development	Tier 1	Implement	09/04/2018	06/30/2019	\$0	General Fund	2nd grade staff

Goal 2: All students at South Walnut Elementary will show growth in science through increased vocabulary and literacy skills.

Measurable Objective 1:

A 25% increase of Economically Disadvantaged students will demonstrate a proficiency in vocabulary in Science by 06/07/2019 as measured by grade level Science assessments..

School Improvement Plan

South Walnut Elementary School

Strategy 1:

Parent Involvement - K-4th Grade teachers will provide parents with a list of vocabulary words and their definitions for each unit of study. A flyer explaining the new Next Generation Science Standards for Life Sciences will be sent home with all parents.

Category: Science

Research Cited: (SPR 90) The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

Tier: Tier 1

Activity - Parent letter and vocabulary words	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-4th grade Science teachers will copy and send home with each student the parent letter and vocabulary word lists at the beginning of each unit.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/07/2019	\$0	No Funding Required	All K-4th grade Science teachers, Monitor the implementation by Principal and Science building chair

Strategy 2:

Vocabulary Word Wall - K-4th Grade Science teachers will construct a vocabulary word wall that correlates with standards in life science, earth science units. Students will then be asked to utilize the word wall in their writing and speaking to demonstrate understanding of vocabulary words.

Category: Science

Research Cited: (SPR 90) Staff members act to create an equitable and inclusive learning environment. A concerted effort is made to reduce equity gaps in achievement and to address social and individual barriers to learning. Instructional strategies take into account the diverse socio-cultural backgrounds.

Tier: Tier 1

School Improvement Plan

South Walnut Elementary School

Activity - Word Wall	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
k-4th Grade teachers will create a vocabulary word wall with students during each Science lesson. The word wall will then be used to review, to assist with assignments, and support the writing process. Teachers will check for understanding of vocabulary terms during instruction and on end of the unit assessments.	Academic Support Program	Tier 1	Evaluate	09/02/2014	06/07/2019	\$0	No Funding Required	All K-4th grade Science teachers.

Strategy 3:

Vocabulary Word Cards - All k-4 teachers will use their NGSS vocabulary word cards to build sentences that demonstrate meaning of vocabulary word. 1-4th grade students will write these sentences in their journal.

Category: Science

Tier: Tier 1

Activity - Vocabulary Word Cards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use the vocabulary word cards in the NCSS kits to support students understanding of vocabulary words by building sentences using each vocabulary word.	Curriculum Development	Tier 1	Getting Ready	09/04/2018	06/07/2019	\$0	No Funding Required	All K-4th Grade teachers

Strategy 4:

All K-4 teachers will increase physical science literature in their classroom libraries. - Teacher will purchase grade level appropriate literature for NGSS physical Science Standards and add these selections to their classroom library.

Category: Learning Support Systems

Research Cited: Essential Instructional Practices in Early Literacy Essential #8 Abundant reading material and reading opportunities in the classroom.

Tier: Tier 1

School Improvement Plan

South Walnut Elementary School

Activity - Classroom Libraries	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-4th grade classroom teachers will order NGSS literature to be placed in their classroom library.	Academic Support Program	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$1000	Title I Part A	All K-4th grade teachers.

Measurable Objective 2:

100% of All Students will collaborate to become problem solvers and thinkers in Science by 06/07/2019 as measured by formative assessments for Science.

Strategy 1:

Professional Development - All K-4th grade teachers will receive professional development training in the new Earth Science units with the Next Generation Science standards in September of 2018.

Category: Science

Research Cited: SPR 90 Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse needs.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
South Walnut Elementary will monitor implementation for our next new NGSS science kits for the 2018-2019 school year and provide training to all k-4th grade teachers.	Curriculum Development, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/07/2019	\$1170	Title I School Improvement (ISI)	Mrs. Karen Bitzer-Principal and Donna Rummel - Curriculum Director

Strategy 2:

NGSS Curriculum - South Walnut Elementary School has purchased updated Science curriculum to meet the Next Generation Science Standards for Physical Science grade K-4th and will begin planning for Earth and Life Sciences kits.

Category: Science

School Improvement Plan

South Walnut Elementary School

Research Cited: SPR 90: Delivered curriculum: The school or program ensures that students have the supports they need to meet the required standards.

Tier: Tier 1

Activity - NGSS Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
South Walnut Elementary School has purchased new kit materials for the earth science units grades K-4th and will begin planning for Life Sciences kits for the 2019-2020 school year.	Materials, Curriculum Development	Tier 1	Implement	09/04/2018	06/07/2019	\$6252	Title I School Improvement (ISI)	Mrs. Karen Bitzer-Principal and Donna Rummel-Curriculum

Goal 3: Math intervention/enrichment will be provided to all South Walnut elementary students through small group, hands on instruction.

Measurable Objective 1:

40% of Pre-K, Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematical skills in Mathematics by 06/21/2019 as measured by the 2018-2019 NWEA MAP Test.

Strategy 1:

Staff collaboration on curriculum pacing guides, math units and activities to reflect and implement the common core standards. - Teachers continue to be provided with EngageNY professional development training for math instruction. South Walnut teachers will continue to become familiar with Math common core standards as they relate to EngageNY in order to be better prepared to implement and incorporate them throughout the school year.

Category: Mathematics

Research Cited: SPR (90) (School,2009)

Professional learning is conducted with colleagues across the school/district on improving staff practices and student achievement.

New York State Math Curriculum- EngageNY: <https://www.engageny.org/mathematics>

School Improvement Plan

South Walnut Elementary School

Tier: Tier 1

Activity - Teacher Collaboration and Review on Common Core Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to meet during common grade level planning time and any district provided professional development to continue to update and make any changes necessary to grade level math curriculum. This time will include reviewing common core standards to make sure instruction, activities, and assessments are aligned with their grade level pacing guide. Also, this time will be used for discussion of assessments, student performance, curriculum changes, and more effective instructional practices.	Professional Learning	Tier 1	Monitor	08/27/2018	06/21/2019	\$0	No Funding Required	Teaching staff and building Principal

Activity - Curriculum Maps and Pacing Guides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will update curriculum maps and restructure their pacing guides as needed to ensure consistency throughout their own grade levels. Teachers will also evaluate expectations for students prior to current grade level and the preparations needed for continued success in the next grade level.	Curriculum Development	Tier 1	Monitor	08/27/2018	06/21/2019	\$0	No Funding Required	Building math committee members, classroom teachers, and administrators

Activity - Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

South Walnut Elementary School

Teachers and students will have the opportunity to use appropriate tools strategically in order to model with mathematics. Materials will be used to increase understanding of math concepts during core instruction and/or intervention time.	Supplemental Materials, Materials, Curriculum Development, Direct Instruction	Tier 1	Implement	08/27/2018	06/21/2019	\$2287	General Fund	Classroom teachers and administration
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Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data will be collected in a systematic format to let students reference their work and achievements.	Teacher Collaboration	Tier 1	Implement	08/27/2018	06/21/2019	\$465	Title I Part A	Classroom Teachers, Math Chair Representative, School Administrator

Strategy 2:

Common Vocabulary and Mathematical Practice - Teachers will use common math vocabulary and mathematical practices that correlate with state assessments and common core standards.

Category: Mathematics

Research Cited: Standards for Mathematical Practice- <http://www.corestandards.org/Math/Practice/>

Farstrup, Alan, and S. Jay Samuels. What Research Has to Say About Vocabulary Instruction. International Reading Association, 2008. Chapter 6. Print.

Tier: Tier 1

Activity - Vocabulary Word Wall	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-4th grade teachers will create and display math vocabulary and mathematical practices in their classrooms during math instruction. The vocabulary word wall will be used as a review, to assist with assignments, and support the common core mathematical practices.	Academic Support Program	Tier 1	Monitor	08/27/2018	06/21/2019	\$0	No Funding Required	Classroom teachers and administrators

School Improvement Plan

South Walnut Elementary School

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EngageNY Math newsletters will be sent home within each module as new concepts are introduced so common language and expectations are communicated to parents. Homework assistance videos are available for additional student support with homework activities.	Parent Involvement, Academic Support Program, Materials, Curriculum Development, Technology	Tier 1	Monitor	08/27/2018	06/21/2019	\$0	No Funding Required	Classroom teachers and administrators

Strategy 3:

Intervention Program - Students targeted through classroom assessments and/or NWEA MAP test for extra assistance and acceleration in the area of math will be given access to additional interventions/enrichment for more individualized instruction. Intervention resources may include small group classroom intervention instruction using a research based intervention program and differentiated instruction through computer programs such as Zearn and MobyMax. Three days a week of targeted intervention time will be focused on math.

Category: Mathematics

Research Cited: SPR 90-There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

Zhang, Yi. "An examination of the impact of early intervention on learning outcomes of at-risk students." Higher Education Journal 26. (2014): 1-12. Online.

Tier: Tier 1

Activity - Math Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

South Walnut Elementary School

Students will engage in timed math fluency tests per grade level as it relates to the curriculum throughout the year.	Materials, Direct Instruction	Tier 1	Monitor	08/27/2018	06/21/2019	\$0	No Funding Required	Classroom teachers and administrators
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Activity - Research based intervention program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a research based math intervention program to help students that are struggling with math concepts as identified by the NWEA MAP test.	Academic Support Program	Tier 2	Getting Ready	08/27/2018	06/21/2019	\$3000	Title I Part A	Classroom teachers

Strategy 4:

Universal On-line Math Intervention - South Walnut Elementary will update the online resource used by most students for drill and repetition of fundamental math skills. Homeroom classes have the opportunity for regular weekly sessions ranging in time from 20-30 minutes. Students are given access to an online program that is prescriptive in nature and aids in addressing deficient skill areas for each individual student.

Category: Technology

Research Cited: SPR 40 - Technology is the key component of instructional practice.

Tier: Tier 1

Activity - Online Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each class has the opportunity to engage in an online math program, including but not limited to Moby Max, that is suited to meet the needs of individual students and their grade level.	Academic Support Program	Tier 1	Monitor	08/27/2018	06/21/2019	\$450	Title I Part A	Principal and classroom teachers

Goal 4: All students at South Walnut Elementary will become proficient writers.

Measurable Objective 1:

30% of Pre-K, Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/07/2019 as measured by Writing City rubrics..

Strategy 1:

Provide consistent instruction and evaluation of the writing process - All grades will begin using Writing City to provide writing instruction. Training will be provided to teachers. Rubrics that are available with the program will help us monitor the effectiveness of the program.

Category: English/Language Arts

Research Cited: Young writers benefit from the structure and security of following the writing process (Gardner and Johnson, 1997). Teaching writing involves knowing how to explain, model, and scaffold the stages of planning, drafting, and revising. The child needs daily instruction and practice in order to develop good writing skills (Pressley, Mohan, Fingeret, Reffitt, & Raphael-Bogaert, 2007).[74]

Tier: Tier 1

Activity - Writing City Writing Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-4 will use Writing City writing lessons to teach writing.	Direct Instruction	Tier 1	Implement	09/04/2018	06/07/2019	\$4000	Title I Schoolwide	All K-4 teachers

Activity - Writing City Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

South Walnut Elementary School

Learning City will provide professional development for the complete Writing City program.	Professional Learning	Tier 1	Implement	09/04/2018	06/07/2019	\$2000	Title I Schoolwide	Principal, Literacy Coach, and K-4 classroom teachers.
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Goal 5: All students will show improved proficiency in reading on the 2018-2019 NWEA's MAP.**Measurable Objective 1:**

39% of Pre-K, Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/07/2019 as measured by NWEA's MAP .

Strategy 1:

Differentiated reading instruction and flexible reading groups - Teachers and paraprofessionals will be assigned to reading blocks. Instruction will be provided by teachers using Pearson's Reading Street program. Paraprofessionals may provide small group intervention strategies. Reading Street lesson materials will be needed to implement this strategy.

Category: English/Language Arts

Research Cited: 10 Essential Literacy Practices

Tier: Tier 1

Activity - Teaching small and whole group reading lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily Reading Street lessons will be taught by teachers and supported by paraprofessionals at individual instructional levels.	Other - Small and Whole Group Instruction	Tier 1	Monitor	09/04/2018	06/07/2019	\$33835	Title I School Improvement (ISI)	K-4 instructional staff

School Improvement Plan

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Activity - Provide Fluency Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase MAP Fluency program and head phones with microphones to provide online fluency assessments. Teachers will then be able to use a variety of programs to differentiate instruction based on data provided by the assessments..	Supplemental Materials, Technology	Tier 1	Implement	09/04/2018	06/07/2019	\$1300	Title I Schoolwide	Principal, Literacy Coach, K-4 classroom teachers and Technology team

Activity - Training for Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for reading program by Pearson, specifically for small group instruction.	Professional Learning	Tier 1	Monitor	08/27/2018	06/07/2019	\$3000	Title I Schoolwide	Principal, Literacy Coach, and K-4 instructional staff

Strategy 2:

Student Intervention Services - At Risk students, as identified by MAP Fluency and NWEA MAP, will be provided with interventions through a regularly scheduled intervention time.

Category: Learning Support Systems

Research Cited: 10 Essential Practices of Literacy

Tier: Tier 2

Activity - Small group interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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After determining the deficit areas, students will be placed in small groups based on their area of need. A teacher or paraprofessional will use a variety of interventions, (ie SRA Reading Mastery, PALS, Read Naturally, Sound Partners, Road to the Code, etc) to help students improve their deficit area.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/07/2019	\$0	No Funding Required	K-4 Classroom teachers, Enrichment teachers, and ESL teacher and paraprofessionals
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Strategy 3:

ESGI software program - ESGI (Educational Software for Guiding Instruction) will be purchased for data collection of K-1 students.

Category: English/Language Arts

Research Cited: 10 Essential Practices

Tier: Tier 1

Activity - ESGI software program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be individually assessed and data will be used to create differentiated instruction for small or whole group instruction.	Other - Data Collection	Tier 1	Implement	09/04/2018	06/07/2019	\$1472	Title I Schoolwide	K-1 teachers

Strategy 4:

Daily 5 - Teachers will use the Daily 5 framework during reading instruction and/or intervention time. Teachers and paraprofessionals will work individually or with small groups while students are working within the Daily 5 structures of reading to self, reading to someone, listening to reading, work on writing and word work. This framework will better allow for differentiated instruction based on students needs.

Category: English/Language Arts

Research Cited: 10 Essential Practices of Literacy

Tier: Tier 1

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Activity - Daily 5 lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide direct instruction, including modeling of the 5 structures within the Daily 5 framework.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/07/2019	\$0	No Funding Required	Classroom teachers and instructional staff

Activity - C.A.F.E	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Daily Cafe menu to provide purposeful, targeted, and meaningful reading support to students during daily five routines.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/07/2019	\$0	No Funding Required	K-4 classroom teachers and instructional staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teaching small and whole group reading lessons	Daily Reading Street lessons will be taught by teachers and supported by paraprofessionals at individual instructional levels.	Other - Small and Whole Group Instruction	Tier 1	Monitor	09/04/2018	06/07/2019	\$33835	K-4 instructional staff
Professional Development	South Walnut Elementary will monitor implementation for our next new NGSS science kits for the 2018-2019 school year and provide training to all k-4th grade teachers.	Curriculum Development, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/07/2019	\$1170	Mrs. Karen Bitzer-Principal and Donna Rummel - Curriculum Director
NGSS Curriculum	South Walnut Elementary School has purchased new kit materials for the earth science units grades K-4th and will begin planning for Life Sciences kits for the 2019-2020 school year.	Materials, Curriculum Development	Tier 1	Implement	09/04/2018	06/07/2019	\$6252	Mrs. Karen Bitzer-Principal and Donna Rummel-Curriculum

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Street Leveled Readers	Leveled Readers with Social Studies themes, which are part of the Reading Street program, will be used to reinforce and support the learning of Social Studies objectives.	Academic Support Program	Tier 1	Implement	09/04/2018	06/30/2019	\$0	All staff K-4th grades
Michigan Studies Weekly	The 3rd grade teachers will utilize informational text from a periodical based on Michigan History.	Supplemental Materials	Tier 1	Implement	09/04/2018	06/30/2019	\$459	3rd Grade Staff
Studies Weekly Interactive	Teachers will incorporate online resources such as videos and primary sources, available through Studies Weekly as part of their Social Studies curriculum.	Academic Support Program	Tier 1	Implement	09/04/2018	06/30/2019	\$0	3rd grade staff

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Shared Vocabulary	Vocabulary words that coordinate with the Social Studies unit being taught will be sent home for ongoing study.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/30/2019	\$0	K-4 Teaching Staff
Communication	Scholastic Spanish versions of letters will be sent home explaining topics of study, activities, and listing vocabulary words being learned.	Parent Involvement	Tier 1	Monitor	09/04/2018	06/30/2019	\$0	K-2, 4 Teaching Staff
Bangor Unit of Study	2nd grade staff will collaborate on the development of a year long unit of study of the local community.	Curriculum Development	Tier 1	Implement	09/04/2018	06/30/2019	\$0	2nd grade staff
Scholastic News Interactive	Teachers will incorporate the Scholastic News interactive activities (e.g.:videos, skill games) as part of their Social Studies curriculum.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/30/2019	\$1139	Classroom staff K-2, 4
Social Studies Projects	Students will engage in four multi-dimensional projects throughout the school year. First marking period: 3-dimensional Native American map with written narrative; 2nd marking period: Fur Trading Poster with Character Dialogue; 3rd marking period: Heritage Project; 4th marking period: Timeline of a minimum of 10 events in Michigan's history	Academic Support Program	Tier 1	Implement	09/04/2018	06/30/2019	\$0	3rd grade staff
Scholastic News	This publication will be utilized, with accompanying activities, providing nonfiction, current articles on topics that correlate with grade level curriculum.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/30/2019	\$0	K-2, 4 Teaching Staff
Materials	Teachers and students will have the opportunity to use appropriate tools strategically in order to model with mathematics. Materials will be used to increase understanding of math concepts during core instruction and/or intervention time.	Supplemental Materials, Materials, Curriculum Development, Direct Instruction	Tier 1	Implement	08/27/2018	06/21/2019	\$2287	Classroom teachers and administration

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Parent letter and vocabulary words	All K-4th grade Science teachers will copy and send home with each student the parent letter and vocabulary word lists at the beginning of each unit.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/07/2019	\$0	All K-4th grade Science teachers, Monitor the implementation by Principal and Science building chair
Parent Involvement	EngageNY Math newsletters will be sent home within each module as new concepts are introduced so common language and expectations are communicated to parents. Homework assistance videos are available for additional student support with homework activities.	Parent Involvement, Academic Support Program, Materials, Curriculum Development, Technology	Tier 1	Monitor	08/27/2018	06/21/2019	\$0	Classroom teachers and administrators
C.A.F.E	Teachers will utilize the Daily Cafe menu to provide purposeful, targeted, and meaningful reading support to students during daily five routines.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/07/2019	\$0	K-4 classroom teachers and instructional staff
Small group interventions	After determining the deficit areas, students will be placed in small groups based on their area of need. A teacher or paraprofessional will use a variety of interventions, (ie SRA Reading Mastery, PALS, Read Naturally, Sound Partners, Road to the Code, etc) to help students improve their deficit area.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/07/2019	\$0	K-4 Classroom teachers, Enrichment teachers, and ESL teacher and paraprofessionals
Teacher Collaboration and Review on Common Core Standards	Staff will continue to meet during common grade level planning time and any district provided professional development to continue to update and make any changes necessary to grade level math curriculum. This time will include reviewing common core standards to make sure instruction, activities, and assessments are aligned with their grade level pacing guide. Also, this time will be used for discussion of assessments, student performance, curriculum changes, and more effective instructional practices.	Professional Learning	Tier 1	Monitor	08/27/2018	06/21/2019	\$0	Teaching staff and building Principal

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Word Wall	k-4th Grade teachers will create a vocabulary word wall with students during each Science lesson. The word wall will then be used to review, to assist with assignments, and support the writing process. Teachers will check for understanding of vocabulary terms during instruction and on end of the unit assessments.	Academic Support Program	Tier 1	Evaluate	09/02/2014	06/07/2019	\$0	All K-4th grade Science teachers.
Curriculum Maps and Pacing Guides	Teachers will update curriculum maps and restructure their pacing guides as needed to ensure consistency throughout their own grade levels. Teachers will also evaluate expectations for students prior to current grade level and the preparations needed for continued success in the next grade level.	Curriculum Development	Tier 1	Monitor	08/27/2018	06/21/2019	\$0	Building math committee members, classroom teachers, and administrators
Vocabulary Word Wall	K-4th grade teachers will create and display math vocabulary and mathematical practices in their classrooms during math instruction. The vocabulary word wall will be used as a review, to assist with assignments, and support the common core mathematical practices.	Academic Support Program	Tier 1	Monitor	08/27/2018	06/21/2019	\$0	Classroom teachers and administrators
Vocabulary Word Cards	Teacher will use the vocabulary word cards in the NCSS kits to support students understanding of vocabulary words by building sentences using each vocabulary word.	Curriculum Development	Tier 1	Getting Ready	09/04/2018	06/07/2019	\$0	All K-4th Grade teachers
Math Fluency	Students will engage in timed math fluency tests per grade level as it relates to the curriculum throughout the year.	Materials, Direct Instruction	Tier 1	Monitor	08/27/2018	06/21/2019	\$0	Classroom teachers and administrators
Daily 5 lessons	Teachers will provide direct instruction, including modeling of the 5 structures within the Daily 5 framework.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/07/2019	\$0	Classroom teachers and instructional staff
Social Studies Projects	Students will participate in projects reflecting their grade level Social Studies curriculum and present to the community during Bangor Creates Night.	Community Engagement	Tier 1	Implement	09/04/2018	06/30/2019	\$0	K-4 Teaching Staff

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

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Writing City Professional Development	Learning City will provide professional development for the complete Writing City program.	Professional Learning	Tier 1	Implement	09/04/2018	06/07/2019	\$2000	Principal, Literacy Coach, and K-4 classroom teachers.
Writing City Writing Lessons	Teachers in grades K-4 will use Writing City writing lessons to teach writing.	Direct Instruction	Tier 1	Implement	09/04/2018	06/07/2019	\$4000	All K-4 teachers
Training for Reading Street	Training for reading program by Pearson, specifically for small group instruction.	Professional Learning	Tier 1	Monitor	08/27/2018	06/07/2019	\$3000	Principal, Literacy Coach, and K-4 instructional staff
ESGI software program	Students will be individually assessed and data will be used to create differentiated instruction for small or whole group instruction.	Other - Data Collection	Tier 1	Implement	09/04/2018	06/07/2019	\$1472	K-1 teachers
Provide Fluency Assessments	Purchase MAP Fluency program and head phones with microphones to provide online fluency assessments. Teachers will then be able to use a variety of programs to differentiate instruction based on data provided by the assessments..	Supplemental Materials, Technology	Tier 1	Implement	09/04/2018	06/07/2019	\$1300	Principal, Literacy Coach, K-4 classroom teachers and Technology team

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Online Math	Each class has the opportunity to engage in an online math program, including but not limited to Moby Max, that is suited to meet the needs of individual students and their grade level.	Academic Support Program	Tier 1	Monitor	08/27/2018	06/21/2019	\$450	Principal and classroom teachers
Classroom Libraries	All K-4th grade classroom teachers will order NGSS literature to be placed in their classroom library.	Academic Support Program	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$1000	All K-4th grade teachers.
Research based intervention program	Teachers will use a research based math intervention program to help students that are struggling with math concepts as identified by the NWEA MAP test.	Academic Support Program	Tier 2	Getting Ready	08/27/2018	06/21/2019	\$3000	Classroom teachers

School Improvement Plan
South Walnut Elementary School

Data Collection	Data will be collected in a systematic format to let students reference their work and achievements.	Teacher Collaboration	Tier 1	Implement	08/27/2018	06/21/2019	\$465	Classroom Teachers, Math Chair Representative, School Administrator
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