School Improvement Plan

Clinton Valley Elementary School

Chippewa Valley Schools

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TABLE OF CONTENTS

Stakeholder Feedback Diagnostic

School Data Analysis

School Additional Requirements Diagnostic

Title I Schoolwide Diagnostic

2016-2017 Goals

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Clinton Valley Elementary has approximately 360 students. The smallest student population of all elementary schools in the district. Chippewa Valley Schools has 12 elementary school buildings, 4 middle schools, 2 ninth grade centers, and 2 high schools. Clinton Valley Elementary is located in the far southeastern part of the expansive area covered by our district. Because we are located next door to a Mount Clemens elementary school and are so close to other neighboring districts, Clinton Valley hosts a large number of "Schools of Choice" students. Our community is diverse. It is made up of neighborhoods, businesses, industry, etc. Our student population is economically diverse as well. With over 60% of our students qualifying for free or reduced breakfast and lunch we have a significant amount of students in need of assistance.

We have a large number of working class families and we struggle to get parent volunteers for our PTO events and classroom volunteers. We also have a large number of families moving in and out of our community each year.

Clinton Valley Elementary has faced increasing free/reduced lunch numbers, a smaller staff that has to meet the same requirements as larger schools from the district and state, and an increasingly transient population.

With our rising free/reduced lunch numbers we have allocated Title I resources to add support in grades 3-5. Our Title I paraeducators have always done their work with grades K-2 so for the past three years we have added two-three Title One Program Specialists to use Successmaker and other interventions with students in grades 3-5 for Math and Reading.

We have addressed the challenge of fulfilling rising requirements by building a sense of community and sticking together as a staff. They pool their talents and pitch in when needed. Our main focus is to not have the increasing challenges have a negative impact on our students.

Clinton Valley Elementary was built in the 1950's and has gone through a number of renovations over the years. It is the oldest building in our district and as such it is viewed by some outside our community as below par with the rest of the district. We battle that negative stereotype each year by holding Fall and Spring cleanups schoolwide to make our old building look great. Our staff, students, and parents see Clinton Valley as "A Diamond in the Rough". Our school plans to hold "Cardinal Pride" assemblies every Friday morning to build community and promote positive behavior.

School's Purpose

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

Our vision for Clinton Valley Elementary is "A Lifetime of Success Begins at Clinton Valley".

"The mission of Clinton Valley Elementary is to develop lifelong learners through quality instruction in a safe nurturing environment. We are committed to building partnerships between school, home, and the community to promote student success."
Our mission statement was created five years ago through a series of staff and parent meetings. Brainstorming sessions at staff meetings were held to compile a list of belief statements. The statements were then discussed to come up with essential beliefs as to the mission of Clinton Valley Elementary. The proposed mission statement was taken to our parent group for their input and eventual approval.

Our PBIS system rewards students for their good behavior and excellent effort. Our Four Cardinal Directions. Safe, Responsible, Respectful, and Kind. This system is supported by teaching Bucketfilling, STAMPING out bullying, and a host of other initiatives. Our staff has recently approved new incentives to be used for the 2016-2017 school year.

CVE will conduct Cardinal Pride assemblies every Friday in order to build community and promote positive behavior.

Academically, CVE employs the latest technology and interventions to help students reach their potential.

Notable Achievements and Areas of Improvement

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

Our students are Responsible, Respectful, Safe and Kind. We are very proud of the student committment to our PBIS program of the Four Cardinal Directions. At Clinton Valley Elementary we are very proud of our entire staff committment to our vision. All staff members truely believe that "A Lifetime of Success begins at Clinton Valley". We have a small close knit staff that supports each other to do what is best for students academically and socially.

Our focus for the next three years will be Math, Reading, Writing, Science, and Social Studies. District math scores are an area of focus for Chippewa Valley Schools. Our writing scores are very low compared to other district schools. We had seen a dramatic decrease in some areas from the 2013 Fall MEAP scores compared to the Spring 2015 MSTEP results. The 2016 M-STEP results should give us even more direction once they are published. We are striving to implement Classroom Instruction That Works strategies throughout our school in all five areas. The focus on research based instructional strategies and implementing a comprehensive use of instructional data should give us the push needed to increase our scores over the next three years.

Additional Information

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

CVE continues to invest in our state of the art Leveled Library

CVE has added Security measuresat our main entrance and throughout the building

Successmaker & TOPS (Title One Program Specialists) were expanded upon with more computers, licenses and interventions.

Handwriting without tears has been adopted by four grade levels and will be introduced to the other two this coming year

A Visualizing and Verbalizing program was purchased for 1st grade teachers to pilot

Our school data team meets three times per year and has streamlined the process we use for MTSS

CVE conducts grade level base camps to provide interventions for all levels of readers.

From February 28 to March 2, 2016, Chippewa Valley Schools hosted an AdvancED External Review for system-wide accreditation. The External Review Team recommended to the AdvancED Accreditation Commission that the Chippewa Valley Schools earn the distinction of accreditation for a five-year term. The AdvancED Commission approved Accreditation in June of 2016.

The following is an excerpt from the External Review Teams' Final Report to the district:
The system is clearly focused on ensuring success for all students as evidenced by the system and schools' missions, visions, and student outcomes. A caring, trusting, and collaborative atmosphere aptly describe the culture of the system and community. The development of the system strategic plan involved a committee of over 75 persons, representing all stakeholder groups, in the development of the system's vision and mission.

Interviews highlighted the ways the governing body has set its priorities through the strategic planning process. Strong and effective leadership by the superintendent and board are very apparent with schools visibly fostering a culture that is based on shared values and beliefs about teaching and learning. The elected school board members work responsibly and effectively striving to facilitate the achievement of the vision and mission of the system. School level administrators firmly feel empowered to make decisions and lead their respective schools due to the collaborative, team approach throughout the system. Outstanding communication between and among the system and stakeholders further promotes the system's culture of caring and trust. The positivity throughout the system embodies the tradition of success in the community. A Powerful Practice identified by the team was: The system and school level leadership communicate effectively with all stakeholder groups to proactively build greater understanding and ownership of the system's vision.

The system is promoting collaboration throughout the schools by implementing system-wide curricula which is already providing increases in student academic growth. A Powerful Practice noted by the Team was: The system is committed to a quality education for all students through a laser-like focus on curriculum design, implementation and support. System level personnel have provided assistance at the schools by hiring ten curricular leaders to ensure teachers have the support and assistance needed to instruct the students in the written curriculum. Common lesson plans and common assessments along with the implementation of professional learning communities have provided formal opportunities for collegial dialogue and a common goal of student success. Teachers indicated the positive support from the system level staff and feel they receive "just in time" assistance. Other comments were, "we are all speaking a common language now'" and common lessons and assessments are "great when we have transfers within the system, the data can travel with the student." Without long waits for support, teachers feel empowered to continue learning new methods.

A major challenge for the system is funding. The system is currently the largest school system in the state that receives the lowest foundation allowance per pupil. Currently the limit for bonded indebtedness has been reached and the local ability to raise millage has been capped for many years. System leaders continue to work with county leaders to attempt to make necessary changes to free up additional funding. The system has utilized what monies were available to build new schools needed as a result of increased enrollments. Now, however, monies are needed to facilitate the maintenance of all facilities as 21st century schools.

Two Improvement Priorities resulted from the rapid growth within the school system boundaries, bringing in persons of different heritage and socio-economic levels. For years the school system community changed very little in ethnicity, socio-economic levels, or other nationalities. The effect of these changes is the need for diversity awareness and sensitivity training. In tandem with this growth is the need to allocate limited resources equitably throughout the system. As noted earlier in the report, equitable is not always equal. If portions are not equal, perceptions often are that allocations are not fair. With trust as a strength in the system, the leadership and board are on the correct path to successfully meet these challenges.

The superintendent has worked to provide a stable and proactive culture with a focus on academic achievement since the beginning of his tenure and has strived to maintain transparency as he has brought information to the Board for decisions. These Improvement Priorities are designed to build on strengths and direct the system forward. As noted above, the Team found clear evidence of a culture that is caring, trusted and dedicated to providing an excellent education for all students. The efforts of the system to address these challenges in a positive manner ensure continued improvement and increases in student success.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders are invited to attend the School Improvement meetings throughout newsletters and principal invitation at PTO meetings. Principal reports out and asks for feedback from parents that attend PTO meetings. PTO meetings are held at various times to accommodate the schedules of the parents and staff.

Clinton Valley started a Title 1 Parent Involvement Committee during the 2015-2016 School year. This was headed by a new Title 1 parent involvement liaison (Lynn Hyndshaw). 6 meetings were held during the school year to discuss a variety of topics, including our Title 1 Parent Involvement Plan and our overall School Improvement Plan.

Parents are provided an iPad to take the AdvancEd survey at Parent Teacher conferences. The link to the survey is also available on the school webpage for parents that are unable to attend Parent Teacher conferences.

Parents were selected from PTO. They were asked to attend any meetings that they were able to attend. Three parents agreed to attend all the Schoolwide Title 1 meetings. At minimum, one parent attended every meeting, while 2 parents attended most meetings.

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

Stakeholders provide opinions during PTO meetings. Stakeholders were also asked to provide their opinions on the AdvancEd survey. Their opinions were analyzed and used when developing the school improvement plan. The parents that attended the Title 1 Schoolwide Parent Involvement committee meetings were involved in completing the paperwork, providing input, analyzing data results, and developing goals for the school improvement plan and parent involvement plan.

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

Stakeholders receive monthly reports from the principal at The Parent Involvement Committee meetings and the regular PTO Meetings. Stakeholders provided input at those meetings and that input was used in the monthly staff meeting where we discuss school improvement and our plan. Monthly updates are in newsletters posted on the school website. The final improvement plan is addressed on the school website. The plan was worked on by the entire staff as well. Our small staff prefers to work on school improvement together, rather than assign that work to a committee. This work happened at one staff meeting per month.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		1st Grade 2nd Grade 5th Grade 3rd Grade 4th Grade Kindergarten

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	**Response**	**Rating**
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	**Response**	**Rating**
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

According to NWEA math assessments, Kindergarten and Fifth grade demonstrated an increase in the amount of students performing at or above grade level. NWEA fourth grade reading assessments demonstrated an increase in the amount of students performing at or above grade level. DRA first and second grade data demonstrated growth in the percentage of students at grade level from fall to spring in the 2015-2016 school year.

Describe the area(s) that show a positive trend in performance.

When comparing the longitudinal data in Reading, Math and Language Usage from the Fall of 2013, Fall of 2014 and Fall of 2015 there is a positive trend in all areas. Each year the Mean RIT score from the NWEA MAP assessment for the same group of students continued to increase. According to NWEA math assessments, Kindergarten and Fifth grade demonstrated an increase in the amount of students performing at or above grade level. NWEA fourth grade reading assessments demonstrated an increase in the amount of students performing at or above grade level. DRA first and second grade data demonstrated growth in the percentage of students at grade level from fall to spring in the 2015-2016 school year.

Which area(s) indicate the overall highest performance?

The DRA data for Kindergarten through 2nd grade demonstrated the highest performance overall. Kindergarten students exited kindergarten with 82% of all students at or above grade level expectations. While comparing data from year to year in 1st and 2nd grade it is noted that there is a percentage increase in students performing at or above level by the end of the school year.

Which subgroup(s) show a trend toward increasing performance?

According to NWEA math assessments, Kindergarten and Fifth grade demonstrated an increase in the amount of students performing at or above grade level. NWEA fourth grade reading assessments demonstrated an increase in the amount of students performing at or above grade level. DRA first and second grade data demonstrated growth in the percentage of students at grade level from fall to spring in the 2015-2016 school year.

Between which subgroups is the achievement gap closing?

At this time, none of the subgroups demonstrate a closing of the achievement gap.

Which of the above reported findings are consistent with findings from other data sources?

According to the longitudinal data there is growth from year to year within each grade level. However, while there is growth demonstrated, the growth does not constitute a closing of the achievement gaps. Other data sources indicate this growth but also confirm that the growth is not significant enough.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

According to NWEA math assessments, 1st through 4th grade demonstrated a decrease in the amount of students performing at or above grade level. NWEA K-3 and 5th grade reading assessments demonstrated a decrease in the amount of students performing at or above grade level. Achievement gaps are not being closed in all areas, therefore, there is a need to address Tier I instruction for Language Arts.We feel that math achievement gaps will be addressed by the continued use of the new math program, Bridges.

Describe the area(s) that show a negative trend in performance.

Each year reported in our graph for reading and math shows that kindergarten students are entering school less prepared. According to NWEA math assessments, 1st through 4th grade demonstrated a decrease in the amount of students performing at or above grade level. NWEA K-3 and 5th grade reading assessments demonstrated a decrease in the amount of students performing at or above grade level.

Which area(s) indicate the overall lowest performance?

In 2nd grade, NWEA math results show that there was a decrease of 13 students being proficient at or above grade level. 3rd grade reading results indicate that there was a decrease of 12 students being proficient at or above grade level.

Which subgroup(s) show a trend toward decreasing performance?

In 2nd grade, NWEA math results show that there was a decrease of 13 students being proficient at or above grade level. 3rd grade reading results indicate that there was a decrease of 12 students being proficient at or above grade level.

Between which subgroups is the achievement gap becoming greater?

In the past, we could identify gaps in achievement within subgroups such as economically disadvantaged through analysis of our MEAP results. Due to the current M-STEP embargo of scores we are unable to easily identify gaps in achievement within the economically disadvantaged subgroup. According to the NWEA data there are inconsistencies within the data. There is an overall need to address Tier I instruction.

Which of the above reported findings are consistent with findings from other data sources?

According to the longitudinal data there is growth from year to year within each grade level. However, while there is growth demonstrated, the growth does not constitute a closing of the achievement gaps. Other data sources indicate this growth but also confirm that the growth is not significant enough. Therefore, all areas need improvement.

Report Summary

Scores By Section

Section Score
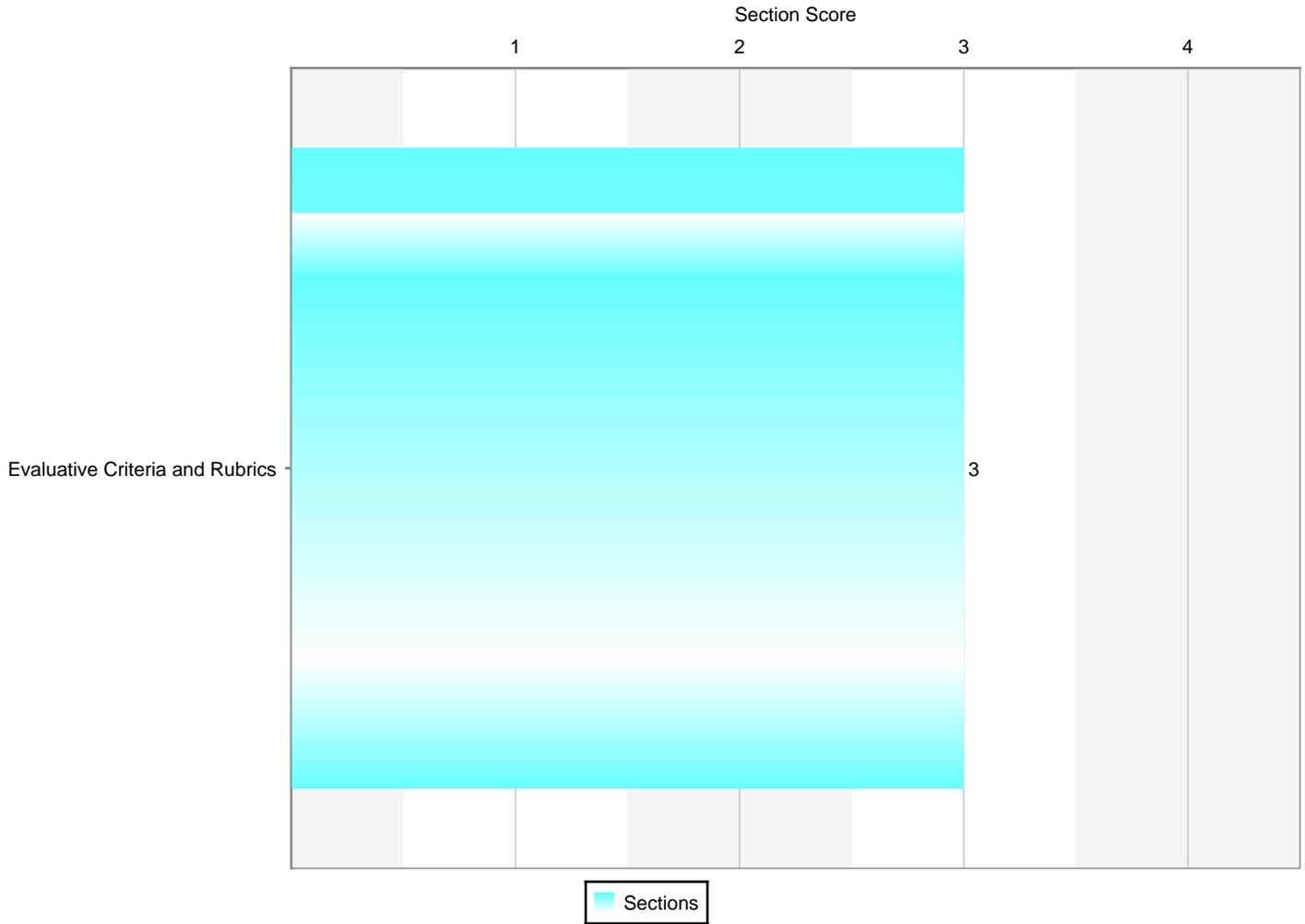
Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2016 stakeholder report

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The student, parent, and staff surveys indicate high levels of satisfaction in all areas. The student survey indicated an overall score of 4.74. The parent survey indicated an overall score of 4.19. The staff survey indicated an overall 4.11.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Overall the results of all stakeholder surveys showed consistent satisfaction in all areas. One area in which the stakeholders noted as an improvement is the communication about goals and daily activities at school.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The other sources for stakeholder feedback have not been collected by this date in order to compare the findings. Survey results from Parent Education Network nights were consistent with the results of the other surveys

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

According to the parent and staff surveys our area in which we have the lowest level of satisfaction is providing support services (counseling, referrals, and educational planning).

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Overall the stakeholder surveys indicate a high level of satisfaction. The later elementary surveys indicate a drop overall in scores this year from last year, however, the dip in scores was within a very small margin.

What are the implications for these stakeholder perceptions?

The stakeholders feel that Clinton Valley Elementary is a positive place to learn. According to the surveys we are living our vision of "A Lifetime of Success Begins at Clinton Valley".

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

After reviewing stakeholder feedback from Parent Education Network Night, the stakeholders indicated that the overall experience was positive, helpful and beneficial to helping their students learn and achieve. PTO meeting minutes also reflect overall satisfaction with the direction of our school and it's mission.

Report Summary

Scores By Section

Section Score
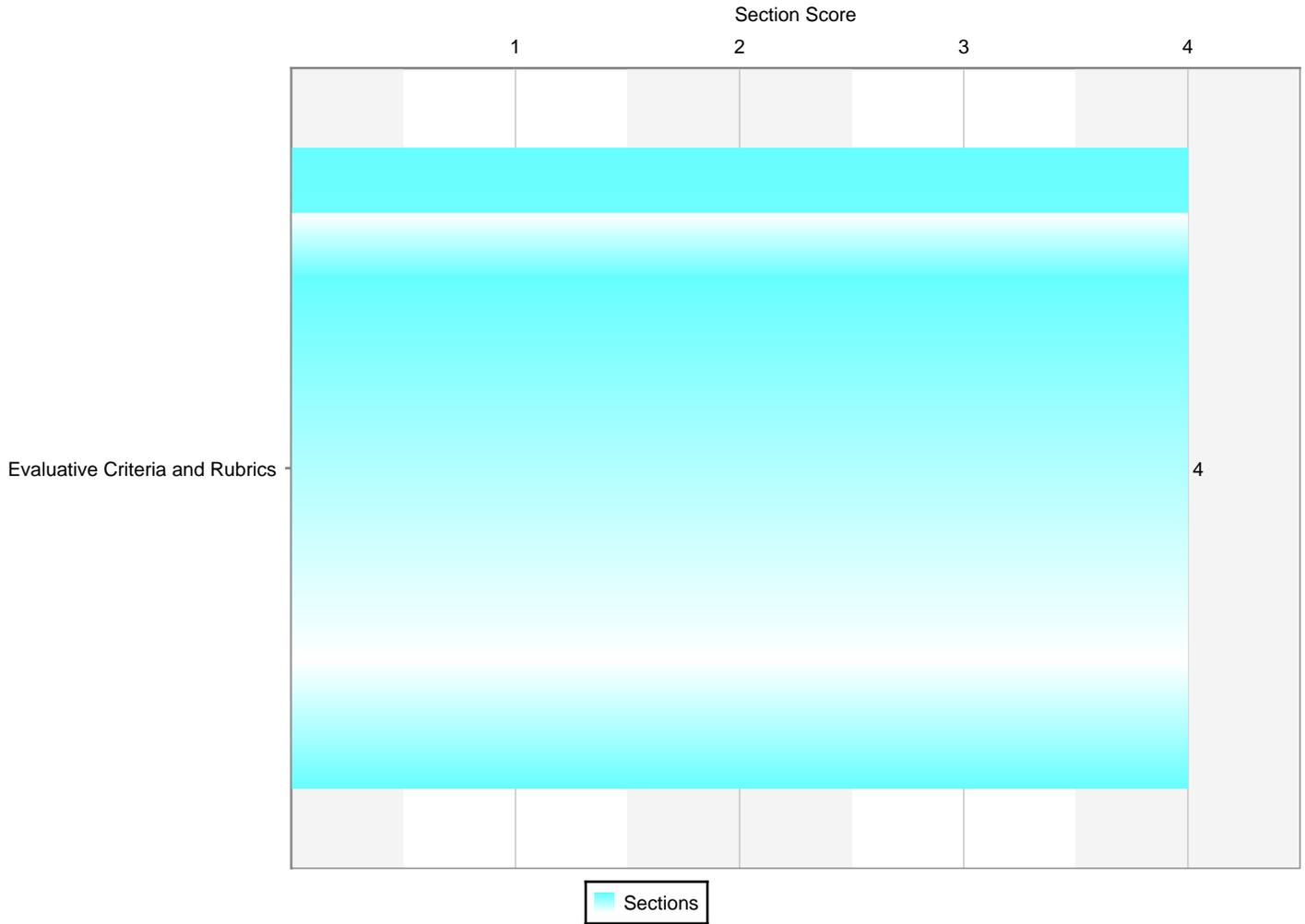
School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

According to mischooldata.org the student enrollment data has increased however the amount of teachers has remained the same. The challenges that we face are larger class sizes and less space.

Student Demographic Data

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

Looking at the three year trend in student attendance, the challenges we face are that 25% of our students are chronically absent.

Student Demographic Data

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

Clinton Valley Elementary has experienced a rise in discipline referrals and suspensions over the last three school years. Referrals have increased in the classroom, hallways, playground, cafeteria, and on the school buses. CVE is in our third year of using SWIS to document these referrals and some of the increase can be attributed to our staff getting better at writing up incidents. The biggest challenge identified after looking at the three year trend data is how our staff will teach expected behaviors and monitor students better to prevent misbehaviors. Our staff has decided to take the following steps: 1. The principal will teach the expected behaviors to every class, in all 11 areas of the matrix we created. This will happen within the first 6 days of school. 2. Videos have been created to showcase expected behaviors so that kids can be assigned to watch them if they misbehave. 3. Teachers will be present during the behavior talks with the principal so that they can reinforce good behavior in all 11 areas. 4. All grade levels have created ways in which to communicate to parents EVERYDAY about behavior for EVERY STUDENT in their classroom.

Student Demographic Data

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

Teachers who have class sizes over the contractual amount have been provided a teacher's aide. Students who are chronically absent should be identified in power school and reasons will be analyzed. If absences are unexcused truancy offices will be notified in a timely manner. Student attendance will be monitored more closely. MISD attendance officers will be contacted for anyone compiling 15 or more unexcused absences and or tardies.

Teacher/School Leader(s) Demographic Data

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

After reviewing the number of years of our teaching and administrative staff it is apparent that most of our staff has less than 10 years experience. All staff except one has been teaching less than 20 years. 8 teaching staff members have less than 5 years. This might impact student achievement because many teachers are new to teaching.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

After reviewing the number of years of our teaching staff it is apparent that most of our staff has less than 10 years experience. All staff except one has been teaching less than 20 years. 8 teaching staff members have less than 5 years. This might impact student achievement because many teachers are new to teaching.

Teacher/School Leader(s) Demographic Data

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

As a small building, the teaching staff of Clinton Valley Elementary is absent quite often for district initiatives. Many times the districts want to have representatives from every grade level to do work on report cards or do training that can be taught and brought back to share with the other teachers. Most schools have multiple teachers in each grade level whereas CVE has two sections of almost all of our grade levels. This leaves less teachers to choose from for these initiatives. When our teachers are out more than teachers from other schools we feel that it could have an impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

As a small building, the teaching staff of Clinton Valley Elementary is absent quite often for district initiatives. Many times the districts want to have representatives from every grade level to do work on report cards or do training that can be taught and brought back to share with the other teachers. Most schools have multiple teachers in each grade level whereas CVE has two sections of almost all of our grade levels. This leaves less teachers to choose from for these initiatives. When our teachers are out more than teachers from other schools we feel that it could have an impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

The principal of Clinton Valley has addressed our concerns with Central Administration to attempt to have less absences during the school

year for district level trainings.

Process Data

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

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

Purpose and Direction: Rating 3.33

Governance and Leadership: Rating 3.83

Teaching and Assessing for Learning: Rating 3.42

Using Results for Continuous Improvement: Rating 3.6

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

Resources and Support Systems: Rating 2.86

12. How might these challenges impact student achievement?

The staff at CVE feels that if we do not have adequate support for student needs then it could have an impact on student achievement. Social work support, speech therapist support, and media clerk support are all less than full time at Clinton Valley. We do not have a counselor on staff either. If students do not get the support they need, how can they concentrate on the tasks at hand?

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

The only action that can address the challenges that we have identified would have to be action from the district administration. Addressing our concerns in our school improvement plan would not be effective seeing that these are issues that would require increased staffing from the district.

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

We ensure that students with disabilities have access to the full array of intervention programs by having our teacher consultant lead our data team meetings and advocate for those students. It is in the data team meetings that decisions are made as to what interventions are needed and offered to students.

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

Extended day opportunities have been offered for Kindergarten thru 5th Grade students over the past three years. Extended day programs have been offered in Reading and Writing so far, but could soon be offered in Math as well. During the 2014-2015 school year after school programs were offered to 1st and 2nd grades. In previous years they had been offered to all grades.

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

Our data review meetings includes discussion about what grade levels could best benefit from extended day programs. At that time the data team also suggests students within the grade level that would best benefit from those programs. Parents are notified by letter that their child is being invited to the extended day program.

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

Our district has curricular leaders in all content areas that are working to align the content standards with the course content. In order to ensure they are implemented with fidelity, staff is being trained in using Rubicon Atlas and pacing guides. School leader walkthroughs and examining lesson plan books will be used to evaluate the implementation of the standards.

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

We have not used the health survey/screener.

Achievement/Outcome Data

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

19a. Reading- Strengths

According to DRA results there has been growth in reading levels from the beginning to the end of the year in Kindergarten through 3rd grade, with 81% of kindergarten students demonstrating at or above grade level DRA scores. Based on the current NWEA results, 72% of Kindergarten students met or exceeded the norm.

19b. Reading- Challenges

Based on the state assessment 68% of students met reading proficiency. Clinton Valley Elementary did not meet the AMO of 74.36%. Our current reality is that there is inconsistency in our reading scores. We do not currently have a core reading program and need to address core instruction.

19c. Reading- Trends

Our current reality is that there is inconsistency in our reading scores. There is a need to monitor the economically disadvantaged subgroup more closely.

19d. Reading- Summary

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

Based on the state assessment 68% of students met reading proficiency. Clinton Valley Elementary did not meet the AMO of 74.36%. Our current reality is that there is inconsistency in our reading scores. We recognize a need to address a core reading program and will be doing so by attending professional development in order to develop a balanced literacy program. There is a need to monitor the economically disadvantaged subgroup more closely. MTSS will also be in place for a half hour each day per grade level to support students at all levels.

20a. Writing- Strengths

According to the NWEA Language assessment for 3rd-5th grade students, 3rd grade student scores remained consistent while 5th grade student scores demonstrated growth.

20b. Writing- Challenges

The district provides a program called "Being a Writer". This program creates many opportunities for students to write, but is not a comprehensive program. Our challenges include gaps within grammar, phonics, structure of writing, and opportunities to engage in argument and opinion pieces.

20c. Writing- Trends

The most current MEAP data indicates a significant gap between male and female students in writing across 3rd-5th grade. From 2011-2013, the economically disadvantaged students significantly underperformed in comparison to all students. The MSTEP data suggests that males have made some gains but results are still embargoed

20d. Writing- Summary

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

Our current reality is that there is inconsistency in our writing scores. K-5 teachers will be attending district level professional development on (1) strategies that focus on the teaching of informational, argument, and opinion writing in addition to (2) Handwriting Without Tears training for grades 3-5. There is a need to monitor the economically disadvantaged subgroup more closely.

21a. Math- Strengths

This year we have implemented a new math program. After implementing this program, many students have shown growth in the math scores according to NWEA data for the past three years

21b. Math- Challenges

While implementing the new program is considered a strength, there were some challenges for the upper elementary grades. The students were expected to perform at a higher level within the program, but did not have the similar tools from the prior years. Most upper elementary grades declined in scores according to the NWEA assessment.

21c. Math- Trends

The most current MEAP data indicates a significant gap between male and female students in mathematics across 3rd-5th grades. Across all grades, economically disadvantaged students continue to underperform all students. There was a significant decrease in scores between the 2013/2014 cohort of fourth grade students in comparison with their fifth grade school year state assessment. There is a need to monitor the economically disadvantaged subgroup more closely.

21d. Math- Summary

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

Our current reality is that there has been a decline in grades 1-5 in our math scores. This was the first full year of implementation of the new math curriculum. The district will continue to provide professional development to address fidelity and consistency of implementation.

22a. Science- Strengths

The year 2011-2012 was a strong year for Clinton Valley fifth grade students in terms of science. In that year our benchmark for establishing AMO's for the future was set very high. Since then there has been a drop off in our science scores

22b. Science- Challenges

Since 2011-2012 our students have not been able to demonstrate the same abilities in science. As a district, we have a need for standardized science resources that are aligned with state standards.

22c. Science- Trends

Our current reality is that there has been decline as well as inconsistencies in our science scores overall. There is a need to monitor the economically disadvantaged subgroup more closely.

22d. Science- Summary

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

Based on the state assessment, 12% met science proficiency. Clinton Valley Elementary did not meet the AMO of 35.91.
Our current reality is that there has been decline as well as inconsistencies in our science scores overall. There is a need to monitor the economically disadvantaged subgroup more closely. The district will be providing time and training\ for the science curriculum council to develop and implement curriculum maps to create consistency in the teaching of the science standards.

23a. Social Studies- Strengths

The year 2012-2013 our students demonstrated a deeper understanding of the social studies content. Fourth and fifth grade teachers have received resources to support the social studies curriculum. Social Studies scores have not increased do to the new content

23b. Social Studies- Challenges

Our challenges include not having consistent resources across all grade levels. The new series for Social Studies should have an impact when it is implemented with fidelity

23c. Social Studies- Trends

Our current reality is that there has been decline as well as inconsistencies in our social studies scores overall. There is a need to monitor the economically disadvantaged subgroup more closely.

23d. Social Studies- Summary

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

Our current reality is that there has been decline as well as inconsistencies in our social studies scores overall. There is a need to monitor the economically disadvantaged subgroup more closely. The district will provide the training and time for the staff and the social studies curriculum council to develop curriculum maps to create consistency among grade levels in the teaching of the standards.

Perception Data

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

24a. Student Perception Data

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

The open-ended responses indicated that K-5 students were pleased with their teachers and the new math program as well as instruction.

24b. Student Perception Data

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

Third through fifth grade students indicated that there is need for improvement in addressing bullying as well as developing a consistent, fair approach to supervision in the lunchroom.

24c. Student Perception Data

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

The students recommended a bully-free club as well as an "I need a friend" bench on the playground. These ideas are going to be seriously considered for implementation.

25a. Parent/Guardian Perception Data

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

Upon analyzing the open-ended responses, the parents indicated that they were very pleased with the teaching staff and with the open communication amongst all stakeholders.

25b. Parent/Guardian Perception Data

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

Parents indicated that the area that were most discerning was that they did not feel welcome in the building. This school year we implemented a new drop off and pick-up procedure to improve safety and protect instructional time in the classroom. In the past, the parents

were able to come into the building as they pleased.

25c. Parent/Guardian Perception Data

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

We plan on addressing this by having more before/after school activities in which parents and families will be welcome to attend.

26a. Teacher/Staff Perception Data

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

Throughout analyzing the staff survey, it is apparent that the staff enjoys working at Clinton Valley. The open-ended feedback concluded that the staff was most appreciative of the small family-like environment which yields positive relationships amongst staff.

26b. Teacher/Staff Perception Data

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

The staff indicated that there is a need for more support at the district level as well as communication about instruction throughout varying grade levels.

26c. Teacher/Staff Perception Data

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

The current school improvement plan provided staff with time to engage in these conversations and peer observations, however, was put on hold until next year due to the implementation of a new math curriculum. We do plan on providing staff the time to remediate these areas next school year.

27a. Stakeholder/Community Perception Data

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

After surveying the stakeholders/community, it was determined that they are most pleased with the clean, safe environment that Clinton Valley provides.

27b. Stakeholder/Community Perception Data

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

At this time, there were no concerns amongst the stakeholders/community that need to be addressed.

27c. Stakeholder/Community Perception Data

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

At this time, there were no concerns amongst the stakeholders/community that need to be addressed.

Summary

28a. Summary

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

Overall, parents were very satisfied with Clinton Valley Elementary. Upon analyzing the open-ended responses, the parents indicated that they were very pleased with the teaching staff and with the open communication amongst all stakeholders. Parents indicated that the areas that were most discerning was that they did not feel welcome in the building. This school year we implemented a new drop off and pick-up procedure to improve safety and protect instructional time in the classroom. In the past, the parents were used to being able to come into the building as they pleased. We plan on addressing this by having more before/after school activities in which parents and families will be welcome to attend.

Overall, the students were also very satisfied with Clinton Valley. The open-ended responses indicated that K-5 students were pleased with their teachers and the new math program as well as instruction. Third through fifth grade students indicated that there is need for improvement in addressing bullying as well as developing a consistent, fair approach to supervision in the lunchroom. The students recommended a bully-free club as well as an "I need a friend" bench on the playground. These ideas are going to be seriously considered for implementation.

Throughout analyzing the staff survey, it is apparent that the staff enjoys working at Clinton Valley. The open-ended feedback concluded that the staff was most appreciative of the small family-like environment which yields positive relationships among staff. The staff indicated that there is a need for more support at the district level as well as communication about instruction throughout varying grade levels. The current school improvement plan provided staff with time to engage in these conversations and peer observations, however, was put on hold until next year due to the implementation of a new math curriculum. We do plan on providing staff the time to re-mediate these areas next school year.

28b. Summary

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

The students mentioned that they feel the need for a bullying intervention program. This might affect the student achievement data due to the students not feeling safe in their environment. The staff noted that they would like more support from the district level. This might also impact student achievement due to having limited resources with less support.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign

Plan?

The review of our data uncovered challenges that all center around strategies, activities or reforms that exist outside of our school improvement plan. The goals listed in our school improvement plan are all academic. Although the solutions to the challenges we face could be helpful to us accomplishing our academic goals, we thought that they should live outside of the school improvement framework. These behavior goals are just as important to the stakeholders of CVE as any of the academic goals are. The staff has agreed to changing the way we approach bullying, communicating with parents about the behavior of all students, how we teach expected behaviors, and the program for positive student behavior rewards.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Literacy: DRA, MSTEP, NWEA, Being a Writer Math: MSTEP, NWEA, Bridges Assessments	1st Grade 5th Grade 4th Grade 2nd Grade 3rd Grade

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	.http://www.chippewavalleyschools.org/downloads/aers/clinton_valley_2015_aer_a.pdf	CVE AER Report 15-16

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

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

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Adam Blachard - Assistant Superintendent Human Resources Department Chippewa Valley Schools 19120 Cass Ave., Clinton Township, MI 48038 586-723-2000	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	See attached.	Parent Involvement 16-17

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	See attached.	Parent school compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide 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: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

A team of the principal, 3 teachers, 3 parents, 1 para-educator, a school-wide facilitator, and the district grant coordinator met 6 times to develop the school wide plan. We sought input from staff at meetings as well as surveys that were completed. The plan was shared with parents through the PTO meetings and newsletters. Parent input was sought through surveys as well. Clinton Valley Elementary chose to have the students complete a survey. The surveys were used to determine areas of need and to guide programming. During the 2015-2016 school year meetings of the Parent Involvement Committee, staff meetings, PTO meetings, and Title 1 Schoolwide committee meetings were held to review our plan and assess our needs

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?

Student Achievement: We reviewed our state assessment, NWEA (Northwest Evaluation Assessment), and DRA (Developmental Reading Assessment) data.

Reading:
The following MEAP/MSTEP results are given for percent proficient for all students, male, female, and economically disadvantaged. Clinton Valley Elementary does not have a subgroup for black, or other minorities, or special education students.
3rd
2011/2012: 76%, 82%, 68%, 77%
2012/2013: 77%, 76%, 78%, 76%
2013/2014: 57%, 59%, 57%, 57%
2014/2015: 36%
2015/2016: 49%, 58% White, 58% ED, 50% Male

4th
2011/2012: 79%, 71%, 82%, 74%
2012/2013: 79%, 90%, 67%, 71%
2013/2014: 69%, 65%, 75%, 71%
2014/2015: 26%
2015/2016: 30%, 34% White, 21% ED, 27% Male

5th
2011/2012: 70%, 59%, 77%, 58%
2012/2013: 84%, 75%, 89%, 43%
2013/2014: 72%, 72%, 73%, 57%
2014/2015: 34%
2015/2016: 26%, 28% White, 15% ED, 19% Male

The following NWEA results are given for percent proficient for all students in the 2014/2015 school year. The scores represent fall, winter and spring benchmark testing.

Kdg: 81%, 66%, 72%
1st: 73%, 64%, 57%
2nd: 72%, 66%, 60%
3rd: 74%, 68%, N/A
4th: 48%, 51%, N/A
5th: 57%, 65%, N/A
** Students in 3rd- 5th grade will be tested in Fall and Winter using NWEA. Spring NWEA testing will not occur due to M-STEP.

The following DRA results are given as percent at or above grade level for the 2014/2015 school year. The scores represent a fall, winter, and end of year benchmark testing.

Kdg: 78%, 87%, 81%
1st: 45%, 50%, 61%
2nd: 44%, 48%, 54%
3rd: 55%, 65%, 64%

Based on the state assessment 68% of students met reading proficiency. Clinton Valley Elementary did not meet the AMO of 74.36%. Our current reality is that there is inconsistency in our reading scores. We recognize a need to address a core reading program and will be doing so by attending professional development in order to develop a balanced literacy program. There is a need to monitor the economically disadvantaged subgroup more closely.

Writing
The following MEAP results are given for percent proficient for all students, male, female, and economically disadvantaged. Clinton Valley Elementary does not have a subgroup for black, other minorities, or special education students.

4th
2011/2012: 55%, 36%, 64%, 47%
2012/2013: 36%, 24%, 48%, 21%
2013/2014: 42%, 31%, 54%, 43%

NWEA - Language (It measures understanding of language, grammar, language usage, and writing: planning, organizing, developing, revising and research.)

3rd: 70%, 70%
4th: 48%, 40%
5th: 51%, 53%
** Students in 3rd- 5th grade will be tested in Fall and Winter using NWEA. Spring NWEA testing will not occur due to M-STEP.

Based on the state assessment, 42% met writing proficiency. Clinton Valley Elementary did not meet the AMO of 57%. The most current MEAP data indicates a significant gap between male and female students in writing across 3rd-5th grade. From 2011-2013, the economically disadvantaged students significantly underperformed in comparison to all students.

Our current reality is that there is inconsistency in our writing scores. K-5 teachers will be attending district level professional development on (1) strategies that focus on the teaching of informational, argument, and opinion writing in addition to (2) Handwriting Without Tears training for grades 3-5. There is a need to monitor the economically disadvantaged subgroup more closely.

Math

The following MEAP results are given for percent proficient for all students, male, female, and economically disadvantaged. Clinton Valley Elementary does not have a subgroup for black, other minorities, or special education students.

3rd

2011/2012: 21%, 26%, 15%, 18%

2012/2013: 39%, 39%, 39%, 36%

2013/2014: 46%, 39%, 50%, 36%

2014/2015: 28%

2015/2016: 46%, 50% White, 37% ED, 50% Male

4th

2011/2012: 36%, 20%, 45%, 33%

2012/2013: 35%, 43%, 27%, 28%

2013/2014: 45%, 38%, 54%, 44%

2014/2015: 17%

2015/2016: 34%, 46% White, 30% ED, 36% Male

5th

2011/2012: 43%, 36%, 48%, 26%

2012/2013: 44%, 31%, 52%, 43%

2013/2014: 22%, 19%, 26%, 17%

2014/2015: 25%

2015/2016: 17%, 19% White, 11% ED, 19% Male

NWEA

The following NWEA results are given for percent proficient for all students in the 2014/2015 school year. The scores represent a fall, winter and spring benchmark testing.

Kdg: 62%, 57%, 72%

1st: 64%, 69%, 66%

2nd: 72%, 58%, 59%

3rd: 52%, 47%, N/A

4th: 38%, 34%, N/A

5th: 58%, 49%, N/A

** Students in 3rd- 5th grade will be tested in Fall and Winter using NWEA. Spring NWEA testing will not occur due to M-STEP.

Based on the state assessment, 39% met math proficiency. Clinton Valley Elementary did not meet the AMO of 46.81%. The most current MEAP data indicates a significant gap between male and female students in mathematics across 3rd-5th grades. Across all grades,

economically disadvantaged students continue to underperform all students. There was a significant decrease in scores between the 2012/2013 cohort of fourth grade students in comparison with their fifth grade school year state assessment. There is a need to monitor the economically disadvantaged subgroup more closely.

Our current reality is that there has been a decline in grades 1-5 in our math scores. This was the second full year of implementation of the new math curriculum. The district will continue to provide professional development to address fidelity and consistency of implementation

Science
The following MEAP results are given for percent proficient for all students, male, female, and economically disadvantaged. Clinton Valley Elementary does not have a subgroup for black, other minorities, or special education students.

2011/2012: 26%, 24%, 28%, 27%
2012/2013: 15%, 6%, 20%, 8%
2013/2014: 11%, 14%, 8%, 12%
2014/2015: 10%
2015/2016: 6%, 6% White, 9% ED, 5% Male

Based on the state assessment, 12% met science proficiency. Clinton Valley Elementary did not meet the AMO of 35.91.
Our current reality is that there has been decline as well as inconsistencies in our science scores overall. There is a need to monitor the economically disadvantaged subgroup more closely.

Social Studies:
The following MEAP results are given for percent proficient for all students, male, female, and economically disadvantaged. Clinton Valley Elementary does not have a subgroup for black, other minorities, or special education students.

2011/2012: 19%, 23%, 15%
2012/2013: 24%, 25%, 23%
2013/2014: 15%, 6%, 21%
2014/2015: 16%
2015/2016: 8%, 8% White, 4% ED, 14% Male

Our current reality is that there has been decline as well as inconsistencies in our social studies scores overall. There is a need to monitor the economically disadvantaged subgroup more closely.

Clinton Valley Elementary is in the 32nd percentile according to the State's Top to Bottom List for Fall 2013.

Program/Process (ASSIST-ISA)
What data was reviewed:
- Student, parent, and teacher survey data
- State and local achievement data
- Lesson Plans
- Teacher Evaluations
- Samples of student work
- Evidence of classroom practices

- Agendas and Meeting minutes
- Evaluations of Professional Development
- SWIS

What was concluded:

Purpose and Direction: Rating 3.33

Governance and Leadership: Rating 3.83

Teaching and Assessing for Learning: Rating 3.42

Resources and Support Systems: Rating 2.86

Using Results for Continuous Improvement: Rating 3.6

Our lowest rating was in Resources and Support Systems. Our staff feels that we are missing key components to meet the social/emotional needs of our population. A full-time counselor is needed to properly address the needs of general education students.

Perceptions

What data was reviewed:

Parents, students, and staff were surveyed using the survey provided by Advanc-Ed. About 47% of parents took the survey, which was available during conferences, on the school website, and posted in the newsletter. There was an incentive for parents to take the survey during conferences in order to encourage more participation. About 92% of the students took the survey. About 95% of staff took the staff survey.

What was concluded:

Overall, parents were very satisfied with Clinton Valley Elementary. Upon analyzing the open-ended responses, the parents indicated that they were very pleased with the teaching staff and with the open communication amongst all stakeholders. Parents indicated the area that was of greatest concern was feeling unwelcomed in the building. This school year, we implemented a new drop off and pick-up procedure to improve safety and protect instructional time in the classroom. In the past, the parents were able to come into the building as they pleased. We plan on addressing this by having more before/after school activities in which parents and families can feel more welcome in the building and offer additional opportunities to volunteer in the classroom.

Overall, the students were also very satisfied with Clinton Valley. The open-ended responses indicated that K-5 students were pleased with their teachers and the new math program as well as instruction. Third through fifth grade students indicated there is need for improvement in addressing bullying and developing a consistent, fair approach to supervision in the lunchroom. The students recommended a bully-free club as well as an "I need a friend" bench on the playground. These ideas are going to be seriously considered for implementation.

Throughout analyzing the staff survey, it is apparent that the staff enjoys working at Clinton Valley. The open-ended feedback concluded that the staff was most appreciative of the small family-like environment which yields positive relationships among staff. The staff indicated there is a need for more support at the district level as well as communication about instruction throughout varying grade levels. The current school improvement plan provided staff with time to engage in these conversations and peer observations however, was put on hold until next year due to the implementation of a new math curriculum. We do plan on providing staff the time to re-mediate these areas next school year.

Demographic (mobility, discipline, attendance data)
What data was reviewed:

Data for mobility, discipline and attendance was pulled from the following data sites:

- CEPI

- SWIS

- Mischooldata.org

- Schooldigger.com

- Powerschool

Total Students: 369

School of Choice: 90

American Indian/Native Alaskan: 2.2%

Asian American: 3%

Black: 15%

White: 66.5%

Hispanic: 2.8%

Multi-Racial: 10.5%

Special Education: 13.3%

Free and Reduced Lunch: 59%

Mobility: Added 41 students, Dropped 47

Discipline:

 In school suspension: 9 days

 Out of school suspension: 84 days (29 students)

Average Daily Attendance: 94.427%

According to mischooldata.org, 24%-28% of students are chronically absent (for the years 2011-2014).

CVE has a significant number of school of choice students. This has impacted our economically disadvantaged percentage, mobility rate, and chronically absent percentages. We anticipate these data trends to continue for the 2014-2015 school year.

Conclusions: What are causes for the gaps?

Content Areas: This year is the first full year of implementation of the Bridges math curriculum. With continued training and fidelity of implementation, we anticipate increased student achievement. Reading continues to be a concern. We will be implementing a balanced literacy approach in grades K-5 in order to differentiate instruction for students. For writing, science, and social studies, it is a core instruction issue. The district will be providing training and curriculum mapping to address these areas.

Subgroups: We know that our economically disadvantaged students score below all students in the areas of reading, writing, and math. This subgroup will continue to be a focus for intervention so we may increase their achievement.

Perception: We value parent partnerships and know that parents play a critical role in student achievement. Parents have shared that they feel unwelcome in the building. We will offer opportunities for families and parents to participate in before and after school activities as well as volunteering in the classroom so we may improve the relationships with our families.

Demographic Trends:

One-third of our population is school of choice. The data shows these students outperform and underperform resident students across content areas. We don't find that school of choice students have a bearing on academic areas that the school underperforms in. An area of concern for this subgroup is attendance, specifically tardiness, which does impact our average daily attendance. Some have been referred

for truancy.

Mobility is a concern for student achievement. Our current reality is that students who are mobile underperform compared to their peers. There tends to be a learning gap based on this movement. Interventions are provided to address the gap.

We recognize the need for a consistent discipline policy. Positive Behavior Intervention Supports will be updated in order for students to make connections with their good behavior and rewards. Daily communication with parents will inform them of their child's behavior. This will help build the home-school relationship and address any discipline issues in the early stages. The principal will be taking all students through various areas of the building to introduce and review the behavioral expectations in each area.

Professional Development Needs:

K-5 balanced literacy

- K-2 teachers will attend the Growing Good Readers workshop in the fall.

- 3rd grade teachers will attend the MAISA workshop in the fall.

- 4th and 5th grade teachers will attend the MAISA workshop the following year.

Instructional Strategies across all content areas

- Classroom Instruction that Works (CITW) strategies will be revisited during designated school-based PLC time.

- To support the implementation of CITW, Kagan Cooperative Learning Training will be provided at the district level for K-5 teachers in the 2015/2016 and 2016/2017 school years.

Core Content Areas

- Teacher representatives for each content area at every elementary building will serve on a district committee that will develop curriculum maps and pacing guides across K-12 content areas.

- Implementation of the new math curriculum will be revisited during designated school-based PLC time.

- District training will focus on informational, argument and opinion writing across content areas. Upper elementary teachers will be trained and will implement the Handwriting Without Tears program to provide consistency in all grades K-5.

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.

Alignment to Goals:

Throughout reviewing the state assessment as well as the NWEA (Northwest Evaluation Association) assessment, it was determined there is a need for improvement in the following areas: reading, writing, math, science, and social studies.

Goals:

All students will improve in reading.

All students will improve in writing.

All students will improve in math.

All students will improve in science.

All students will improve in social studies.

Subgroups that will be the focus of objectives and interventions:

According to assessment data, students that are economically disadvantaged continue to underperform academically in all content areas.

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?

Whole School Population:
Classroom Instruction that Works strategies will be incorporated with all students in all content areas. All teaching staff has been trained to implement CITW strategies within instruction.

Within reading instruction, teachers will implement a K-5 balanced literacy program. K-2 teachers will be trained in Growing Good Readers. The MAISA reading units will be the foundation for balanced literacy in grades 3-5. We will transition with third grade in the 2015-2016 school year. Fourth and fifth grade teachers will be trained in 2016-2017 school year.

Alignment of the math curriculum to the state standards and ongoing professional development for the implementation of the core math program will be addressed for all instructional Tiers.

In order to strengthen the core curriculum in science and social studies, the district will design curriculum maps and provide support to teachers with the implementation in these core areas. Within writing, district training will focus on informational, argument and opinion writing across content areas. Upper elementary teachers will be trained and will implement the Handwriting Without Tears program to provide consistency in all grades K-5.

Supplemental Instruction:

Students that qualify will receive extra support services at the Tier 2 and Tier 3 levels in reading, writing and math.

Reading: Four para-educators and 3 title one program specialists will provide extra services to qualifying students. Programs that will be utilized include Road to Reading, Road to the Code, K-Pals, 1st grade PALS, PALS 2-6, iRead, STAR Reading, and SuccessMaker within reading instruction. Before and after school programs are offered to qualifying students. iPads will be used to supplement instruction in all content areas.

Math: SuccessMaker and Bridges intervention materials will be used to supplement math instruction. Before and after school programs are offered to qualifying students. iPads will be used to supplement instruction in all content areas.

Writing: Before and after school programs are offered to qualifying students. iPads will be used to supplement instruction in all content areas.

Component 2: Schoolwide Reform Strategies

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

Classroom Instruction that Works strategies will be incorporated with all students within all content areas. All teaching staff has been trained to implement CITW strategies within instruction.

Within reading instruction teachers will implement a K-5 balanced literacy program. K-2 teachers will be trained in Growing Good Readers. The MAISA reading units will be the foundation for balanced literacy in grades 3-5. We will transition with third grade in the 2015-2016 school year. Fourth and fifth grade teachers will be trained in the 2016-2017 school year.

Alignment of the math curriculum to the state standards and ongoing professional development for the implementation of the core math program will be addressed for all instructional Tiers.

In order to strengthen the core curriculum in science and social studies, the district will design curriculum maps and provide support to teachers with the implementation in these core areas.

Within writing, district training will focus on informational, argument and opinion writing across content areas. Upper elementary teachers will be trained and will implement the Handwriting Without Tears program to provide consistency in all grades K-5.

Our district will be piloting two new comprehensive ELA series and choosing one for implementation Fall of 2017

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).

Quality of Instruction:
Staff members will utilize Classroom Instruction that Works strategies to engage all students and increase achievement in all areas. Staff will work together to create a common understanding and a shared vision for the implementation of the CITW strategies. Teachers will use the CITW implementation guide which identifies Critical Components and Non-negotiables required for implementation in the classroom.

Curriculum mapping across all content areas will occur to improve the quality of instruction. Alignment to the State standards and the development of formative and summative assessments will allow teachers to implement curriculum with fidelity.

Within reading instruction, teachers will implement a K-5 balanced literacy program. In the 2015-2016 school year, K-2 teachers will be trained in Growing Good Readers. The MAISA reading units will be the foundation for balanced literacy in grades 3-5. We will transition with third grade in the 2015-2016 school year. Fourth and fifth grade teachers will be trained in the 2016-2017 school year.

Teachers will monitor the implementation and effectiveness of strategies that improve instructional quality through data analysis and structured conversations within and across grade levels.

Quantity of Instruction:

A minimum of a 90 minute block for instruction is incorporated for balanced literacy. This allows teachers to do whole group and small group reading and writing instruction within the classroom.

Bridges math program requires a minimum of 60 minutes of math instruction. This includes the core lesson, number corner, and time in work places.

A 30 minute block for MTSS is incorporated to support all learners. This includes para-educators and grade level teachers providing support to groups of students within and across grade levels.

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

All Content Areas:

Staff members will utilize Classroom Instruction that Works strategies to engage all students and increase achievement.

The strategies were identified through a meta-analysis of instruction conducted by McREL (Marzano, 1998) and presented in the first edition of Classroom Instruction That Works (Marzano, Pickering, & Pollock, 2001). The second edition builds on that research and incorporates findings from a study that clarifies the concepts related to each of the nine categories identified in the first edition (Beesley & Apthorp, 2010), and it uses an analysis of the literature published since the first edition to provide an updated estimate of each strategy's effect on student achievement.

Dean, C. B., Stone, B., Hubbell, E., & Pitler, H. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement (2nd ed.). Alexandria, VA: ASCD.

Reading:

K-2 teachers will be trained in Growing Good Readers, a balanced literacy approach, and then use the strategies to improve reading. 3-5 teachers will be trained in MAISA Reading Units beginning with third grade in the 2015-2016 school year. K-5 teachers will continue to incorporate Daily 5 activities into their balanced literacy approach.

Balanced literacy instruction is a multi-faceted process, which involves teachers planning assessment-based instruction that incorporates research-based practices. Reutzel and Cooter (2000) state that balanced literacy programs teach students skills in reading and writing based on their individual needs and within the context of appropriately leveled reading materials of interest to the learner. In general, a balanced reading program is one that includes reading, writing, spelling, phonics, and other skills-based instruction (Cassidy, & Cassidy, 1999/2000). http://www.education.ucf.edu/mirc/Research/Balanced%20Reading.pdf

Research for Daily Five

1. Every child reads something he or she chooses.

The research base on student-selected reading is robust and conclusive: Students read more, understand more, and are more likely to continue reading when they have the opportunity to choose what they read. In a 2004 meta-analysis, Guthrie and Humenick found that the two most powerful instructional design factors for improving reading motivation and comprehension were (1) student access to many books and (2) personal choice of what to read.

2. Every child reads accurately.

When students read accurately, they solidify their word-recognition, decoding, and word-analysis skills. Perhaps more important, they are likely to understand what they read--and, as a result, to enjoy reading.

3. Every child reads something he or she understands.

In these large-scale national studies, researchers found that students in more-effective teachers' classrooms spent a larger percentage of reading instructional time actually reading; students in less-effective teachers' classrooms spent more time using worksheets, answering low-level, literal questions, or completing before-and-after reading activities. In addition, exemplary teachers were more likely to differentiate instruction so that all readers had books they could actually read accurately, fluently, and with understanding.

4. Every child writes about something personally meaningful.

When students write about something they care about, they use conventions of spelling and grammar because it matters to them that their ideas are communicated, not because they will lose points or see red ink if they don't (Cunningham & Cunningham, 2010).

5. Every child talks with peers about reading and writing

Research has demonstrated that conversation with peers improves comprehension and engagement with texts in a variety of settings (Cazden, 1988). Fall, Webb, and Chudowsky (2000) found better outcomes when kids simply talked with a peer about what they read than when they spent the same amount of class time highlighting important information after reading.

6. Every child listens to fluent reading.

Listening to fluent reading increases students' own fluency and comprehension skills (Trelease, 2001), as well as expanding their vocabulary, background knowledge, sense of story, awareness of genre and text structure, and comprehension of the texts read (Wu & Samuels, 2004).

Allington, R. L. & Gabriel, R. E. (2012). Reading: The core skill. Education Leadership, March 2012, 69(6), pp. 10-15.

Reading Tier 2 and 3:

STAR Reading - used for screening and progress-monitoring assessment-- is a reliable, valid, and efficient, computer-adaptive assessment of general reading achievement and comprehension for grades 1-12. STAR Reading provides nationally norm-referenced reading scores and criterion-referenced scores. A STAR Reading assessment can be completed without teacher assistance in about 10 minutes and repeated as often as weekly for progress monitoring. STAR Reading is highly rated for screening and progress monitoring by the National Center on Response to Intervention and meet all criteria for scientifically based progress-monitoring tools set by the National Center on Student Progress Monitoring.

http://www.doe.virginia.gov/school_finance/procurement/student_growth_assessments/renaissance/5,%20The%20Foundation%20of%20STAR.pdf
National Center on Response to Intervention   www.rti4success.ort

PALS-Peer-Assisted Learning Strategies is a peer-tutoring program for use in elementary school classrooms to improve student proficiency in reading. Its purpose is to supplement students' existing reading curriculum. Peer-Assisted Learning Strategies was developed for use with students with diverse academic needs and has been used with English language learners. The program uses peer-mediated instruction, a process whereby students work in pairs or small groups to provide tutoring in three reading strategies: retelling (i.e., sequencing information), paragraph shrinking (i.e., generating main idea statements), and prediction relay (i.e., generating and evaluating predictions). In addition to being trained in each of the reading strategies, students are taught to correct their partner's reading errors, award points for correct responses, and provide consistent encouragement and feedback. Developers recommend that tutoring sessions last approximately 35

minutes and be conducted three to four times a week.

http://ies.ed.gov/ncee/wwc/reports/english_lang/pals/index.asp

iRead - An extensive body of research and expert opinion confirms the importance of explicit and systematic instruction in foundational literacy skills in helping children learn to read--that is, instruction that involves deliberate training in the foundational skills that students need to progress from decoding what they read to understanding what it means. Scholastic's program, iRead for Grades K-2, reflects the research by integrating advancements in technology with sound instructional practice to more effectively and efficiently help every student learn how to read, so that they can learn from what they read. The iRead student software provides explicit, systematic instruction and individualized, ongoing practice in the foundational literacy skills of phonological awareness, alphabet knowledge, phonics, decoding, word recognition, morphology and syntax, fluency, and spelling. The systematic instruction delivered by the software targets the areas of the foundational skills that students are struggling with and provides individualized practice in these areas until students attain mastery of each skill. Students are given the opportunity to put the skills to use to create meaning as they read and comprehend literary and informational texts.

http://teacher.scholastic.com/products/iread/pdfs/iRead_ResearchFoundation_2013.pdf

Road to the Code
Road to the Code, published in 2000, is built upon research spanning more than ten years and many of the activities adapted for this program are based on previously validated research. Motivated by the fact that students with learning disabilities and other struggling readers often do not receive special instruction before third or fourth grade, the authors of Road to the Code, not wishing to wait until students experienced failure, developed and validated this program for the kindergarten curriculum with the express intent of improving the early reading and spelling skills of young students.

Florida Center for Reading Research
http://lizditz.typepad.com/files/road_code.pdf

Road to Reading-Two consensus panels (Snow et al., 1998; National Institute of Child Health and Human Development [NICHD], 2000) provided a much needed blueprint for early reading practices proven to reduce the number of students who experience difficulty learning to read. The practices include, among others, instruction in phonological awareness, the alphabetic principle, and accurate and fluent word recognition, as well as frequent opportunities for text-based reading with corrective feedback to build motivation and comprehension strategies. Road to Reading embraces these practices and provides a framework for providing both early intervention to prevent reading difficulties and remedial instruction for students who are struggling to learn to read

Excerpted from the Introduction of Road to Reading: A Program for Preventing and Remediating Reading Difficulties, by Benita A. Blachman, Ph.D., & Darlene Tangel, Ph.D.

SuccessMaker's comprehensive, rigorous K-8 curriculum is developed through rigorous analysis of the State standards across the country, the Common Core State Standards Initiative, recommendations of leading educational organizations including the National Reading Panel, the National Council of Teachers of Mathematics, Project 2061's Benchmarks for Science Literacy and the National Science Education Standards.

http://www.pearsonschool.com/index.cfm?locator=PS24Tj

Writing:

Research shows that handwriting is a foundational skill that can influence student's reading, writing, language use, and critical thinking (Saperstein Associates 2012). When children practice printing by hand, their neural activity is far more enhanced and "adult-like" (Bounds 2010). Research states that learning how to write by hand is a necessary motor exercise (Saperstein Associates 2012; James and Gauthier 2006; James 2012; Berninger 2012). Children consistently do better writing with a pen. They write more and they write faster (Berninger 2009). The Handwriting Without Tears® curriculum draws from years of research to provide developmentally appropriate, multisensory tools and strategies for your classroom.

http://www.hwtears.com/hwt/why-it-works/research/references

Math:

Math Curriculum and Instructional Alignment
The math curriculum and teaching materials will be reviewed for alignment with the state standards. Curriculum maps will be written for all grade levels using Rubicon Atlas. Teachers will be trained in how to align their teaching with grade level content curriculum maps. Teachers will also be provided training on how to create and use appropriate assessments both formative and summative. Instructional staff will be trained to implement strategies including the 8 core mathematical practices and designing rich mathematical tasks.

ASCD EduCore website http://educore.ascd.org Common Core Standards Initiative www.corestandards.org Evenson, A., McIver, M., Ryan, S., & Schwols, A. (2013). Common Core Standards for Grade K-2 and 3-5 in ELA and Math. Alexandria, VA: ASCD Kanold, T., Briars, D., Fennel, F. (2012). What Principals Need to Know about Teaching and Learning Mathematics. Bloomington, IN: NAESP/Solution Tree Press.

Tier 2 and 3:

SuccessMaker's comprehensive, rigorous K-8 curriculum is developed through rigorous analysis of the State standards across the country, the Common Core State Standards Initiative, recommendations of leading educational organizations including the National Reading Panel, the National Council of Teachers of Mathematics, Project 2061's Benchmarks for Science Literacy and the National Science Education Standards.

http://www.pearsonschool.com/index.cfm?locator=PS24Tj

STAR Math:
STAR Math--used for screening, progress-monitoring, and diagnostic assessment-- is a reliable, valid, and efficient, computer-adaptive assessment of general math achievement for grades 1-12. STAR Math provides nationally norm-referenced math scores and criterion-referenced evaluations of skill levels. A STAR Math assessment can be completed without teacher assistance in less than 15 minutes and repeated as often as weekly for progress monitoring.

http://www.doe.virginia.gov/school_finance/procurement/student_growth_assessments/renaissance/5,%20The%20Foundation%20of%20STAR.pdf

Science:
Consistent implementation of high leverage instructional strategies in Science.
The science curriculum and resources will be reviewed for alignment with Next Generation Science Standards (NGSS). A district level

curriculum mapping committee will review and modify curriculum maps for all grade levels in affected core areas.

Jacobs, H. (1997) Mapping the Big Picture - Integrating Curriculum and Assessment K-12

Social Studies:

Social Studies Curriculum and Assessment Alignment

Teachers will be trained to use Rubicon Atlas to create curriculum maps for Social Studies.

SS (2010) National Curriculum Standards for Social Studies - A Framework for Teaching, Learning, and Assessment. Published by National Council of Teachers of Social Studies

Jacobs, H. (1997) Mapping the Big Picture - Integrating Curriculum and Assessment K-12

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.

Students that qualify will receive extra support services at the Tier 2 and Tier 3 levels in reading, writing and math.

English Language Arts/Reading

Grade Span: K-3

Timely, effective, additional assistance provided: Three Title I Para-educators and one at-risk Para-educator are assigned to provide interventions to K-3 students who are not meeting the State's academic achievement assessment standards. The interventions being utilized include, iRead, Road to Reading, Road to the Code, K-5 PALS programs and SuccessMaker 3-5 days a week for 30 minutes per session.

Grade Span: 1-2

Timely, effective, additional assistance provided: An after school reading/writing program is offered to students not meeting NWEA achievement standards. This program is offered to 1st and 2nd grade students 2 days a week for an hour after school. The 1st grade program is offered for approximately 6 weeks. The 2nd grade program is offered for approximately 12 weeks.

Grade Span: 3-5

Timely, effective, additional assistance provided: Two TOPS (Title One Program Specialist) teachers are assigned to provide interventions to 3-5 students not meeting the State's academic achievement assessment standards. The interventions utilized include: SuccessMaker, K-5 PALS, Rewards. Interventions are provided 3 days per week for 30 minutes a session.

Writing

Grade Span: K-3

Timely, effective, additional assistance provided: Three Title I Para-educators and one at-risk Para-educator are assigned to provide interventions to K-3 students who are not meeting the State's academic achievement assessment standards. The Para-educators work with small group or individual students on areas of need 3-5 days a week for 30 minutes a session. They also push into the classroom to provide support to qualifying students.

Grade Span: 1-2

Timely, effective, additional assistance provided: An after school reading/writing program is offered to students not meeting NWEA

achievement standards. This program is offered to 1st and 2nd grade students 2 days a week for an hour after school. The 1st grade program is offered for approximately 6 weeks. The 2nd grade program is offered for approximately 12 weeks.

Grade Span: 3-5

Timely, effective, additional assistance provided: Two TOPS teachers are assigned to provide interventions to 3-5 students who are not meeting the State's academic achievement assessment standards. The TOPS teachers work with small group or individual students 3 days a week for 30 minutes a session on areas of need. They also push into the classroom to provide support to qualifying students.

Math

Grade Span: K-3

Timely, effective, additional assistance provided: Three Title I Para-educators and one at-risk Para-educator are assigned to provide interventions to K-3 students who are not meeting the State's academic achievement assessment standards. The interventions being used include SuccessMaker and Bridges intervention materials 3-5 days a week for 30 minutes a session.

Grade Span: 4-5

Timely, effective, additional assistance provided: Two TOPS teachers are assigned to provide interventions to 4-5 students not meeting the State's academic achievement assessment standards. The interventions being used include SuccessMaker and Bridges intervention materials 3 days a week for 30 minutes a session.

Science
Grade Span: K-5

Timely, effective, additional assistance provided: At this time we are currently using differentiated instruction within the classroom to meet the needs of our students. This is an area of focus for us at this time.

Social Studies
Grade Span: K-5

Timely, effective, additional assistance provided: At this time we are currently using differentiated instruction within the classroom to meet the needs of our students. This is an area of focus for us at this time.

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

Data review meetings are held 3 times a year to determine if the students' needs are being met. The special education teachers, teacher consultant, grade level teachers, para-educators, principal, and Title One Program Specialists will be involved in the data review meetings. The student data is placed into an excel document. The committee reviews the data, determines the interventions needed, and makes curricular decisions. Grade level teachers are involved in scheduled grade level meetings as part of progress monitoring of student achievement.

Teachers will use NWEA to determine students who will be eligible for services in reading. The bottom 25th percentile of NWEA will be monitored using STAR Reading. K-3 students will also be monitored through DRA. 4-5 students will also be monitored through classroom assessments.

Teachers will use NWEA to determine students who will be eligible for services in math. The bottom 25th percentile of NWEA will be monitored through the use of STAR Math. K-5 students will also be monitored through Bridges Assessments.

Writing, Science, and Social Studies will be monitored by the grade level teacher using formal and informal assessments within the classroom. Teachers will make instructional decisions based on these assessments.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All of the paraprofessionals at Clinton Valley Elementary meet the highly qualified status under NCLB. Record of status is held on file in the principal's office at Clinton Valley as well as the Human Resource Department at the Board Office.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers at Clinton Valley Elementary meet the highly qualified status under NCLB. Record of status is held on file in the principal's office at Clinton Valley as well as the Human Resource Department at the Board Office.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

One teacher did is not returning for the 2016-2017 school year. That position was filled by a district displaced highly effective rated teacher.

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

0-4 years - 8

5-10 years - 6

11-15 years - 2

16-20 years - 5

20-25 years - 0

25-30 years - 0

30-35 years - 1

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

- Clinton Valley Elementary (CVE) hosts 6-8 Wayne State University pre-student teachers each semester
- CVE regularly hosts full-time student teachers from various universities
- CVE nurtures and encourages a collaborative teaching environment
- CVE is a smaller building, which lends itself to cohesiveness and community-based relationships
- CVE provides opportunities for the staff to interact outside of the school day
- CVE PTO supports the teachers financially with stipends for classroom materials and/or school-based events
- CVE's principal nurtures the professional growth of all staff
- CVE has celebrations such as: monthly birthdays, staff recognition, student achievement, pot-luck lunches, holiday gatherings
- CVE has acquired iPads for Title One students
- Teachers receive additional resources through grant awards
- Teachers are provided opportunities to interview teaching candidates
- Staff input is encouraged and valued in regards to policies and initiatives

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

- Competitive salary and benefit package

- Technology upgrades in all buildings

- State-of-the-art technological resources

- Monthly early release dates for professional development

- Professional development opportunities provided for all staff

- Upgraded facilities

- Enhanced security for students and staff safety

- District personnel attend job fairs

- District supports the development of teacher leaders

- All schools participate in the Facilitators of School Improvement training

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?

CVE does not have a high turnover rate of teaching staff.

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.

Based on our gap analysis, the following professional development has been identified for teachers at Clinton Valley Elementary:

K-5 balanced literacy
- K-2 teachers will attend the Growing Good Readers workshop in the fall.
- 3rd grade teachers will attend the MAISA workshop in the fall.
- 4th and 5th grade teachers will attend the MAISA workshop the following year.

Instructional Strategies across all content areas
- Classroom Instruction that Works (CITW) strategies will be revisited during designated school-based PLC time.
- To support the implementation of CITW, Kagan Cooperative Learning Training will be provided at the district level for K-5 teachers in the 2015/2016 and 2016/2017 school years.

Core Content Areas
- Teacher representatives for each content area at every elementary building will serve on a district committee that will develop curriculum maps and pacing guides across K-12 content areas.
- Implementation of the new math curriculum will be revisited during designated school-based PLC time.
- District training will focus on informational, argument, and opinion writing across content areas. Upper elementary teachers will be trained and will implement the Handwriting Without Tears program to provide consistency in all grades K-5.

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

Balanced Literacy:
- K-2 teachers will attend the Growing Good Readers workshop where they will take the knowledge and skills acquired and develop a balanced literacy framework in their classroom. The cohort style of learning will provide opportunities for teachers to have conversations about evidence-based literacy practices. Teachers will observe each other in a peer-format manner to enhance their professional learning.
- 3-5 teachers will attend MAISA Reading Workshop beginning with the 2015-2016 school year. We will begin with training third grade teachers and continue with fourth and fifth grade the following year.

Instructional Strategies Across the Content Areas:
- All teaching staff at Clinton Valley have been trained in the use of the strategies outlined in Classroom Instruction that Works (CITW). We will revisit these strategies during designated school-based PLC time.
- To support the implementation of CITW, Kagan Cooperative Learning Training will be provided at the district level for K-5 teachers in the 2015/2016 and 2016/2017 school years.

Core Content Areas:

- At the district level, curriculum maps will be developed across all grade levels and content areas. Once complete, teachers will be expected to follow the scope and sequence. Professional development will be provided in areas where skills and knowledge need to be enhanced.
- The district is in the second year of implementation of the new math series. Professional development will continue to ensure fidelity and continuity of the program.
- The district is in a five year implementation process with Handwriting Without Tears training. K-3 teachers have been trained to date. Teachers in grade 4 will be trained in the 2015-2016 school year. Grade 5 teachers will be trained the following year.
- District training will focus on informational, argument, and opinion writing across content areas. A schedule for training has yet to be determined by the district.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	See attached.	2016-17 PD Plan

Component 6: Strategies to Increase Parental Involvement

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

A team of the principal, 3 teachers, 2 parents, 1 para-educator, a schoolwide facilitator, and the district grant coordinator met 6 times to develop the schoolwide plan. We sought input from staff at meetings as well as surveys that were completed. The plan was shared with parents through the PTO meetings as well as newsletters. Parent input was sought through surveys as well. Clinton Valley Elementary (CVE) chose to have the students complete a survey. The surveys were used to determine areas of need and to guide programming. During the 2015-2016 school year meetings of the Parent Involvement Committee, staff meetings, PTO meetings, and Title 1 Schoolwide committee meetings were held to review our plan and assess our needs

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

CVE PTO meetings feature a standing agenda item in order to discuss the planning, review, and improvement of the Parent Involvement Policy. The schoolwide program plan is developed during these meetings.

Title One meetings provide information to parents about the implementation of the schoolwide plan and how they may support and be involved in that implementation.

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

CVE will evaluate and submit to the state one evidence-based strategy, program, or initiative using the MDE Evaluation Tool to measure the impact of the program on student achievement and the closing of achievement gaps. Other strategies, programs, or initiatives will be evaluated in a similar manner by giving parent, teacher, staff, and student surveys to gather information on the effectiveness of our schoolwide program. These surveys are analyzed by the staff and modifications are implemented. Staff members participate in teams to further evaluate school achievement data. State and district data collected determines our school's resources, instructional, and professional development needs.

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	Yes. See attached.	2016-2017 PIP

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

1118 (e) (1) Provide assistance to parents to understand content standards, assessments, Title One programming, monitoring student progress, and how to work with educators.

School staff annually shares with parents the state's content expectations, the state's annual assessment, and ways to monitor their child's progress.

- State standards are shared with parents through curriculum night, open house, and on the school and district website.

- The state annual assessment results are shared with parents through a mailing of their child's results provided by the state.

- During curriculum night, the teachers inform parents of the timing of benchmark assessments and ways to identify how their child is progressing.

This information is also reinforced at conferences. Teacher newsletters provide information on classroom assessments and content expectations.

1118 (e) (2) Provide materials and training for parents.

Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress. Materials and training include:

- Learning kits

- Parent Education Nights

- Summer sessions and materials

- Home access to online learning resources like: MobyMax, Spelling City, LEXIA, RAZ Kids, etc.

- Leveled Reading Resources

1118 (e) (3) Training for school staff on the importance of parent involvement.

CVE values the contributions of parents and strives to develop strong parent-school relationships. Professional learning opportunities are provided to staff and parents in ways that continue to foster ties between parents and the school. We will utilize resources provided on the MDE and MAS/FPS websites to increase parent involvement.

Teachers partner with parents to encourage their participation in classroom activities, field trips, and ways to support their child's achievement outside of the classroom.

1118 (e) (4) Coordinate with parent involvement in other programs in the school.

Coordination with other programs for parent involvement includes:

- Parent Education Network (PEN)

- District parent involvement personnel

- Great Start Readiness Program (GSRP - "Curious Fours"), Title III (Bilingual), Title VII (Indian Education Grant Program)

CVE participates in the Kindergarten Transition training at the Macomb ISD where materials are provided and a framework for transitioning from preschool to kindergarten is developed.

Invitations to events in fall and winter will be extended to parents of preschool children so they can begin to develop a partnership with CVE. Students in 5th grade that are transitioning to middle school attend an orientation held at the middle school. Parents are invited to a special meeting to assist in the transition of their child to 6th grade.

1118 (e) (5) Provide information in a format that is understandable to parents.

All communication provided to our parents is done in language that is easy to understand and devoid of educational jargon. Communications include:

- Newsletters: school-wide and classroom newsletters

- Website documents

- PTO meeting minutes

- School event flyers

- Annual Education Report (AER)

1118 (e) (14) Provide other reasonable support as requested

Parents are provided with other reasonable support and/or referrals such as:

- Tutoring services

- Social work services

- Homeless education

- Food and Clothing for families

- Dental services through mobile dentist

- Transportation beyond what is provided at the district level

CVE makes every effort to support families in times of crisis and transition. We have a giving tree during the holidays and use the school newsletter to inform parents of services that are available. A partnership with the Goodfellows provides backpacks for students in need and the Kiwanis Club provides dictionaries for every 3rd grade student.

1118 (f) Accessibility for disabled parents, LEP parents, parents of migratory children: describe how you handle or will handle each of these parent groups.

Provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

- Limited English proficiency: School documents are translated in multiple languages. Translators are available for conferences and meetings. Tutors work with students and their families to assist in understanding state standards and assessments.

- Parents with disabilities: CVE is ADA compliant. For those with visual impairments, accommodations for large print or braille text can be made. Amplification devices and sign language interpreters are available for the hearing impaired. Teachers are willing to make arrangements with parents who are physically or otherwise impaired to discuss student progress or address the needs of students.

- Parents of migratory children: A meeting with the student and parents will be held to help the student adjust to his/her new surroundings, expectations, and curriculum. Assistance will be provided to parents in completing all documents necessary for enrollment. A new student orientation will be held to assist in the smooth transition to CVE. CVE will communicate with the school the student is transferring from/to in order to ensure a smooth transition.

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

CVE PTO meetings feature a standing agenda item in order to discuss the planning, review, and improvement of the parent involvement policy. The schoolwide program plan is developed and evaluated during these meetings.

CVE conducts annual surveys with all stakeholder groups in order to evaluate the parent involvement component of the schoolwide plan and generate feedback.

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

Clinton Valley Elementary will evaluate and submit to the state one evidence-based strategy, program, or initiative using the MDE Evaluation Tool to measure the impact of the program on student achievement and the closing of achievement gaps. Other strategies, programs, or initiatives will be evaluated in a similar manner by giving parent, teacher, staff, and student surveys to gather information on the effectiveness of our schoolwide program. These surveys are analyzed by the staff and modifications are implemented. Staff members participate in teams to further evaluate school achievement data. State and district data collected determines our school's resources, instructional, and professional development needs.

Clinton Valley Elementary's School Improvement Goal Team reviews the schoolwide plan at restructured day meetings and staff meetings held throughout the school year in order to consider any revisions that may be needed. The SI Goal Team will make the necessary adjustments to improve the plan. This process allows for continuous improvement and promotes academic growth. A cohesive partnership with parents, teachers, staff, and students ensures the success of our schoolwide plan.

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

The school-parent compact was developed by a team of teachers, administrators, staff, and parents. The compact is reviewed by parents and staff on an annual basis at PTO and staff meetings. Recommended changes are taken into consideration and implemented.

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

The school-parent compact will be shared annually at parent-teacher conferences each fall. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school. The signed compacts are held on file in the principal's office.

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

Clinton Valley is a K-5 elementary school and does not share the compact with middle or high school. The school-parent compact will be shared annually at elementary parent-teacher conferences each fall. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school. The signed compacts are held on file in the principal's office.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	A copy of the compact is attached.	2016-17 compact

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

User Friendly: All communication provided to our parents is done in language that is easy to understand and devoid of educational jargon. Communications include:

- Newsletters: school-wide and classroom newsletters

- Website documents

- PTO meeting minutes

- School event flyers

- Annual Education Report (AER)

Limited English: School documents are translated in multiple languages. Translators are available for conferences and meetings. Tutors work with students and their families to assist in understanding state standards and assessments.

Parents with disabilities: CVE is ADA compliant. For those with visual impairments accommodations for large print or braille text can be made. Amplification devices and sign language interpreters are available for the hearing impaired. Teachers are willing to make arrangements with parents who are physically or otherwise impaired to discuss student progress or address the needs of students.

Literacy Issues: CVE will provide parents with literacy issues the opportunity to meet with staff to explain the results of academic assessments.

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?

Preschool siblings of CVE students are invited to attend after school activities. Two GSRP funded preschool classes are housed at CVE next to our kindergarten classrooms. In fall and spring, the kindergarten students show the preschool students their classroom, hear a story read aloud by the kindergarten teacher, and participate in various activities.

In the spring, all students entering kindergarten are invited to Kindergarten Roundup. At this time, the students are able to explore the classroom, meet the teachers, ride a school bus, and are assessed on readiness skills. Students who qualify for pre-kindergarten intervention are offered the opportunity to attend Bridge to Kindergarten summer program. Parents are introduced to office personnel, PTO officers, district Title One personnel, para-educators, and kindergarten teachers.

Preschool children and their parents will be invited to upcoming events to foster school and community involvement. These events include PTO sponsored events, mini workshops, and parent education and kindergarten readiness sessions.

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?

Preschool and kindergarten teachers will attend the Kindergarten Transition workshop offered at the MISD. This training focuses on school readiness, ways to work with parents, and provides materials for parents to utilize while working at home with their preschool children.

CVE will provide mini workshops which include literacy awareness, language development, fine and gross motor skills, and incorporating math in everyday life.

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?

Our building has representatives on each of the 7 district level curriculum councils. The role of the curriculum council is to identify and distribute resources that align with the state standards, develop curriculum maps, develop and design common assessments, identify and provide professional development for the district, and provide support for teachers.

Annually, the staff talks about various assessments that are currently used and makes a determination as to whether or not those assessments will be continued. Teachers have the academic freedom to choose assessments outside of those required to meet the instructional needs of students.

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

Teachers have common preparation periods to discuss achievement data and academic needs of students. Data review meetings are held three times per year to analyze benchmark test results and to make instructional decisions based on the data.

State assessment results are used to identify gaps within the curriculum as well as to develop supports for students not meeting state standards. Teachers are given time to look over the item analysis for their grade level to adjust their scope and sequence.

Individual teachers use observational and progress monitoring data to identify students that may need small group and/or differentiated instruction.

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-3
Identification/Criteria for Selection: Students scoring below the following listed DRA level per grade will qualify for Title services. The scoring levels are being reported at the fall, winter, and end of year testing schedules.

K: A, 1, 3
1: 2, 6, 16
2: 14, 18, 28
3: 24, 30, 38

Grade Span: K-5
Identification/Criteria for Selection: Students scoring in the bottom 25th percentile on NWEA in the fall will qualify for Title services. Students will exit Title services if they test above the 25th percentile. This identification process occurs at/before each card marking.

Students will exit Title services when they meet the grade level standard listed. This identification process occurs at/before each card marking.

Writing
Grade Span: K-5
Identification/Criteria for Selection: Students scoring below grade level on the District created rubric will receive interventions within the classroom and/or Title services. Students must score at 8 or less in order to meet grade level standards. Any student scoring at 9 or above on the rubric will qualify for services. Students will exit services when they perform at grade level on the rubric.

Math
Grade Span: K-5
Identification/Criteria for Selection: Students scoring in the bottom 25th percentile on NWEA in the fall will qualify for Title services. Students will exit Title services when they test above the 25th percentile.

Grade Span: K-5
Identification/Criteria for Title Selection: Students scoring 1 or 0 points on the Bridges formal assessments will receive services. Students will exit Title services when they score above a 1 on the Bridges formal assessments and checkpoints. Math is assessed weekly/bi-weekly.

Science

Grade Span: K-5

Identification/Criteria for Selection: Students scoring below 70% on end of the unit assessments will receive interventions within the classroom.

Social Studies
Grade Span: K-5
Identification/Criteria for Selection: Students scoring below 70% on end of the unit assessments will receive interventions within the classroom.

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-3
Timely, effective, additional assistance provided: Three Title One Para-educators and one At-Risk Para-educator are assigned to provide interventions to K-3 students who are not meeting the State's academic achievement assessment standards. The interventions being utilized include iRead, Road to Reading, Road to the Code, K-5 PALS programs and SuccessMaker 3-5 days per week for 30 minutes per session.

Grade Span: 1-2
Timely, effective, additional assistance provided: An after school reading/writing program is offered to students not meeting NWEA achievement standards. This program is offered to 1st and 2nd grade students 2 days a week for an hour after school. The 1st grade program is offered for approximately 6 weeks. The 2nd grade program is offered for approximately 12 weeks.

Grade Span: 3-5
Timely, effective, additional assistance provided: Two TOPS (Title One Program Specialist) teachers are assigned to provide interventions to 3-5 students not meeting the State's academic achievement assessment standards. The interventions utilized include: SuccessMaker, and K-5 PALS. Interventions are provided 3 days per week for 30 minutes a session.

Writing
Grade Span: K-3
Timely, effective, additional assistance provided: Three Title One Para-educators and one At-Risk Para-educator are assigned to provide interventions to K-3 students who are not meeting the State's academic achievement assessment standards. The Para-educators work with small group or individual students on areas of need 3-5 days a week for 30 minutes a session. They also push into the classroom to provide support to qualifying students.

Grade Span: 1-2
Timely, effective, additional assistance provided: An after school reading/writing program is offered to students not meeting NWEA achievement standards. This program is offered to 1st and 2nd grade students 2 days a week for an hour after school. The 1st grade program is offered for approximately 6 weeks. The 2nd grade program is offered for approximately 12 weeks.

Grade Span: 3-5

Timely, effective, additional assistance provided: Two TOPS teachers are assigned to provide interventions to 3-5 students who are not meeting the State's academic achievement assessment standards. The TOPS teachers work with small group or individual students 3 days a week for 30 minutes a session on areas of need. They also push into the classroom to provide support to qualifying students.

Math

Grade Span: K-3

Timely, effective, additional assistance provided: Three Title One Para-educators and one At-Risk Para-educator are assigned to provide interventions to K-3 students who are not meeting the State's academic achievement assessment standards. The interventions being used include SuccessMaker and Bridges intervention materials 3-5 days a week for 30 minutes a session.

Grade Span: 4-5

Timely, effective, additional assistance provided: Two TOPS teachers are assigned to provide interventions to 4-5 students not meeting the State's academic achievement assessment standards. The interventions being used include SuccessMaker and Bridges intervention materials 3 days a week for 30 minutes a session.

Science
Grade Span: K-5
Timely, effective, additional assistance provided: At this time we are currently using differentiated instruction within the classroom to meet the needs of our students. This is an area of focus for us at this time.

Social Studies
Grade Span: K-5
Timely, effective, additional assistance provided: At this time we are currently using differentiated instruction within the classroom to meet the needs of our students. This is an area of focus for us at this time.

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

Teachers are differentiating instruction through the use of guided reading. The students are grouped based on their instructional levels according to the DRA. Guided reading provides the students with the tools needed at their levels to increase fluency and comprehension.

Teachers are also using guided writing and teacher conferencing in order to differentiate instruction in writing.

Throughout math instruction, students are provided time in Work Places. During Work Place time, teachers are working with small groups of students based on formal and informal Bridges assessments.

Within science and social studies, teachers are working with small groups of students in order to address areas of concern. Concepts are taught in a variety of ways to meet the learning needs of the students.

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.

Title I funds and State Section 31a funds are a main source of financial support to the supplemental services budget of the building. These additional, supplemental, financial resources help support students reach academic goals set by staff. The additional staff and resources purchased through grant funds assist in the provision of a tiered system of intervention support to the students.

Federal Resources, Programs, and Grants: Title I, Part A, Title II, Part A, Title III (ESL), GSRP
o Title I, Part A:
 4 Para-educators, 1 Title I Teacher Specialist (TOPS), support materials for supplemental instruction, summer school instruction, professional development for staff, parent involvement and education via our district's T-1 funded Parent Education Network (PEN), technology (hardware and software), book fairs, extended-day tutoring.
o Title II, Part A:
 Professional development identified at district level for teachers, para-educators, and administrators.
o Title III, ESL:
 Para-educator support via pull-out tutoring services to eligible bi-lingual students, Parent Education services, Parent Night events, book fairs, support at Parent/Teacher conferences.
o GSRP (Pre-school):
 Pre-school education program via half-day program with certified teacher and highly qualified associate teacher (para-educator) for eligible students.
o Based on school wide goals, the federal funds provide students with resources and supplemental instructional support required for success in school. With ongoing assessments and data analysis, students are placed in appropriate intervention-based support programs. Grant funded staff and programs are decided cooperatively at the building and district levels, and are developed to meet the needs and goals of the identified students.
o Title I funds have provided the support services of 3 highly qualified para-educators who provide supplemental instruction and support in the core content areas to identified, eligible students, with a primary focus in Reading and Math in grades K-2. In addition, Title I funds have been used to provide approximately 1400 hours of core content area support from certified teachers (TOPS) working with identified, eligible students in the upper grades (3-5).
o Title II funds provide professional development opportunities for the school's teachers and administrator to attend training in areas relating to the District and School Improvement Plans.
o Title III funds provide the funds for ESL book fair opportunities for students and their families, and other services provided by the district's Title III funded Parent Liaison.
o The Great Start Readiness Program (GSRP) grant provides an academic pre-school program to identified, eligible students. The sessions are conducted by one certified, ZA endorsed teacher, and one highly qualified (per GSRP standards) para-educator.

State Resources, Programs, and Grants: Section 31a (At Risk) Grant
o Section 31a funds provide the services of one para-educator who provides instructional support to identified, eligible students in the core content areas, focusing on Reading and Math in grades K-3. This grant also provides the funding support for one 0.5 FTE Social Worker, who provides appropriate services to identified, eligible students. ESL para-educators provide English acquisition support services to eligible students.

Local Resources, Programs, and Grants: District General Funds, Bond Funds, Technology Support, PTO funds

o District General Funds provide the resources of Data Director, PowerSchool, and other similar programs/services for maintaining accurate student data.

o Bond funds provide building and technology updates.

o Technology Support is extended to all buildings for the benefit of all students and teachers, and are used to maintain and/or replace/update technology as needed.

o PTO funds are used to enrich the academic and social development of all our building's students (book fairs, field trips, fun nights/events, library books/materials, class parties, etc.).

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.

1. Comprehensive Needs Assessment: General Funds, Title I-A, 31a:

- Title I and 31a funds have provided Clinton Valley Elementary with support staff (para-educators, TOPS teachers, Social Worker).

- These support services are provided based on the examination of data, obtained throughout the school year at regular intervals (MAP assessment, 4x/year), comprising our needs assessment for academic growth.

2. School-Wide Reform Strategies: Title I-A, Title II-A, Title III, 31a, General Funds:

- These support services are provided based on the examination of data, obtained throughout the school year at regular intervals (MAP assessment, 4x/year), comprising our needs assessment for academic growth and direct our strategies for reform.

- Title I funds have provided the support services of 3 highly qualified para-educators who provide supplemental instruction and support in the core content areas to identified, eligible students, with a primary focus in Reading and Math in grades K-2. In addition, Title I funds have been used to provide approximately 1400 hours of core content area support from certified teachers (TOPS) working with identified, eligible students in the upper grades (3-5).

- Title and 31a funds support SuccessMaker and STAR 360 computer-based interventions. Title funds were used to purchase 30 iPad minis in addition to appropriate software programs for interventions.

- Title II funds provide professional development opportunities for the school's teachers and administrator to attend training in areas relating to the District and School Improvement Plans. K-2 teachers will be trained in Growing Good Readers a balanced literacy approach and then use the strategies to improve reading. 3-5 teachers will be trained in MAISA Reading Units beginning with third grade in the 2015-2016 school year. K-5 teachers will continue to incorporate Daily 5 activities into their balanced literacy approach.

- Title III funds provide the resources for ESL book fair opportunities for students and their families, and other services provided by the district's Title III funded Parent Liaison. Title III funds were used to provide Rosetta Stone licenses which are used by ESL tutors, students, and parents.

- Section 31a funds provide the services of one para-educator who provides instructional support to identified, eligible students in the core content areas, focusing on Reading and Math in grades K-3. This grant also provides the funding support for one 0.5 FTE Social Worker, who provides appropriate services to identified, eligible students. ESL para-educators provide English acquisition support services to eligible students.

- District General Funds provide the resources of Data Director, PowerSchool, and other similar programs/services for maintaining accurate student data.

3. Highly Qualified Staff: General Funds

- Chippewa Valley Schools regularly sends representatives to attend job fairs in order to recruit highly qualified teachers in elementary grades, and other grades specific to content areas. The district advertises in local newspapers, on the district's cable channel, on local cable stations, and at colleges. The Human Resources department notifies local colleges/universities of our openings. This is all provided from the district's general funds.

4. Attract and Retain Highly Qualified Staff: General Funds, Title I-A, Title II-A, 31a, General Fund
- The district participates in the MISD's "New Teacher Academy" (General Fund),
- Professional development opportunities in-district and in-school (T-1,A, T-2,A, 31a),
- Child Record Review (General Fund),
- Technology driven instruction to close achievement gaps (General Fund, T-2,A),
- Updated technology (hardware/software) (General Fund).

5. Professional Development: General Funds, Title I-A, Title II-A
- Title I and Title II funds have supported the district's goals in having full teacher participation in programs such as Classroom Instruction That Works (CITW), Teacher Leader, Facilitators of School Improvement, Math content training (Bridges @ K-5, CP3 @ 6-8).
- Title II funds support professional development for K-6 teachers via training opportunities provided by the MISD in topics that include Road to Reading, Road to the Code, K-PALS, 1st Grade PALS, 2-6 PALS, Growing Good Readers, etc.

6. Parental Involvement: Title I, A, Title III, ESL, Section 31a, GSRP
- Parent involvement is a priority for all grant programs that provide services to students (not Title II, A).
- Title I and Title III have designated Parent Liaisons who actively provide information, ideas, and materials for involving parents in the education of their children.
- 31a, as of 2014/2015, allows for Parent Involvement support and is offered to all parents in all buildings.
- Title I, Title III, and 31a funds are used to sponsor "Parent Night" events that educate parents on ways to support their child's education.
- GSRP supports parent involvement via Parent Action Committee meetings, held 4x yearly, and encourages parent presence in the classroom.

7. Pre-school Transition: General Funds, GSRP
- Clinton Valley uses general and GSRP grant funded staff to provide support to students and parents as children transition from pre-school to Kindergarten.

8. Assessment Decisions: General Funds, Title I, A
- General funds support the costs of district wide assessments that have been purchased and/or created for use in assessing student achievement.
- Title I funds are used in the purchase of diagnostic and intervention programs for use by identified, eligible students, such as SuccessMaker and STAR 360 (Reading and Math).

9. Timely and Additional Assistance: Title I, A, Title III, ESL, 31a
- Title I funds have provided the support services of 3 highly qualified para-educators who provide supplemental instruction and support in the core content areas to identified, eligible students, with a primary focus in Reading and Math in grades K-2. In addition, Title I funds have been used to provide approximately 1400 hours of core content area support from certified teachers (TOPS) working with identified, eligible students in the upper grades (3-5).
- Title III funds provide the funds for ESL book fair opportunities for students and their families, and other services provided by the district's Title III funded Parent Liaison.

- Section 31a funds provide the services of one para-educator who provides instructional support to identified, eligible students in the core content areas, focusing on Reading and Math in grades K-3. This grant also provides the funding support for one 0.5 FTE Social Worker, who provides appropriate services to identified, eligible students. ESL para-educators provide English acquisition support services to eligible students.

10. Coordination and Integration of Federal, State, and Local Resources:
- The desired and anticipated Schoolwide status would allow Clinton Valley the ability to have full utilization of all funds and resources for all appropriate student and teacher support services.

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.

- Clinton Valley Elementary, as part of the entire district, participates in the National Free Breakfast and Lunch programs, organized and directed by our Food Services Department, and delivers free and/or reduced cost meals to students who are considered eligible based on the "Free and Reduced" meal program. Currently, the population at Clinton Valley Elementary is just under 58% poverty, the highest level of poverty in the district. This program remains a vital one to allow students to receive the nourishment needed to succeed in the academic setting of the classroom at school.
- Title I and 31a funds support the needs of all identified Homeless students. The Homeless Student Liaison (at Central Administration) attends all county meetings, receives all recent and updated information on legal practice and interpretation, and works with the Director of Grants to see that all allowable and available services are extended to all identified Homeless students. This includes supply/material/book costs, graduation fees, athletic and school fees, free lunch, free transportation (when appropriate), referrals to local food pantries and clinic services, and access to all T-1 and 31a support services.
- The Great Start Readiness Program (GSRP) grant provides an academic pre-school program to identified, eligible students. The sessions are conducted by one certified, ZA endorsed teacher, and one highly qualified (per GSRP standards) para-educator per classroom.
- Clinton Valley uses general and GSRP grant funded staff to provide support to students and parents as children transition from pre-school to Kindergarten.

Evaluation:

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

Clinton Valley Elementary will evaluate and submit to the state one evidence-based strategy, program, or initiative using the MDE Evaluation Tool to measure the impact of the program on student achievement and the closing of achievement gaps. Other strategies, programs, or initiatives will be evaluated in a similar manner by giving parents, teachers, staff, and student surveys to gather information on the effectiveness of our schoolwide program. These surveys are analyzed by the staff and modifications are implemented. Staff members participate in teams to further evaluate school achievement data. State and district data collected determines our school's resources, instructional, and professional development needs.

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.

Clinton Valley Elementary will evaluate and submit to the state one evidence-based strategy, program, or initiative using the MDE Evaluation Tool to measure the impact of the program on student achievement and the closing of achievement gaps. Throughout the year, Clinton Valley Elementary will have School Improvement (SI) Goal Teams that consist of staff and parents. This SI Goal Team will meet to review district and state data, along with current practices, to determine the success of the schoolwide program. In math, we use the state assessment, NWEA, and formative/summative assessments embedded in the Bridges math program. In reading, we use the state assessment, NWEA, and progress monitoring assessments. In science and social studies, we use state assessments and end-of-unit assessments embedded within the curriculum. All of these assessments provide the SI Goal Teams information to analyze and determine areas of needs and trends. This information is shared with parents and their input is solicited for improvement of programming.

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.

Clinton Valley Elementary will evaluate and submit to the state one evidence-based strategy, program, or initiative using the MDE Evaluation Tool to measure the impact of the program on student achievement and the closing of achievement gaps. Clinton Valley Elementary's SI Goal Teams will analyze gathered data at each individual grade level. The data is compiled from state and district assessments. We also determine the effectiveness of the schoolwide program by student growth. This growth is tracked through progress monitoring of the students, formative assessments, and district and state assessments. Parents are provided opportunities via surveys and meetings to give input to the effectiveness of the schoolwide program and ways to increase effectiveness where needed.

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?

Clinton Valley Elementary's SI Goal Team reviews the schoolwide plan at restructured day meetings and staff meetings held throughout the school year in order to consider any revisions that may be needed. The SI Goal Team will make the necessary adjustments to improve the plan. This process allows for continuous improvement and promotes academic growth. A cohesive partnership with parents, teachers, staff

and students ensures the success of our schoolwide plan.

2016-2017 Goals

Overview

Plan Name

2016-2017 Goals

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve in math. - Updated 2016-2017	Objectives: 1 Strategies: 2 Activities: 16	Academic	$170400
2	All students will improve in reading. Updated 2016-2017	Objectives: 2 Strategies: 4 Activities: 31	Academic	$389840
3	All students will improve in writing. -Updated 2016-2017	Objectives: 1 Strategies: 3 Activities: 9	Academic	$9100
4	All students will improve in science. - Updated 2016-2017	Objectives: 1 Strategies: 2 Activities: 9	Academic	$9100
5	All students will improve in social studies. -Updated 2016-2017	Objectives: 1 Strategies: 2 Activities: 9	Academic	$9100

Goal 1: All students will improve in math. - Updated 2016-2017

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all claim areas in Mathematics by 06/20/2024 as measured by Spring State Assessment 2024.

Strategy 1:

Bridges Mathematics Program - Staff members will utilize Bridges Mathematics Program to engage all students and increase achievement in math. The Bridges Math program is used as our school's primary elementary resource for daily math instruction. It is a comprehensive Kindergarten through fifth grade curriculum that focuses on developing children's conceptual understanding in ways that produce life-long mathematical skills. It was developed by The Math Learning Center and is research-based and field tested.

Category: Mathematics

Research Cited: The following research provides evidence for the effectiveness of the Bridges program. Information was obtained from:

http://bridges1.mathlearningcenter.org/media/Annotated_Biblio_Bridges.pdf

Tier: Tier 1

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use data to inform instructional decisions.	Teacher Collaboration, Professional Learning, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$7000	Title I Part A, Title I Part A	All Instructional Staff

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive continued professional development in the Bridges Math Program.	Curriculum Development, Professional Learning, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$0	General Fund	All Instructional Staff

School Improvement Plan
Clinton Valley Elementary School

Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will utilize math curricular leaders to engage in peer coaching of the Bridges Math Program.	Teacher Collaboration, Implementation	Tier 1	Implement	09/01/2016	06/20/2017	$0	General Fund	All instructional staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement Bridges Mathematics Program.	Implementation, Direct Instruction	Tier 1	Implement	09/01/2016	06/20/2017	$0	No Funding Required	All Instructional Staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review data to ensure implementation is done with fidelity.	Walkthrough, Monitor	Tier 1	Monitor	09/01/2016	06/20/2017	$600	Title I Schoolwide	All Instructional Staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use grade level meeting time to discuss levels of implementation.	Teacher Collaboration, Communication, Monitor	Tier 1	Monitor	09/01/2016	06/20/2017	$0	No Funding Required	Instructional Staff

Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will use assessment data to evaluate the impact and success of the program.	Teacher Collaboration, Evaluation	Tier 1	Evaluate	09/01/2016	06/20/2017	$4500	Title I Schoolwide	All Instructional Staff

Strategy 2:

Title 1 support services for Title 1 eligle students - Title 1 identified students will receive support in math from paraeducators and teachers known as TOPS teachers

(Title One Program Specialists).

Category:

Tier: Tier 2

Activity - Para-educators (4)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Para-educators will provide instructional support to identified students during the regular school day in content areas to increase student achievement in math. $100 per day, per paraprofessional = $96000	Academic Support Program	Tier 2	Monitor	09/01/2016	06/20/2017	$96000	Title I Part A	Para-educators, principal, district title 1 director

Activity - Paraeducator extended day math support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Para-educators will supply extended day support in math to identified students in extended day settings to increase student achievement. $15.00 per hour, per para-educator= $6000	Academic Support Program	Tier 2	Implement	09/01/2016	06/20/2017	$6000	Title I Part A	para-educators, principal

Activity - 3 Title One Program Specilists will provide interventions to eligible students in math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers (title 1 program specialists) will provide instructional support to identified students during the regular school day in math to increase student achievement. $100 per day per teacher = $36000	Academic Support Program	Tier 2	Implement	09/01/2016	06/20/2017	$36000	Title I Part A	principal, title 1 program specialist teachers

Activity - Use of Successmaker for Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 Program Specialist Teachers and classroom teachers will use Successmaker to provide instructional support in Math. Maintenance will be purchased to continue the use of the computer program called Successmaker in order to facilitate student understanding to identified Title 1 students of grades 3 through 5.	Technology , Academic Support Program	Tier 2	Monitor	09/01/2016	06/20/2017	$6000	Title I Part A	Title 1 program specialist teachers, teachers, principal

Activity - iPads will be used to provide instructional support in the area of Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
30 iPads that were purchased in 2015-16 will be used to provide instructional support	Technology , Academic Support Program	Tier 2	Monitor	09/01/2016	06/20/2017	$11000	Title I Part A	Principal, para-educators, teachers, media clerk, title I program specialists

Activity - Software programs to facilitate student understanding in Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Software programs that sharpen students math skills will be purchased to facilitate student understanding of math to identified Title I students of grades K-5.	Technology, Academic Support Program	Tier 2	Implement	09/01/2016	06/20/2017	$2000	Title I Part A	Para-educators, Principal, Teachers, Title I Program Specialists

Activity - Professional Development related to support intervention services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 teachers will attend 2 trainings each in regards to developing and using newly purchased iPads for Tier II interventions.	Professional Learning	Tier 2	Implement	09/01/2016	06/20/2017	$800	Title I Part A	Teachers, Principal,

Activity - Bridges Intervention Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Para-educators, Title 1 Program Specialist Teachers and classroom teachers will use Bridges Intervention materials to provide instructional support in Math.	Academic Support Program, Materials	Tier 2	Getting Ready	09/01/2016	06/20/2017	$0	No Funding Required	Title I Program Specialists, Teachers, Para-educators

Activity - Training Title 1 Program Specialist and or Title 1 Paraeducators in the use of Successmaker as a K-5 Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TOPS teachers and or Title 1 paraeducators will receive training in the use of Successmaker as a Tier 2 math intervention.	Professional Learning	Tier 2	Getting Ready	08/31/2016	06/20/2017	$500	Title I Schoolwide	Principal will contact Pearson Inc. to set up training for TOPS and or Title 1 paraeducators.

Goal 2: All students will improve in reading. Updated 2016-2017

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all claim areas in Reading by 06/20/2024 as measured by Spring State Assessment 2024.

Strategy 1:

Classroom Instruction That Works Strategies - Staff members will utilize Classroom Instruction that Works strategies to engage all students and increase achievement.

All teachers will utilize the strategies with an emphasis on Cooperative Learning within reading.

To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception within the school. Teachers will use a common language for instruction and effectively use a common set of instructional strategies that have a high likelihood of increasing student achievement.

Category: English/Language Arts

Research Cited: Dean, C. B., Stone, B., Hubbell, E., & Pitler, H. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement (2nd ed.). Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work together to create a common understanding and shared vision for the implementation of the CITW strategies with an emphasis on the Cooperative Learning strategy.	Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$14500	Title I Part A, Title I Part A, Title I Part A	All Instructional Staff

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the CITW implementation guide which identifies Critical Components and Non-negotiables required to understand as a school the expectations for implementation in their classrooms. The district will provide Day 2 of a two day workshop in August 2016 focusing on cooperative learning, which is one of the CITW strategies.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$1890	Title I Part A	All Instructional Staff

Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify a colleague to engage in peer coaching during the implementation of CITW strategies.	Teacher Collaboration, Implementation, Monitor	Tier 1	Implement	09/01/2016	06/20/2017	$0	No Funding Required	All Instructional Staff

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

| Teachers will implement CITW strategies with an emphasis on the Cooperative Learning strategy. | Implementation | Tier 1 | Implement | 09/01/2016 | 06/20/2017 | $0 | No Funding Required | All Instructional Staff |

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Key indicators of implementation will be used with walk-throughs to identify CITW strategies within instruction.	Walkthrough, Monitor	Tier 1	Monitor	09/01/2016	06/20/2017	$600	Title I Schoolwide	All Instructional Staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use grade level meeting time to discuss levels of implementation.	Teacher Collaboration, Monitor	Tier 1	Monitor	09/01/2016	06/20/2017	$0	No Funding Required	All Instructional Staff

Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use assessment data during their evaluation process to ensure they analyze their impact and fidelity of implementation the way the research intended.	Teacher Collaboration, Evaluation	Tier 1	Evaluate	09/01/2016	06/20/2017	$4500	Title I Schoolwide	All Instructional Staff

Strategy 2:

Title I Services - Title 1 identified students will receive support in reading from Para-educators and teachers known as TOPS teachers (Title One Program Specialists).

Category:

Research Cited: MTSS

Tier: Tier 2

Activity - Para-educators (4)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Para-educators will provide instructional support to identified students during the regular school day in content areas to increase student achievement. $100 per day, per Para-educator - $96000	Academic Support Program	Tier 2	Monitor	09/01/2016	06/20/2017	$96000	Title I Part A, Section 31a	Para-educators and teachers

Activity - Para-educator Extended Day Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Para-educators will provide instructional support to identified Title I students in extended day settings in content areas to increase student achievement; $15.00/hour per Paraprofessional. $6000	Academic Support Program	Tier 2	Monitor	09/01/2016	06/20/2017	$6000	Title I Part A	Para-educators

Activity - 3 Title One Program Specialists (TOPS) will provide interventions to eligible students K-5 in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers (Title 1 Program Specialists) will provide instructional support to identified Title I students during the regular school day in content areas to increase student achievement.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/20/2017	$36000	Title I Part A	TOPS (Title 1 teachers), classroom teachers

Activity - Teachers to provide extended day instructional support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide instructional support to identified Title I students in extended day settings in content areas to increase student achievement; $20.00/hour per Teacher	Academic Support Program	Tier 2	Monitor	09/01/2016	06/20/2017	$2000	Title I Part A	Teachers

Activity - MTSS Instructional Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 Program Specialist Teachers and classroom teachers will use SuccessMaker, Road to the Code, Road to Reading, Rewards, K-PALS, 1st Grade PALS, and PALS 2-6, to provide instructional support. Some programs will be used in the classroom. Some programs will be used with support staff.	Supplemental Materials, Technology, Academic Support Program	Tier 2	Monitor	09/01/2016	06/20/2017	$2000	Title I Part A	Title 1 Program Specialist Teacher, Principal, District Title 1 director, Classroom Teachers, Director of Curriculum and Assessment, Para-educators

Activity - iPads will be used to provide instructional support in the area of reading.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

30 ipads purchased last year will be used in instructional support.	Technology, Academic Support Program	Tier 2	Monitor	09/01/2016	06/20/2017	$11000	Title I Part A	Principal, para-educators, title 1 program specialist teachers, media clerk, teachers

Activity - Software programs to facilitate student understanding in reading.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Software programs that sharpen students reading comprehension skills and fluency will be purchased to facilitate student understanding to identified Title I students of grades K-5. Estimated costs of $4000 include installation.	Technology, Academic Support Program	Tier 2	Implement	09/01/2016	06/20/2017	$4000	Title I Part A	Principal, para-educators, title 1 program specialist teachers, classroom teachers, media clerk

Activity - Professional Development related to support intervention services.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 teachers will attend 2 trainings each in regards to developing and using newly purchased ipads for Tier II interventions.	Professional Learning	Tier 2	Getting Ready	09/01/2016	06/20/2017	$800	Title I Part A	Principal, teachers, para-educators, title 1 program specialist teachers

Activity - STAR Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use STAR Reading assessments to identify and progress monitor Title I students. Half day training will be provided for all classroom teachers.	Technology, Professional Learning, Academic Support Program	Tier 2	Getting Ready	09/01/2016	06/20/2017	$700	Title I Schoolwide	Teachers, Para-educators, Title I Program Specialists

Activity - iRead	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Para-educators will use iRead to provide tier II instruction for the bottom 25th percentile according to NWEA MAP in reading.	Technology, Academic Support Program, Monitor	Tier 2	Implement	09/01/2016	06/20/2017	$0	No Funding Required	Teachers, Para-educators, Title I Program Specialists

Strategy 3:

K-5 Balanced Literacy Approach - K-2 teachers will continue to use Growing Good Readers, a balanced literacy approach.

3-5 teachers will continue to be trained in Supporting Good Readers, a balanced literacy approach.

K-5 Teachers will continue to incorporate Daily Five activities into their balanced literacy approach.

Category: English/Language Arts

Research Cited: http://www.education.ucf.edu/mirc/Research/Balanced%20Reading.pdf

http://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1158&context=ehd_theses

Tier: Tier 1

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work together to create a common understanding and shared vision for a balanced literacy approach.	Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$0	No Funding Required	All Instructional Staff

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 teachers will collaborate about how they are using balanced literacy and the strategies learned from the Growing Good Readers workshop. Third through fifth grade teachers will continue to be trained in Supporting Good Readers and collaborate about how the strategies learned are being utilized.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$1850	Title II Part A, Title I Part A	All Instructional Staff

Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will identify a colleague to engage in peer coaching during the implementation of a balanced literacy approach.	Teacher Collaboration, Implementation, Monitor	Tier 1	Implement	09/01/2016	06/20/2017	$0	No Funding Required	All Instructional Staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 teachers will implement all elements of Growing Good Readers. Third through fifth grade teachers that have already been trained in Supporting Good Readers will implement a balanced literacy approach.	Implementation	Tier 1	Implement	09/01/2016	06/20/2017	$0	No Funding Required	All Instructional Staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Key indicators of implementation will be used with walkthroughs to identify components of a balanced literacy program.	Walkthrough, Monitor	Tier 1	Monitor	09/01/2016	06/20/2017	$0	No Funding Required	All Instructional Staff

Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use assessment data during their evaluation process to ensure they analyze their impact and fidelity of implementation the way the research intended.	Teacher Collaboration, Evaluation	Tier 1	Evaluate	09/01/2016	06/20/2017	$0	No Funding Required	All Instructional Staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use grade level meeting time to discuss levels of implementation.	Teacher Collaboration	Tier 1	Evaluate	09/01/2016	06/20/2017	$0	Title I Schoolwide	All Instructional Staff

Measurable Objective 2:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all claim areas in English Language Arts by 06/20/2024 as measured by Spring State Assessment 2024.

Strategy 1:

MTSS - Teachers will utilize assessment data to determine individual student needs. Students will be provided 30 minutes of supplemental language arts support. The students will receive support at the following levels: enrichment, grade-level, below grade level. All instructional staff will provide language arts support during the 30 minute block.

Category: English/Language Arts

Research Cited: http://www.rtinetwork.org/essential/tieredinstruction/tier2/whats-your-plan-accurate-decision-making-within-a-multi-tier-system-of-supports-critical-areas-in-tier-2

Tier: Tier 2

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data during data review meetings to determine appropriate grouping of students and determine research based programs to be utilized during the 30 minute block.	Teacher Collaboration, Technology, Academic Support Program, Getting Ready, Direct Instruction	Tier 2	Getting Ready	09/01/2016	06/20/2017	$104000	Title I Schoolwide	All Instructional Staff

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to be involved in data review meetings to analyze data and make decisions about programs being used and research programs to make necessary adjustments to meet student needs.	Teacher Collaboration, Curriculum Development, Academic Support Program, Getting Ready, Materials	Tier 2	Getting Ready	09/01/2016	06/20/2017	$0	No Funding Required	All Instructional Staff

Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will be provided a schedule for MTSS 30 minute blocks.	Teacher Collaboration, Implementation, Academic Support Program	Tier 2	Implement	09/01/2016	06/20/2017	$0	No Funding Required	All Instructional Staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will utilize the 30 minute MTSS block to provide Tier 2 instructional support.	Implementation, Technology, Academic Support Program	Tier 2	Implement	09/01/2016	09/20/2017	$104000	Title I Schoolwide	All Instructional Staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will review data to ensure implementation is done with fidelity.	Teacher Collaboration, Academic Support Program, Monitor	Tier 2	Monitor	09/01/2016	06/20/2017	$0	No Funding Required	All Instructional Staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use grade level meeting time to discuss levels of implementation.	Teacher Collaboration, Academic Support Program, Monitor	Tier 2	Monitor	09/01/2016	06/20/2017	$0	No Funding Required	All Instructional Staff

Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will use assessment data to evaluate the impact and success of the program.	Teacher Collaboration, Evaluation, Academic Support Program	Tier 2	Evaluate	09/01/2016	06/20/2017	$0	No Funding Required	All instructional staff

Goal 3: All students will improve in writing. -Updated 2016-2017

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all claim areas in Writing by 06/20/2024 as measured by District rubrics and Spring State Assessment 2024.

Strategy 1:

Classroom Instruction That Works Strategies - Staff members will utilize Classroom Instruction that Works strategies to engage all students and increase achievement.

All teachers will utilize the strategies with an emphasis on Cooperative Learning within science.

To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception within the school. Teachers will use a common language for instruction and effectively use a common set of instructional strategies that have a high likelihood of increasing student achievement.

Category: English/Language Arts

Research Cited: Dean, C. B., Stone, B., Hubbell, E., & Pitler, H. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement (2nd ed.). Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work together to create a common understanding and shared vision for the implementation of the CITW strategies with an emphasis on the Cooperative Learning strategy.	Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$4000	Title I School Improvement (ISI)	All Instructional Staff

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the CITW implementation guide which identifies Critical Components and Non-negotiables required to understand as a school the expectations for implementation in their classrooms. The district will provide Day 2 of a two day workshop in August 2016 focusing on cooperative learning, which is one of the CITW strategies.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$0	General Fund	All Instructional Staff

Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify a colleague to engage in peer coaching during the implementation of CITW strategies.	Teacher Collaboration	Tier 1	Implement	09/01/2016	06/20/2017	$0	No Funding Required	All Instructional Staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement CITW strategies with an emphasis on the Cooperative Learning strategy.	Implementation	Tier 1	Implement	09/01/2016	06/20/2017	$0	No Funding Required	All Instructional Staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Key indicators of implementation will be used with walk-throughs to identify CITW strategies within instruction.	Walkthrough, Monitor	Tier 1	Monitor	09/01/2016	06/20/2017	$600	Title I Schoolwide	All Instructional Staff

Activity - Montior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use grade level meeting time to discuss levels of implementation.	Teacher Collaboration, Monitor	Tier 1	Monitor	09/01/2016	06/20/2017	$0	Title I Schoolwide	All Instructional Staff

Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use assessment data during their evaluation process to ensure they analyze their impact and fidelity of implementation the way the research intended.	Evaluation	Tier 1	Evaluate	09/01/2016	06/20/2017	$4500	Title I Schoolwide	All Instructional Staff

Strategy 2:

Core Curriculum Writing - Instructional staff will use common rubrics by grade or course to assess student writing. These will be aligned with state standards. Teachers will increase the amount of informational and argument/opinion writing in their lessons. Writing strategies will be incorporated across the curriculum.

Category: English/Language Arts

Research Cited: ASCD Edcuation Update: Improving Student Writing through Formative Assessments, (54), 2, February 2012. National Council of Teachers of English Writing Initiative: What We Know About Writing: Research Concepts. Calkins, L., Ehrenworth, M., Lehman, C. (2012) Pathways to the Common Core - Accelerating Achievement. Portmouth, NH: Heinemann. Evenson, A., McIver, M., Ryans, S., Schwols, A. (2013). Common Core Standards for Elementary Grades K-2 in Math and ELA. Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Assessment Development and In-service on information, argument, and opinion writing.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Current assessments and rubrics will be reviewed for alignment with the state standards. Teachers will be trained to create assessments, rubrics, and writing prompts. Additional prompts will be developed for all levels that require informational, argument, or opinion writing. Teachers will be trained on incorporating this type of writing across the curriculum.	Technology, Professional Learning	Tier 1	Getting Ready	09/01/2016	06/20/2017	$0	No Funding Required	Curriculum Director, ELA Curriculum Leaders, ELA Curriculum Council Members

Strategy 3:

Handwriting Without Tears - Over the past 2 years, the Handwriting Without Tears program was implemented by all teachers, resource room teachers, and para-educators in grades K-3. Results indicated that students fluency in writing increased which improved their writing proficiency. In order to provide continuity, upper elementary teachers were introduced to the concepts and components of HWT during the 2015-2016 school year. All teachers will use the program within the classroom.

Category: Other - Handwriting

Research Cited: Handwriting Without Tears Research at www.hwtears.com.

Data collected from program participants - student writing samples.

Tier: Tier 1

Activity - Sustaining Handwriting Without Tears Program in Upper Elementary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement HWT.	Professional Learning	Tier 1	Implement	09/01/2016	06/20/2017	$0	No Funding Required	Educational Services, ELA Curriculum Leaders, HWT trainers, Building Principals, Instructional Staff

Goal 4: All students will improve in science. - Updated 2016-2017

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all claim areas in Science by 06/20/2024 as measured by Spring State Assessment 2024.

Strategy 1:

Classroom Instruction That Works Strategies - Staff members will utilize Classroom Instruction that Works strategies to engage all students and increase achievement. All teachers will utilize the strategies with an emphasis on Cooperative Learning within reading.

To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception within the school. Teachers will use a common language for instruction and effectively use a common set of instructional strategies that have a high likelihood of increasing student achievement.

Category: Science

Research Cited: Dean, C. B., Stone, B., Hubbell, E., & Pitler, H. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement (2nd ed.). Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work together to create a common understanding and shared vision for the implementation of the CITW strategies with an emphasis on the Cooperative Learning strategy.	Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$4000	Title I School Improvement (ISI)	All Instructional Staff

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the CITW implementation guide which identifies Critical Components and Non-negotiables required to understand as a school the expectations for implementation in their classrooms. The district will provide Day 2 of a two day workshop in August 2016 focusing on cooperative learning, which is one of the CITW strategies.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$0	General Fund	All Instructional Staff

Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify a colleague to engage in peer coaching during the implementation of CITW strategies.	Teacher Collaboration, Implementation, Monitor	Tier 1	Implement	09/01/2016	06/20/2017	$0	No Funding Required	All Instructional Staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement CITW strategies with an emphasis on the Cooperative Learning strategy.	Implementation	Tier 1	Implement	09/01/2016	06/20/2017	$0	No Funding Required	All Instructional Staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Key indicators of implementation will be used with walk-throughs to identify CITW strategies within instruction.	Walkthrough, Monitor	Tier 1	Monitor	09/01/2016	09/20/2017	$600	Title I Schoolwide	All Instructional Staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use grade level meeting time to discuss levels of implementation.	Teacher Collaboration, Monitor	Tier 1	Monitor	09/01/2016	06/20/2017	$0	No Funding Required	All Instructional Staff

Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use assessment data during their evaluation process to ensure they analyze their impact and fidelity of implementation the way the research intended.	Teacher Collaboration, Evaluation	Tier 1	Evaluate	09/01/2016	09/20/2017	$4500	Title I Schoolwide	All Instructional Staff

Strategy 2:

Consistent implementation of high leverage instructional strategies in Science. - The science curriculum and resources will be reviewed for alignment with Next Generation Science Standards (NGSS). A district level curriculum mapping committee will review and modify curriculum maps for all grade levels in affected core areas.

Category: Science

Research Cited: Jacobs, H. (1997) Mapping the Big Picture - Integrating Curriculum and Assessment K-12

Tier: Tier 1

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

Curriculum Leaders in Science will work with teachers to develop grade level and course curriculum maps utilizing Rubicon Atlas. Teachers will be trained to use these maps with their instructional practices to ensure that both content and practices are vertically aligned.	Technology, Professional Learning	Tier 1	Getting Ready	09/01/2016	06/20/2017	$0	No Funding Required	Educational Services, Building Administrators, Curriculum Leaders, Science Curriculum Council, Instructional Staff

Activity - Common Assessments and/or Formative Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Next Generation Science Standards will be unpacked by grade level and/or course. Curriculum maps for the teaching of science will be created and teachers will be trained to use them on Rubicon Atlas. Utilizing science curriculum maps, teachers will be trained to develop common grade level or course assessments. Data will be collected to monitor the effectiveness of instruction on student achievement in science.	Curriculum Development	Tier 1	Getting Ready	09/01/2016	06/20/2017	$0	No Funding Required	Educational Services, Science Curriculum Council, Science Curricular Leaders, Building Administrators, Instructional Staff

Goal 5: All students will improve in social studies. -Updated 2016-2017

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all claim areas in Social Studies by 06/20/2024 as measured by Spring State Assessment 2024.

Strategy 1:

Classroom Instruction That Works Strategies - Staff members will utilize Classroom Instruction that Works strategies to engage all students and increase achievement.

All teachers will utilize the strategies with an emphasis on Cooperative Learning within social studies.

To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception within the school. Teachers will use a

common language for instruction and effectively use a common set of instructional strategies that have a high likelihood of increasing student achievement.

Category: Social Studies

Research Cited: Dean, C. B., Stone, B., Hubbell, E., & Pitler, H. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement (2nd ed.). Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work together to create a common understanding and shared vision for the implementation of the CITW strategies with an emphasis on the Cooperative Learning strategy.	Teacher Collaborati on, Getting Ready	Tier 1	Getting Ready	09/01/2016	09/20/2017	$4000	Title I School Improveme nt (ISI)	All Instructiona l Staff

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the CITW implementation guide which identifies Critical Components and Non-negotiables required to understand as a school the expectations for implementation in their classrooms. The district will provide Day 2 of a two day workshop in August 2016 focusing on cooperative learning, which is one of the CITW strategies.	Professiona l Learning, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$0	General Fund	All Instructiona l Staff

Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify a colleague to engage in peer coaching during the implementation of CITW strategies.	Teacher Collaborati on, Implementa tion, Monitor	Tier 1	Implement	09/01/2016	06/20/2017	$0	General Fund	All Instructiona l Staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement CITW strategies with an emphasis on the Cooperative Learning strategy.	Implementa tion	Tier 1	Implement	09/01/2016	06/20/2017	$0	No Funding Required	All Instructiona l Staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Key indicators of implementation will be used with walk-throughs to identify CITW strategies within instruction.	Walkthroug h, Monitor	Tier 1	Monitor	09/01/2016	06/20/2017	$600	Title I Schoolwide	All Instructiona l Staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use grade level meeting time to discuss levels of implementation.	Teacher Collaboration, Monitor	Tier 1	Monitor	09/01/2016	06/20/2017	$0	No Funding Required	All Instructional Staff

Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use assessment data during their evaluation process to ensure they analyze their impact and fidelity of implementation the way the research intended.	Teacher Collaboration, Evaluation	Tier 1	Evaluate	09/01/2016	06/20/2017	$4500	Title I Schoolwide	All Instructional Staff

Strategy 2:

Social Studies Curriculum and Assessment Alignment - Teachers will be trained to use Rubicon Atlas to create curriculum maps for Social Studies.

Category: Social Studies

Research Cited: SS (2010) National Curriculum Standards for Social Studies - A Framework for Teaching, Learning, and Assessment. Published by National Council of Teachers of Social Studies

Tier: Tier 1

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum maps and pacing guides will be developed ensuring that content knowledge taught is consistent by grade level and/or course in Social Studies. Teachers will be trained to use Rubicon Atlas to create curriculum maps.	Technology, Professional Learning	Tier 1	Getting Ready	09/01/2016	09/20/2017	$0	No Funding Required	Educational Services, Social Studies Curriculum Leaders, Social Studies Council Members, Instructional Staff

Activity - Common Assessments and/or Formative Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will be trained in the development of common and\or formative social studies assessments.	Curriculum Development	Tier 1	Getting Ready	09/01/2016	06/20/2017	$0	No Funding Required	Educational Services, Social Studies Curricular Leaders, Social Studies Curriculum Council Members, Building Administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor	Key indicators of implementation will be used with walk-throughs to identify CITW strategies within instruction.	Walkthrough, Monitor	Tier 1	Monitor	09/01/2016	09/20/2017	$600	All Instructional Staff
STAR Reading	Teachers will use STAR Reading assessments to identify and progress monitor Title I students. Half day training will be provided for all classroom teachers.	Technology, Professional Learning, Academic Support Program	Tier 2	Getting Ready	09/01/2016	06/20/2017	$700	Teachers, Para-educators, Title I Program Specialists
Monitor	Review data to ensure implementation is done with fidelity.	Walkthrough, Monitor	Tier 1	Monitor	09/01/2016	06/20/2017	$600	All Instructional Staff
Evaluate	Staff will use assessment data during their evaluation process to ensure they analyze their impact and fidelity of implementation the way the research intended.	Teacher Collaboration, Evaluation	Tier 1	Evaluate	09/01/2016	09/20/2017	$4500	All Instructional Staff
Monitor	Key indicators of implementation will be used with walk-throughs to identify CITW strategies within instruction.	Walkthrough, Monitor	Tier 1	Monitor	09/01/2016	06/20/2017	$600	All Instructional Staff
Evaluate	Staff will use assessment data during their evaluation process to ensure they analyze their impact and fidelity of implementation the way the research intended.	Evaluation	Tier 1	Evaluate	09/01/2016	06/20/2017	$4500	All Instructional Staff
Monitor	Key indicators of implementation will be used with walk-throughs to identify CITW strategies within instruction.	Walkthrough, Monitor	Tier 1	Monitor	09/01/2016	06/20/2017	$600	All Instructional Staff
Evaluate	Staff will use assessment data during their evaluation process to ensure they analyze their impact and fidelity of implementation the way the research intended.	Teacher Collaboration, Evaluation	Tier 1	Evaluate	09/01/2016	06/20/2017	$4500	All Instructional Staff

Training Title 1 Program Specialist and or Title 1 Paraeducators in the use of Successmaker as a K-5 Math Intervention	TOPS teachers and or Title 1 paraeducators will receive training in the use of Successmaker as a Tier 2 math intervention.	Professional Learning	Tier 2	Getting Ready	08/31/2016	06/20/2017	$500	Principal will contact Pearson Inc. to set up training for TOPS and or Title 1 paraeducators.
Readiness	Teachers will analyze data during data review meetings to determine appropriate grouping of students and determine research based programs to be utilized during the 30 minute block.	Teacher Collaboration, Technology, Academic Support Program, Getting Ready, Direct Instruction	Tier 2	Getting Ready	09/01/2016	06/20/2017	$104000	All Instructional Staff
Evaluate	Staff will use assessment data during their evaluation process to ensure they analyze their impact and fidelity of implementation the way the research intended.	Teacher Collaboration, Evaluation	Tier 1	Evaluate	09/01/2016	06/20/2017	$4500	All Instructional Staff
Monitor	Key indicators of implementation will be used with walk-throughs to identify CITW strategies within instruction.	Walkthrough, Monitor	Tier 1	Monitor	09/01/2016	06/20/2017	$600	All Instructional Staff
Implement	All instructional staff will utilize the 30 minute MTSS block to provide Tier 2 instructional support.	Implementation, Technology, Academic Support Program	Tier 2	Implement	09/01/2016	09/20/2017	$104000	All Instructional Staff
Monitor	Teachers will use grade level meeting time to discuss levels of implementation.	Teacher Collaboration	Tier 1	Evaluate	09/01/2016	06/20/2017	$0	All Instructional Staff
Montior	Teachers will use grade level meeting time to discuss levels of implementation.	Teacher Collaboration, Monitor	Tier 1	Monitor	09/01/2016	06/20/2017	$0	All Instructional Staff
Evaluate	Instructional staff will use assessment data to evaluate the impact and success of the program.	Teacher Collaboration, Evaluation	Tier 1	Evaluate	09/01/2016	06/20/2017	$4500	All Instructional Staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Opportunity to Implement	Teachers will identify a colleague to engage in peer coaching during the implementation of CITW strategies.	Teacher Collaboration, Implementation, Monitor	Tier 1	Implement	09/01/2016	06/20/2017	$0	All Instructional Staff
Opportunity to Implement	All instructional staff will utilize math curricular leaders to engage in peer coaching of the Bridges Math Program.	Teacher Collaboration, Implementation	Tier 1	Implement	09/01/2016	06/20/2017	$0	All instructional staff
Knowledge and Skills	Teachers will use the CITW implementation guide which identifies Critical Components and Non-negotiables required to understand as a school the expectations for implementation in their classrooms. The district will provide Day 2 of a two day workshop in August 2016 focusing on cooperative learning, which is one of the CITW strategies.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$0	All Instructional Staff
Knowledge and Skills	Teachers will receive continued professional development in the Bridges Math Program.	Curriculum Development, Professional Learning, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$0	All Instructional Staff
Knowledge and Skills	Teachers will use the CITW implementation guide which identifies Critical Components and Non-negotiables required to understand as a school the expectations for implementation in their classrooms. The district will provide Day 2 of a two day workshop in August 2016 focusing on cooperative learning, which is one of the CITW strategies.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$0	All Instructional Staff
Knowledge and Skills	Teachers will use the CITW implementation guide which identifies Critical Components and Non-negotiables required to understand as a school the expectations for implementation in their classrooms. The district will provide Day 2 of a two day workshop in August 2016 focusing on cooperative learning, which is one of the CITW strategies.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$0	All Instructional Staff

School Improvement Plan
Clinton Valley Elementary School

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Readiness	Staff will work together to create a common understanding and shared vision for the implementation of the CITW strategies with an emphasis on the Cooperative Learning strategy.	Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$4000	All Instructional Staff
Readiness	Staff will work together to create a common understanding and shared vision for the implementation of the CITW strategies with an emphasis on the Cooperative Learning strategy.	Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$4000	All Instructional Staff
Readiness	Staff will work together to create a common understanding and shared vision for the implementation of the CITW strategies with an emphasis on the Cooperative Learning strategy.	Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	09/01/2016	09/20/2017	$4000	All Instructional Staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Knowledge and Skills	K-2 teachers will collaborate about how they are using balanced literacy and the strategies learned from the Growing Good Readers workshop. Third through fifth grade teachers will continue to be trained in Supporting Good Readers and collaborate about how the strategies learned are being utilized.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$1050	All Instructional Staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
iPads will be used to provide instructional support in the area of reading.	30 ipads purchased last year will be used in instructional support.	Technology, Academic Support Program	Tier 2	Monitor	09/01/2016	06/20/2017	$11000	Principal, para-educators, title 1 program specialist teachers, media clerk, teachers

Readiness	Staff will work together to create a common understanding and shared vision for the implementation of the CITW strategies with an emphasis on the Cooperative Learning strategy.	Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$7500	All Instructional Staff
Readiness	Staff will use data to inform instructional decisions.	Teacher Collaboration, Professional Learning, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$3000	All Instructional Staff
Readiness	Staff will work together to create a common understanding and shared vision for the implementation of the CITW strategies with an emphasis on the Cooperative Learning strategy.	Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$4000	All Instructional Staff
Readiness	Staff will use data to inform instructional decisions.	Teacher Collaboration, Professional Learning, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$4000	All Instructional Staff
Professional Development related to support intervention services.	2 teachers will attend 2 trainings each in regards to developing and using newly purchased ipads for Tier II interventions.	Professional Learning	Tier 2	Getting Ready	09/01/2016	06/20/2017	$800	Principal, teachers, para-educators, title 1 program specialist teachers
Readiness	Staff will work together to create a common understanding and shared vision for the implementation of the CITW strategies with an emphasis on the Cooperative Learning strategy.	Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$3000	All Instructional Staff
3 Title One Program Specilists will provide interventions to eligible students in math	Teachers (title 1 program specialists) will provide instructional support to identified students during the regular school day in math to increase student achievement. $100 per day per teacher = $36000	Academic Support Program	Tier 2	Implement	09/01/2016	06/20/2017	$36000	principal, title 1 program specialist teachers
Para-educators (4)	Para-educators will provide instructional support to identified students during the regular school day in content areas to increase student achievement. $100 per day, per Para-educator - $96000	Academic Support Program	Tier 2	Monitor	09/01/2016	06/20/2017	$72000	Para-educators and teachers

Knowledge and Skills	K-2 teachers will collaborate about how they are using balanced literacy and the strategies learned from the Growing Good Readers workshop. Third through fifth grade teachers will continue to be trained in Supporting Good Readers and collaborate about how the strategies learned are being utilized.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$800	All Instructional Staff
Software programs to facilitate student understanding in Math	Software programs that sharpen students math skills will be purchased to facilitate student understanding of math to identified Title I students of grades K-5.	Technology, Academic Support Program	Tier 2	Implement	09/01/2016	06/20/2017	$2000	Para-educators, Principal, Teachers, Title I Program Specialists
Software programs to facilitate student understanding in reading.	Software programs that sharpen students reading comprehension skills and fluency will be purchased to facilitate student understanding to identified Title I students of grades K-5. Estimated costs of $4000 include installation.	Technology, Academic Support Program	Tier 2	Implement	09/01/2016	06/20/2017	$4000	Principal, para-educators, title 1 program specialist teachers, classroom teachers, media clerk
Para-educators (4)	Para-educators will provide instructional support to identified students during the regular school day in content areas to increase student achievement in math. $100 per day, per paraprofessional = $96000	Academic Support Program	Tier 2	Monitor	09/01/2016	06/20/2017	$96000	Para-educators, principal, district title 1 director
Knowledge and Skills	Teachers will use the CITW implementation guide which identifies Critical Components and Non-negotiables required to understand as a school the expectations for implementation in their classrooms. The district will provide Day 2 of a two day workshop in August 2016 focusing on cooperative learning, which is one of the CITW strategies.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$1890	All Instructional Staff
Professional Development related to support intervention services	2 teachers will attend 2 trainings each in regards to developing and using newly purchased iPads for Tier II interventions.	Professional Learning	Tier 2	Implement	09/01/2016	06/20/2017	$800	Teachers, Principal,
Teachers to provide extended day instructional support	Teachers will provide instructional support to identified Title I students in extended day settings in content areas to increase student achievement; $20.00/hour per Teacher	Academic Support Program	Tier 2	Monitor	09/01/2016	06/20/2017	$2000	Teachers

iPads will be used to provide instructional support in the area of Math	30 iPads that were purchased in 2015-16 will be used to provide instructional support	Technology, Academic Support Program	Tier 2	Monitor	09/01/2016	06/20/2017	$11000	Principal, para-educators, teachers, media clerk, title I program specialists
Para-educator Extended Day Support	Para-educators will provide instructional support to identified Title I students in extended day settings in content areas to increase student achievement; $15.00/hour per Paraprofessional. $6000	Academic Support Program	Tier 2	Monitor	09/01/2016	06/20/2017	$6000	Para-educators
MTSS Instructional Programs	Title 1 Program Specialist Teachers and classroom teachers will use SuccessMaker, Road to the Code, Road to Reading, Rewards, K-PALS, 1st Grade PALS, and PALS 2-6, to provide instructional support. Some programs will be used in the classroom. Some programs will be used with support staff.	Supplemental Materials, Technology, Academic Support Program	Tier 2	Monitor	09/01/2016	06/20/2017	$2000	Title 1 Program Specialist Teacher, Principal, District Title 1 director, Classroom Teachers, Director of Curriculum and Assessment, Para-educators
3 Title One Program Specialists (TOPS) will provide interventions to eligible students K-5 in Reading	Teachers (Title 1 Program Specialists) will provide instructional support to identified Title I students during the regular school day in content areas to increase student achievement.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/20/2017	$36000	TOPS (Title 1 teachers), classroom teachers
Paraeducator extended day math support	Para-educators will supply extended day support in math to identified students in extended day settings to increase student achievement. $15.00 per hour, per para-educator= $6000	Academic Support Program	Tier 2	Implement	09/01/2016	06/20/2017	$6000	para-educators, principal
Use of Successmaker for Math Intervention	Title 1 Program Specialist Teachers and classroom teachers will use Successmaker to provide instructional support in Math. Maintenance will be purchased to continue the use of the computer program called Successmaker in order to facilitate student understanding to identified Title 1 students of grades 3 through 5.	Technology, Academic Support Program	Tier 2	Monitor	09/01/2016	06/20/2017	$6000	Title 1 program specialist teachers, teachers, principal

Section 31a

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

| Para-educators (4) | Para-educators will provide instructional support to identified students during the regular school day in content areas to increase student achievement. $100 per day, per Para-educator - $96000 | Academic Support Program | Tier 2 | Monitor | 09/01/2016 | 06/20/2017 | $24000 | Para-educators and teachers |

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Sustaining Handwriting Without Tears Program in Upper Elementary	Teachers will continue to implement HWT.	Professional Learning	Tier 1	Implement	09/01/2016	06/20/2017	$0	Educational Services, ELA Curriculum Leaders, HWT trainers, Building Principals, Instructional Staff
Implement	Teachers will implement CITW strategies with an emphasis on the Cooperative Learning strategy.	Implementation	Tier 1	Implement	09/01/2016	06/20/2017	$0	All Instructional Staff
Assessment Development and In-service on information, argument, and opinion writing.	Current assessments and rubrics will be reviewed for alignment with the state standards. Teachers will be trained to create assessments, rubrics, and writing prompts. Additional prompts will be developed for all levels that require informational, argument, or opinion writing. Teachers will be trained on incorporating this type of writing across the curriculum.	Technology, Professional Learning	Tier 1	Getting Ready	09/01/2016	06/20/2017	$0	Curriculum Director, ELA Curriculum Leaders, ELA Curriculum Council Members
Readiness	Staff will work together to create a common understanding and shared vision for a balanced literacy approach.	Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	$0	All Instructional Staff
Monitor	Teachers will use grade level meeting time to discuss levels of implementation.	Teacher Collaboration, Monitor	Tier 1	Monitor	09/01/2016	06/20/2017	$0	All Instructional Staff
Monitor	Teachers will use grade level meeting time to discuss levels of implementation.	Teacher Collaboration, Monitor	Tier 1	Monitor	09/01/2016	06/20/2017	$0	All Instructional Staff

Opportunity to Implement	All instructional staff will be provided a schedule for MTSS 30 minute blocks.	Teacher Collaboration, Implementation, Academic Support Program	Tier 2	Implement	09/01/2016	06/20/2017	$0	All Instructional Staff
Opportunity to Implement	Teachers will identify a colleague to engage in peer coaching during the implementation of CITW strategies.	Teacher Collaboration, Implementation, Monitor	Tier 1	Implement	09/01/2016	06/20/2017	$0	All Instructional Staff
Implement	Teachers will implement CITW strategies with an emphasis on the Cooperative Learning strategy.	Implementation	Tier 1	Implement	09/01/2016	06/20/2017	$0	All Instructional Staff
Implement	Teachers will implement CITW strategies with an emphasis on the Cooperative Learning strategy.	Implementation	Tier 1	Implement	09/01/2016	06/20/2017	$0	All Instructional Staff
Implement	Instructional staff will implement Bridges Mathematics Program.	Implementation, Direct Instruction	Tier 1	Implement	09/01/2016	06/20/2017	$0	All Instructional Staff
Implement	Teachers will implement CITW strategies with an emphasis on the Cooperative Learning strategy.	Implementation	Tier 1	Implement	09/01/2016	06/20/2017	$0	All Instructional Staff
Monitor	Teachers will use grade level meeting time to discuss levels of implementation.	Teacher Collaboration, Communication, Monitor	Tier 1	Monitor	09/01/2016	06/20/2017	$0	Instructional Staff
Common Assessments and/or Formative Assessment Training	Teachers will be trained in the development of common and\or formative social studies assessments.	Curriculum Development	Tier 1	Getting Ready	09/01/2016	06/20/2017	$0	Educational Services, Social Studies Curricular Leaders, Social Studies Curriculum Council Members, Building Administrators

Evaluate	Staff will use assessment data during their evaluation process to ensure they analyze their impact and fidelity of implementation the way the research intended.	Teacher Collaboration, Evaluation	Tier 1	Evaluate	09/01/2016	06/20/2017	$0	All Instructional Staff
Monitor	All instructional staff will review data to ensure implementation is done with fidelity.	Teacher Collaboration, Academic Support Program, Monitor	Tier 2	Monitor	09/01/2016	06/20/2017	$0	All Instructional Staff
Curriculum Mapping	Curriculum Leaders in Science will work with teachers to develop grade level and course curriculum maps utilizing Rubicon Atlas. Teachers will be trained to use these maps with their instructional practices to ensure that both content and practices are vertically aligned.	Technology, Professional Learning	Tier 1	Getting Ready	09/01/2016	06/20/2017	$0	Educational Services, Building Administrators, Curriculum Leaders, Science Curriculum Council, Instructional Staff
Opportunity to Implement	Teachers will identify a colleague to engage in peer coaching during the implementation of CITW strategies.	Teacher Collaboration, Implementation, Monitor	Tier 1	Implement	09/01/2016	06/20/2017	$0	All Instructional Staff
Monitor	Key indicators of implementation will be used with walkthroughs to identify components of a balanced literacy program.	Walkthrough, Monitor	Tier 1	Monitor	09/01/2016	06/20/2017	$0	All Instructional Staff
Opportunity to Implement	Teachers will identify a colleague to engage in peer coaching during the implementation of a balanced literacy approach.	Teacher Collaboration, Implementation, Monitor	Tier 1	Implement	09/01/2016	06/20/2017	$0	All Instructional Staff
Curriculum Mapping	Curriculum maps and pacing guides will be developed ensuring that content knowledge taught is consistent by grade level and/or course in Social Studies. Teachers will be trained to use Rubicon Atlas to create curriculum maps.	Technology, Professional Learning	Tier 1	Getting Ready	09/01/2016	09/20/2017	$0	Educational Services, Social Studies Curriculum Leaders, Social Studies Council Members, Instructional Staff

Monitor	Teachers will use grade level meeting time to discuss levels of implementation.	Teacher Collaboration, Monitor	Tier 1	Monitor	09/01/2016	06/20/2017	$0	All Instructional Staff
iRead	Teachers and Para-educators will use iRead to provide tier II instruction for the bottom 25th percentile according to NWEA MAP in reading.	Technology, Academic Support Program, Monitor	Tier 2	Implement	09/01/2016	06/20/2017	$0	Teachers, Para-educators, Title I Program Specialists
Evaluate	Instructional staff will use assessment data to evaluate the impact and success of the program.	Teacher Collaboration, Evaluation, Academic Support Program	Tier 2	Evaluate	09/01/2016	06/20/2017	$0	All instructional staff
Knowledge and Skills	Teachers will continue to be involved in data review meetings to analyze data and make decisions about programs being used and research programs to make necessary adjustments to meet student needs.	Teacher Collaboration, Curriculum Development, Academic Support Program, Getting Ready, Materials	Tier 2	Getting Ready	09/01/2016	06/20/2017	$0	All Instructional Staff
Opportunity to Implement	Teachers will identify a colleague to engage in peer coaching during the implementation of CITW strategies.	Teacher Collaboration	Tier 1	Implement	09/01/2016	06/20/2017	$0	All Instructional Staff
Common Assessments and/or Formative Assessment Training	Next Generation Science Standards will be unpacked by grade level and/or course. Curriculum maps for the teaching of science will be created and teachers will be trained to use them on Rubicon Atlas. Utilizing science curriculum maps, teachers will be trained to develop common grade level or course assessments. Data will be collected to monitor the effectiveness of instruction on student achievement in science.	Curriculum Development	Tier 1	Getting Ready	09/01/2016	06/20/2017	$0	Educational Services, Science Curriculum Council, Science Curricular Leaders, Building Administrators, Instructional Staff

Monitor	Teachers will use grade level meeting time to discuss levels of implementation.	Teacher Collaboration, Academic Support Program, Monitor	Tier 2	Monitor	09/01/2016	06/20/2017	$0	All Instructional Staff
Implement	K-2 teachers will implement all elements of Growing Good Readers. Third through fifth grade teachers that have already been trained in Supporting Good Readers will implement a balanced literacy approach.	Implementation	Tier 1	Implement	09/01/2016	06/20/2017	$0	All Instructional Staff
Bridges Intervention Materials	Para-educators, Title 1 Program Specialist Teachers and classroom teachers will use Bridges Intervention materials to provide instructional support in Math.	Academic Support Program, Materials	Tier 2	Getting Ready	09/01/2016	06/20/2017	$0	Title I Program Specialists, Teachers, Para-educators