



School Improvement Plan

Fox Elementary School

Chippewa Valley Schools

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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?

Fox Elementary School, located in Macomb Township, has a student population of 540 students, grades K-5, who come to us with many diverse backgrounds that add to the culture of our school. Within the last three years, our minority student population has remained consistent, while the Caucasian population has steadily decreased. In addition, the number of economically disadvantaged students continues to consistently increase. Approximately 46% of our current student population is receiving free and reduced lunch and for this reason our school is seeking full schoolwide Title One status. The challenges faced by our diverse community continue to increase although staff and students strive for continuous improvement. Although our budget is predetermined we continue to utilize our resources in the best possible way to ensure we are providing our students with a quality education. Fortunately our school is able to utilize resources to work diligently to intervene with struggling students, economically disadvantaged, and or non-English speaking population. Our Title I and At Risk para-professionals are able to work closely with our teachers to provide support for our students while our bi-lingual team (with large Hispanic and Albanian caseloads) is able to accommodate the needs of our English Language Learners.

The Fox staff prides itself in its ability to build relationships with all stakeholders and continuously seek both professional and student growth.

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.

Purpose: The purpose of Fox Elementary is to provide our students with the knowledge and skills to be successful and continue to be life-long learners.

Vision Statement: Fox is building a Future Of eXcellence.

Mission Statement: Together the Fox staff, families, and community will support and encourage students to develop strategies and skills necessary to become lifelong learners in a safe, respectful, and responsible environment.

Beliefs Statement: At Fox Elementary, when provided with a safe, inviting and supportive environment that engages students, all children can learn and be prepared for success in an ever-changing world.

Fox Elementary embodies its purpose through instruction that includes professional development for our teachers, extra-curricular programs to promote student learning, and set high expectations to aid students to perform to the best of their ability.

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.

Notable Achievements:

- Fox has a new administrator who began during the 2014-2015 school year.
- Artistic murals painted throughout the building that reflect each grade levels curriculum.
- Green School/Emerald status
 - Science Olympiad
- Lego Robotic
- Destination Imagination-Country wide competition
- MTSS process initiated with all grade levels for reading
- School Wide Base Camps focusing on reading interventions as a part of the MTSS process. Participants include all teachers, reading para-professionals, and bilingual para-professionals.
- Base Camps incorporate research based programs: I-Read, Success Maker, Language for Learning, Road-to-the-Code, Road-to-Reading, Peer Assisted Learning Strategies (PALS), and Rewards.
- TOPS (Title One Specialist Teachers) 2014-15 focused on both reading and math and the 2015-16 school year focused on math interventions and an extended day programs. The 2016-17 school year will be determined based on student need.
- The majority of teachers have been trained in Teacher Leadership.
- 5 staff are trained in Non-Violent Crisis Intervention, for our crisis team.
- 100% of the teachers were trained in Classroom Instruction That Works by 2015-2016.
- Sensory Room -continued to develop and aid students with sensory integration.
- NWEA implemented two-three times a year K-5
- Bilingual Parent support through Rosetta Stone before and after school (2014-15, 2015-16) anticipated for 2016-1
- Festival of the Arts program showcasing K-5 artwork in the district
- PEN Night-grades K-2 demonstration of reading and math strategies and tools and grades 3-5 demonstration of reading and math strategies and tools

Within the next three years we will utilize and continue to improve in the following areas:

- NWEA data will be utilized to guide classroom instruction and MTSS
- Star Progress Monitoring for students at 25th percentile and lower
- K-2 staff will continue to be trained in Growing Good Readers
- 3rd-5th grade teachers will have Supporting Good Readers Training
- All staff will continue to be trained in brain based Kagan strategies

Additional achievements and information regarding our district's 2016 AdvancEd visit: SEE BELOW:

External Review Exit Report Summary (AdvancEd Visit 2016)

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 SY 2016-2017

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accreditation for a five-year term. AdvancEd will review the results of the External Review to make a final determination in June of 2016. The final determination includes the appropriate next steps for the system in response to these findings.

Fox Elementary was one of the schools that the AdvancEd team visited. During the visit, the school SIP team was interviewed and classrooms were visited using the ELEOT observation Tool. Fox Elementary was given praise by the AdvancEd review team members.

The following is an excerpt from the External Review Teams' Final Report to the district. This information is taken after visiting all of the district's schools and interviewing various groups and stakeholders. Our district's schools are now recognized as one district accreditation and not separate school accreditation. See District Exit Report Below:

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,

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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.

Additional Information

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

Additional Extra Curricular programs at Fox include:

Boys/Girls Run Club (fall)

Before and after school Music Clubs

Girls on the Run (school coaches and YMCA affiliation)

Hockey Club

Rosetta Stone- after school (available for all district parents to learn English)

National Junior Society/IAM partnership for after school programs

Student Council

Green Team

Science Olympiad

Lego Robotics

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 a staff meeting each month.
- Stakeholders were asked and provided input and feedback in the development of the school mission statement.
- Stakeholders are made aware of the school improvement goals and provide feedback to improve attainment of goals.
- Stakeholders are given choices for specific School Improvement goals based on their interest and expertise.
- Stakeholders are provided with a meeting schedule to accommodate their schedules.
- Stakeholders are provided with minutes from each meeting.
- Stakeholders are in attendance for each Title I meeting.

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

- Through staff meetings, PTO provides feedback on school improvement initiatives.
- PTO provides staff support to help attain the school goals through various programs and fundraisers which support various materials.
- Parent component; complete surveys pertaining to school improvement.
- Student component; complete surveys pertaining to school improvement.
- Teacher component; complete surveys pertaining to school improvement.

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

- All stake holders are provided with specific information regarding the school improvement plan and subsequent progress through building level mailout, newsletters, website, during PTO meetings, and at various parent/ teacher meetings throughout the year.
- Teachers provide updates and communication of plan through newsletters and websites.
- Teacher newsletters are sent weekly/bi-weekly.
- Detailed, building newsletters are sent home bi-monthly.
- PTO fliers and information are sent home on a regular basis.

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	<p>Student Performance narrative is below. Student Data graphs are uploaded. Data documents contain fall to spring 2015-2016 data.</p> <p>I have also attached our school's Student Growth Summary Report which shows how well our students did in regards to meeting their fall 15 to spring 16 growth projections. The Gold Diamond on the bar graphs is the area that needs to be met for expected growth at that specific grade level.</p>	<p>Student Performance Diagnostic 16/17 Fox RDG 15-16 NWEA fall to spring Math NWEA 15-16 fall to spring Fox student growth fall 15 to spring 16 NWEA</p>

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	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?

Based on 2015-16 NWEA spring assessments, subgroups that scored above the levels of expected proficiency (using scores from the 41st percentile and above-Tier 1) are:

All students were above the expected levels of performance. With that being said, student data was also analyzed in a variety of subgroups. This provided a more in depth explanation of which groups were above the expected level of performance. Both male and female students, LEP (limited language proficient), Black, Hispanic, White, and Economically disadvantaged were the subgroups that were reviewed.

When reviewing our Fox Student Growth Summary Report from fall 2015 through spring 2016 (NWEA MAP assessments) which measure which percentage of each grade level met their projected student growth and grade level percentile, our students showed a great deal of growth K-5 in math. See attached graphs of student growth summary report and data below.

MATHEMATICS

Fox Student Growth Summary Report fall 15 to spring 16

Grades	Achievement Status		Percent Met Projected Growth
	Percentile Fall 15	Percentile Spring 16	
KDG-	31%ile	82%ile	75%
1st-	23%ile	65%ile	70%
2nd-	70%ile	90%ile	74%
3rd-			65%
4th-	15%ile	15%ile	46%
5th-	32%ile	40%ile	58%

When reviewing our Fox Student Growth Summary Report from fall 2015 through spring 2016 (NWEA MAP assessments) which measure which percentage of each grade level met their projected student growth and grade level percentile, our students showed a less overall growth K-5 in reading as compared to math. See attached graphs of student growth summary report and data below.

READING

Fox Student Growth Summary Report fall 15 to spring 16

Grades	Achievement Status		Percent Met Projected Growth
	Percentile Fall 15	Percentile Spring 16	

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KDG-	49%ile	78%ile	71%
1st-	39%ile	60%ile	65%
2nd-	57%ile	66%ile	55%
3rd-			44%
4th-	36%ile	23%ile	38%
5th-	37%ile	46%ile	62%

Student Growth Summary Spring 15 to Spring 16 (1 Year of Growth)

Mathematics:

Additionally, when looking at our school's overall Student Growth Summary, our student growth by grade level in math was very good when showing growth from spring 2015 to spring 2016 on the NWEA MAP Math assessment. This data shows one full year of growth. It should be noted that 3rd grade data is not listed because this same cohort of third graders took a completely different test in 2nd grade. For that reason and due to reliability questions, 3rd grade was left off of the growth summary data report.

Achievement Status

Grades	Percentile Spring 15	Percentile Spring 16	Percent Met Projected Growth
KDG-	NA	NA	NA
1st-	76%ile	73%ile	54%
2nd-	61%ile	91%ile	74%
3rd-			
4th-	13%ile	19%ile	59%
5th-	17%ile	39%ile	68%

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

Reading

- Black students have trended upwards from 58% in 13-14, 65% in 14-15 and 68% proficient in 15-16.
- Hispanic students have trended upwards from 71% in 13-14, 67% in 14-15, and 75% proficient in 2015-16.

Math

- Our Black students have consistently scored at 65% proficiency for years 13-14, 14-15, and 15-16 in math.

Which area(s) indicate the overall highest performance?

Our overall highest performance area for 2015-16 is reading with 77% of our student population at district level of proficiency according to NWEA assessments and how our district structures MTSS Tier 1-3 grouping. Our overall highest performing subgroup would be our Caucasian population at 78% proficiency in reading using MTSS Tier grouping.

Our math data for the 2015-16 school year indicates 74% of our student population at district level of proficiency according to NWEA assessments and how our district structures MTSS Tier 1-3 grouping. Our Caucasian population indicates a high performance of 79% proficiency using MTSS tier grouping.

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

Reading

- Black students have trended upwards from 58% in 13-14, 65% in 14-15 and 68% proficient in 15-16.
- Hispanic students have trended upwards from 71% in 13-14, 67% in 14-15, and 75% proficient in 2015-16.

Math

- Our Black students have consistently scored at 65% proficiency for years 13-14, 14-15, and 15-16 in math.

Between which subgroups is the achievement gap closing?

Math

Our achievement gap is closing for our Hispanic students in math by 7% in the past three years when using NWEA assessment data.

Reading

Our black student subgroup have continued to close the achievement gap in reading improving proficiency by 10% in the past three years.

Hispanic students have closed the achievement gap in reading by 4% in the past three years.

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

Based on the district provided NWEA assessment, state assessment trend data, and current school assessment data, our staff sees an inconsistency with other data sources.

For example in using state assessments for the past three years, trend data shows that our Hispanic, LEP, and ED students have scored lower on state math assessments than our white students. This is different when utilizing district NWEA assessment scores which pointed

out areas of improvement and closing achievement gaps for our Hispanic and Black subgroups.

Areas in Need of Improvement

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

For the 2015-16 school year, our Black student subgroup have scored below the expected level of performance as our students identified as needing intensive intervention increased from 29% to 43% from fall to spring.

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

The areas that show a negative trend in performance based on the NWEA assessment from the 13-14 through 15-16 school years are males in reading with a 3% gap increased while females have a 3% gap increase in math.

Which area(s) indicate the overall lowest performance?

When using 2015-16 NWEA assessment data and which of our Tier 3 intensive intervention showed improvements, our school showed a lower overall performance in reading.

In reading, our students in Tier 3 intensive interventions went from 23% in the fall to 25% in the spring compared to math which showed improvement with Tier 3 students decreasing from 31% in the fall to 25% in the spring.

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

Math and Reading

The areas that showed the greatest decreasing trend performance for the past three years based on the NWEA assessment are the students in the white subgroup.

Between which subgroups is the achievement gap becoming greater?

Based on trend data from NWEA from the past three years, the achievement gap is becoming greater between the white subgroup and Hispanic subgroup of students.

Hispanic students have closed the gap in trend data in both math and reading while the white subgroup has increased the gap in reading.

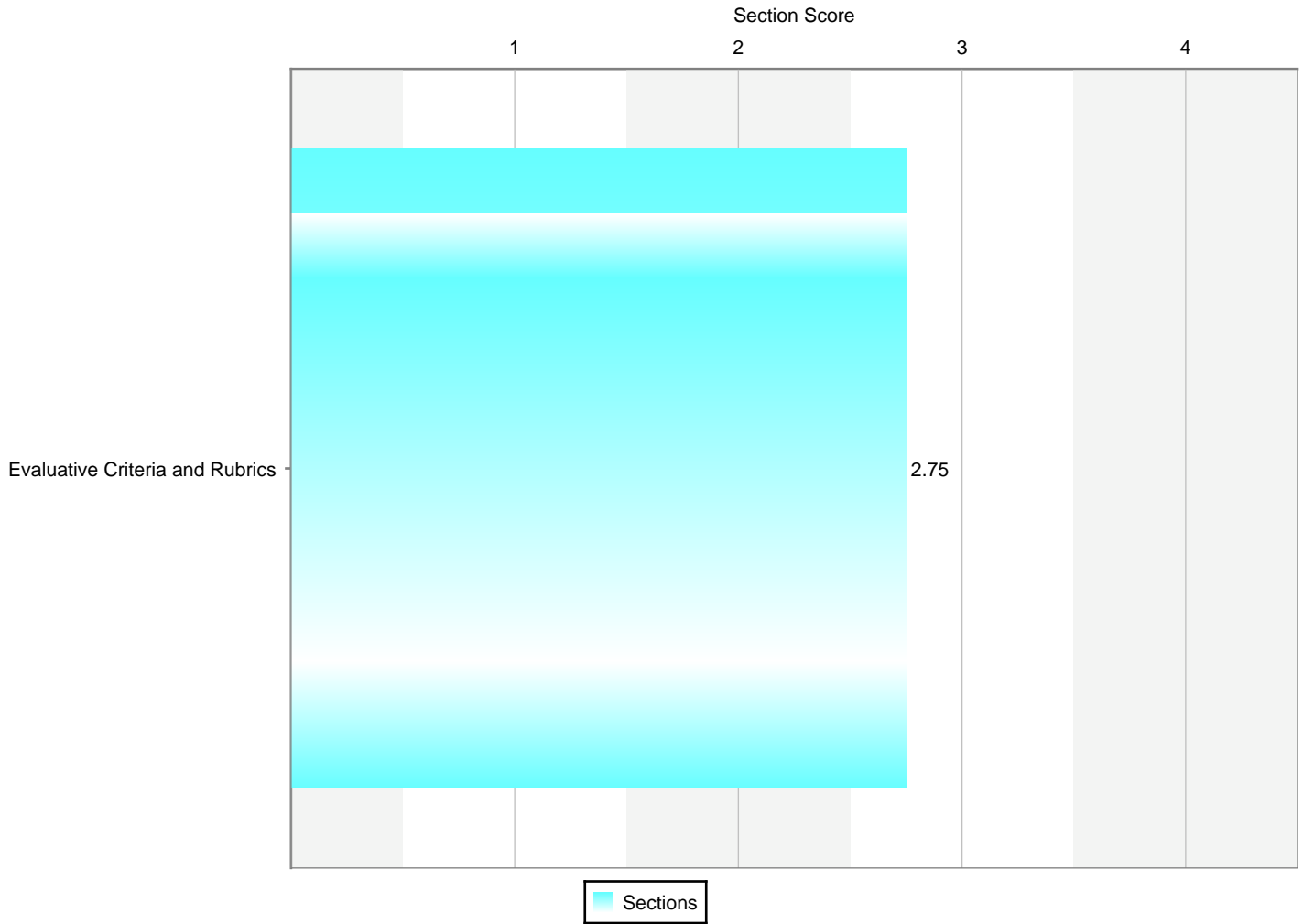
Which of the above reported findings are consistent with findings from other data sources?

Based on the district provided NWEA assessment, state assessment trend data, and current school assessment data, our staff sees an inconsistency with other data sources.

For example in using state assessments for the past three years, trend data shows that our Hispanic, LEP, and ED students have scored lower on state math assessments than our white students. This is different when utilizing district NWEA assessment scores which pointed out areas of improvement and closing achievement gaps for our Hispanic and Black subgroups. When reviewing NWEA trend data for the past three years, our white students have declined in the area of reading.

Report Summary

Scores By Section



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	See attachment	Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	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 overall highest level of satisfaction or approval for parents is two-fold. One is that our school provides a safe learning environment. Secondly, they feel that their child's teachers report on progress in easy to understand language. The staff highest notable achievement is that our school has a continuous improvement process based on data, goals, actions, and measures for growth. Finally, students believe that their teacher wants them to do their best.

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

There is an increasing trend in Governance and Leadership within our building.

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

We have no other feedback sources.

Areas in Need of Improvement

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

The areas that indicate the overall lowest level of satisfaction for lower elementary students is that they don't feel that other teachers know them. Upper elementary students believe that the lowest area in need of improvement in the school is that students treat adults with respect. Staff believe that the lowest level of satisfaction is that our school provides a plan for the acquisition and support of technology to support the school's operational needs. Finally, the lowest area of satisfaction according to parents is providing excellent support services (eg. Counseling, and/or career planning).

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

A decreasing level of satisfaction would be resources and support systems.

What are the implications for these stakeholder perceptions?

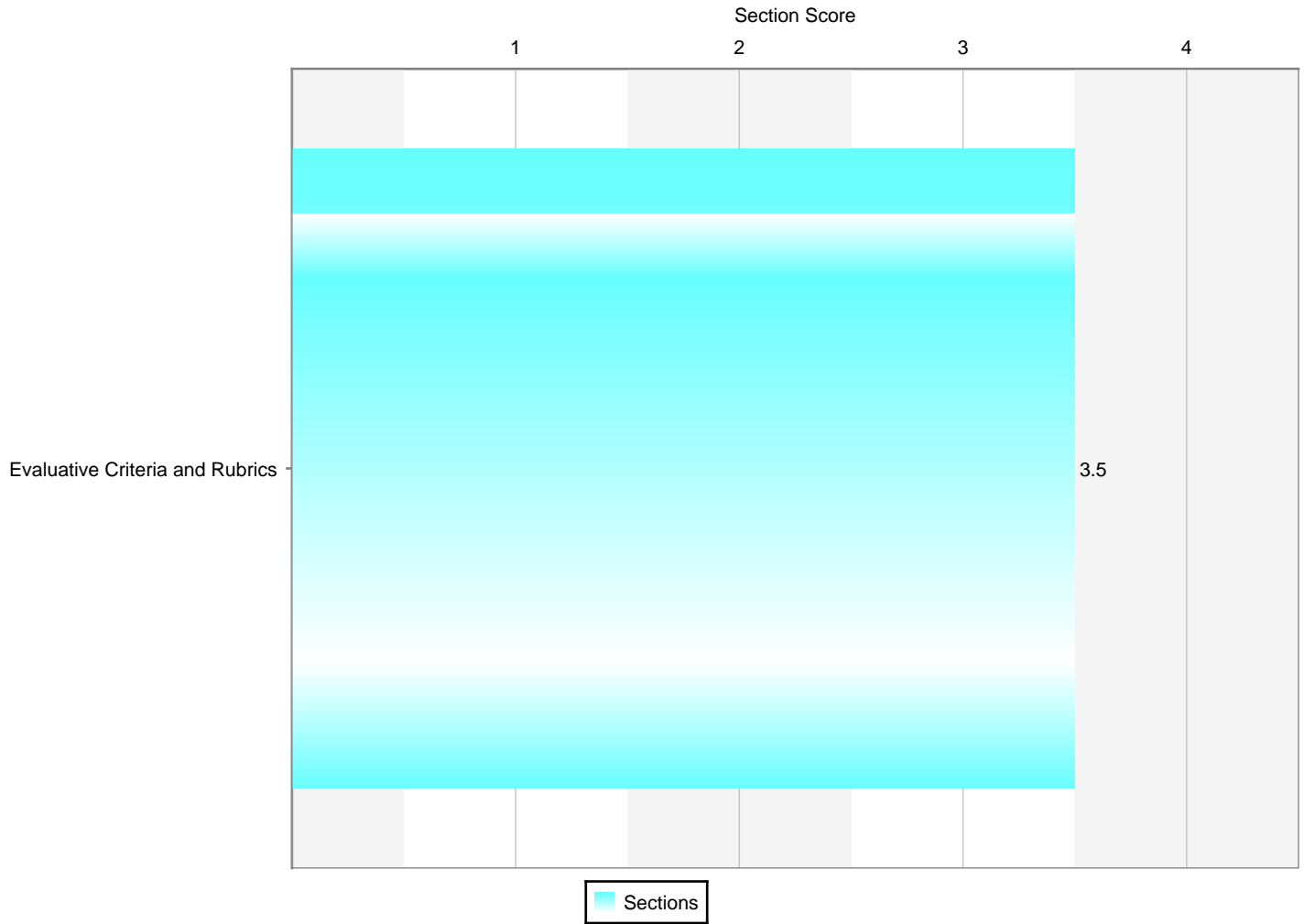
The implications for these stakeholder perceptions is that Fox Elementary has areas that need to be improved upon. Technology and support services tend to be areas that are most prevalent. Support in both technology and counseling would greatly benefit the operation and quality of learning.

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

We have no other feedback sources.

Report Summary

Scores By Section



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?

Demographic trends:

An increase in Hispanic and second language learners will continue. The economically disadvantage population continues to slowly increase or stabilize. We anticipate the mobility rate will remain or increase due to the availability of rental properties (apartment, condos, and mobile home). Tardies continue to be a concern.

Subgroup concerns:

Hispanic, LEP, and ED students have consistently scored lower than white students on state assessments. Our MTSS program has focused on the academic needs of these subgroups. The Language for Learning Program was introduced this year but not implemented for the entire year. The intention will be for the program to be used in its full capacity beginning in year 2016-2017. The Hispanic population is not migrant, however there are students who leave for extended periods of time. Interventions continue to be provided in an effort to bring students up to grade level. The district provides a grant funded Summer Success program in which eligible students receive a scholarship based on assessment scores below the 25th percentile. A second summer program is provided for English language learners who meet eligibility from the WIDA assessment.

Discipline: Suspensions and office referrals continue to impede student learning. Our current schoolwide PBIS system will need to be reviewed and revised in order to promote an increase in positive behavior. Additional strategies will be researched and reviewed by school staff in order to positively impact our student discipline numbers.

Student Demographic Data

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

Student attendance and tardiness has increased. Students are offered bussing, but continue to arrive late to school. There is an increase in student absences due to truancy, transient families, and families leaving for extended periods of time to visit family in other countries.

Total Students: 536

Average Daily Attendance: 96% Tardies: Averaging 15-20 per day

Truancies: 5 referred

Free and Reduced Lunch: 45%

Special Education: 17%

Hispanic: 11%

Limited English Proficiency: 20%

Mobility: 74 new students to Fox for 2015-16 and 41 students have transferred out since September 2015

Suspensions: In School: 26 occurrences Out of School: 38 occurrences

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60% of our ISS and OSS suspensions were a result of classroom infractions.

For the 2015-16 school year, 368 referrals have been recorded as of 4-26.

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?

Student discipline referrals have continued to be a problem while the trend in suspensions have increased. Students of this age group seem to struggle the most with peer relationships; lacking the maturity to handle peer conflict. In reviewing behavioral/referral data, it is evident that our economically disadvantaged students make up a large percentage of the office referrals.

Total Students: 536

Average Daily Attendance: 96% Tardies: Averaging 15-20 per day

Truancies: 5 referred

Free and Reduced Lunch: 45%

Special Education: 17%

Hispanic: 11%

Limited English Proficiency: 20%

Mobility: 74 new students to Fox for 2015-16 and 41 students have transferred out since September 2015

Suspensions: In School: 26 occurrences Out of School: 38 occurrences

60% of our ISS and OSS suspensions were a result of classroom infractions.

For the 2015-16 school year, 368 referrals have been recorded as of 4-26.

Student Demographic Data

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

Continued support with our bi-lingual student and parent population. Staff tries to connect with our bi-lingual population through bi-lingual newsletters, and other school communication. Additionally, Fox bi-lingual parents are able to participate in a free Rosetta Stone program four days per week. Our low income students will continue to receive Title I funding. Our PTO offers family assistance to help aid students with financial burdens for field trips. TOPS personnel offer extended day learning opportunities for students, many of which are minority or low income students. A watch DOGS program (Dads of great students) is being considered to help with student challenges within the classroom. School staff will be reviewing our current PBIS system in order to update our procedures, incentives and other components in an effort to improve student behavior.

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?

Our school is able to utilize veteran teachers' knowledge and experience as well as new teachers/administrators who offer new ideas,

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strategies, and enthusiasm. With this blend of teachers, student achievement is positively impacted.

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

For the year 2013/2014, one teacher retired.

For the year 2014/2015, one teacher transferred within district to another building for the purpose of scheduling.

Teaching staff has remained intact as student population has not fluctuated.

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

0-4 years: 3

5-10 years: 8

11-15 years: 4

16-20 years: 7

20+ years: 6

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

- Diversity of student population
- Strong growth mindset
- Parent education night (PEN Night)
- Strong PTO offers 30-40 events throughout the school year
- PTO offers financial assistance for field trips, supplies, building enhancements, teacher reimbursement, Santa shop, and curriculum materials/support.
- Giving Tree
- Food Drive
- After school clubs including run club, hockey club, Lego robotics, science Olympiad, music programs, and young Rembrandts.
- Student Council
- Green status in Green School
- Staff builds relationships during and outside of school
- Staff participates in evening events and other extracurricular events that are not mandatory.
- Academic support in extended day sessions
- Read Across America for reading month
- Pizza Hut Book-It reading program
- Box Top contests
- PAWS assemblies
- Red Wings Reading Program
- Supportive principal that encourages and supports professional growth

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

- The district offers a competitive salary benefit package
- Upgraded technology in all buildings and classrooms
- Professional development offered through the year within and outside the district
- Updated curriculum
- Curriculum council support

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- District identified MTSS plan
- Supportive Superintendent
- Opportunity to transfer within district
- Stable and increasing student population
- Fiscally responsible
- Teacher compensation for advanced degrees
- NCA accreditation

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?

Fox Elementary does not have a high teacher turnover rate.

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?

Our school is able to utilize veteran teachers' knowledge and experience as well as new teachers who offer new ideas, strategies, and enthusiasm. With this blend of teachers, student achievement is positively impacted.

For the year 2013/2014, one teacher retired.

For the year 2014/2015, one teacher transferred within district to another building for the purpose of scheduling.

Teaching staff has remained intact as student population has not fluctuated.

Experience level of key teaching and learning personnel:

0-4 years: 3

5-10 years: 8

11-15 years: 4

16-20 years: 7

20+ years: 6

Having a mixture of teachers with various experience levels allows for a wealth of knowledge to be shared amongst the staff.

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?

Most school leader absences are due to professional learning opportunities and school improvement purposes. These absences always have potential to affect student achievement although most teachers use preferred subs who are familiar with the teacher's classroom and students. Additionally, teachers prepare well developed lesson plans to ensure proper administration of curriculum via the substitute teachers.

Administrative School Business absences always have the potential to negatively impact the building as many student issues or concerns are unable to be dealt with if the only administrator in a building is out.

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?

Most teacher absences are due to professional learning opportunities and school improvement purposes. These absences always have potential to affect student achievement although most teachers use preferred subs who are familiar with the teacher's classroom and students. Additionally, teachers prepare well developed lesson plans to ensure proper administration of curriculum via the substitute teachers.

Teachers who are absent frequently due to School Business related events does have potential to negatively impact student learning. In order to prevent such a negative effect, we do try to reserve the same subs or subs that are familiar with our school and students.

Teacher/School Leader(s) Demographic Data

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

Administration could diversify staff when hiring (when available) in an effort to make connections with our current student demographics.

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?

After reviewing the Interim Self-Assessment, we can clearly state areas of strength include Governance and Leadership and Resources and Support Systems.

All of our NCA strands and standards scored at a 3.0 rating except for Purpose and Vision which was 2.67. Results from assessment are below. Concerns are also listed.

NCA Self-Assessment:

-Standard 1 Purpose and Vision: Overall Score 2.67

-Standard 2 Governance and Leadership: Overall Score 3.0

-Standard 3 Teaching and Assessing for Learning: Overall Score 3.0

-Standard 4 Resources and Support Systems: Overall Score 3.0

-Standard 5 Using Results for Continuous Improvement: Overall Score 3.0

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?

Challenges that we face include Using Results for Continuous Improvement. We feel that we could benefit from professional development in the evaluation, interpretation, and use of data to support our students. Fortunately our school district will be providing administrative and teacher training as we move to a new teacher evaluation system for the 2016-17 school year.

Purpose and Direction received the lowest rating and therefore stands out as a challenge.

12. How might these challenges impact student achievement?

Due to these challenges, we are not seeing student progress that we expect. We will continue to work together with our school staff in order to work towards continuous student improvement.

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.

Currently, we continue to dig deeper into data to provide staff with appropriate knowledge to guide instruction. Continued review of both assessment and behavioral data will help guide our decisions. Further training and time for this would be beneficial.

The School Improvement process will continue to be ongoing throughout the year and all stakeholder ideas and feedback will be taken into consideration. The SIP team will be more transparent with info shared with staff and community members in order to make the best decisions for the school community.

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?

Our school improvement plan has addressed the core elements for all content areas. Our school has outlined an MTSS program in the areas of reading and math. Interventions in reading are provided by Title I, At-Risk Para-educators, Bi-lingual para-educators and classroom teachers. Our schoolwide Base Camps (30 minutes, 4 days per week) address the reading needs of our students who are Tier 2 and 3, while also aiming to challenge our Tier 1 students. Additional reading intervention support is provided to Tier 3 students in afternoon pullouts provided by Title I and At-Risk Para-educators.

Math interventions are provided by Title I Program Specialist Teachers (TOPS). These interventions occur at various times throughout the day in a pull out system.

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

Extended Learning Opportunities are available for students in grades k-5 for math and reading.

*Science Olympiad

*Science Club

*Lego Robotics

*PEN Nights

*Tutoring

*Art Club

*Music Clubs before and after school (Free Lessons and Clubs)

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

The students selected for the after school extended learning opportunities are identified in a variety of ways:

1. Volunteer
2. Assessment scores
3. Teacher input

All opportunities are presented to all students through newsletters or fliers.

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?

*Curriculum Mapping with vertical and horizontal alignment

*Observations

*Lesson Plans

*Newsletters

*Walkthrough data

*Meeting Minutes

Professional Development Info Below:

High Quality and Ongoing Professional Development

1. The professional development is aligned to the CNA and the goals of the SIP.

- Bridges Math - District provided professional development will focus on year 3 of implementation. Fox Elementary will extend the PD through exploring the interventions provided within Bridges. This was identified within our Comprehensive Needs Assessment and a goal in the SIP. This will be done at staff meetings. Dates TBD.
- ELA adoption - The first semester of 2016 will be the pilot phase and selection. Second semester will be devoted to training teachers on the ELA series. Full implementation of the curriculum will commence in the 2017-2018 school year. ELA is an identified gap within the Comprehensive Needs Assessment.
- Science - Building provided PD by the district science curricular leaders. PD will focus on ways to use Rubicon Atlas to implement the NGSS. Science is an identified gap within the Comprehensive Needs Assessment.
- Home-school Connection - Fox will use the MDE Collaboration for Success Parent Engagement Tool to create a plan for engaging parents. The lack of parent engagement was identified in the Comprehensive Needs Assessment.
- Kagan Day 2 - District provided professional development focusing on effective cooperative learning strategies. This is also a non-negotiable contained within Classroom Instruction that Works which is a district initiative. This strategy is outlined in component 2.
- Data Reviews - Building data reviews consisting of instructional staff, support staff, and administrator are used to identify students for tiered support. This data is used to identify gaps and ways to close the gaps for students most at risk of not meeting state standards. This is part of our Comprehensive Needs Assessment and SIP.
- Facilitators of School Improvement - FSI is used to review data, monitor the implementation of the plan, and coordinate with other district SIP chairs and administrators. We will use the time to review/revise our schoolwide and school improvement plans.

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- Leadership Learning Series - This series is designed for administrators and school leaders to grow their leadership practices and to become aware of the key instructional strategies that should be evident within the classrooms. Information gathered from these sessions can also be used as professional development within the building. This training helps administrators identify greatest needs at the classroom and building level and ways to address those needs. This can be incorporated within Title or school improvement plans.

- Grade level and Cross-grade level meetings to align curriculum - This meeting time is provided to teachers in order to have conversations with peers within vertical and horizontal teams. This helps to align the curriculum and ensure student success. This was identified through our Comprehensive Needs Assessment and teacher survey as a way to close student achievement gaps.

- PBIS - This professional development provided by the building will be used to review and improve the current PBIS system. A team will meet to discuss ways to decrease student behavior referrals and promote positive behavior. This is identified within the demographic data.

2. How is the PD sustained and ongoing? Our major curricular adoptions have ongoing PD embedded within the district plan that is sustained over the course of three years. Anything associated with school improvement or data is done on a regular basis each calendar year. Our building principal has been part of the Leadership Learning series for the past 5 years. We regularly review our need for data and curriculum, parent engagement, and behavior to determine ways that we can improve as a school. Our plan has designated time to engage in conversation in learning associated with needs we have identified. It is evident through our professional development plan that we are selective in our opportunities for professional development and seek ways to embed what we have learned in everyday practices.

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

NA

Achievement/Outcome Data

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

19a. Reading- Strengths

Our district measurement for reading is the NWEA assessment. According to NWEA data we show a higher percentage of students at or above grade level in Literature. Our MTSS and Base Camp Interventions are a strength for our school which we believe have positively impacted our students as many of our students have met their yearly projected growth for NWEA.

There is an increase in K-3 and 5th grade students who are at benchmark from fall 2015 to spring 2016. Our 1st-3rd grade and 5th grade students have shown improvement in reading.

Additional student data using all students together and separating demographics: Fall 2015 to Spring 2016 NWEA Data:

Reading

Hispanic	61	75	Students Above the 25%ile
White	79	81	Students Above the 25%ile

*This data demonstrates an improvement in our Hispanic and white subgroups for reading.

Separating students by gender and also comparing tier 2-3 students and Tier 1 students: Fall 2015 to Spring 2016 NWEA Data: See below

Reading

Gender			
Male	27	23	25th percentile and Below
	52	61	41st percentile and above
Female	23	20	25th percentile and Below
	57	60	41st percentile and above

All Students	Reading		
	24	22	25th percentile and below
	20	18	26-40th percentile

56 60 41st percentile and above

*This data shows an improvement in reading scores for our male and female students as the amount of students in our Tier 2 and 3 interventions decreases while the amount of students at Tier 1 increases.

19b. Reading- Challenges

INCLUDE INFO AND REVISE

Currently we face challenges with our bilingual and Black male population as well as lower NWEA scores in informational text.

Our district measurement for reading is the NWEA assessment. There is an increase in K-3 and 5th grade students who are at benchmark from fall 2015 to spring 2016. Our 1st-3rd grade and 5th grade students have shown improvement in reading. 4th grade students have not demonstrated growth in this area from fall to winter.

State assessment data for the past three years shows that our reading scores have been stronger than math. Our M-STEP scores show a lower percentage of students that are identified as proficient. One important aspect of this is that the M-STEP is a much more comprehensive and aligned to the State standards than the previous MEAP assessments. Trend data shows that our Hispanic, LEP, and ED students have scored lower on state reading assessments than our white students.

In response to this data, our district is in the process of selecting a reading/writing series to pilot for the 2016-17 school year in an effort to increase student achievement. Once a balanced reading/writing curriculum has been identified, our district anticipates that our students will begin to demonstrate a higher proficiency in reading.

As a staff, we will work together to review our MTSS interventions and strategies that we are providing to our students. We will continue to utilize our Title I and At-Risk resources/funds to provide services to our identified students.

2015-16 Reading data: grade 1-3, and 5 NWEA reading scores show improvement. Grades K and 4 reading scores were stagnant in K and declined in 4th grade. The district is piloting and adopting a new language arts series for implementation in Fall 2017. This will provide a cohesive language arts curriculum. STAR reading assessment data for Tier III students provides teachers with specific areas of deficit that can be used to guide instruction for small reading groups within the classroom. MTSS will continually be reviewed and restructured as needed to maximize effectiveness.

19c. Reading- Trends

Through NWEA assessments we have noticed that our trend from 13-14 to 15-16 has not shown the type of student achievement that we

have hoped. This is one of the main reasons our district is piloting and purchasing and elementary reading/writing series.

Once our balanced curriculum has been identified, we anticipate higher proficiency in reading.

Our district measurement for reading is the NWEA assessment. There is an increase in K-3 and 5th grade students who are at benchmark from fall 2015 to spring 2016. Our 1st-3rd grade and 5th grade students have shown improvement in reading. 4th grade students have not demonstrated growth in this area from fall to winter.

State assessment data for the past three years shows that our reading scores have been stronger than math. Our M-STEP scores show a lower percentage of students that are identified as proficient. One important aspect of this is that the M-STEP is a much more comprehensive and aligned to the State standards than the previous MEAP assessments. Trend data shows that our Hispanic, LEP, and ED students have scored lower on state reading assessments than our white students.

In response to this data, our district is in the process of selecting a reading/writing series to pilot for the 2016-17 school year in an effort to increase student achievement. Once a balanced reading/writing curriculum has been identified, our district anticipates that our students will begin to demonstrate a higher proficiency in reading.

As a staff, we will work together to review our MTSS interventions and strategies that we are providing to our students. We will continue to utilize our Title I and At-Risk resources/funds to provide services to our identified students.

It should be noted that our 15-16 fall to spring NWEA Reading did show an improvement. Our benchmark students went from 56% in the fall of 2015 to 60% in the spring of 2016. We also closed the achievement gap for our intensive from 24% in the fall of 2015 to 22% in the spring of 2016.

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.

In response to this data, our district is in the process of selecting a reading/writing series to pilot for the 2016-17 school year in an effort to increase student achievement. Once a balanced reading/writing curriculum has been identified, our district anticipates that our students will begin to demonstrate a higher proficiency in reading.

As a staff, we will work together to review our MTSS interventions and strategies that we are providing to our students. We will continue to utilize our Title I and At-Risk resources/funds to provide services to our identified students.

20a. Writing- Strengths

Currently our district does not measure writing in the NWEA assessment. Writing will be a major component of the new reading/writing series that will be purchased by the district in 2016-17.

Our district is in the process of selecting a reading/writing series to pilot for the 2016-17 school year in an effort to increase student achievement. Once a balanced reading/writing curriculum has been identified, our district anticipates that our students will begin to demonstrate a higher proficiency in reading.

As a staff, we will work together to review our MTSS interventions and strategies that we are providing to our students. We will continue to utilize our Title I and At-Risk resources/funds to provide services to our identified students.

20b. Writing- Challenges

Currently our district does not measure writing in the NWEA assessment. Writing will be a major component of the new reading/writing series that will be purchased by the district in 2016-17.

Our district is in the process of selecting a reading/writing series to pilot for the 2016-17 school year in an effort to increase student achievement. Once a balanced reading/writing curriculum has been identified, our district anticipates that our students will begin to demonstrate a higher proficiency in reading.

As a staff, we will work together to review our MTSS interventions and strategies that we are providing to our students. We will continue to utilize our Title I and At-Risk resources/funds to provide services to our identified students.

20c. Writing- Trends

Currently our district does not measure writing in the NWEA assessment. Writing will be a major component of the new reading/writing series that will be purchased by the district in 2016-17.

Our district is in the process of selecting a reading/writing series to pilot for the 2016-17 school year in an effort to increase student achievement. Once a balanced reading/writing curriculum has been identified, our district anticipates that our students will begin to demonstrate a higher proficiency in reading.

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As a staff, we will work together to review our MTSS interventions and strategies that we are providing to our students. We will continue to utilize our Title I and At-Risk resources/funds to provide services to our identified students.

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 challenges will be addressed by piloting a new reading series that includes a writing component in the fall, with adoption of a selected program in the winter semester. Full implementation in the fall of 2017.

Our district is in the process of selecting a reading/writing series to pilot for the 2016-17 school year in an effort to increase student achievement. Once a balanced reading/writing curriculum has been identified, our district anticipates that our students will begin to demonstrate a higher proficiency in reading.

As a staff, we will work together to review our MTSS interventions and strategies that we are providing to our students. We will continue to utilize our Title I and At-Risk resources/funds to provide services to our identified students. Professional development will be provided for teachers by the district with the new reading/writing series.

21a. Math- Strengths

According to NWEA data we show a higher percentage of students at or above grade level in Numbers and Operations. Our Bridges math program initiative is a strength for our school.

Our district measurement for math is the NWEA assessment. The 2015-16 data for K-3 and 5th students shows growth during the year. There is an increase in K-3 and 5th grade students who are at benchmark from fall 2015 to spring 2016.

Although our K-3 and 5th grade data has shown improvement. Additionally, our lower elementary K-2 students have shown more progress than grades 3-5. Currently, our school is working hard to identify interventions and strategies aimed at improving the achievement for these grades.

Sample NWEA math data from Fall 15 to Spring 16.

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All (k-5) students above the 25th%

	Math		
	Fall	Spring	
Hispanic	53	67	students above the 25th%
White	72	81	students above the 25th%

Separating students by gender and also comparing tier 2-3 students and Tier 1 students.

Gender	Math		
	Fall	Spring	
Male	28	22	25th percentile and Below
	54	61	41st percentile and above
Female	34	25	25th percentile and Below
	46	56	41st percentile and above
All Students	Math		
	32	22	25th percentile and below
	18	18	26-40th percentile
	50	59	41st percentile and above

After reviewing the data, it is evident that our K-5 students have shown growth in mathematics. We have less students listed as Tier 2 and 3 from fall to spring and more students in Tier 1.

With continued interventions, we will seek to show further student improvement in our math scores.

21b. Math- Challenges

According to NWEA data, we currently face challenges within Measurement and Data. Our upcoming professional development in the Bridges Interventions will aid in increasing these scores.

one subgroup that did not perform as well as other from fall 15 to spring 16 when using NWEA data was our African American students.

Subgroup Concern	Math		
	Fall	Spring	
African	67	65	Students above the 25th percentile

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2015-16 NWEA Data

4th grade

Math	Fall	Winter	Spring	
25% or below - Intensive		33%	39%	33%
26% - 40% - Strategic	20%	21%	22%	
41% or above - Benchmark		47%	40%	44%

State Assessment Data

4th grade state assessment: Data is reported by all students, white students, Hispanic students, LEP, and economically disadvantaged. There is not a subgroup for students with disabilities.

Math

2012-13 45%, 51%, 23%, 50%, 32% MEAP

2013-14 54%, 60%, 39%, 17%, 34% MEAP

2014-15 38%, 42%, 25%, 30%, 32% M-STEP

Although our K-3 and 5th grade data has shown improvement, our 4th grade students have not shown progress. Additionally, our lower elementary K-2 students have shown more progress than grades 3-5. Currently, our school is working hard to identify interventions and strategies aimed at improving the achievement for these grades.

State assessment data for the past three years shows that our math scores have not been strong. In response to this data, our district has adopted a new math program in an effort to increase student achievement. Trend data shows that our Hispanic, LEP, and ED students have scored lower on state math assessments than our white students.

As a staff, we will further explore math interventions that are provided by the Bridges Mathematics publisher. We will also be working to schedule mini workshops for instructional staff provided by the Macomb ISD. Additionally, our school will be restructuring how services are provided to our tier 2 and 3 students in regards to math interventions.

21c. Math- Trends

Using NWEA Assessments from 2013-2014 to 2015-2016 a negative trend in math has been identified despite the fact that NWEA math scores have improved from fall 15 to spring 16.

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State assessment: Data is reported by all students, white students, Hispanic students, LEP, and economically disadvantaged. There is not a subgroup for students with disabilities.

3rd grade

Math

2012-13 39%, 44%, 31%, 21%, 32% MEAP

2013-14 35%, 42%, 8%, 36%, 23% MEAP

2014-15 45%, 49%, 43%, 52%, 33% M-STEP

4th grade

Math

2012-13 45%, 51%, 23%, 50%, 32% MEAP

2013-14 54%, 60%, 39%, 17%, 34% MEAP

2014-15 38%, 42%, 25%, 30%, 32% M-STEP

5th grade

Math

2012-13 38%, 41%, 38%, 13%, 32% MEAP

2013-14 46%, 51%, 25%, 36%, 33% MEAP

2014-15 40%, 45%, 23%, 18%, 26% M-STEP

Trend data for NWEA assessment:

2013-14 80% above the 25th percentile

2014-15 78% above the 25th percentile

2015-16 77% above the 25th percentile

It should be noted that the Bridges math curriculum that the district uses what not adopted until the 2014-15 school year. This transition year was very difficult for students learning new math strategies and ways of thinking about math operations.

State assessment data for the past three years shows that our math scores have not been strong. In response to this data, our district has adopted a new math program in an effort to increase student achievement. Trend data shows that our Hispanic, LEP, and ED students have scored lower on state math assessments than our white students.

Our district measurement for math is the NWEA assessment. The 2015-16 data for K-3 and 5th students shows growth during the year. There is an increase in K-3 and 5th grade students who are at benchmark from fall 2015 to spring 2016.

Although our K-3 and 5th grade data has shown improvement, our 4th grade students have not shown progress. Additionally, our lower elementary K-2 students have shown more progress than grades 3-5. Currently, our school is working hard to identify interventions and strategies aimed at improving the achievement for these grades.

As a staff, we will further explore math interventions that are provided by the Bridges Mathematics publisher. We will also be working to

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schedule mini workshops for instructional staff provided by the Macomb ISD. Additionally, our school will be restructuring how services are provided to our tier 2 and 3 students in regards to math interventions.

We anticipate growth in math scores in our school in the future.

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 challenges will be addressed by our continued implementation of Bridges math program, including number corner and work places to enhance performance in mathematical thinking. We also will use TOPS to assist in interventions for struggling students. Our district will continue to offer professional learning in Bridges, specifically in the Bridges Interventions.

As a staff, we will further explore math interventions that are provided by the Bridges Mathematics publisher. We will be researching resources and mini workshops for instructional staff provided by the Macomb ISD. Additionally, our school will be restructuring how services are provided to our tier 2 and 3 students in regards to math interventions.

22a. Science- Strengths

Chippewa Valley District is making all efforts to improve district science scores.

Current District 14-15 M-Step assessment science scores showed an overall proficiency in the following areas: (It should be noted that state assessments mark proficiency as 15% for the 14-15 school year)

All Students- 83%

Bottom 30%- 45%

White- 85%

Economically Disadvantaged- 70%

Current Fox Elementary 14-15 M-Step assessment science scores: (It should be noted that state assessments mark proficiency as 15% for the 14-15 school year)

All Students- 70%

Bottom 30%- 4.35%

White- 75%

Economically Disadvantaged- 66%

In reviewing the Fox data, a strength for science would be our White students' scores.

22b. Science- Challenges

Chippewa Valley District is continuing to look at areas to improve science scores. As a school we are working hard to improve science scores. Our PD plan for the 16-17 school year includes building science PD.

Current district 14-15 M-Step assessment science scores showed an overall proficiency in the following areas: (It should be noted that state assessments mark proficiency as 15% for the 14-15 school year)

All Students- 83%

Bottom 30%- 45%

White- 85%

Economically Disadvantaged- 70%

Current Fox Elementary 14-15 M-Step assessment science scores: (It should be noted that state assessments mark proficiency as 15% for the 14-15 school year)

All Students- 70%

Bottom 30%- 4.35%

White- 75%

Economically Disadvantaged- 66%

One of our biggest challenges in improving science proficiency is our students identified as being in the Bottom 30%.

22c. Science- Trends

Data is reported by all students, white students, Hispanic students, LEP, and economically disadvantaged. There is not a subgroup for students with disabilities.

Science

2012-13 10%, 12%, 11%, 0%, 5% MEAP

2013-14 14%, 18%, 0%, 6%, 12% MEAP

*Please note that the 14-15 M-Step scores are based on a state proficiency target of 15%.

2014-15

All students- 70% met state proficiency target of 15%

Bottom 30%- 4.35% met state proficiency target of 15% (This subgroup did not meet state proficiency target of 15%)

White- 75% met state proficiency target of 15%

Hispanic- 58% met state proficiency target of 15%

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LEP- 61% met state proficiency target of 15%

Economical Disadvantaged- 75% met state proficiency target of 15%

Our school science scores were quite low for the 2014-15 administration of the new M-STEP. Our MEAP scores in 2012-13 and 2013-14 showed a higher proficiency in science for our students. Overall, our trend data for science continues to be low and is an area of concern. As a school, we intend to meet as a team to discuss the science curriculum and units/lessons that are now (as of this year) available to teachers on the district's Rubicon Atlas. This website houses the district's science curriculum, yearlong maps, and other available resources. Another measure that our instructional staff and administration will take to improve proficiency will include coordinating with our district science curricular leaders in an effort to see what more our teachers can do to prepare our students for state assessments and to ensure they are completely teaching the state science standards throughout the year.

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.

As a school, we intend to meet as a team to discuss the science curriculum and units/lessons that are now (as of this year) available to teachers on the district's Rubicon Atlas. This website houses the district's science curriculum, yearlong maps, and other available resources. Another measure that our instructional staff and administration will take to improve proficiency will include coordinating with our district science curricular leaders in an effort to see what more our teachers can do to prepare our students for state assessments and to ensure they are completely teaching the state science standards throughout the year.

23a. Social Studies- Strengths

Data is reported by all students, white students, Hispanic students, LEP, and economically disadvantaged. There is not a subgroup for students with disabilities.

Social Studies

M-Step 2014-15

19%(All), 23%(White), 8%(Hisp.), 6%(LEP), 9%(ED)

For the 2014-15 M-Step our students our student subgroups in BAA did meet the state proficiency target of 19.19%. All students, White, Bottom 30% and Economically disadvantaged did meet the proficiency target.

Overall, our trend data for social studies continues to be low and is an area of concern. As a building, all instructional staff will begin using our district provided Rubicon Atlas which houses curriculum and pacing guides as well as lesson plans/ideas for teachers to use in all grade levels. Our district continues to add resources for teachers to utilize in their curriculum.

23b. Social Studies- Challenges

Overall, our trend data for social studies continues to be low and is an area of concern. As a building, all instructional staff will begin using our district provided Rubicon Atlas which houses curriculum and pacing guides as well as lesson plans/ideas for teachers to use in all grade levels. Our district continues to add resources for teachers to utilize in their curriculum.

Social Studies

M-Step 2014-15

19%(All), 23%(White), 8%(Hisp.), 6%(LEP), 9%(ED)

Challenges when looking at subgroup data from 14-15 state M-Step assessment data shows that our concern areas are our subgroups that scored lower than our white subgroup.

23c. Social Studies- Trends

Overall, our trend data for social studies continues to be low and is an area of concern. As a building, all instructional staff will begin using our district provided Rubicon Atlas which houses curriculum and pacing guides as well as lesson plans/ideas for teachers to use in all grade levels. Our district continues to add resources for teachers to utilize in their curriculum.

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.

Overall, our trend data for social studies continues to be low and is an area of concern. As a building, all instructional staff will begin using our district provided Rubicon Atlas which houses curriculum and pacing guides as well as lesson plans/ideas for teachers to use in all grade levels. Our district continues to add resources for teachers to utilize in their curriculum.

Building professional development on using Rubicon Atlas will help to improve social studies teaching in the classrooms which in turn will improve student growth.

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 highest overall satisfaction among students was in teaching and Learning. Student responses indicate they are very happy with the quality of teaching and the learning opportunities within the classroom.

24b. Student Perception Data

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

Students seem to have a low level of satisfaction about the facility, specifically the bathrooms. There was also a concern about peer behavior and bullying.

24c. Student Perception Data

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

An improved behavior/reward school system (PBIS) will be initiated to help influence better behavior. We have also discussed implementation of DOGS which is Dad's of Great Students. We anticipate that DOGS will help build positive relationships and role models.

25a. Parent/Guardian Perception Data

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

The highest level of satisfaction among parents/guardians is Standard 3; Teaching and Learning.

Our AdvancEd survey was administered in the 2014-15 school year. Of the 400 families eligible to take the survey, 20% responded. Parents were pleased with teacher quality, the caring atmosphere of the school, the new principal, and the wonderful communication between staff and parents.

Areas of concern based upon the survey included opportunities to challenge students who are advanced academically, the physical environment of the school, the amount of time for lunch and quality of food, and fundraising efforts.

These areas of concerns were addressed in expanding after school activities to help challenge students. Examples are Lego Robotics, Science Olympiad, and music exploration. Our MTSS program supports students who need additional academic help and challenges

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students who are academically advanced.

Since the survey, a beautification committee has been formed. The exterior front entrance has been updated with landscaping. Broken bricks were replaced around the building. Exterior school lights were fixed. Basketball hoops were added to the playground. Parking lot signs were updated. A mural extending across the entire front hallway has been painted reflecting each grade level as well as the media center. The front office has been remodeled to be more user friendly and inviting. Additional improvements will continue to be made. The lunch time has been made more efficient by streamlining payment of meals prior to lunch. Students have 30 minutes to eat lunch and that time is not flexible. Students have choice of hot lunch, turkey sandwich, peanut butter and jelly, chef salad, or ham sandwich. Fruits and vegetables are offered to promote healthy choices in keeping with state and federal lunch program standards. We will continue to work with parents to ensure kids have healthy choices.

The PTO has been very supportive for Fox Elementary. Our goal will be to bring an awareness to our parents and inform them of how the funds are used to support the students at Fox Elementary.

25b. Parent/Guardian Perception Data

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

Governance and Leadership indicate the overall lowest level of satisfaction among parents and guardians.

Areas of concern based upon the survey included opportunities to challenge students who are advanced academically, the physical environment of the school, the amount of time for lunch and quality of food, and fundraising efforts.

These areas of concerns were addressed in expanding after school activities to help challenge students. Examples are Lego Robotics, Science Olympiad, and music exploration. Our MTSS program supports students who need additional academic help and challenges students who are academically advanced.

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25c. Parent/Guardian Perception Data

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

Areas of concern based upon the survey included opportunities to challenge students who are advanced academically, the physical environment of the school, the amount of time for lunch and quality of food, and fundraising efforts.

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These areas of concerns were addressed in expanding after school activities to help challenge students. Examples are Lego Robotics, Science Olympiad, and music exploration. Our MTSS program supports students who need additional academic help and challenges students who are academically advanced.

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26a. Teacher/Staff Perception Data

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

The collaboration of staff members and the willingness to develop student achievement are among the highest satisfaction.

Out of 60 staff members, 24 people responded to the survey. This included teaching, para-educators, secretarial, custodial, lunch room, and library staff members. Respondee were pleased with the collaboration between staff. The caring nature of the staff members and the new principal was highlighted.

26b. Teacher/Staff Perception Data

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

The time challenges in the classroom, classroom sizes, and the lack of parental support continue to indicate a low level of satisfaction.

Areas of concern included class size, blended classrooms, parental involvement, and the Student Study Process. We realize that class size and blended classrooms are not within our control. We are considering options on how we can use our schoolwide status to support grade levels impacted by blended classrooms. This may include adding additional Title I funded staff and/or academic resources for students who are struggling.

26c. Teacher/Staff Perception Data

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

Staff and administration will continue to work together to share ideas and concerns regarding class size and time constraints. Parent

involvement will be discussed during staff meetings in an effort to further involve parents and make connections.

Areas of concern included class size, blended classrooms, parental involvement, and the Student Study Process. We realize that class size and blended classrooms are not within our control. We are considering options on how we can use our schoolwide status to support grade levels impacted by blended classrooms. This may include adding additional Title I funded staff and/or academic resources for students who are struggling.

27a. Stakeholder/Community Perception Data

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

Teaching and Learning continue to be a high level of satisfaction among stakeholders and the community.

Our AdvancEd survey was administered in the 2014-15 school year. Of the 400 families eligible to take the survey, 20% responded. Parents were pleased with teacher quality, the caring atmosphere of the school, the new principal, and the wonderful communication between staff and parents.

Areas of concern based upon the survey included opportunities to challenge students who are advanced academically, the physical environment of the school, the amount of time for lunch and quality of food, and fundraising efforts.

These areas of concerns were addressed in expanding after school activities to help challenge students. Examples are Lego Robotics, Science Olympiad, and music exploration. Our MTSS program supports students who need additional academic help and challenges students who are academically advanced.

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The lunch time has been made more efficient by streamlining payment of meals prior to lunch. Students have 30 minutes to eat lunch and that time is not flexible. Students have choice of hot lunch, turkey sandwich, peanut butter and jelly, chef salad, or ham sandwich. Fruits and vegetables are offered to promote healthy choices in keeping with state and federal lunch program standards. We will continue to work with parents to ensure kids have healthy choices.

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27b. Stakeholder/Community Perception Data

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

There is a decrease in satisfaction among the resources and support system.

Our AdvancEd survey was administered in the 2014-15 school year. Of the 400 families eligible to take the survey, 20% responded. Parents were pleased with teacher quality, the caring atmosphere of the school, the new principal, and the wonderful communication between staff and parents.

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Areas of concern based upon the survey included opportunities to challenge students who are advanced academically, the physical environment of the school, the amount of time for lunch and quality of food, and fundraising efforts.

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27c. Stakeholder/Community Perception Data

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

Our AdvancEd survey was administered in the 2014-15 school year. Of the 400 families eligible to take the survey, 20% responded. Parents were pleased with teacher quality, the caring atmosphere of the school, the new principal, and the wonderful communication between staff and parents.

Areas of concern based upon the survey included opportunities to challenge students who are advanced academically, the physical environment of the school, the amount of time for lunch and quality of food, and fundraising efforts.

These areas of concerns were addressed in expanding after school activities to help challenge students. Examples are Lego Robotics, Science Olympiad, and music exploration. Our MTSS program supports students who need additional academic help and challenges students who are academically advanced.

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Summary

28a. Summary

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

The challenges within our building are the continued increase in our bi-lingual and economically disadvantage student population. Support personnel continue to work with these children and use resources to aid in their learning. Student attendance/truancy needs to be addressed and communicated to parents. Classroom sizes and time constraints continue to be an issue with personnel and could adversely effect students.

Strengths within our building is teacher cooperation and the ability for teachers to make connections with their students. Every effort to build and foster relationships are made in order to increase student performance and effort.

Areas of Priority:

1. Content areas

a. Reading: 1-3, 5 NWEA reading scores show improvement. Grades K and 4 reading scores were stagnant in K and decline din 4th grade. The district is piloting and adopting a new language arts series for implementation in Fall 2017. This will provide a cohesive language arts curriculum. STAR reading assessment data for Tier III students provides teachers with specific areas of deficit that can be used to guide instruction for small reading groups within the classroom. MTSS will continually be reviewed and restructured as needed to maximize effectiveness.

b. Math: Our K-3 and 5th grade NWEA data has shown improvement, however, 4th grade students have not shown this progress yet. Additionally, our Lower el students in K-2 have shown greater progress than our 3rd and 5th grade students who also improved. Currently, our school is working hard to identify interventions and strategies aimed at improving the achievement for these grades. State assessment data for the past three years shows that our math scores have not been strong. In response to this data, our district has adopted a new math program in an effort to increase student achievement. Trend data shows that our Hispanic, LEP, and ED students have scored lower on state math assessments than our white students. As a staff, we will further explore math interventions that are provided by the Bridges Mathematics publisher. We will also be working to schedule mini workshops for instructional staff provided by the district. Additional resources provided by the ISD may also be considered. Additionally, our school will be restructuring how services are provided to our tier 2 and 3 students in regards to math interventions.

Additional Year Long NWEA Demographic/Subgroup data:

All (k-5) students above the 25th%

	Math		Reading		
	Fall	Spring	Fall	Spring	
Hispanic	53	67	61	75	students above the 25th%
White	72	81	79	81	students above the 25th%

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Separating students by gender and also comparing tier 2-3 students and Tier 1 students.

Gender	Math		Reading		
	25th percentile and Below	41st percentile and above	25th percentile and Below	41st percentile and above	
Male	28	22	27	23	25th percentile and Below
	54	61	52	61	41st percentile and above
Female	34	25	23	20	25th percentile and Below
	46	56	57	60	41st percentile and above
All Students	Math		Reading		
	32	22	24	22	25th percentile and below
	18	18	20	18	26-40th percentile
	50	59	56	60	41st percentile and above

Looking at the data above our school did a very nice job this year with improving overall reading and math scores for the 2015-16 school year when reviewing NWEA data. Hispanic and white students showed improvement. Additionally, the amount of students moving from Tier 3 and Tier 2 into Tier 1 showed a positive trend for the year.

c. Science: As a school, we intend to meet as a team to discuss the science curriculum and units/lessons that are now (as of this year) available to teachers on the district's Rubicon Atlas. This website houses the district's science curriculum, yearlong maps, and other available resources. Another measure that our instructional staff and administration will take to improve proficiency will include coordinating with our district science curricular leaders in an effort to see what more our teachers can do to prepare our students for state assessments and to ensure they are completely teaching the state science standards throughout the year.

d. Social Studies: Overall, our trend data for social studies continues to be low and is an area of concern. As a building, all instructional staff will begin using our district provided Rubicon Atlas which houses curriculum and pacing guides as well as lesson plans/ideas for teachers to use in all grade levels. Our district continues to add resources for teachers to utilize in their curriculum.

2. Subgroup concerns:

Hispanic, LEP, and ED students have consistently scored lower than white students on state assessments. Our MTSS program has focused on the academic needs of these subgroups. The Language for Learning Program was introduced this year but not implemented for the entire year. The intention will be for the program to be used in its full capacity beginning in year 2016-2017. The Hispanic population is not migrant, however there are students who leave for extended periods of time. Interventions continue to be provided in an effort to bring students up to grade level. The district provides a grant funded Summer Success program in which eligible students receive a scholarship based on assessment scores below the 25th percentile. A second summer program is provided for English language learners who meet eligibility from the WIDA assessment.

28b. Summary

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

Many at-risk students have a lack of parental support and guidance at home. This plays a role in student academics and achievement.

School Improvement Plan

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Furthermore, our bi-lingual population may lack sufficient language skills to help their children. Students with chronic absences/tardies and behavior referrals are at risk for lower achievement scores due to loss of instruction time. Additional challenges include working with students who are behavioral issues. By reviewing our PBIS system, our hope is to improve behavior and decrease class time lot for behavior issues.

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?

Our school improvement plan has addressed the core elements for all content areas. Our school has outlined an MTSS program in the areas of reading and math. Interventions in reading are provided by Title I, At-Risk Para-educators, Bi-lingual para-educators and classroom teachers. Our schoolwide Base Camps (30 minutes, 4 days per week) address the reading needs of our students who are Tier 2 and 3, while also aiming to challenge our Tier 1 students. Additional reading intervention support is provided to Tier 3 students in afternoon pullouts provided by Title I and At-Risk Para-educators.

Math interventions are provided by Title I Program Specialist Teachers (TOPS). These interventions occur at various times throughout the day in a pull out system.

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 and Math are tested annually in grades 1-5. DIBELS Next- 3 times per year DRA and/or QRI- 2 times per year NWEA- 3 times per year Writing assessed 2 times per year	

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.	No	N/A - The MDE will not have assessment and accountability data ready for schools.	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A - K-5	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A- K-5	

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	Document found on District Website: http://www.chippewavalleyschools.org/for-parents	

School Improvement Plan

Fox Elementary School

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	Interim Assistant Superintendent Human Resources 19120 Cass Ave. Clinton Twp., 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	*Student/Parent Handbook: Specifies parent involvement *Parents sign form that ensures understanding	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	*Parents, Teacher, Student, and Principal agree to be partners in learning.	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Fox has a plan that addresses and outlines policies and procedures.	

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?

The comprehensive needs assessment was conducted by a team consisting of elementary teachers, a special education teacher, para-educator, parents, and principal. The team met on six separate occasions to review perception and assessment data, identify gaps, and recommend programs to be implemented. Parents participated by taking a perception survey and through presentations at PTO meetings. Information regarding the schoolwide process was posted on the school website. Discussion at staff meetings regarding the schoolwide transition was held. The transition was also discussed at the annual Title I meeting in the fall. Parents and teachers who are not directly part of the transition team were highly encouraged to provide input for the process.

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?

Fox Elementary utilizes NWEA MAP assessment data for grades K-5 in reading and math. We also reviewed our state assessment data for the years 2012-2013, 2013-2014 and 2014-2015.

Kindergarten - 2nd grade: NWEA scores are reported by the percent of students at that percentile. Spring data has not been reported due to M-Step testing. NWEA testing will not take place until the end of May/early June. This is the only data that our school uses in grades K-2 to determine gaps in reading in math.

Kindergarten

Reading	Fall	Winter	Spring		
25% or below - Intensive			17%	21%	19%
26% - 40% - Strategic			13%	7%	11%
41% or above - Benchmark	70%		70%		72%
					70%

Math	Fall	Winter	Spring		
25% or below - Intensive		28%	24%		16%
26% - 40% - Strategic	17%		14%		10%
41% or above - Benchmark		55%	62%		74%

1st grade

Reading	Fall	Winter	Spring		
25% or below - Intensive			24%	22%	21%
26% - 40% - Strategic	19%		18%		20%
41% or above - Benchmark			57%	60%	59%

Math	Fall	Winter	Spring		
25% or below - Intensive		32%	21%		15%
26% - 40% - Strategic	17%		17%		13%

School Improvement Plan

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41% or above - Benchmark 51% 62% 72%

2nd grade

Reading	Fall	Winter	Spring
25% or below - Intensive	16%	11%	16%
26% - 40% - Strategic	21%	14%	20%
41% or above - Benchmark	63%	75%	64%

Math	Fall	Winter	Spring
25% or below - Intensive	13%	16%	12%
26% - 40% - Strategic	19%	10%	14%
41% or above - Benchmark	68%	74%	74%

3rd grade

Reading	Fall	Winter	Spring
25% or below - Intensive	42%	42%	32%
26% - 40% - Strategic	17%	18%	23%
41% or above - Benchmark	31%	40%	45%

Math	Fall	Winter	Spring
25% or below - Intensive	52%	50%	42%
26% - 40% - Strategic	17%	19%	22%
41% or above - Benchmark	31%	31%	36%

3rd grade state assessment: Data is reported by all students, white students, Hispanic students, LEP, and economically disadvantaged.
There is not a subgroup for students with disabilities.

Reading

2012-13 69%, 80%, 42%, 46%, 57% MEAP
2013-14 64%, 73%, 33%, 50%, 53% MEAP
2014-15 41%, 44%, 43%, 38%, 28% M-STEP

Math

2012-13 39%, 44%, 31%, 21%, 32% MEAP
2013-14 35%, 42%, 8%, 36%, 23% MEAP
2014-15 45%, 49%, 43%, 52%, 33% M-STEP

4th grade

Reading	Fall	Winter	Spring
25% or below - Intensive	23%	39%	30%
26% - 40% - Strategic	17%	7%	14%

School Improvement Plan

Fox Elementary School

41% or above - Benchmark	60%	54%	56%
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Math	Fall	Winter	Spring
25% or below - Intensive	33%	39%	33%
26% - 40% - Strategic	20%	21%	22%
41% or above - Benchmark	47%	40%	44%

4th grade state assessment: Data is reported by all students, white students, Hispanic students, LEP, and economically disadvantaged.
There is not a subgroup for students with disabilities.

Reading

2012-13 68%, 76%, 39%, 43%, 59% MEAP
 2013-14 54%, 60%, 39%, 17%, 34% MEAP
 2014-15 42%, 45%, 33%, 35%, 30% M-STEP

Math

2012-13 45%, 51%, 23%, 50%, 32% MEAP
 2013-14 54%, 60%, 39%, 17%, 34% MEAP
 2014-15 38%, 42%, 25%, 30%, 32% M-STEP

Science

2014-15 6%, 5%, 17%, 4%, 2% M-STEP

Social Studies

2014-15 19%, 23%, 8%, 6%, 10% M-STEP

5th grade

Reading	Fall	Winter	Spring
25% or below - Intensive	24%	17%	12%
26% - 40% - Strategic	24%	16%	18%
41% or above - Benchmark	52%	67%	70%

Math	Fall	Winter	Spring
25% or below - Intensive	27%	24%	19%
26% - 40% - Strategic	21%	23%	27%
41% or above - Benchmark	52%	53%	54%

5th grade state assessment: Data is reported by all students, white students, Hispanic students, LEP, and economically disadvantaged.
There is not a subgroup for students with disabilities.

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Reading

2012-13 80%, 79%, 42%, 75%, 74% MEAP

2013-14 80%, 83%, 75%, 64%, 71% MEAP

2014-15 49%, 55%, 23%, 24%, 30% M-STEP

Math

2012-13 38%, 41%, 38%, 13%, 32% MEAP

2013-14 46%, 51%, 25%, 36%, 33% MEAP

2014-15 40%, 45%, 23%, 18%, 26% M-STEP

Science

2012-13 10%, 12%, 11%, 0%, 5% MEAP

2013-14 14%, 18%, 0%, 6%, 12% MEAP

Social Studies

2014-15 19%, 23%, 8%, 6%, 9% M-STEP

Additional Year Long Data NWEA Demographic/Subgroup:

All (k-5) students above the 25th%

	Math		Reading		
	Fall	Spring	Fall	Spring	
African American	67	65	81	68	students above the 25th%
Hispanic	53	67	61	75	students above the 25th%
White	72	81	79	81	students above the 25th%

Separating students by gender and also comparing tier 2-3 students and Tier 1 students.

Gender	Math		Reading		
	Fall	Spring	Fall	Spring	
Male	28	22	27	23	25th percentile and Below
	54	61	52	61	41st percentile and above
Female	34	25	23	20	25th percentile and Below
	46	56	57	60	41st percentile and above
All Students	Math		Reading		
	32	22	24	22	25th percentile and below
	18	18	20	18	26-40th percentile
	50	59	56	60	41st percentile and above

Summary of Student Data

Mathematics:

Our district measurement for math is the NWEA assessment. The 2015-16 data for K-3 and 5th students shows growth during the year. There is an increase in K-3 and 5th grade students who are at benchmark from fall 2015 to spring 2016.

Although our K-3 and 5th grade data has shown improvement, our 4th grade students have not shown progress. Additionally, our lower elementary K-2 students have shown more progress than grades 3-5. Currently, our school is working hard to identify interventions and strategies aimed at improving the achievement for these grades.

As a whole school, our students have improved from fall 15 to spring 16 in mathematics when using NWEA data. One subgroup that did not improve is African American Males. They remained the same. Hispanic and White students also improved on mathematics.

State assessment data for the past three years shows that our math scores have not been strong. In response to this data, our district has adopted a new math program in an effort to increase student achievement. Trend data shows that our Hispanic, LEP, and ED students have scored lower on state math assessments than our white students.

As a staff, we will further explore math interventions that are provided by the Bridges Mathematics publisher. We will also be working to schedule mini workshops for instructional staff provided by the Macomb ISD. Additionally, our school will be restructuring how services are provided to our tier 2 and 3 students in regards to math interventions.

Reading:

Our district measurement for reading is the NWEA assessment. There is an increase in K-3 and 5th grade students who are at benchmark from fall 2015 to spring 2016. Our 1st-3rd grade and 5th grade students have shown improvement in reading. 4th grade students have not demonstrated growth in this area from fall to winter.

As a whole school, our students have improved from fall 15 to spring 16 in reading when using NWEA data. One subgroup that did not improve is African American Males. Their scores were lower from fall to spring. Hispanic and White students did show improvement in reading.

State assessment data for the past three years shows that our reading scores have been stronger than math. Our M-STEP scores show a lower percentage of students that are identified as proficient. One important aspect of this is that the M-STEP is a much more comprehensive and aligned to the State standards than the previous MEAP assessments. Trend data shows that our Hispanic, LEP, and ED students have scored lower on state reading assessments than our white students.

In response to this data, our district is in the process of selecting a reading/writing series to pilot for the 2016-17 school year in an effort to increase student achievement. Once a balanced reading/writing curriculum has been identified, our district anticipates that our students will begin to demonstrate a higher proficiency in reading.

As a staff, we will work together to review our MTSS interventions and strategies that we are providing to our students. We will continue to utilize our Title I and At-Risk resources/funds to provide services to our identified students.

Science:

Our school science scores were quite low for the 2014-15 administration of the new M-STEP. Our MEAP scores in 2012-13 and 2013-14 showed a higher proficiency in science for our students. Overall, our trend data for science continues to be low and is an area of concern.

As a school, we intend to meet as a team to discuss the science curriculum and units/lessons that are now (as of this year) available to teachers on the district's Rubicon Atlas. This website houses the district's science curriculum, yearlong maps, and other available resources. Another measure that our instructional staff and administration will take to improve proficiency will include coordinating with our district science curricular leaders in an effort to see what more our teachers can do to prepare our students for state assessments and to ensure they are completely teaching the state science standards throughout the year.

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Social Studies:

Overall, our trend data for social studies continues to be low and is an area of concern. As a building, all instructional staff will begin using our district provided Rubicon Atlas which houses curriculum and pacing guides as well as lesson plans/ideas for teachers to use in all grade levels. Our district continues to add resources for teachers to utilize in their curriculum.

Program Process

NCA Self-Assessment:

-Standard 1 Purpose and Vision: Overall Score 2.67

- A. Concern about informal process of review of vision and mission. Staff would like a more formal process and including stakeholders.
- B. Staff is concerned about lack of cross grade level meetings and time for general classroom teachers to meet with specials teachers.
- C. Working more collaboratively with stakeholders for ownership of purpose and direction. (Schoolwide Plan)

-Standard 2 Governance and Leadership: Overall Score 3.0

- A. School needs to update staff handbook
- B. Lack of consistency with analysis and publication of survey results. Leadership inconsistent with sharing results and collaborating on ways to grow.

-Standard 3 Teaching and Assessing for Learning: Overall Score 3.0

None Listed

-Standard 4 Resources and Support Systems: Overall Score 3.0

- A. Policies for staff hiring, placement of teachers, teacher retention and other policies not always clearly defined or communicated.
- B. Fiscal resources are not distributed equitably, i.e. Latchkey Funds
- C. Instructional Time compromised with all of the new instructional changes/programs... "Protected Instructional time". Schedules need to be reviewed and coordinated to ensure effectiveness.
- D. Mechanical problems with technology and not maintained in timely manner.
- E. Stakeholders are not informed of maintenance to school environment: please communicate items such as green school and beautification so community members can be more involved
- F. Students are allowed to struggle before further intervention or testing. Concern with SST process.

-Standard 5 Using Results for Continuous Improvement: Overall Score 3.0

- A. Staff would like additional support to understand and apply new programs that have been implemented.
- B. Staff feels like they are not provided with enough time to collaborate on curriculum and student needs. Additional support time is needed throughout the year to collaborate with each other and share strategies.

Perception Data:

Parents: Our AdvancEd survey was administered in the 2014-15 school year. Of the 400 families eligible to take the survey, 20% responded. Parents were pleased with teacher quality, the caring atmosphere of the school, the new principal, and the wonderful communication between staff and parents.

Areas of concern based upon the survey included opportunities to challenge students who are advanced academically, the physical environment of the school, the amount of time for lunch and quality of food, and fundraising efforts.

These areas of concerns were addressed in expanding after school activities to help challenge students. Examples are Lego Robotics, Science Olympiad, and music exploration. Our MTSS program supports students who need additional academic help and challenges students who are academically advanced.

Since the survey, a beautification committee has been formed. The exterior front entrance has been updated with landscaping. Broken

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bricks were replaced around the building. Exterior school lights were fixed. Basketball hoops were added to the playground. Parking lot signs were updated. A mural extending across the entire front hallway has been painted reflecting each grade level as well as the media center. The front office has been remodeled to be more user friendly and inviting. Additional improvements will continue to be made.

The lunch time has been made more efficient by streamlining payment of meals prior to lunch. Students have 30 minutes to eat lunch and that time is not flexible. Students have choice of hot lunch, turkey sandwich, peanut butter and jelly, chef salad, or ham sandwich. Fruits and vegetables are offered to promote healthy choices in keeping with state and federal lunch program standards. We will continue to work with parents to ensure kids have healthy choices.

The PTO has been very supportive for Fox Elementary. Our goal will be to bring an awareness to our parents and inform them of how the funds are used to support the students at Fox Elementary.

Staff: Out of 60 staff members, 24 people responded to the survey. This included teaching, para-educators, secretarial, custodial, lunch room, and library staff members. Respondees were pleased with the collaboration between staff. The caring nature of the staff members and the new principal was highlighted.

Areas of concern included class size, blended classrooms, parental involvement, and the Student Study Process. We realize that class size and blended classrooms are not within our control. We are considering options on how we can use our schoolwide status to support grade levels impacted by blended classrooms. This may include adding additional Title I funded staff and/or academic resources for students who are struggling.

Demographic Data:

Total Students: 536

Average Daily Attendance: 96% Tardies: Averaging 15-20 per day

Truancies: 5 referred

Free and Reduced Lunch: 45%

Special Education: 17%

Hispanic: 11%

Limited English Proficiency: 20%

Mobility: 74 new students to Fox for 2015-16 and 41 students have transferred out since September 2015

Suspensions: ████████████████████ In School: 26 occurrences Out of School: 38 occurrences

60% of our ISS and OSS suspensions were a result of classroom infractions.

For the 2015-16 school year, 368 referrals have been recorded as of 4-26.

Conclusions

Areas of Priority:

1. Content areas

a. Reading: 1-3, 5 NWEA reading scores show improvement. Grades K and 4 reading scores were stagnant in K and decline in 4th grade. The district is piloting and adopting a new language arts series for implementation in Fall 2017. This will provide a cohesive language arts curriculum. STAR reading assessment data for Tier III students provides teachers with specific areas of deficit that can be used to guide instruction for small reading groups within the classroom. MTSS will continually be reviewed and restructured as needed to maximize effectiveness.

b. Math: Our K-3 and 5th grade NWEA data has shown improvement, however, 4th grade students have not shown this progress yet. Additionally, our Lower el students in K-2 have shown greater progress than our 3rd and 5th grade students who also improved. Currently, our school is working hard to identify interventions and strategies aimed at improving the achievement for these grades. State assessment

data for the past three years shows that our math scores have not been strong. In response to this data, our district has adopted a new math program in an effort to increase student achievement. Trend data shows that our Hispanic, LEP, and ED students have scored lower on state math assessments than our white students. As a staff, we will further explore math interventions that are provided by the Bridges Mathematics publisher. We will also be working to schedule mini workshops for instructional staff provided by the district. Additional resources provided by the ISD may also be considered. Additionally, our school will be restructuring how services are provided to our tier 2 and 3 students in regards to math interventions.

c. Science: As a school, we intend to meet as a team to discuss the science curriculum and units/lessons that are now (as of this year) available to teachers on the district's Rubicon Atlas. This website houses the district's science curriculum, yearlong maps, and other available resources. Another measure that our instructional staff and administration will take to improve proficiency will include coordinating with our district science curricular leaders in an effort to see what more our teachers can do to prepare our students for state assessments and to ensure they are completely teaching the state science standards throughout the year.

d. Social Studies: Overall, our trend data for social studies continues to be low and is an area of concern. As a building, all instructional staff will begin using our district provided Rubicon Atlas which houses curriculum and pacing guides as well as lesson plans/ideas for teachers to use in all grade levels. Our district continues to add resources for teachers to utilize in their curriculum.

2. Subgroup concerns:

Hispanic, LEP, and ED students have consistently scored lower than white students on state assessments. Our MTSS program has focused on the academic needs of these subgroups. The Language for Learning Program was introduced this year but not implemented for the entire year. The intention will be for the program to be used in its full capacity beginning in year 2016-2017. The Hispanic population is not migrant, however there are students who leave for extended periods of time. Interventions continue to be provided in an effort to bring students up to grade level. The district provides a grant funded Summer Success program in which eligible students receive a scholarship based on assessment scores below the 25th percentile. A second summer program is provided for English language learners who meet eligibility from the WIDA assessment.

3. Perception data:

On the school self-assessment, teachers expressed a desire to have designated time to meet with cross grade levels regarding curriculum, strategies, and ways to effectively support students. Staff would like clarity as to when students qualify for Special Education when all available interventions have been exhausted and student has not shown growth. Parent concerns regarding activities and programs for accelerated students continue to be addressed. The building grounds have been updated and the building has been improved through murals.

4. Demographic trends:

An increase in Hispanic and second language learners will continue. The economically disadvantage population continues to slowly increase or stabilize. We anticipate the mobility rate will remain or increase due to the availability of rental properties (apartment, condos, and mobile home). Tardies continue to be a concern.

5. Discipline: Suspensions and office referrals continue to impede student learning. Our current schoolwide PBIS system will need to be reviewed and revised in order to promote an increase in positive behavior. Additional strategies will be researched and reviewed by school staff in order to positively impact our student discipline numbers.

6. Professional Development: PD for Bridges intervention materials is needed so teachers can support students at risk. PD provided by Macomb ISD math consultants will also be researched in an effort to provide teachers with further math instruction support. Our staff will also work with the district science curricular leaders in an effort to improve science instruction in the classroom.

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.

The priority areas to establish school goals.

Reading: All students will become proficient readers.

Math: All students will be proficient in math.

Writing: All students will be proficient in writing.

Science: All students will be proficient in science.

Social studies: All students will be proficient in social studies.

We have (MTSS) Multi-Tiered Systems of Support in place for math and reading. Our subgroups (Hispanic, LEP, and ED) represent a large percentage of our Tier 2 and 3 intervention groups.

While science and social studies may not be the main focus as compared to reading and math, we will continue to be diligent in implementing the district scope and sequence for these 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?

Our school improvement plan has addressed the core elements for all content areas. Our school has outlined an MTSS program in the areas of reading and math. Interventions in reading are provided by Title I, At-Risk Para-educators, Bi-lingual para-educators and classroom teachers. Our schoolwide Base Camps (30 minutes, 4 days per week) address the reading needs of our students who are Tier 2 and 3, while also aiming to challenge our Tier 1 students. Additional reading intervention support is provided to Tier 3 students in afternoon pullouts provided by Title I and At-Risk Para-educators.

Math interventions are provided by Title I Program Specialist Teachers (TOPS). These interventions occur at various times throughout the day in a pull out system.

Component 2: Schoolwide Reform Strategies

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

Reading:

CITW (Classroom Instruction That Works)

MTSS (Multi-Tiered Systems of Support)

Technology

Small Group Instruction

- CITW is a schoolwide initiative that focuses on best instructional strategies across all content areas and with all students.

- MTSS is a multi-tiered system of support that ensures alignment with tier 1 instruction while also providing interventions for our Tier 2 and 3 students.

- Technology in our school is utilized within the classrooms and as a part of our MTSS. Our students utilize i-Pads, desktop computers, laptops, notebooks, and smart boards. Each classroom is equipped with a smart board and projector used by the teacher to aid instruction.

- Small group instruction that used in our classrooms and in our MTSS program as a part of our interventions. Students who are below grade level benefit from direct instruction while students at or above grade level are challenged.

Writing:

Being a Writer

CITW (Classroom Instruction That Works)

Thinking Maps

Small Group Instruction

- Being a Writer is a writing program in which all students are exposed to writing in various genres through trade books. Students learn the writing process while also publishing their own writing pieces. Students engaged in conferencing helps to improve writing skills.

- CITW is a schoolwide initiative that focuses on best instructional strategies across all content areas and with all students.

- Thinking Maps are a key component of our writing process. Multiple forms of maps are used to help students organize their thinking and prepare to begin their writing pieces.

- Small group instruction takes place as our students conference with their peers and classroom teacher.

Math:

Bridges

CITW (Classroom Instruction That Works)

SY 2016-2017

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Use of Models and Tools

Small Group Instruction (MTSS-Using TOPS teachers)

- 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. Bridges offers a comprehensive standards-based curriculum as well as innovative supplemental resources. All the teaching materials promote strategies that emphasize conceptual understanding, procedural fluency, and problem solving skills through the use of visual models and coherent learning progressions. The curriculum focuses on developing students' deep understanding of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.

- CITW is a schoolwide initiative that focuses on best instructional strategies across all content areas and with all students.

- Use of Models and Tools (manipulatives used by teacher and students) are utilized throughout the Bridges math program on a daily basis. Models and tools are also a part of the work places and number corner component of the Bridges program.

- Small group instruction in each classroom is skill based and dependent on the needs of the students.

Science:

CITW (Classroom Instruction That Works)

Models and Tools

Close and Critical Reading

- CITW is a schoolwide initiative that focuses on best instructional strategies across all content areas and with all students.

- Use of Models and Tools are utilized throughout our science lessons and activities. For example: thermometers, scales, scooters, pulleys, circuits, etc. These items allow students to make real-life connections.

- Close and Critical Reading involves the teacher working with the students in guided reading instruction. Students are taught the importance of rereading, highlighting, and answering important questions about the reading: What does the text say? How does the text say it? What does the text mean? How does the text transform me as a reader?

Social Studies:

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CITW (Classroom Instruction That Works)

Models and Tools

Close and Critical Reading

- CITW is a schoolwide initiative that focuses on best instructional strategies across all content areas and with all students.

- Use of Models and Tools are utilized throughout our social studies lessons and activities. For example: globes, maps, charts, graphs, compasses, etc. These items allow students to make real-life connections.

- Close and Critical Reading involves the teacher working with the students in guided reading instruction. Students are taught the importance of rereading, highlighting, and answering important questions about the reading: What does the text say? How does the text say it? What does the text mean? How does the text transform me as a reader?

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 is improved by using multiple schoolwide strategies.

Classroom Instruction That Works allows teachers to implement evidence based instructional strategies that are shown to increase student achievement. CITW requires that teachers set the environment for learning, help students develop understanding, and allow students to extend and apply their learning.

Thinking Maps - The utilization of thinking maps allows students to organize their ideas which enables students to write a cohesive piece.

The utilization of technology allows our students to integrate 21st century tools to aid in their learning and exploration of the real world. Students realize how technology is used in all aspects of learning and how to make best use of technology in their own learning. Technology is also used as an assistive tool for students needing support.

Small group instruction aids in the quality of instruction. Small groups allow teachers to provide differentiated instruction to students, while cooperative learning experiences engage students in higher level thinking.

Models and Tools improve the quality of instruction because they help students understand concepts and make applications to real life.

Close and Critical reading improves the quality of instruction as students are taught how to answer four important questions associated with this strategy: What does the text say? How does the text say it? What does the text mean? How does the text transform me as a reader? CCR is used across all content areas to promote deeper thinking during the reading process.

Quantity of instruction is improved by using multiple schoolwide strategies.

MTSS - Multi tiered systems of support allows the quantity of instruction to improve by targeting all students based on their individual needs in addition to core instruction. In addition to the MTSS framework, Bridges Math supplemental interventions will be utilized in greater depth at the classroom level.

Being a Writer - Implemented within core instruction that provides a paced writing program. Students are recommended to be engaged in

the writing process for at least 40 minutes per day. This increased writing opportunities for students and gave our building a schoolwide focus for writing. Being a writer also improved the quality of instruction as it provided a structured framework for teachers.

Bridges Math - The Bridges program is structured so that students are recommended to be engaged in math on a daily basis for 90 minutes. This has increased opportunities for students to learn the conceptual aspects of math and talk through ways to solve math problems. Bridges has provided consistent curriculum throughout the district.

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

Multi-Tiered System of Support (MTSS) is a systematic continuum of evidence-based practices to support a rapid response to academic and behavioral needs for all students. MTSS uses a three-tiered framework of problem solving for making instructional decisions for each student. Assessment data is collected at each tier to allocate resources and increasingly layer more intense research-based interventions matched to students' needs. The goal of MTSS is to address small learning gaps before they become overwhelming, and to improve overall student achievement (NYSED, 2008). According to the Michigan Department of Education (2014), the integration of the MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners.

Bridges mathematics program is a comprehensive K-5 curriculum that equips teachers to fully implement common core state standards that are rigorous, coherent, engaging and accessible to all learners. Bridges is both research based and field tested. It was developed through the Math Learning Center; an organization originally funded by the National Science Foundation to improve the teaching and learning of mathematics. Bridges students become confident mathematical thinkers and motivated learners with the ability to explore new ideas and articulate their insights and questions.

Bridges intervention is a resources designed for mathematics intervention in Tier 2 environments providing targeted instruction and support within the RTI framework.

Intended to complement regular math instruction, Bridges intervention is ideal for small groups and can also be used with individuals. Students work with models that spur thinking and build confidence - starting with manipulatives, moving to two-dimensional representations and then mental images. Organized by content rather than grade, progress monitoring is key to the program. Each focused 30 minute session is matched to student needs.

Bridges intervention was written to address key numeracy and computation skills and concepts for each grade level K-5. Specifically, Bridges Intervention deals with those clusters identified as major within the following domains: Counting & Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, and Number and Operations: Fractions.

Math Learning Center, www.MathLearningCenter.Org

The Being a Writer program provides a writing-process approach to teaching writing that interweaves academic and social-emotional learning for K-6. Using authentic children's literature, the program provides support for creating a Collaborative Classroom environment where teachers facilitate student discussion, provide a model for the respectful exchange of ideas, and help students develop their own voice. Center for the Collaborative Classroom, www.collaborativeclassroom.org

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Classroom Instruction that Works (CITW) - Chippewa Valley Schools has trained all teachers in the use of CITW strategies based on research compiled in the second edition book. The second edition builds on the research in the original publication 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). It also 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., Ross Hubbell, E., Pitler, H., and Stone Bj (2011). Classroom Instruction That Works, 2nd Edition. ASCD: Alexandria, Virginia.

Models and Tools - Models and Tools improve the quality of instruction enabling students to understand concepts and make applications to real life. They are utilized across content areas to help students visualize concepts and solve problems.

Thinking Maps - The thinking maps program consists of eight maps that correspond with fundamental thinking processes. The Circle Map is used for defining in context; the Bubble Map, describing with adjectives; the Flow Map, sequencing and ordering; the Brace Map, identifying part/whole relationships; The Tree Map, classifying/grouping; the Double Bubble Map, comparing and contrasting; the Multi-Flow Map, analyzing causes and effects; and the Bridge Map, seeing analogies. These maps are a "common visual language" for students in all subject areas.

Thinking Maps, www.thinkingmaps.org

Close and Critical Reading: Critical reading is an analytic activity. The reader rereads a text to identify patterns of elements--information, values, assumptions, and language usage--throughout the discussion. These elements are tied together in an interpretation, an assertion of an underlying meaning of the text as a whole. Critical thinking involves bringing outside knowledge, biases, and values to evaluate the presentation and decide what ultimately to accept as true. In the end, readers must take control of the text, not just repeat its assertions. At its core, critical reading involves becoming the author of one's own understanding.

Dan Kurland, www.criticalreading.com

Small Group Instruction - Instruction involves grouping so that opportunities for explicit, skills focused teaching in small groups can increase.

Findings reveal that students receiving instruction in small groups learn significantly more than students not in small groups.

Differentiating Instruction Making it Happen in the Classroom, www.Macmillian/McGraw-Hill.org

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.

Reading

Grade Span: K-5

Interventions: Title One para-educators provide small group instruction to students not mastering the state's reading standards. Intervention is provided during Base Camps and Pull out programs (30 minutes per day, four days per week). Additionally, classroom teachers provide small group instruction focusing on specific target areas during their literacy blocks.

K-2 Interventions Available: I-Read, K-Pals/Pals, Story Champs, Language for Learning, Road to the Code, Road to Reading, Guided Reading Groups, Snap Words, Reading A to Z, and Read Well

3-5 Interventions Available: I-Read, Success Maker, Rewards, Language for Learning, Road to Reading, Guided Reading Groups, Reading A to Z, EBLI (Evidenced Based Literacy Instruction)

Writing

Grade Span: K-5

Interventions: Classroom teachers provide small group instruction to students not mastering the state's writing standards. Intervention is

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provided during the writing block which occurs daily. Interventions are based on lessons provided in the Being a Writer curriculum.

Math

Grade Span: K-5

Interventions: TOPS (Title One Program Specialists) teachers provide small group instruction using the Bridges Math Intervention materials. Additionally, select students are also able to attend the after school math program.

Interventions Available K-2: Bridges Math Interventions

Interventions Available 3-5: Success Maker

Science

Grade Span: K-5

Interventions: Teachers provide small group instruction during classroom lessons as needed.

Social Studies

Grade Span: K-5

Interventions: Teachers provide small group instruction during classroom lessons as needed.

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

All students are progress monitored two to three times per year using the district NWEA (MAP) benchmark assessment in math, reading, and language. DIBELS Next is administered to all grades to assess reading fluency at the beginning of the school year to identify groups for intervention (NWEA scores are not available until the fall). Grades 3-5 administer DAZE comprehension assessment three times per year to identify small group classroom instruction. These assessments are used at school data meetings to identify students for Tier 1, 2 and 3 instruction.

Star reading assessment is used in grades 1-5, while Kindergarten administers the DIBELS NEXT for Tier 2 and 3 students as a form of progress monitoring. All progress monitoring takes place bi-weekly.

Formal data review meetings take place three times per year. Informal data review meetings occur as needed throughout the year.

Teachers, para-educators, bi-lingual and principal attend the formal meetings. The informal meetings require classroom teacher attendance.

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	Yes, all instructional paraprofessionals meet the NCLB requirements for highly qualified. Documentation of their qualifications are held on file in the District Office of Human Resources and within the principal's 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	Yes, all teachers meet the NCLB requirements for highly qualified. Documentation of their qualifications are held on file in the District Office of Human Resources and within the principal's office.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

For the year 2013/2014, one teacher retired.

For the year 2014/2015, one teacher transferred within district to another building for the purpose of scheduling.

Teaching staff has remained intact as student population has not fluctuated.

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

0-4 years: 3

5-10 years: 8

11-15 years: 4

16-20 years: 7

20+ years: 6

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

- Diversity of student population
- Strong growth mindset
- Parent involvement night (PEN Night)
- Strong PTO offers 30-40 events throughout the school year
- PTO offers financial assistance for field trips, supplies, building enhancements, teacher reimbursement, Santa shop, and curriculum materials/support.
- Giving Tree
- Food Drive
- After school clubs including run club, hockey club, Lego robotics, science Olympiad, music programs, and young Rembrandts.
- Student Council
- Emerald status in Green School
- Staff builds relationships during and outside of school
- Staff participates in evening events and other extracurricular events that are not mandatory.
- Academic support in extended day sessions
- Read Across America for reading month
- Pizza Hut Book-It reading program
- Box Top contests
- PAWS assemblies
- Red Wings Reading Program

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- Supportive principal that encourages and supports professional growth
- Family Science Night
- DOGS-Dad's of Great Students (Will begin 016-17 school year)

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

- The district offers a competitive salary benefit package
- Upgraded technology in all buildings and classrooms
- Professional development offered through the year within and outside the district
- Updated curriculum
- Curriculum council support
- District identified MTSS plan
- Supportive Superintendent
- Opportunity to transfer within district
- Stable and increasing student population
- Fiscally responsible
- Teacher compensation for advanced degrees
- NCA accreditation

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?

Fox Elementary does not have a high teacher turnover rate.

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.

- Bridges Math - District provided professional development will focus on year 3 of implementation. Fox Elementary will extend the PD through exploring the interventions provided within Bridges. This was identified within our Comprehensive Needs Assessment and a goal in the SIP. This will be done at staff meetings. Dates TBD.
- ELA adoption - The first semester of 2016 will be the pilot phase and selection. Second semester will be devoted to training teachers on the ELA series. Full implementation of the curriculum will commence in the 2017-2018 school year. ELA is an identified gap within the Comprehensive Needs Assessment.
- Science - Building provided PD by the district science curricular leaders. PD will focus on ways to use Rubicon Atlas to implement the NGSS. Science is an identified gap within the Comprehensive Needs Assessment.
- Home-school Connection - Fox will use the MDE Collaboration for Success Parent Engagement Tool to create a plan for engaging parents. The lack of parent engagement was identified in the Comprehensive Needs Assessment.
- Kagan Day 2 - District provided professional development focusing on effective cooperative learning strategies. This is also a non-negotiable contained within Classroom Instruction that Works which is a district initiative. This strategy is outlined in component 2.
- Data Reviews - Building data reviews consisting of instructional staff, support staff, and administrator are used to identify students for tiered support. This data is used to identify gaps and ways to close the gaps for students most at risk of not meeting state standards. This is part of our Comprehensive Needs Assessment and SIP.
- Facilitators of School Improvement - FSI is used to review data, monitor the implementation of the plan, and coordinate with other district SIP chairs and administrators. We will use the time to review/revise our schoolwide and school improvement plans.
- Leadership Learning Series - This series is designed for administrators and school leaders to grow their leadership practices and to become aware of the key instructional strategies that should be evident within the classrooms. Information gathered from these sessions can also be used as professional development within the building. This training helps administrators identify greatest needs at the classroom and building level and ways to address those needs. This can be incorporated within Title or school improvement plans.
- Grade level and Cross-grade level meetings to align curriculum - This meeting time is provided to teachers in order to have conversations with peers within vertical and horizontal teams. This helps to align the curriculum and ensure student success. This was identified through our Comprehensive Needs Assessment and teacher survey as a way to close student achievement gaps.
- PBIS - This professional development provided by the building will be used to review and improve the current PBIS system. A team will meet to discuss ways to decrease student behavior referrals and promote positive behavior. This is identified within the demographic data.

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

Bridges Math - Chippewa Valley will be in its third year of implementation of this new math curriculum. The district will continue to provide professional learning at designated dates throughout the year that will focus on mathematical concepts. At Fox Elementary, we will use designated staff meetings during the 2016-2017 school year to revisit and go deeper with the interventions provided within that curriculum.

ELA adoption - 2016-2017 will be the first year of professional development related to the adoption and implementation of a new ELA curriculum. The first semester of 2016 will be the pilot phase and selection of a new ELA program. The second semester will be devoted to SY 2016-2017

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training teachers on the selected series. District-wide implementation of the curriculum will commence in the 2017-2018 school year in which ongoing professional development will continue so teachers can become comfortable with the aspects of the series that are deemed "non-negotiable". In 2018-2019, the district will provide additional professional development to insure fidelity of implementation across all grade levels and schools.

Science - Professional development will be provided by the district science curricular leaders at various times throughout the school year for teachers at Fox Elementary. PD will focus on ways to use Rubicon Atlas to implement the NGSS. Teachers will identify standards and lessons at their grade level, map when the concepts are taught, and collaborate within grade level teams to design formative assessments. This professional learning will be embedded as part of PD during both staff meeting and half day schedules for the 2016-2017 school year. This will also be part of our building PD calendar for the 2017-18 school year.

Home-school Connection - Fox will use the MDE Collaboration for Success Parent Engagement Tool to create a plan for engaging parents. Staff meetings throughout the school year will be designated to plan for ways to increase parent engagement and build home-school connections. This initiative will also take place for the 2017-18 school year.

Kagan Day 2 - This ongoing professional development provided by the district focuses on effective cooperative learning strategies to be used in all classrooms and across all content areas. Cooperative Learning is a non-negotiable strategy contained within Classroom Instruction that Works which is a district initiative. Kagan Day 1 was completed in August of 2015 and the day two training for all staff will be in August 2016. Throughout the school year, cooperative learning is regularly monitored and discussed. Teachers are required to implement cooperative learning on a regular basis.

Data Reviews - Building data reviews consisting of instructional staff, support staff, and administrator are used to identify students most at-risk of not meeting state standards. Data reviews (half days per grade level) are done on a quarterly basis to ensure supplemental instruction is provided for those students. Additional mini-data reviews are conducted mid quarter and reported on staff meeting and half day release time. Additional MTSS team meetings take place on a quarterly basis and they help to guide our data reviews.

Facilitators of School Improvement - Our district administrators and building SIP team members have attended Facilitators of School Improvement provided by the Macomb ISD for the past six years. We meet five times throughout the school year so that building administrators and SIP teams are informed of state requirements and updates to the AdvancEd process. Opportunities are provided to review/revise schoolwide and school improvement plans. Additional learning that can be brought back to each building also takes place during these sessions. Fox Elementary will continue to attend FSI for the 2016-17 school year.

Leadership Learning Series - This series is designed for administrators and school leaders to grow their leadership practices and to become aware of the key instructional strategies that should be evident within the classrooms. Information gathered from these sessions can also be used as professional development within the building. This training helps administrators identify greatest needs at the classroom and building levels and ways to address those needs. The building principal has been part of this series for the past five years and will attend six, three-hour sessions, during the 2016-2017 school year.

Grade level and Cross-grade level meetings to align curriculum - This meeting time is provided to teachers at designated staff meetings in order to have conversations with peers within vertical and horizontal teams. Teachers will be expected to align their curriculum and look for patterns in which standards are not emphasized or may be absent. Grade level teams meet a minimum of five times per year and cross grade level teams meet about three times per year.

PBIS - Based on office referrals and suspensions, we have identified the need to review and improve our current positive behavior support

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initiative. A team will meet at the beginning of the school year to discuss ways to decrease student behavior referrals and promote positive behavior. This information will be presented to the entire staff for modification and then adoption. The staff will use time at designated staff meetings to monitor the effectiveness of the plan and fidelity of implementation. Each year, behavior referrals are reviewed to look for patterns and determine if any necessary changes are needed for our PBIS system.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	PD plan is attached.	Fox PD Plan

Component 6: Strategies to Increase Parental Involvement

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

The schoolwide plan was developed by a team consisting of elementary teachers, a special education teacher, para-educator, parents, and principal. The team met on six separate occasions to review perception and assessment data, identify gaps, and recommend programs to be implemented. Parents participated by taking a perception survey and through presentations at PTO meetings. Information regarding the schoolwide process was posted on the school website. Discussion at staff meetings regarding the schoolwide transition was held. The transition was also discussed at the annual Title I meeting in the fall. Parents and teachers who were not directly part of the transition team were highly encouraged to provide input for the process.

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

- a. Comprehensive Needs Assessment - Fox Elementary will have parent representation on the school improvement team. The purpose will be to analyze data, identify gaps and create goals for closing those gaps.
- b. Schoolwide reform strategies - Currently parents act as volunteers for coaching for STEM activities. Additionally, Fox Elementary has parent volunteers within the classroom to work with students who need additional academic support or need to be challenged. Parents have had significant input in the needs to support kids at home regarding the math curriculum. Additionally, parents are given the opportunity give input on PEN nights.
- c. Highly qualified staff - Fox Elementary is looking to pursue ways to incorporate parents in the interview process for highly qualified staff. A questionnaire will be administered to receive feedback on the qualities parents would like to see in an effective teacher.
- d. Attract and retain highly qualified staff - Fox Elementary has a strong PTO which offers 30-40 events throughout the school year. The PTO offers financial assistance for field trips, supplies, building enhancements, teacher reimbursement, Santa shop, and curriculum materials/support. Our PTO is highly regarded by teaching staff.
- e. Professional Development - Parents will be informed of training opportunities provided to teachers and how this training will support students. The PTO has provided funds to help with the implantation of professional development. PEN nights provide training for parents to help support their child at home.
- f. Parental involvement - Parents encourage other parents within the school to be become active through volunteering or other means of support. Through newsletters and the website, the PTO offers many opportunities for parents to be involved.
- g. Preschool transition - Preschool transition information will be displayed on the Fox Website, PTO website and newsletter, and in the school newsletter. In the future, preschool students will be invited to PEN night with kindergarten. Parents and child will be invited prior to the school year to tour the building, become familiar with the staff, and engage in informal assessment. PTO attends preschool activities to foster relationships with parents and students. Preschool students are also invited to PTO sponsored events.
- h. Assessment decisions - If parents have concerns regarding assessments, they can speak to the building principal to find out information as to the purpose of those assessments. In the Fox Newsletter, parents are informed on the NWEA testing, data reviews in which teachers utilize the assessment results, and how interventions are implemented based on data.
- i. Timely and additional assistance - When a student is identified for intervention, a letter is sent home to inform them of the type of intervention, and length of service. Parents have the option of refusing service.
- j. Coordination and integration of Federal, State, and Local resources - Families have been notified through a letter of how State, Federal and Local resources are used to support the academic achievement of children.

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

- Participating in surveys and reviewing those results
- Parents will be invited to serve on the school improvement team
- The SIP will be available to parents through Fox Elementary website
- An overview of the SIP will be given at a PTO meeting
- Parents are invited to provide feedback and input on the Title I program
- Parents will be involved in the revision of the Parent Involvement Plan
- Parents will be involved in the school Parent/Student/Teacher Compact

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 plan.	Fox Elementary Parent Involvement

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

a. Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators. Fox Elementary will inform parents about academic standards and assessments in the following ways:

- Fall curriculum night
- Conferences
- Common Core standards posted on school website
- World-Class Instructional Design and Assessment (WIDA) results for English learners will be mailed home to parents. The bi-lingual coordinator will work with parents to assist them in understanding the assessment results.
- PEN nights consist of reading and math activities and strategies taught by educators that parents can utilize to improve student achievement.
- Bridges Math curriculum information is proved on websites and through classroom communication
- Provide parents accessibility for M-Step sample items on school website
- Translation services provided by our Bi-lingual staff for parents both written and verbally as needed

b. Provide materials and training for parents - Fox Elementary offers training and materials in the following ways:

- Curriculum Night
- PEN Night for math and reading
- Fox Elementary school website
- Fluency packets as needed
- Kindergarten backpacks consisting of reading, math, and motor activities
- Reading and math packets for students receiving supplemental services distributed three times per year
- The math curriculum offers resources for parents to help support their child at home.

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c. Training for school staff on the importance of parent involvement -

Fox Elementary recognizes the importance of building relationships with parents. Our main goal is to increase parent involvement, particularly parents living in poverty. As a school we will research effective ways to engage parents. Our school wide plan will outline professional development opportunities for staff and parents to build relationships between home and school.

d. Coordinate with parent involvement and other programs in the school -

Coordination with other programs for parent involvement include:

- Coordinating preschool programs including GSRP, ECSE, and Title III
- Family resources tab will be provided on Fox Elementary website
- Support and access to resources through school social worker
- Vision and hearing screenings are performed
- PEN night/Title I Book Fair
- DOGS-Dad's of Great Students- 2016-17

e. Provide information in a format that is understandable to parents-

Communication with parents is void of educational jargon. All acronyms are explained in language easily understandable. Examples include:

- Translation services both orally and written are provided when needed.
- School Messenger via phone, e-mail or text
- Remind, a texting service that allows communication to a group of people who signed up to receive messages
- Newsletters
- Math curriculum parent information offered using multiple languages
- Fox Elementary website
- Select curriculum resources are offered in English and Spanish

f. Provide other reasonable support as requested -

The administrative staff has an open door policy in which parents can feel comfortable to express concerns, offer suggestions, or ask questions. Additionally, parents are accommodated as reasonably as possible. Parents can make requests directly to the principal for consideration.

1118(f) Accessibility for disabled parents, LEP parents, parents of migratory children -

Parents with limited English proficiency

Bi-lingual para-educators are available to parents whose native language is other than English. Should that tutor not speak the parents' language, the Macomb ISD is contacted to secure a translator. Every attempt is made to provide written communication in the parents' native language.

Parents with disabilities

Fox Elementary is ADA compliant for those with physical disabilities. Parents who are unable to access the building can arrange conference calls or home visit by the classroom teacher. For those with hearing impairments, signing services are contracted and amplification devices are used through the building. When necessary, written documentation can be provided in braille or large print.

Parents of migratory children

A meeting is scheduled in advance to discuss transitions and how to best support the child during the absence. We will provide parents with assessment results to give to the new school (a copy will also be included in the school records). We will keep all lines of communication open with the new school. Upon return, we will meet with the parents to support the transition of their child. In absence of any records or data, students will be assessed in order to meet their educational needs. Parents will be notified of the updated assessment scores.

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

All strategies will be evaluated using a structured protocol including the MDE evaluation tool. We will look at components of the schoolwide program to see if we are moving toward full implementation and to determine where we need to focus. Fox Elementary will ensure the involvement of parents in planning and reviewing the Title I schoolwide plan.

- Participating in surveys and reviewing those results
- Parents will be invited to serve on the school improvement team
- The SIP will be available to parents through Fox Elementary website
- An overview of the SIP will be given at a PTO meeting
- Parents are invited to provide feedback and input on the Title I program
- Parents will be involved in the revision of the Parent Involvement Plan
- Parents will be involved in the school Parent/Student/Teacher Compact

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

There will be an ongoing process of evaluating the effectiveness of programs. The MDE evaluation tool will determine if the schoolwide program has been effective. Data points will include:

- NWEA assessments
- Progress monitoring assessments
- Classroom based assessments
- State achievement data

Four meetings per year are held to discuss data points. Three additional meetings are conducted for the purpose of evaluating the effectiveness of the MTSS program. Grade level/PLC meetings are used to identify students for supplemental support.

The school improvement team uses the results of the evaluation of programs to modify the SIP. The team participates in the FSI series that guides thinking and processes for improving the schoolwide program. Parent survey results are an integral component of revisions to the schoolwide plan and the SIP. The Title I annual meeting provides an avenue for parents to offer suggestions for improvement. A cohesive partnership with parents, staff, and students ensures the success of the schoolwide plan.

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

The school-parent compact was developed with K-5 stakeholders that included representatives from the following groups: general classroom and resource room teachers, para-educators, parents, students, and building administration. The compact was presented to staff and to the PTO for input and revision. Consensus was sought from both groups.

The compact will continue to be reviewed with parents at curriculum night and again at fall conferences where parents, students, and teachers sign the compact. The compact will also be posted on the school website.

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Each year, the Fox SIP team along with the stakeholders mentioned above (staff, parents, and students) will meet to review the parent-school compact to discuss if any changes are necessary. Parent surveys will be used to help identify areas for improvement. Proposed revisions will be presented to the staff, to the PTO, and posted on the school website for comment. Together, as a team, the Parent-School Compact will remain a living document that will meet the needs of our students and Fox families.

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

The Parent/School 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.

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

Not applicable. Fox Elementary is a K-5 school. Parent, Student, and Teacher compact has been uploaded.

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

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

User Friendly:

Communication with parents is void of educational jargon. All acronyms are explained in language easily understandable.

Parents with limited English proficiency:

Bi-lingual para-educators are available to parents whose native language is other than English. Should that tutor not speak the parents' language, the Macomb ISD is contacted to secure a translator. Every attempt is made to provide written communication in the parents' native language.

Parents with disabilities:

Fox Elementary is ADA compliant for those with physical disabilities. Parents who are unable to access the building can arrange conference calls or home visit by the classroom teacher. For those with hearing impairments, signing services are contracted and amplification devices are used through the building. When necessary, written documentation can be provided in braille or large print.

Literacy Issues:

Fox Elementary will offer verbal support and services for parents with literacy issues. At curriculum nights, PEN nights, and various school events, parents will be given the opportunity to seek assistance in understanding and interpreting school documents. Additionally, phone messages will be sent as needed to offer assistance.

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?

Fox Elementary provides kindergarten orientation. During this time, backpacks containing school supplies and various readiness activities are provided to kindergarten families. In 2015/2016 school year, Fox Elementary housed preschool for the first year. In an effort to make a connection with those students, they will be invited to various events offered through the school year. Preschool classes visit the kindergarten rooms for a short lesson via the kindergarten teacher. Preschool information will be displayed on the Fox Website, PTO website and newsletter, and in the school newsletter. Parents and child will be invited prior to the school year to tour the building, become familiar with the staff, and engage in informal assessment.

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?

Fox Elementary has housed preschool for the first time in the year 2015/2016. In the future, preschool students will be invited to PEN night with kindergarten. This will aid in the transition of entering kindergarten as well as becoming familiar with Fox staff, classroom location, and kindergarten expectations. As start and end times are different for each program, staff will make an effort to coordinate time for collaboration amongst kindergarten, preschool, and ECSE staff.

Fox Elementary has a transition program for the 5th graders entering middle school. Activities include:

- Counselor visit
- Middle school visit
- Extensive communication between elementary and middle school teachers
- Shared data review documents
- Parent orientation at the middle school

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?

Fox Elementary has teacher representation on District Curriculum Councils and seeks input from teachers regarding district academic assessments. Through data reviews, teachers discuss the validity and reliability of school based academic assessments and ways to use those assessments with fidelity. During data reviews, teachers discuss other assessments that are used to triangulate data so that an accurate picture of student achievement is obtained. Teachers have permission to use other data points beyond required assessments to provide student interventions.

The district requires NWEA to be administered in grades K-2 three times per year, and grades 3-5 twice per year. Fox Elementary has chosen to use additional assessments including DIBELS, Daze and DRA.

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

The MTSS team meets four times per year to reflect on student data which helps determine tiered intervention for students. Additionally, grade levels meet three times per year for data reviews. During this time, teachers utilize NWEA data along with other assessments to determine student eligibility for classroom and supplemental interventions. State assessment data combined with NWEA data has been utilized to guide school improvement plans and aid in determining achievement gaps, particularly for our sub-group populations.

Title I personnel progress monitors students identified under Title I. Communication with classroom teachers and para-educators takes place in data review/MTSS meetings and during collegial conversations. Once per week, students are progress monitored and para-educators have opportunities to meet with teachers to discuss student progress. Teachers progress monitor Tier II students bi-weekly using grade level specific assessments.

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.

Reading

Grade Span: K-5

Identification/Criteria for Selection: Students scoring at the 25th percentile or below on the NWEA (MAP) Assessment are considered for supplemental services. Students that score higher than the 25th percentile and struggle academically in reading are also considered with teacher input. NWEA (MAP) assessments are completed in the fall and winter.

Students who are considered for exiting supplemental services are discussed during grade level data reviews. Each student is looked at individually in regards to their NWEA (MAP) assessment data along with their STAR Progress Monitoring data, I-Read data (if applicable), Success Maker or any other interventions that have been identified for each specific student. Additionally, teachers and para-educators' (Reading and Bilingual) input is taken into consideration when determining whether or not students will exit supplemental services.

Writing

Grade Span: K-5

Identification/Criteria for Selection: Teachers use anecdotal notes and/or the district rubrics to evaluate student writing. Students that need additional support in order to meet state writing standards are supported in the classroom with small group instruction until the student masters grade level expectations.

Math

Grade Span: K-5

Identification/Criteria for Selection: Students scoring at the 25th percentile or below on the NWEA (MAP) Assessment are considered for supplemental services currently provided by our TOPS (Title One Program Specialists) teachers. Due to available resources select students will be chosen for math interventions. Students that score higher than the 25th percentile and struggle academically in math are also considered with teacher input. NWEA (MAP) assessments are completed in the fall and winter.

Additionally, select students are also able to participate in an after school math program that is instructed by our TOPS (Title One Program Specialists) teachers.

Students are progress monitored through the Bridges Math Curriculum intervention materials. TOPS (Title One Program Specialists) teachers review student progress monitoring data with classroom teachers in order to determine if supplemental services will continue.

Science

Grade Span: K-5

Identification/Criteria for Selection: Currently there is no additional supplemental service provided for students outside of the general classroom or the science special setting. Interventions are delivered through small group instruction within the general classroom. Small groups are identified by analyzing classroom assignments, unit assessments, and teacher observations.

Social Studies

Grade Span: K-5

Identification/Criteria for Selection: Currently there is no additional supplemental service provided for students outside of the general classroom. Interventions are delivered through small group instruction within the general classroom. Small groups are identified by analyzing classroom assignments, unit assessments, and teacher observations.

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?

Reading

Grade Span: K-5

Interventions: Title One para-educators provide small group instruction to students not mastering the state's reading standards. Intervention is provided during Base Camps and Pull outs (30 minutes per day, four days per week). Additionally, classroom teachers provide small group instruction focusing on specific target areas during their literacy blocks.

K-2 Interventions Available: I-Read, K-Pals/Pals, Story Champs, Language for Learning, Road to the Code, Road to Reading, Guided Reading Groups, Snap Words, Reading A to Z, and Read Well

3-5 Interventions Available: I-Read, Success Maker, Rewards, Language for Learning, Road to Reading, Guided Reading Groups, Reading A to Z, EBLI (Evidenced Based Literacy Instruction)

Writing

Grade Span: K-5

Interventions: Classroom teachers provide small group instruction to students not mastering the state's writing standards. Intervention is provided during the writing block which occurs daily. Interventions are based on lessons provided in the Being a Writer curriculum.

Math

Grade Span: K-5

Interventions: TOPS (Title One Program Specialists) teachers provide small group instruction using the Bridges Math Intervention materials. Additionally, select students are also able to attend the after school math program.

Interventions Available K-2: Bridges Math Interventions

Interventions Available 3-5: Success Maker

Science

Grade Span: K-5

Interventions: Teachers provide small group instruction during classroom lessons as needed.

Social Studies

Grade Span: K-5

Interventions: Teachers provide small group instruction during classroom lessons as needed.

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

Reading: Teachers differentiate reading instruction through the use of leveled books during Guided Reading groups. Some teachers are implementing the MAISA Reading Units, which is a readers' workshop model. Grades 2-5 use Words Their Way for vocabulary and spelling instruction. The Daily 5 model is utilized in grades K-5.

Writing: Classroom teachers provide small group instruction based on student needs. Some students may write extensive pieces while others may be at the foundational level. Teachers work with students to incorporate the essential components of writing that includes ideas, voice, style, organization, and conventions. Cooperative learning is used extensively in the writing process.

Math: Differentiation in math is supported by the use of manipulatives, cooperative learning, and multiple problem solving strategies. Technology through the use of a smart board is another aspect of differentiation.

Science and Social Studies: Leveled readers are provided to use by students as research material. Video clips are an integral part of explaining key concepts. Lab experiences are a significant part of the science curriculum. Distance learning is utilized in both science and social studies. Cooperative learning experiences are also imbedded in the curriculum.

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 in reaching the 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 (MTSS) to the students.

- Federal Resources, Programs, and Grants: Title I, Part A, Title II, Part A, Title III (ESL)

o Title I, Part A:

3 Para-educators (each @ 1.0 FTE) (Reading/Math), 2 Title I Teacher Specialists (TOPS) (each @ 1.0 FTE), support materials for supplemental instruction, summer school instruction, professional development for staff, parent involvement and education via our district's Title I funded Parent Education Network (PEN) (5 liaisons @ 1.0 FTE, 1 liaison @ 0.5 FTE), 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:

3 ESL Para-educators (each @ 1.0 FTE) via extended-day/year tutoring services to eligible bi-lingual students; Parent Education services, Parent Night events, book fairs, support at Parent/Teacher conferences; an ESL Parent Liaison (at 0.66 FTE) provides assistance to ESL parents with language acquisition and other needs associated with their children's language acquisition, assessment, overall progress, etc.

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 2 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.

- State Resources, Programs, and Grants: Section 31a (At Risk) Grant, GSRP

o Section 31a funds provide the services of one para-educator (1.0 FTE) 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, and 3 ESL para-educators (each @ 1.0 FTE) provide English acquisition support services to eligible students

o GSRP (Pre-school):

Pre-school education program via attendance in one of two half-day programs (AM/PM) with a certified teacher (1.0 FTE) and a highly qualified associate teacher (para-educator) (1.0 FTE) for eligible students

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- 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.
- o Fox Elementary uses general funded Kindergarten teachers and GSRP grant funded staff to provide support to students and parents as children transition from pre-school to Kindergarten.

- 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.)
- o Fox Elementary uses general funds and GSRP grant funded staff to provide support to students and parents as children transition from pre-school to Kindergarten.

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 funds have provided Fox 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), and reviewed at grade-level "data review" meetings throughout the school 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), and reviewed at grade-level "data review" meetings throughout the school year, comprising our needs assessment for academic growth.
- 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 2 certified teachers (TOPS) working with identified, eligible students in the upper grades (3-5).
- Title II funds provide professional development opportunities for the school's teachers and administrator to attend training in areas relating to the District (DIP) and School Improvement (SIP) plans.
- Title III funds support the ESL book fair opportunities for students and their families, extended-day and extended-year tutoring for students and parents, 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. 3 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

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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 early elementary 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 via Parent Workshops and meetings, materials for parents to work with their children at home, annual Book Fairs (no cost to eligible students/parents)
- GSRP supports parent involvement via Parent Action Committee meetings, held 4x yearly

7. Pre-school Transition: General Funds, GSRP

- Fox Elementary uses general funds 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 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 2 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. 3 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 Fox Elementary 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.

- Fox 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 Fox Elementary is just over 43% poverty, the second highest level of poverty in the district. This program is vital for providing eligible students the ability 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.

- Fox Elementary 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.

All strategies will be evaluated using a structured protocol including the MDE evaluation tool. We will review components of the schoolwide program to determine if we are moving toward full implementation and where we need additional focus. The school improvement chairs and administrator attend the Facilitators of School Improvement meetings at the Macomb ISD to review the schoolwide and school improvement plan. Fox Elementary will ensure the involvement of parents in planning and reviewing the Title I program by:

- Reviewing the school/parent involvement policy at the annual meeting
- Posting the parent involvement policy on the Fox Elementary website for parents to review
- Distributing and reviewing school/parent compacts at fall conferences
- Conducting a parent survey
- Reviewing parent survey results
- Revising parent involvement policy to incorporate suggestions based on the parent survey results
- Focusing on communicating with parents to increase parent involvement in the Title I program

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.

We use benchmark data, progress monitoring data, curriculum assessment data, and state assessment data to identify students at risk and in need of additional intervention and support. This data will also be used to evaluate the effectiveness of intervention programs on student achievement through the use of the MDE program evaluation tool. Fox Elementary will use the MDE tool to evaluate at least one high-impact program and will use an informal tool to evaluate the effectiveness of other programs.

Parents will be involved in indicators of academic achievement through a variety of ways such as: the annual education report, parent-teacher conferences, Title I progress reports, Powerschool, and state assessment communication.

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.

We look at growth based on benchmark data that includes NWEA, DIBELS, DAZE, end of unit assessments, and state achievement data. Classroom teachers meet with intervention specialists to share data and make adjustments to student interventions as necessary. We communicate to parents the progress their child is making and provide assessment results. The MDE program evaluation tool will determine if the schoolwide program has been effective. Programs, strategies, or initiatives are evaluated in a similar manner by the school improvement team, comprised of teachers, support staff, and parents.

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?

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There is an ongoing process of evaluating the effectiveness of programs. Grade level teams and interventionists meet to explore data and the impact of programming on student achievement. Teams make recommendations to the school improvement team. These recommendations are used to adjust as necessary the schoolwide program to ensure continuous improvement of students. Parents whose students are serviced in Title I are asked to provide input through a survey. The school improvement team reviews the findings from the program evaluation and seeks parental input for planning for the following schoolyear based on the evaluation of our programs. A cohesive partnership with parents, staff, and students ensures the success of our schoolwide plan.

2016-2017 Fox Elementary School Improvement Plan

Overview

Plan Name

2016-2017 Fox Elementary School Improvement Plan

Plan Description

2016-2017 SIP

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will become proficient readers.	Objectives: 3 Strategies: 4 Activities: 33	Academic	\$158100
2	All students will be proficient writers.	Objectives: 3 Strategies: 4 Activities: 26	Academic	\$0
3	All students will be proficient in mathematics.	Objectives: 3 Strategies: 4 Activities: 38	Academic	\$13080
4	All students will be proficient in science.	Objectives: 3 Strategies: 4 Activities: 23	Academic	\$600
5	All students will be proficient in Social Studies.	Objectives: 3 Strategies: 4 Activities: 24	Academic	\$100
6	All students at Fox Elementary School will increase positive behavior through Positive Behavior Intervention and Support (PBIS).	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$1000

Goal 1: All students will become proficient readers.

Measurable Objective 1:

100% 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 complete a portfolio or performance showing growth in English Language Arts by 06/20/2017 as measured by Spring 2017 NWEA.

Strategy 1:

CITW - Classroom Environment - Staff will work together to implement CITW strategies with a focus on classroom environment.

Category:

Research Cited: Classroom Instruction that Works, second edition; Ceri B. Deam, Elizabeth Ross Hubbell, Howard Pitler, Bj Stone

Tier: Tier 1

Activity - (GR) PD for CITW - completed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers were trained in CITW as of June 2016.	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/06/2016	\$0	No Funding Required	All staff

Activity - (I) Goals and Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use the CCSS to identify and post objectives at the target level in student friendly vocabulary, share the objectives with students, and refer to the objective throughout the instructional lesson.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	Other	All staff

Activity - (I) Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement cooperative learning techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	Title I Part A	All staff

Activity - (I) Non-linguistic Representation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement non-linguistic representation techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff

Activity - (I) Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All staff will consistently provide students with feedback to help them make connections between what they are doing and the results they hope to achieve.	Communication	Tier 1	Implement	10/06/2014	06/20/2017	\$0	Other	All Staff
Activity - (M) Walkthrough	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor(s) will use the strategy implementation guide to focus their walkthroughs on creating an environment for learning non-negotiables of CITW.	Walkthrough	Tier 1	Monitor	10/05/2015	06/06/2016	\$0	No Funding Required	Monitor(s)
Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze the CITW walkthrough data to understand their fidelity of implementation.	Teacher Collaboration	Tier 1	Evaluate	10/05/2015	06/20/2017	\$0	No Funding Required	All staff
Activity - (GR) CITW Implementation Guide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained staff will convene to examine the CITW Strategy Implementation Guide so all stakeholders responsible for implementing, understand the critical components, non-negotiables, and acceptable variations.	Teacher Collaboration	Tier 1	Getting Ready	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (I) Kagan Cooperative Learning Day 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District provided initiative for cooperative learning	Professional Learning	Tier 1	Implement	08/30/2016	08/30/2016	\$5100	Title II Part A	All classroom staff

Strategy 2:

Multi-Tiered System of Support (MTSS) for Reading - Staff will work together to create a fluid MTSS support system.

Category:

Research Cited: Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension."

Tier: Tier 1

Activity - (GR) PD-Reading Intervention Strategies - completed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD sessions that focus on reading intervention strategies and programs to enhance student achievement -	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/06/2016	\$0	No Funding Required	Instructional staff

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Activity - (GR) PD-Close and Critical Reading-completed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning for additional teachers as needed.	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/06/2016	\$0	No Funding Required	All staff
Activity - (I) Retelling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use retelling activities/strategies to aid in comprehension.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (I) Informational/Expository Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use guided reading/CCR to teach authors craft.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (I) Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use guided reading/CCR strategies to teach summarizing.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (M) Walkthrough	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor(s) will collect data to validate fidelity of implementation.	Walkthrough	Tier 1	Monitor	10/05/2015	06/20/2017	\$0	No Funding Required	Monitor(s)
Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use PLC's to evaluate student data and guided reading/CCR implementation.	Teacher Collaboration	Tier 1	Evaluate	10/05/2015	06/20/2017	\$0	No Funding Required	All staff
Activity - (I) Parent Education Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent liaison will develop programs that involve parents in working with their children to encourage reading at home. Parent education nights will be offered.	Parent Involvement	Tier 1	Implement	09/01/2015	06/20/2017	\$2000	Section 31a	Principals, Parent education coordinator, teachers

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Activity - (I) Purchase and Implement MTSS reading intervention programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase and implement consistent interventions among grade levels.	Academic Support Program	Tier 1	Implement	09/08/2015	06/20/2017	\$0	No Funding Required	Administration, Data Specialist, Instructional staff
Activity - (GR) PD Adopted Reading Series	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development on the adopted reading series.	Professional Learning	Tier 1	Getting Ready	01/16/2017	06/20/2017	\$0	No Funding Required	ELA curriculum leaders, Building Administrator, instructional staff

Measurable Objective 2:

100% of Bottom 30% students will complete a portfolio or performance to show growth in English Language Arts by 06/20/2017 as measured by Spring 2017 NWEA/MAP.

Strategy 1:

Technology - Staff will work together to implement technology in the classroom and in base camps with a focus on reading comprehension.

Category: Technology

Research Cited: Robert N. Ronau, Christopher R. Rakes, Margaret L. Niess. Educational Technology, Teacher Knowledge, and Classroom Impact: A Research Handbook on Frameworks and Approaches.

Tier: Tier 2

Activity - (GR) Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will allotted PD time using staff meeting time to explore the web site to be able to fully utilize Moby Max technology in the classroom.	Professional Learning	Tier 2	Getting Ready	10/06/2014	06/06/2016	\$0	No Funding Required	All Staff
Activity - (I) Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use Moby Max to increase reading comprehension.	Technology	Tier 2	Implement	10/06/2014	06/06/2016	\$500	General Fund	All Staff

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Activity - (I) Smartboard/Learnzillion/Safari	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize technology to differentiate instruction.	Technology	Tier 2	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (M) Walkthrough	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitors will conduct walkthroughs using "look fors" to monitor the fidelity of implementation.	Walkthrough	Tier 2	Monitor	10/05/2015	06/20/2017	\$0	No Funding Required	Monitors
Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze the walk through data to understand their fidelity of implementation.	Teacher Collaboration	Tier 2	Evaluate	10/05/2015	06/20/2017	\$0	No Funding Required	All staff

Measurable Objective 3:

100% of Bottom 30% students will complete a portfolio or performance to show growth in English Language Arts in English Language Arts by 06/20/2017 as measured by NWEA.

Strategy 1:

Small Group Instruction - Staff will provide small group reading instruction.

Category:

Research Cited: Lucy Calkins, Jennifer Serravallo. Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers.

Guided Reading: Good First Teaching for All Children by Irene Fountas, Gay Su Pinnell

Tier: Tier 3

Activity - (GR) TOPS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers (TOPS paraprofessionals) will provide direct instruction to identified Title 1 students during the regular day.	Direct Instruction	Tier 3	Getting Ready	10/06/2014	06/20/2017	\$28000	Title I Part A	TOPS
Activity - (I) Title I/31a Para Professionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I professionals (3) and 31a professional (1) will provide instructional support in reading to increase student achievement during the regular school day; \$100 per paraprofessional per day.	Supplemental Materials	Tier 3	Implement	09/08/2014	06/20/2017	\$72500	Section 31a, Title I Part A	Paraprofessionals

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Activity - (M) Walkthrough	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor(s) will use formative data to monitor impact of small group instruction.	Walkthrough	Tier 3	Monitor	10/05/2015	06/20/2017	\$0	No Funding Required	Monitor(s)
Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will analyze data to understand the fidelity of implementation.	Teacher Collaboration	Tier 3	Evaluate	10/05/2015	06/20/2017	\$0	No Funding Required	All staff
Activity - TOPS - Extended day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TOPS staff will provide extended day support (4x a week) to identified Title 1 students in content areas to increase student achievement ; \$20/hour per teacher (2)	Direct Instruction	Tier 3	Implement	09/08/2014	06/20/2017	\$3500	Title I Part A	TOPS teachers
Activity - Supplies/Materials/Transportation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bus transportation for identified Title 1 students 4x a week. (\$2800) Packets and books for instructional support (\$500)	Materials	Tier 3	Implement	10/06/2014	06/20/2017	\$3500	Title I Part A	tops paraprofessionals
Activity - Materials- iPads	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase of 30 I-Pads for instructional use by identified Title 1 Students. 10 at 500/each (15,000)	Materials	Tier 3	Implement	09/08/2014	06/20/2017	\$33000	Title I Part A	Principal will order
Activity - Title 1 Materials-packets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental materials for identified Title 1 students; such as Kindergarten packets, conference packets, and end of year packets.	Materials	Tier 3	Implement	09/08/2014	06/20/2017	\$10000	Title I Part A	Title 1 paraprofessionals will put together these packets
Activity - Renewal of Star 360	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Purchase of progress monitoring tools to ensure all identified Title 1 and at-risk students make adequate progress.	Technology	Tier 3	Implement	09/08/2015	06/20/2017	\$0	No Funding Required	Director of Grants, Principal
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Goal 2: All students will be proficient writers.

Measurable Objective 1:

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 writing in English Language Arts by 06/20/2017 as measured by the district writing assessment.

Strategy 1:

Being a Writer - Teachers will systematically implement this research-based writing program to guide students' development of strong writing skills, build knowledge of good writing, promotes critical thinking, and foster their writing growth. This program provides high-quality trade books for genre immersion and author studies, as well as systematic instructional materials.

Category:

Research Cited: The Being a Writer program for grades K–5 was published in 2007

Tier: Tier 1

Activity - (GR) PD - completed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in training on reviewing/implementing Being a Writer.	Teacher Collaboration	Tier 1	Getting Ready	10/06/2014	06/06/2016	\$0	Title I Part A	All staff

Activity - (GR) PD - completed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in training in the use of district rubrics.	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/06/2016	\$0	Title I Part A	All staff.

Activity - (I) Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Components of Being a Writer will be used in the classroom to support student writing across the curriculum.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff.

Activity - (I) Building a Writing Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students learn to be a part of a caring community, get to know one another as writers, get ideas from read-alouds, visualize, and talk to peers to develop ideas.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (I) Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BAW has cooperative structures into its writing program. Students learn to manage peer conferences occurring in different stages in the writing process.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff.
Activity - (I) Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will continually use rubrics and checklists in the writing process.	Implementation	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (M) Walkthrough	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At grade level team meetings teachers will discuss BAW strategies and how they are working in the classroom, share student examples, and monitor(s) will observe during walkthroughs the strategies being implemented.	Walkthrough	Tier 1	Monitor	10/06/2015	06/20/2017	\$0	No Funding Required	Instructional staff and Monitor(s).
Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze the Being a Writer strategies to understand their fidelity of implementation.	Teacher Collaboration	Tier 1	Evaluate	10/06/2015	06/20/2017	\$0	No Funding Required	All staff.
Activity - Sustaining Handwriting Without Tears Program K-3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 will continue Handwriting Without Tears program.	Implementation	Tier 1		09/08/2015	06/20/2017	\$0	No Funding Required	K-3 teachers, building administrator

Strategy 2:

CITW- Classroom Environment - Staff will work together to implement CITW strategies with a focus on classroom environment.

Category:

Research Cited: Classroom Instruction that Works, second edition; Ceri B. Deam, Elizabeth Ross Hubbell, Howard Pitler, Bj Stone

Tier: Tier 1

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Activity - (GR) PD for CITW - completed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use the CCSS to identify and post objectives at the target level in student friendly vocabulary, share the objectives with students, and refer to the objectives with students, and refer to the objective throughout the lesson.	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/06/2016	\$0	No Funding Required	All staff.
Activity - (GR) CITW Implementation Guide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained staff will convene to examine the CITW Strategy Implementation Guides. All stakeholders will be responsible for implementing, understanding the critical components, non-negotiables, and acceptable variations.	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (I) Goals and Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use the CCSS to identify and post objectives at the target level in student friendly vocabulary, share the objectives with students, and refer to the objective throughout the instructional lesson.	Direct Instruction	Tier 1	Getting Ready	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (I) Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement cooperative learning techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (I) Non-Linguistic Representation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement non-linguistic representation techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (I) Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will consistently provide students with feedback to help them make connections between what they are doing and the results they hope to achieve.	Communication	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (M) Walkthrough	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Monitors will use the strategy implementation guide to focus their walkthroughs on creating the environment for learning non-negotiables of CITW.	Walkthrough	Tier 1	Monitor	10/06/2015	06/20/2017	\$0	No Funding Required	Monitors
Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze the CITW Strategy Implementation Guide. All stakeholders will be responsible for implementing, understanding the critical components, non-negotiables, and acceptable variations.	Teacher Collaboration	Tier 1	Evaluate	10/06/2015	06/20/2017	\$0	No Funding Required	All staff

Measurable Objective 2:

100% 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 is defined as a 5% gain. in English Language Arts by 06/16/2016 as measured by District Wide Rubrics and state assessment..

Strategy 1:

Graphic Organizers - Graphic organizers will assist students in organizing their writing and use basic mental operations in perceiving, processing, and evaluating information.

Category:

Research Cited: Graphic Organizers: A Review of Scientifically Based Research, The Institute for the Advancement of Research in Education at AEL

Tier: Tier 2

Activity - (GR) PD - completed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will review mapping techniques and graphic organizers to use in the writing process.	Professional Learning	Tier 2	Getting Ready	10/06/2014	06/06/2016	\$0	No Funding Required	All staff.
Activity - (I) Model and Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers model use of graphic organizers as an organizational tool for writing; students utilize graphic organizers to gather information and structure their writing.	Direct Instruction	Tier 2	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff.
Activity - (I) Teacher Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will consistently provide corrective feedback during conferences.	Direct Instruction	Tier 2	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff.

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Activity - (M) Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At grade level team meetings teachers will discuss BAW strategies and how they are working in the classroom, share student examples, and monitors will observe during walkthroughs the strategies being implemented.	Walkthrough	Tier 2	Monitor	10/06/2015	06/20/2017	\$0	No Funding Required	All staff.

Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze the Being a Writer strategies to understand their fidelity of implementation.	Teacher Collaboration	Tier 2	Evaluate	10/06/2014	06/20/2017	\$0	No Funding Required	All staff.

Measurable Objective 3:

100% 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 is defined at a 5% gain. in English Language Arts by 06/16/2016 as measured by District Wide Rubrics and state assessments..

Strategy 1:

Guided Small Group Instruction - Teachers will systematically implement guided small group instruction to improve expository writing.

Category:

Research Cited: National Council of Teachers of English Writing Initiative, What we know about writing;Key Research Concepts.

Tier: Tier 3

Activity - (GR) PD - completed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will convene to create a common understanding of guided writing instruction to enhance expository writing.	Professional Learning	Tier 3	Getting Ready	10/06/2014	06/06/2016	\$0	No Funding Required	All staff

Activity - (I) Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will consistently differentiate instructional activities targeted to students with different learning abilities.	Direct Instruction	Tier 3	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff.

Activity - (M) Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At grade level team meetings teachers will discuss small group guided writing instruction and how it is working in the classroom.	Monitor	Tier 3	Monitor	10/05/2015	06/20/2017	\$0	No Funding Required	All staff.

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Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze small group instruction activities to understand their fidelity of implementation.	Professional Learning	Tier 3	Evaluate	10/06/2015	06/20/2017	\$0	No Funding Required	All staff.

Goal 3: All students will be proficient in mathematics.

Measurable Objective 1:

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 Mathematics in Mathematics by 06/20/2024 as measured by Spring 2024 state assessment.

Strategy 1:

Bridges - Staff will work together to implement Bridges math program.

Category: Mathematics

Research Cited: Bamberger, H. J., C. Oberdorf, K. Schulz-Ferrell. (2010). Math Misconceptions, PreK–Grade 5:

From Misunderstanding to Deep Understanding. Portsmouth, NH: Heinemann.

Tier: Tier 1

Activity - (GR) Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work together and continue to support the continued implementation of the Bridges program.	Teacher Collaboration	Tier 1	Getting Ready	09/01/2016	06/20/2017	\$0	Other	Teachers, para-educators, principal

Activity - (I) Number Corner	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize number corner in their classroom.	Implementation	Tier 1	Implement	10/06/2014	06/20/2017	\$2200	Title I Part A	All teachers

Activity - (I) Work Places	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Work Places within the classroom as a part of the Bridges curriculum.	Implementation	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	math teachers

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Activity - (M) Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cooperative learning will be monitored through walkthroughs in the classroom.	Walkthrough	Tier 1	Monitor	10/05/2015	06/20/2017	\$0	No Funding Required	Monitor(s)
Activity - (M) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's will be used to evaluate cooperative learning.	Teacher Collaboration	Tier 1	Monitor	10/05/2015	06/06/2016	\$0	No Funding Required	All staff
Activity - (GR) Common Grade Level Time - completed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Time for grade level teams to plan Bridges math curriculum	Getting Ready	Tier 1	Getting Ready	10/06/2014	06/06/2016	\$0	No Funding Required	All Staff
Activity - (I) PEN Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Pen Night for families and their children in order to familiarize themselves with activities and strategies that can be utilized at home. Families will also receive math kits to use at home.	Getting Ready	Tier 1	Getting Ready	10/06/2014	06/20/2017	\$3200	Title I Part A	All Staff
Activity - (I) Home School Connection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide families with information (provided by BRIDGES) as it relates to each math unit. Additionally we will utilize the MDE Collaborating for Success- Parent Engagement Tool Kit to build positive relationships between home and school.	Communication	Tier 1	Implement	09/05/2016	06/20/2017	\$0	No Funding Required	All Teachers, Building Principal
Activity - (M) Informal Surveys-completed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information will be collected from staff pertaining to the Bridges curriculum.	Monitor	Tier 1	Monitor	10/05/2015	06/06/2016	\$0	No Funding Required	All Staff
Activity - (E) Student -Completed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student surveys will be used and evaluated.	Evaluation	Tier 1	Evaluate	10/05/2015	06/06/2016	\$0	No Funding Required	All Teachers

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Activity - (E) Math Assessment Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate math assessment data in order to make data driven decisions regarding their students.	Evaluation	Tier 1	Evaluate	10/05/2015	06/20/2017	\$0	No Funding Required	All Teachers
Activity - (E) Walkthrough Checklist Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walkthrough checklist data will be evaluated to ensure fidelity of implementation.	Evaluation	Tier 1	Evaluate	10/05/2015	06/20/2017	\$0	No Funding Required	Monitor(s)
Activity - (GR) PD Continued for Bridges	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional professional development will be provided to teachers.	Professional Learning, Curriculum Development, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	\$0	Title I Part A	All instructional staff
Activity - (M) 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	Communication, Monitor	Tier 1	Monitor	09/01/2016	06/20/2017	\$0	Title I Part A	Instructional staff
Activity - (E) 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 of the program.	Evaluation, Teacher Collaboration	Tier 1		09/01/2016	06/20/2017	\$0	Title I Part A	Instructional Staff
Activity - (GR) Cross grade level PD to align curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Align curriculum and explore ways to close achievement gaps	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/20/2017	\$0	No Funding Required	Instructional staff, building principal

Strategy 2:

CITW-Classroom Environment - Staff will work together to implement CITW strategies with a focus on classroom environment.

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Category:

Research Cited: Classroom Instruction that Works, second edition; Ceri B. Deam, Elizabeth Ross Hubbell, Howard Pitler, Bj Stone

Tier: Tier 1

Activity - (GR) PD for teachers on CITW-Completed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD for teachers on CITW; funding listed on reading goal	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/06/2016	\$0	No Funding Required	All staff
Activity - (I) Goals and Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use the CCSS to identify and post objectives at the target level in student friendly vocabulary, share the objectives with students, and refer to the objective throughout the instructional lesson.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (I) Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement cooperative learning techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (I) Non-linguistic representation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement non-linguistic representation techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (I) Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will consistently provide students with feedback to help them make connections between what they are doing and the results they hope to achieve.	Communication	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (M) Walkthrough	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitors will use the strategy implementation guide to focus their walkthroughs on creating an environment for learning non-negotiables of CITW.	Walkthrough	Tier 1	Monitor	10/05/2015	06/06/2016	\$0	No Funding Required	Monitors

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Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze the CITW walkthrough data to understand their fidelity of implementation.	Teacher Collaboration	Tier 1	Evaluate	10/05/2015	06/20/2017	\$0	No Funding Required	All staff

Activity - (I) CITW Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained staff will convene to examine the CITW Strategy Implementation Guide so all stakeholders responsible for implementing, understand the critical components, non-negotiables, and acceptable variations.	Teacher Collaboration	Tier 1	Getting Ready	10/06/2014	06/20/2017	\$0	No Funding Required	All staff

Activity - (I) Kagan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will be trained and will implement Kagan Cooperative Learning strategies.	Professional Learning	Tier 1	Implement	08/31/2015	06/20/2017	\$0	No Funding Required	Building administrator, instructional staff

Measurable Objective 2:

100% of Bottom 30% students will complete a portfolio or performance to show growth in Mathematics by 06/20/2017 as measured by Spring 2017 NWEA/MAP.

Strategy 1:

Use of Models and Tools - Teachers will utilize models and tools in the classroom to assist students in moving their thinking from concrete experiences to abstract reasoning.

Category:

Research Cited: Boggan, Matthew, Sallie Harper, and Anna Whitmire. 2010. "Using manipulatives to Teach Elementary Mathematics." Journal of Instructional Pedagogies.

Tier: Tier 2

Activity - (I) Professional Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will meet within grade levels to organize and collaborate manipulatives and tools usage.	Teacher Collaboration	Tier 2	Getting Ready	10/06/2014	06/06/2016	\$3000	Title I Part A	All staff

Activity - (I) Classroom Instruction of tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will incorporate models and tools such as manipulatives, calculators, computer programs, and measurement tools to introduce, practice, and review mathematical concepts.	Direct Instruction	Tier 2	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (I) Demonstration of Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will demonstrate the proper use of mathematical tools that are appropriate to grade level concepts.	Direct Instruction	Tier 2	Implement	10/06/2014	06/06/2016	\$0	No Funding Required	All staff
Activity - (M) Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive data from the walkthroughs to understand the fidelity of implementation using models and tools.	Walkthrough	Tier 2	Monitor	10/05/2015	06/06/2016	\$0	No Funding Required	All staff
Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will analyze the models and tools walkthrough data to understand their fidelity of implementation.	Teacher Collaboration	Tier 2	Evaluate	10/05/2015	06/06/2016	\$0	No Funding Required	All staff
Activity - (GR) PD Bridges Intervention for Tier 2-3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to effectively implement the Bridges Intervention Component.	Professional Learning	Tier 2	Getting Ready	09/06/2016	06/20/2017	\$0	Title II Part A	District Math Curricular Leaders, Building Principal

Measurable Objective 3:

100% 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 is defined as a 5% gain in Mathematics by 06/16/2016 as measured by NWEA..

Strategy 1:

Small group instruction (MTSS) - Math support will be implemented for Tier 2 and 3 students.

Category:

Research Cited: Tomlinson, C. A. (1999). The Differentiated Classroom: Responding to the Needs of All Learners. Alexandria, VA:

Association for Supervision and Curriculum Development.

Tier: Tier 3

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Activity - (GR) TOPS program development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/TOPS will collaborate to create a systematic plan for assisting small groups of identified Title 1 students.	Curriculum Development, Teacher Collaboration	Tier 3	Getting Ready	10/06/2014	06/06/2016	\$0	No Funding Required	Teachers/TOPS
Activity - (I) TOPS Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TOPS personnel will consistently differentiate instructional activities and offer extended day instruction. Bussing is available (funded through reading goal)	Direct Instruction	Tier 3	Implement	10/06/2014	06/06/2016	\$0	No Funding Required	TOPS personnel
Activity - (I) Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use technology to enhance mathematical concepts in numbers and operations.	Technology	Tier 3	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All Staff
Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's will be used to evaluate feedback.	Evaluation	Tier 3	Evaluate	10/05/2015	06/20/2017	\$0	No Funding Required	All Staff
Activity - (I) SuccessMaker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use SuccessMaker for an intervention.	Technology	Tier 3	Implement	10/06/2014	06/20/2017	\$3980	Title I Part A	Teachers
Activity - (GR) PD SuccessMaker-Completed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will get PD on the use of SuccessMaker during staff meeting or ER day. Planning will be given to the 2 trained teachers @ 100/day for sub fee.	Professional Learning	Tier 3	Getting Ready	10/06/2014	06/06/2016	\$200	Title I Part A	Teachers
Activity - (I) Materials-TOPS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase of motivational rewards for identified Title 1 students to encourage learning in content areas; examples could be medals, awards, or bracelets.	Materials	Tier 3	Implement	09/08/2014	06/20/2017	\$500	Title I Part A	Principal and teachers

Goal 4: All students will be proficient in science.

Measurable Objective 1:

100% 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 complete a portfolio or performance showing growth in understanding vocabulary and comprehension in Science by 06/20/2017 as measured by NWEA Reading assessment.

Strategy 1:

Cooperative Learning - A variety of cooperative teaching strategies will be advocated for use in science classrooms.

Category: Science

Research Cited: Herried, Clyde Freeman. n.d. "Team Learning: Cooperative Learning in the Science Classroom" National Center for Case Study Teaching in Science. University at Buffalo, State University of New York.

Tier: Tier 1

Activity - (GR) PD in Cooperative Learning-Completed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive PD on cooperative learning and strategies.	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/06/2016	\$600	Title I Part A	All teachers

Activity - (I) Cooperative Learning in Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use a variety of cooperative learning techniques and strategies in science classrooms.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	all staff

Activity - (M) Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walkthroughs will be conducted using 'look-fors' to monitor the fidelity of the implementation of cooperative learning.	Walkthrough	Tier 1	Monitor	10/05/2015	06/20/2017	\$0	No Funding Required	All staff

Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze the walkthrough data for cooperative learning to understand the fidelity of implementation.	Teacher Collaboration	Tier 1	Evaluate	10/05/2015	06/20/2017	\$0	No Funding Required	all staff

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Activity - (GR) PD Rubicon Atlas	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 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.	Professional Learning, Technology	Tier 1	Getting Ready	08/31/2015	06/20/2017	\$0	No Funding Required	Curricular leaders, instructional staff, science curriculum council

Activity - (GR) Common and/or Formative Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Next Generation Science Standards (NGSS) will be unpacked by grade level. 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.	Professional Learning	Tier 1		08/31/2015	06/20/2017	\$0	No Funding Required	Science Curriculum Leaders, Curriculum Council, Administration

Strategy 2:

CITW- Classroom Environment - Staff will work together to implement CITW strategies with a focus on the classroom environment.

Category: Science

Research Cited: Classroom Instruction that Works, second edition; Ceri B. Deam, Elizabeth Ross Hubbell, Howard Pitler, Bj Stone

Tier: Tier 1

Activity - (GR) PD for CITW-Completed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD for teachers on CITW.	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/06/2016	\$0	No Funding Required	All Staff

Activity - (GR) CITW Implementation Guide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained staff will convene to examine the CITW Strategy Implementation Guide so all stakeholders responsible for implementing, understanding the critical components, non-negotiables, and acceptable variations.	Teacher Collaboration	Tier 1	Getting Ready	10/06/2014	06/20/2017	\$0	No Funding Required	All staff

Activity - (I) Goals and Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will use the GLCES to identify and post objectives at the target level in student friendly vocabulary, share the objectives with students, and refer to the objective throughout the lesson.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (I) Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement cooperative learning techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (I) Non-Linguistic Representation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement non-linguistic representation techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (I) Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will consistently provide students with feedback to help them make connections between what they are doing and the results they hope to achieve.	Communication	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (M) Walkthrough	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitors will use the strategy implementation guide to focus their walkthroughs on creating the environment for learning non-negotiables of CITW.	Walkthrough	Tier 1	Monitor	10/05/2015	06/20/2017	\$0	No Funding Required	Monitors
Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze the CITW walkthrough data to understand their fidelity of implementation.	Teacher Collaboration	Tier 1	Evaluate	10/05/2015	06/20/2017	\$0	No Funding Required	All staff

Measurable Objective 2:

100% 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 complete a portfolio or performance showing growth in understanding vocabulary and comprehension in Science in Science by 06/20/2017 as measured by NWEA reading assessment.

Strategy 1:

Close and Critical Reading - All staff will use the CCR model to align to common core standards to increase student comprehension of informational text.

Category: Science

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Research Cited: Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S .Jay Samuels and Allen Farstrup, eds. What Research Has to Say About Reading Instruction, 2nd Edition. Newark, DE; International Reading Association.

Tier: Tier 2

Activity - (GR) PD Close/Critical Reading- Completed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Traing will be maintained as necessary to enhance student understanding of informational/expository text.	Professional Learning	Tier 2	Getting Ready	10/06/2014	06/20/2017	\$0	No Funding Required	All teachers
Activity - (I) Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use CCR strategies to teach summarizing.	Direct Instruction	Tier 2	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All Staff
Activity - (I) Informational/Expository Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use CCR within informational/expository text.	Direct Instruction	Tier 2	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (M) Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walkthroughs will be conducted using 'look-fors' to monitor the fidelity of the implementation of CCR.	Walkthrough	Tier 2	Monitor	10/05/2015	06/20/2017	\$0	No Funding Required	Monitors
Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze the CCR 'look for" data to understand if there is a connection between how CCR was implemented and the impact on student achievement.	Teacher Collaboration	Tier 2	Evaluate	10/05/2015	06/20/2017	\$0	No Funding Required	All Staff

Measurable Objective 3:

100% 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 is defined as 5% gain in Science by 06/16/2016 as measured by NWEA..

Strategy 1:

Models and Tools - Teachers will incorporate models and tools to plan and carry out investigations.

Category: Science

Research Cited: Flick, Lawrence B. 1993. "The Meanings of Hands On Science." The Journal of Science Education. Vol. 4, Issue 1.

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Tier: Tier 3

Activity - (I) Model and Use of Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will model and demonstrate the proper use of scientific tools.	Direct Instruction	Tier 3	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (M) Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walkthroughs will be conducted using 'look-fors' to monitor the fidelity of the implementation of models and tools.	Walkthrough	Tier 3	Monitor	10/05/2015	06/20/2017	\$0	No Funding Required	Monitor(s)
Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze the Models and Tools 'look for" data to understand if there is a connection between how it was implemented and the impact on student achievement.	Teacher Collaboration	Tier 3	Evaluate	10/05/2015	06/06/2016	\$0	No Funding Required	All staff
Activity - (GR) Collaboration for Science Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will investigate essential tools for science inquiry.	Getting Ready	Tier 3	Getting Ready	09/06/2016	06/20/2017	\$0	No Funding Required	Instructional Staff

Goal 5: All students will be proficient in Social Studies.

Measurable Objective 1:

100% 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 complete a portfolio or performance showing growth in vocabulary and comprehension in Social Studies by 06/20/2017 as measured by NWEA reading assessment.

Strategy 1:

Close and Critical Reading - All staff will use CCR strategies to improve in non-fiction comprehension.

Category:

Research Cited: How the Language Really Works: The Fundamentals of Critical Reading and Effective Writing Dan Kurland

Tier: Tier 1

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Activity - (GR) PD for Close/Critical - Completed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained in Close and Critical Reading.	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/06/2016	\$0	Title I Part A	all instructional staff
Activity - (I) Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use CCR strategies to teach summarizing.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$100	Title I Part A	All staff
Activity - (GR)PD - social studies inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD for staff to investigate A to Z reading for information to assist with Close and Critical reading for Social Studies for each grade level.	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/20/2017	\$0	Title I Part A	All staff
Activity - (I) Informational/Expository Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use CCR within informational/expository text.	Direct Instruction	Tier 1	Implement	10/05/2015	06/20/2017	\$0	No Funding Required	All staff
Activity - (M) Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walkthroughs will be conducted to monitor the fidelity implementation of CCR, using 'look fors'.	Walkthrough	Tier 1	Monitor	10/05/2015	06/20/2017	\$0	No Funding Required	Montior(s)
Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze the CCR 'look for" data to understand if there is a connection between how CCR was implemented and the impact on student achievement.	Evaluation	Tier 1	Evaluate	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (GR) Common Assessments and/or Formative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will be trained in the development of common and/or formative Social Studies assessments.	Curriculum Development	Tier 1	Getting Ready	08/31/2015	06/20/2017	\$0	No Funding Required	Curriculum Leaders, Curricular Council, Administration
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Activity - (GR) 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.	Professional Learning, Technology	Tier 1		08/31/2015	06/20/2017	\$0	No Funding Required	Council Leaders, Curriculum leaders, Administration, instructional staff

Strategy 2:

CITW- Classroom Environment - Staff will work together to implement CITW strategies with a focus on classroom environment.

Category:

Research Cited: Classroom Instruction that Works, second edition; Ceri B. Deam, Elizabeth Ross Hubbell, Howard Pitler, Bj Stone

Tier: Tier 1

Activity - (GR) PD for CITW- Completed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD for teachers on CITW.	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/20/2017	\$0	No Funding Required	All staff

Activity - (I) CITW Implementation Guide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained staff will convene to examine the CITW Strategy Implementation Guide so all stakeholders responsible for implementing, understand the critical components, non-negotiables, and acceptable variations.	Teacher Collaboration	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff

Activity - (I) Goals and Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use the GLCES to identify and post objectives at the target level in student friendly vocabulary, share the objectives with students, and refer to the objective throughout the lesson.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff

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Activity - (I) Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement cooperative learning techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (I) Non-Linguistic Representation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement non-linguistic representation techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (I) Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will consistently provide students with feedback to help them make connections between what they are doing and the results they hope to achieve.	Communication	Tier 1	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All Staff
Activity - (M) Walkthrough	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitors will use the strategy implementation guide to focus their walkthroughs on creating environment for learning non-negotiables of CITW.	Walkthrough	Tier 1	Monitor	10/05/2015	06/20/2017	\$0	No Funding Required	Monitors
Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze the CITW walkthrough data to understand their fidelity of implementation.	Teacher Collaboration	Tier 1	Evaluate	10/05/2015	06/20/2017	\$0	No Funding Required	All staff

Measurable Objective 2:

100% 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 is defined as 5% gain in Social Studies by 06/16/2016 as measured by NWEA.

Strategy 1:

Cooperative Learning - A variety of cooperative teaching strategies will be advocated for use in social studies classrooms.

Category: Social Studies

Research Cited: Effects of Cooperative Learning Approach in Reading and Writing on Academically Handicapped and Non Handicapped Students.

Tier: Tier 1

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Activity - (GR) PD in Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional learning on cooperative learning strategies and practices. Including district level training in Kagan.	Professional Learning	Tier 2	Getting Ready	10/06/2014	06/20/2017	\$0	Title I Part A	All staff
Activity - (I) Cooperative Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement cooperative learning techniques to differentiate instruction.	Direct Instruction	Tier 2	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All Staff
Activity - (M)Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walkthroughs will be conducted using "look-fors" to monitor the fidelity of implementation for cooperative learning.	Walkthrough	Tier 2	Monitor	10/05/2015	06/20/2017	\$0	No Funding Required	Monitors
Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze the cooperative learning walkthrough data to understand their fidelity of implementation.	Teacher Collaboration	Tier 2	Evaluate	10/05/2015	06/20/2017	\$0	No Funding Required	All staff

Measurable Objective 3:

100% 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 is defined as a 5% gain in Social Studies by 06/16/2016 as measured by NWEA..

Strategy 1:

Graphic Organizers - Staff will use graphic organizers as visual representation to assist student learning.

Category:

Research Cited: Graphic Organizers: A Review of Scientifically Based Research, The Institute for the Advancement of Research for Education at AEL.

Tier: Tier 3

Activity - (M) Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walkthroughs will be conducted using 'look-fors' to monitor the fidelity of the implementation of graphic organizers.	Walkthrough	Tier 3	Monitor	10/05/2015	06/20/2017	\$0	Title I Part A	Monitors
Activity - (GR) PD in Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will review and be trained in the use of graphic organizers.	Professional Learning	Tier 3	Getting Ready	10/06/2014	06/20/2017	\$0	No Funding Required	All Staff
Activity - (I) Model and Use of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will systematically model and use graphic organizers to enhance learning.	Direct Instruction	Tier 3	Implement	10/06/2014	06/20/2017	\$0	No Funding Required	All staff
Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze the graphic organizer walkthrough data to understand their fidelity of implementation.	Teacher Collaboration	Tier 3	Evaluate	10/05/2015	06/20/2017	\$0	No Funding Required	All staff

Goal 6: All students at Fox Elementary School will increase positive behavior through Positive Behavior Intervention and Support (PBIS).

Measurable Objective 1:

increase student growth of positive behaviors in school. by 06/20/2017 as measured by SWISS Data .

Strategy 1:

Fox PBIS System - This system will promote positive behavior throughout the day and utilize incentives for target behavior. Implementation roll out will be at the beginning of the school year. All staff will be included to promote this strategy. Monthly assemblies will promote the program.

Category: Other - Behavior

Research Cited: www.pbis.org

Tier: Tier 1

Activity - (GR) PBIS Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will look at SWISS data to determine areas of need and to develop an effective roll-out.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/20/2017	\$0	No Funding Required	Principal and PBIS Team
Activity - (I) PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Team developed strategies to promote positive behavior, including monthly assemblies.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/20/2017	\$1000	Title I Part A	Principal, PBIS Team, all staff
Activity - (M) SWISS Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize SWISS Data to determine a reduction in referrals, time out of class, and increase in positive behavior.	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/20/2017	\$0	No Funding Required	Principal and PBIS Team
Activity - (E) Evaluate Swiss	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS team will use SWISS data to determine the effectiveness of the program.	Behavioral Support Program	Tier 1	Evaluate	09/20/2016	06/20/2017	\$0	No Funding Required	PBIS team and principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
(GR) PD Bridges Intervention for Tier 2-3	Teachers will be trained on how to effectively implement the Bridges Intervention Component.	Professional Learning	Tier 2	Getting Ready	09/06/2016	06/20/2017	\$0	District Math Curricular Leaders, Building Principal
(I) Kagan Cooperative Learning Day 2	District provided initiative for cooperative learning	Professional Learning	Tier 1	Implement	08/30/2016	08/30/2016	\$5100	All classroom staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
(I) Moby Max	All teachers will use Moby Max to increase reading comprehension.	Technology	Tier 2	Implement	10/06/2014	06/06/2016	\$500	All Staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
(GR) PD for Close/Critical - Completed	All staff will be trained in Close and Critical Reading.	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/06/2016	\$0	all instructional staff
(GR) PD SuccessMaker-Completed	Teachers will get PD on the use of SuccessMaker during staff meeting or ER day. Planning will be given to the 2 trained teachers @ 100/day for sub fee.	Professional Learning	Tier 3	Getting Ready	10/06/2014	06/06/2016	\$200	Teachers
(GR) TOPS	Teachers (TOPS paraprofessionals) will provide direct instruction to identified Title 1 students during the regular day.	Direct Instruction	Tier 3	Getting Ready	10/06/2014	06/20/2017	\$28000	TOPS

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Materials- iPads	Purchase of 30 I-Pads for instructional use by identified Title 1 Students. 10 at 500/each (15,000)	Materials	Tier 3	Implement	09/08/2014	06/20/2017	\$33000	Principal will order
(GR) PD Continued for Bridges	Additional professional development will be provided to teachers.	Professional Learning, Curriculum Development, Getting Ready	Tier 1	Getting Ready	09/01/2016	06/20/2017	\$0	All instructional staff
Title 1 Materials-packets	Supplemental materials for identified Title 1 students; such as Kindergarten packets, conference packets, and end of year packets.	Materials	Tier 3	Implement	09/08/2014	06/20/2017	\$10000	Title 1 paraprofessionals will put together these packets
(I) Professional Collaboration	All staff will meet within grade levels to organize and collaborate manipulatives and tools usage.	Teacher Collaboration	Tier 2	Getting Ready	10/06/2014	06/06/2016	\$3000	All staff
(M) Monitor	Teachers will use grade level meeting time to discuss levels of implementation	Communication, Monitor	Tier 1	Monitor	09/01/2016	06/20/2017	\$0	Instructional staff
(I) Number Corner	Teachers will utilize number corner in their classroom.	Implementation	Tier 1	Implement	10/06/2014	06/20/2017	\$2200	All teachers
(I) Summarizing	All staff will use CCR strategies to teach summarizing.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$100	All staff
(M) Walkthroughs	Walkthroughs will be conducted using 'look-fors' to monitor the fidelity of the implementation of graphic organizers.	Walkthrough	Tier 3	Monitor	10/05/2015	06/20/2017	\$0	Monitors
(GR) PD in Cooperative Learning	Staff will receive professional learning on cooperative learning strategies and practices. Including district level training in Kagan.	Professional Learning	Tier 2	Getting Ready	10/06/2014	06/20/2017	\$0	All staff
(I) Cooperative Learning	All staff will implement cooperative learning techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff
(GR) PD - completed	Staff will participate in training on reviewing/implementing Being a Writer.	Teacher Collaboration	Tier 1	Getting Ready	10/06/2014	06/06/2016	\$0	All staff
(I) Materials-TOPS	Purchase of motivational rewards for identified Title 1 students to encourage learning in content areas; examples could be medals, awards, or bracelets.	Materials	Tier 3	Implement	09/08/2014	06/20/2017	\$500	Principal and teachers
Supplies/Materials/Transportation	Bus transportation for identified Title 1 students 4x a week. (\$2800) Packets and books for instructional support (\$500)	Materials	Tier 3	Implement	10/06/2014	06/20/2017	\$3500	tops paraprofessionals
TOPS - Extended day	TOPS staff will provide extended day support (4x a week) to identified Title 1 students in content areas to increase student achievement ; \$20/hour per teacher (2)	Direct Instruction	Tier 3	Implement	09/08/2014	06/20/2017	\$3500	TOPS teachers

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(GR) PD in Cooperative Learning-Completed	Staff will receive PD on cooperative learning and strategies.	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/06/2016	\$600	All teachers
(E) Evaluate	Instructional staff will use assessment data to evaluate the impact of the program.	Evaluation, Teacher Collaboration	Tier 1		09/01/2016	06/20/2017	\$0	Instructional Staff
(GR)PD - social studies inquiry	PD for staff to investigate A to Z reading for information to assist with Close and Critical reading for Social Studies for each grade level.	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/20/2017	\$0	All staff
(I) PEN Night	Math Pen Night for families and their children in order to familiarize themselves with activities and strategies that can be utilized at home. Families will also receive math kits to use at home.	Getting Ready	Tier 1	Getting Ready	10/06/2014	06/20/2017	\$3200	All Staff
(I) SuccessMaker	Teachers will use SuccessMaker for an intervention.	Technology	Tier 3	Implement	10/06/2014	06/20/2017	\$3980	Teachers
(I) PBIS	Team developed strategies to promote positive behavior, including monthly assemblies.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/20/2017	\$1000	Principal, PBIS Team, all staff
(I) Title I/31a Para Professionals	Title I professionals (3) and 31a professional (1) will provide instructional support in reading to increase student achievement during the regular school day; \$100 per paraprofessional per day.	Supplemental Materials	Tier 3	Implement	09/08/2014	06/20/2017	\$54000	Paraprofessionals
(GR) PD - completed	All staff will participate in training in the use of district rubrics.	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/06/2016	\$0	All staff.

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
(I) Parent Education Night	Parent liaison will develop programs that involve parents in working with their children to encourage reading at home. Parent education nights will be offered.	Parent Involvement	Tier 1	Implement	09/01/2015	06/20/2017	\$2000	Principals, Parent education coordinator, teachers
(I) Title I/31a Para Professionals	Title I professionals (3) and 31a professional (1) will provide instructional support in reading to increase student achievement during the regular school day; \$100 per paraprofessional per day.	Supplemental Materials	Tier 3	Implement	09/08/2014	06/20/2017	\$18500	Paraprofessionals

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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(GR) TOPS program development	Teachers/TOPS will collaborate to create a systematic plan for assisting small groups of identified Title 1 students.	Curriculum Development, Teacher Collaboration	Tier 3	Getting Ready	10/06/2014	06/06/2016	\$0	Teachers/TOPS
(GR) 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.	Professional Learning, Technology	Tier 1		08/31/2015	06/20/2017	\$0	Council Leaders, Curriculum leaders, Administration, instructional staff
(GR) CITW Implementation Guide	Trained staff will convene to examine the CITW Strategy Implementation Guide so all stakeholders responsible for implementing, understand the critical components, non-negotiables, and acceptable variations.	Teacher Collaboration	Tier 1	Getting Ready	10/06/2014	06/20/2017	\$0	All staff
(GR) PD-Reading Intervention Strategies - completed	PD sessions that focus on reading intervention strategies and programs to enhance student achievement -	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/06/2016	\$0	Instructional staff
(I) CITW Implementation Guide	Trained staff will convene to examine the CITW Strategy Implementation Guide so all stakeholders responsible for implementing, understand the critical components, non-negotiables, and acceptable variations.	Teacher Collaboration	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff
(I) Writing Across the Curriculum	Components of Being a Writer will be used in the classroom to support student writing across the curriculum.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff.
(GR) PD in Graphic Organizers	Staff will review and be trained in the use of graphic organizers.	Professional Learning	Tier 3	Getting Ready	10/06/2014	06/20/2017	\$0	All Staff
(I) Retelling	All staff will use retelling activities/strategies to aid in comprehension.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff
(E) PLC	Staff will analyze the CITW walkthrough data to understand their fidelity of implementation.	Teacher Collaboration	Tier 1	Evaluate	10/05/2015	06/20/2017	\$0	All staff
(E) PLC	Staff will analyze the CITW walkthrough data to understand their fidelity of implementation.	Teacher Collaboration	Tier 1	Evaluate	10/05/2015	06/20/2017	\$0	All staff
(M) Monitor	All staff will receive data from the walkthroughs to understand the fidelity of implementation using models and tools.	Walkthrough	Tier 2	Monitor	10/05/2015	06/06/2016	\$0	All staff
(I) Cooperative Learning	All staff will implement cooperative learning techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff
(I) Feedback	All staff will consistently provide students with feedback to help them make connections between what they are doing and the results they hope to achieve.	Communication	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff

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(E) PLC	Staff will analyze the walkthrough data for cooperative learning to understand the fidelity of implementation.	Teacher Collaboration	Tier 1	Evaluate	10/05/2015	06/20/2017	\$0	all staff
(M) Monitor	At grade level team meetings teachers will discuss small group guided writing instruction and how it is working in the classroom.	Monitor	Tier 3	Monitor	10/05/2015	06/20/2017	\$0	All staff.
(E) PLC	Staff will use PLC's to evaluate student data and guided reading/CCR implementation.	Teacher Collaboration	Tier 1	Evaluate	10/05/2015	06/20/2017	\$0	All staff
(I) Non-Linguistic Representation	All staff will implement non-linguistic representation techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff
(GR) PD for teachers on CITW-Completed	PD for teachers on CITW; funding listed on reading goal	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/06/2016	\$0	All staff
(M) Walkthrough	At grade level team meetings teachers will discuss BAW strategies and how they are working in the classroom, share student examples, and monitor(s) will observe during walkthroughs the strategies being implemented.	Walkthrough	Tier 1	Monitor	10/06/2015	06/20/2017	\$0	Instructional staff and Monitor(s).
(E) PLC	Staff will analyze small group instruction activities to understand their fidelity of implementation.	Professional Learning	Tier 3	Evaluate	10/06/2015	06/20/2017	\$0	All staff.
(I) Model and Use	Teachers model use of graphic organizers as an organizational tool for writing; students utilize graphic organizers to gather information and structure their writing.	Direct Instruction	Tier 2	Implement	10/06/2014	06/20/2017	\$0	All staff.
(I) Informational/Expository Text	All staff will use CCR within informational/expository text.	Direct Instruction	Tier 1	Implement	10/05/2015	06/20/2017	\$0	All staff
(I) Moby Max	Staff will use technology to enhance mathematical concepts in numbers and operations.	Technology	Tier 3	Implement	10/06/2014	06/20/2017	\$0	All Staff
(I) Cooperative Learning	All staff will implement cooperative learning techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff
(E) PLC	Staff will analyze the Being a Writer strategies to understand their fidelity of implementation.	Teacher Collaboration	Tier 2	Evaluate	10/06/2014	06/20/2017	\$0	All staff.
(I) Feedback	All staff will consistently provide students with feedback to help them make connections between what they are doing and the results they hope to achieve.	Communication	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff
(GR) Cross grade level PD to align curriculum	Align curriculum and explore ways to close achievement gaps	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/20/2017	\$0	Instructional staff, building principal
(E) PLC	Staff will analyze the CCR 'look for' data to understand if there is a connection between how CCR was implemented and the impact on student achievement.	Teacher Collaboration	Tier 2	Evaluate	10/05/2015	06/20/2017	\$0	All Staff

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(I) Cooperative Learning Strategies	All staff will implement cooperative learning techniques to differentiate instruction.	Direct Instruction	Tier 2	Implement	10/06/2014	06/20/2017	\$0	All Staff
(I) Purchase and Implement MTSS reading intervention programs	Purchase and implement consistent interventions among grade levels.	Academic Support Program	Tier 1	Implement	09/08/2015	06/20/2017	\$0	Administration, Data Specialist, Instructional staff
(E) Walkthrough Checklist Data	Walkthrough checklist data will be evaluated to ensure fidelity of implementation.	Evaluation	Tier 1	Evaluate	10/05/2015	06/20/2017	\$0	Monitor(s)
(E) Math Assessment Data	Teachers will evaluate math assessment data in order to make data driven decisions regarding their students.	Evaluation	Tier 1	Evaluate	10/05/2015	06/20/2017	\$0	All Teachers
(E) PLC	PLC's will be used to evaluate feedback.	Evaluation	Tier 3	Evaluate	10/05/2015	06/20/2017	\$0	All Staff
(E) PLC	Staff will analyze the CITW Strategy Implementation Guide. All stakeholders will be responsible for implementing, understanding the critical components, non-negotiables, and acceptable variations.	Teacher Collaboration	Tier 1	Evaluate	10/06/2015	06/20/2017	\$0	All staff
(I) Classroom Instruction of tools	All staff will incorporate models and tools such as manipulatives, calculators, computer programs, and measurement tools to introduce, practice, and review mathematical concepts.	Direct Instruction	Tier 2	Implement	10/06/2014	06/20/2017	\$0	All staff
(M) PLC	PLC's will be used to evaluate cooperative learning.	Teacher Collaboration	Tier 1	Monitor	10/05/2015	06/06/2016	\$0	All staff
(GR) Professional Development	All staff will allotted PD time using staff meeting time to explore the web site to be able to fully utilize Moby Max technology in the classroom.	Professional Learning	Tier 2	Getting Ready	10/06/2014	06/06/2016	\$0	All Staff
(I) Teacher Conferencing	All teachers will consistently provide corrective feedback during conferences.	Direct Instruction	Tier 2	Implement	10/06/2014	06/20/2017	\$0	All staff.
(GR) Collaboration for Science Inquiry	Teachers will investigate essential tools for science inquiry.	Getting Ready	Tier 3	Getting Ready	09/06/2016	06/20/2017	\$0	Instructional Staff
(I) Goals and Objectives	All staff will use the GLCES to identify and post objectives at the target level in student friendly vocabulary, share the objectives with students, and refer to the objective throughout the lesson.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff
(E) Evaluate Swiss	The PBIS team will use SWISS data to determine the effectiveness of the program.	Behavioral Support Program	Tier 1	Evaluate	09/20/2016	06/20/2017	\$0	PBIS team and principal
(GR) PD Adopted Reading Series	Staff will receive professional development on the adopted reading series.	Professional Learning	Tier 1	Getting Ready	01/16/2017	06/20/2017	\$0	ELA curriculum leaders, Building Administrator, instructional staff

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(I) TOPS Extended Day	TOPS personnel will consistently differentiate instructional activities and offer extended day instruction. Bussing is available (funded through reading goal)	Direct Instruction	Tier 3	Implement	10/06/2014	06/06/2016	\$0	TOPS personnel
(I) Model and Use of Tools	All staff will model and demonstrate the proper use of scientific tools.	Direct Instruction	Tier 3	Implement	10/06/2014	06/20/2017	\$0	All staff
(I) Cooperative Learning	All staff will implement cooperative learning techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff
(I) Building a Writing Community	Students learn to be a part of a caring community, get to know one another as writers, get ideas from read-alouds, visualize, and talk to peers to develop ideas.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff
(GR) PD Close/Critical Reading- Completed	Traing will be maintained as necessary to enhance student understanding of informational/expository text.	Professional Learning	Tier 2	Getting Ready	10/06/2014	06/20/2017	\$0	All teachers
(I) Non-linguistic Representation	All staff will implement non-linguistic representation techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff
(M)Walkthroughs	Walkthroughs will be conducted using "look-fors" to monitor the fidelity of implementation for cooperative learning.	Walkthrough	Tier 2	Monitor	10/05/2015	06/20/2017	\$0	Monitors
(GR) Common Assessments and/or Formative	Teachers will be trained in the development of common and/or formative Social Studies assessments.	Curriculum Development	Tier 1	Getting Ready	08/31/2015	06/20/2017	\$0	Curriculum Leaders, Curricular Council, Administration
(I) Non-Linguistic Representation	All staff will implement non-linguistic representation techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff
(I) Home School Connection	The school will provide families with information (provided by BRIDGES) as it relates to each math unit. Additionally we will utilize the MDE Collaborating for Success- Parent Engagment Tool Kit to build positive relationships between home and school.	Communication	Tier 1	Implement	09/05/2016	06/20/2017	\$0	All Teachers, Building Principal
(I) Goals and Objectives	All staff will use the GLCES to identify and post objectives at the target level in student friendly vocabulary, share the objectives with students, and refer to the objective throughout the lesson.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff
(I) Kagan	Instructional staff will be trained and will implement Kagan Cooperative Learning strategies.	Professional Learning	Tier 1	Implement	08/31/2015	06/20/2017	\$0	Building administrator, instructional staff

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(GR) CITW Implementation Guide	Trained staff will convene to examine the CITW Strategy Implementation Guide so all stakeholders responsible for implementing, understanding the critical components, non-negotiables, and acceptable variations.	Teacher Collaboration	Tier 1	Getting Ready	10/06/2014	06/20/2017	\$0	All staff
(M) Walkthrough	Monitor(s) will use formative data to monitor impact of small group instruction.	Walkthrough	Tier 3	Monitor	10/05/2015	06/20/2017	\$0	Monitor(s)
(M) Walkthrough	Monitors will conduct walkthroughs using "look fors" to monitor the fidelity of implementation.	Walkthrough	Tier 2	Monitor	10/05/2015	06/20/2017	\$0	Monitors
(I) Summarizing	All staff will use guided reading/CCR strategies to teach summarizing.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff
(M) Walkthroughs	Walkthroughs will be conducted using 'look-fors' to monitor the fidelity of the implementation of models and tools.	Walkthrough	Tier 3	Monitor	10/05/2015	06/20/2017	\$0	Monitor(s)
Renewal of Star 360	Purchase of progress monitoring tools to ensure all identified Title 1 and at-risk students make adequate progress.	Technology	Tier 3	Implement	09/08/2015	06/20/2017	\$0	Director of Grants, Principal
(GR) Common Grade Level Time - completed	Time for grade level teams to plan Bridges math curriculum	Getting Ready	Tier 1	Getting Ready	10/06/2014	06/06/2016	\$0	All Staff
(E) PLC	Staff will analyze the CCR 'look for" data to understand if there is a connection between how CCR was implemented and the impact on student achievement.	Evaluation	Tier 1	Evaluate	10/06/2014	06/20/2017	\$0	All staff
(I) Model and Use of Graphic Organizers	Staff will systematically model and use graphic organizers to enhance learning.	Direct Instruction	Tier 3	Implement	10/06/2014	06/20/2017	\$0	All staff
(I) Cooperative Learning in Classroom	Staff will use a variety of cooperative learning techniques and strategies in science classrooms.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	all staff
(M) Monitor	At grade level team meetings teachers will discuss BAW strategies and how they are working in the classroom, share student examples, and monitors will observe during walkthroughs the strategies being implemented.	Walkthrough	Tier 2	Monitor	10/06/2015	06/20/2017	\$0	All staff.
(E) PLC	All staff will analyze data to understand the fidelity of implementation.	Teacher Collaboration	Tier 3	Evaluate	10/05/2015	06/20/2017	\$0	All staff
(E) PLC	Staff will analyze the walk through data to understand their fidelity of implementation.	Teacher Collaboration	Tier 2	Evaluate	10/05/2015	06/20/2017	\$0	All staff
(I) Cooperative Learning	BAW has cooperative structures into its writing program. Students learn to manage peer conferences occurring in different stages in the writing process.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff.
(M) Walkthrough	Monitors will use the strategy implementation guide to focus their walkthroughs on creating an environment for learning non-negotiables of CITW.	Walkthrough	Tier 1	Monitor	10/05/2015	06/06/2016	\$0	Monitors

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(M) Walkthrough	Monitors will use the strategy implementation guide to focus their walkthroughs on creating the environment for learning non-negotiables of CITW.	Walkthrough	Tier 1	Monitor	10/05/2015	06/20/2017	\$0	Monitors
(I) Feedback	All staff will consistently provide students with feedback to help them make connections between what they are doing and the results they hope to achieve.	Communication	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All Staff
(E) PLC	Staff will analyze the Being a Writer strategies to understand their fidelity of implementation.	Teacher Collaboration	Tier 1	Evaluate	10/06/2015	06/20/2017	\$0	All staff.
(I) Feedback	All staff will consistently provide students with feedback to help them make connections between what they are doing and the results they hope to achieve.	Communication	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff
(E) PLC	Staff will analyze the Models and Tools "look for" data to understand if there is a connection between how it was implemented and the impact on student achievement.	Teacher Collaboration	Tier 3	Evaluate	10/05/2015	06/06/2016	\$0	All staff
(I) Goals and Objectives	All staff will use the CCSS to identify and post objectives at the target level in student friendly vocabulary, share the objectives with students, and refer to the objective throughout the instructional lesson.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff
(GR) PD for CITW-Completed	PD for teachers on CITW.	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/06/2016	\$0	All Staff
(M) Walkthrough	Monitor(s) will use the strategy implementation guide to focus their walkthroughs on creating an environment for learning non-negotiables of CITW.	Walkthrough	Tier 1	Monitor	10/05/2015	06/06/2016	\$0	Monitor(s)
(M) Walkthrough	Monitors will use the strategy implementation guide to focus their walkthroughs on creating environment for learning non-negotiables of CITW.	Walkthrough	Tier 1	Monitor	10/05/2015	06/20/2017	\$0	Monitors
(I) Non-Linguistic Representation	All staff will implement non-linguistic representation techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff
(GR) PD Rubicon Atlas	Curriculum leaders in science will work with teachers to develop grade level 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.	Professional Learning, Technology	Tier 1	Getting Ready	08/31/2015	06/20/2017	\$0	Curricular leaders, instructional staff, science curriculum council
(M) Walkthrough	Monitor(s) will collect data to validate fidelity of implementation.	Walkthrough	Tier 1	Monitor	10/05/2015	06/20/2017	\$0	Monitor(s)
(I) Summarizing	All staff will use CCR strategies to teach summarizing.	Direct Instruction	Tier 2	Implement	10/06/2014	06/20/2017	\$0	All Staff

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(M) Walkthroughs	Walkthroughs will be conducted to monitor the fidelity implementation of CCR, using 'look fors'.	Walkthrough	Tier 1	Monitor	10/05/2015	06/20/2017	\$0	Montior(s)
(I) Demonstration of Tools	All staff will demonstrate the proper use of mathematical tools that are appropriate to grade level concepts.	Direct Instruction	Tier 2	Implement	10/06/2014	06/06/2016	\$0	All staff
Sustaining Handwriting Without Tears Program K-3	K-3 will continue Handwriting Without Tears program.	Implementation	Tier 1		09/08/2015	06/20/2017	\$0	K-3 teachers, building administrator
(GR) PD - completed	Teachers will convene to create a common understanding of guided writing instruction to enhance expository writing.	Professional Learning	Tier 3	Getting Ready	10/06/2014	06/06/2016	\$0	All staff
(I) Informational/Expository Text	All staff will use CCR within informational/expository text.	Direct Instruction	Tier 2	Implement	10/06/2014	06/20/2017	\$0	All staff
(I) Non-linguistic representation	All staff will implement non-linguistic representation techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff
(E) PLC	All staff will analyze the models and tools walkthrough data to understand their fidelity of implementation.	Teacher Collaboration	Tier 2	Evaluate	10/05/2015	06/06/2016	\$0	All staff
(E) PLC	Staff will analyze the cooperative learning walkthrough data to understand their fidelity of implementation.	Teacher Collaboration	Tier 2	Evaluate	10/05/2015	06/20/2017	\$0	All staff
(GR) PD for CITW - completed	All staff will use the CCSS to identify and post objectives at the target level in student friendly vocabulary, share the objectives with students, and refer to the objectives with students, and refer to the objective throughout the lesson.	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/06/2016	\$0	All staff.
(E) PLC	Staff will analyze the graphic organizer walkthrough data to understand their fidelity of implementation.	Teacher Collaboration	Tier 3	Evaluate	10/05/2015	06/20/2017	\$0	All staff
(I) Informational/Expository Text	All staff will use guided reading/CCR to teach authors craft.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff
(GR) PD-Close and Critical Reading-completed	Professional learning for additional teachers as needed.	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/06/2016	\$0	All staff
(I) Cooperative Learning	All staff will implement cooperative learning techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff
(I) Work Places	Teachers will implement Work Places within the classroom as a part of the Bridges curriculum.	Implementation	Tier 1	Implement	10/06/2014	06/20/2017	\$0	math teachers
(M) Walkthroughs	Walkthroughs will be conducted using 'look-fors' to monitor the fidelity of the implementation of cooperative learning.	Walkthrough	Tier 1	Monitor	10/05/2015	06/20/2017	\$0	All staff

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(M) Informal Surveys-completed	Information will be collected from staff pertaining to the Bridges curriculum.	Monitor	Tier 1	Monitor	10/05/2015	06/06/2016	\$0	All Staff
(M) Walkthroughs	Cooperative learning will be monitored through walkthroughs in the classroom.	Walkthrough	Tier 1	Monitor	10/05/2015	06/20/2017	\$0	Monitor(s)
(GR) PD - completed	All staff will review mapping techniques and graphic organizers to use in the writing process.	Professional Learning	Tier 2	Getting Ready	10/06/2014	06/06/2016	\$0	All staff.
(I) Goals and Objectives	All staff will use the CCSS to identify and post objectives at the target level in student friendly vocabulary, share the objectives with students, and refer to the objective throughout the instructional lesson.	Direct Instruction	Tier 1	Getting Ready	10/06/2014	06/20/2017	\$0	All staff
(E) PLC	Staff will analyze the CITW walkthrough data to understand their fidelity of implementation.	Teacher Collaboration	Tier 1	Evaluate	10/05/2015	06/20/2017	\$0	All staff
(M) Walkthrough	Monitors will use the strategy implementation guide to focus their walkthroughs on creating the environment for learning non-negotiables of CITW.	Walkthrough	Tier 1	Monitor	10/06/2015	06/20/2017	\$0	Monitors
(GR) PD for CITW - completed	All teachers were trained in CITW as of June 2016.	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/06/2016	\$0	All staff
(I) Smartboard/Learnzillion/Safari	All teachers will utilize technology to differentiate instruction.	Technology	Tier 2	Implement	10/06/2014	06/20/2017	\$0	All staff
(I) Rubrics	All teachers will continually use rubrics and checklists in the writing process.	Implementation	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff
(I) Small Group Instruction	All teachers will consistently differentiate instructional activities targeted to students with different learning abilities.	Direct Instruction	Tier 3	Implement	10/06/2014	06/20/2017	\$0	All staff.
(M) SWISS Data	Utilize SWISS Data to determine a reduction in referrals, time out of class, and increase in positive behavior.	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/20/2017	\$0	Principal and PBIS Team
(I) CITW Implementation	Trained staff will convene to examine the CITW Strategy Implementation Guide so all stakeholders responsible for implementing, understand the critical components, non-negotiables, and acceptable variations.	Teacher Collaboration	Tier 1	Getting Ready	10/06/2014	06/20/2017	\$0	All staff
(GR) CITW Implementation Guide	Trained staff will convene to examine the CITW Strategy Implementation Guides. All stakeholders will be responsible for implementing, understanding the critical components, non-negotiables, and acceptable variations.	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/20/2017	\$0	All staff
(M) Walkthroughs	Walkthroughs will be conducted using 'look-fors' to monitor the fidelity of the implementation of CCR.	Walkthrough	Tier 2	Monitor	10/05/2015	06/20/2017	\$0	Monitors
(GR) PBIS Committee	A committee will look at SWISS data to determine areas of need and to develop an effective roll-out.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/20/2017	\$0	Principal and PBIS Team

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(GR) Common and/or Formative Assessment Training	Next Generation Science Standards (NGSS) will be unpacked by grade level. 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.	Professional Learning	Tier 1		08/31/2015	06/20/2017	\$0	Science Curriculum Leaders, Curriculum Council, Administration
(E) PLC	Staff will analyze the CITW walkthrough data to understand their fidelity of implementation.	Teacher Collaboration	Tier 1	Evaluate	10/05/2015	06/20/2017	\$0	All staff
(GR) PD for CITW-Completed	PD for teachers on CITW.	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/20/2017	\$0	All staff
(E) Student -Completed	Student surveys will be used and evaluated.	Evaluation	Tier 1	Evaluate	10/05/2015	06/06/2016	\$0	All Teachers

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
(I) Feedback	All staff will consistently provide students with feedback to help them make connections between what they are doing and the results they hope to achieve.	Communication	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All Staff
(GR) Teacher Collaboration	Staff will work together and continue to support the continued implementation of the Bridges program.	Teacher Collaboration	Tier 1	Getting Ready	09/01/2016	06/20/2017	\$0	Teachers, para-educators, principal
(I) Goals and Objectives	All staff will use the CCSS to identify and post objectives at the target level in student friendly vocabulary, share the objectives with students, and refer to the objective throughout the instructional lesson.	Direct Instruction	Tier 1	Implement	10/06/2014	06/20/2017	\$0	All staff