School Improvement Plan

Miami Elementary School

Chippewa Valley Schools

Mr. Craig Bulgrin
41290 Kentvale Drive
Clinton Township, MI 48038

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2016-17 Miami School Improvement Plan

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?

Miami Elementary School is located in Clinton Township, a suburb of Detroit, Michigan. The school's population is 510 students with 60 dedicated staff members. Miami Elementary houses three Kindergarten classrooms, three first grades, three second grades, two third grades, a 3/4 blended classroom, three fourth grades, and three fifth grades. These sections have been stable over the years with the exception of our incoming fourth graders, whose cohort has consistently been our largest. This has had an impact on our staffing from year to year as at least one teacher has had to change grades level as this group moves. In addition to our general education classrooms, Miami is home to three Creative Learning Programs. The Creative Learning Program is a special education program that provides appropriate curriculum for students with various needs such as ASD, Cognitive Impairments, or Emotional Impairments. To meet the various needs of these students the three classrooms consist of a K-1 room, 1-2 room and 3-5 room. Students in our CLP program each experience a personalized schedule that can include time in the CLP room, Resource Room and general education room. This creative scheduling creates a great need for an extensively trained support staff who assist our CLP students with their transitions throughout the day.

Miami Elementary's free and reduced lunch population has remained stable, around 33%, over the past three years. In addition, we experience a high level of transient students at the end of each year which impacts staffing the following year. While Miami's enrollment has remained mostly stable our transient trend creates challenges when meeting the various academic needs of students. As students move out, new students are moving in which has created an emphasis quickly gathering data on these students so we can provide quick, and appropriate interventions or enrichment when needed.

Miami Elementary also continues to see gradual increases in our bilingual population. Students speaking Spanish, Albanian, Arabic, for example, require consistent bilingual services to allow for communication between home and school. Our implementation of bilingual base camps has proven to be a wonderful and successful resource for these students to strengthen their vocabulary. This is something Miami is very proud of and continues to monitor in order to provide wonderful support for our bilingual families.

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.

Miami's vision is "whatever it takes for all students to S.A.I.L. successfully."

Miami's mission is to empower students to display Self-discipline, Accountability, Integrity and active Listening.

Miami has embodied Multi-Tiered Levels of Support throughout the building across all grade levels. We do cross-grade level collaboration; and have an active School Improvement Team that focuses on curriculum, assessment alignment, and creating a positive school culture.

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.

Effective 2014 Miami Elementary has shifted its focus to improvement in the area of mathematics. The adoption of our new core math program, Bridges in September 2014, has already shown to be effective based on our NWEA data for the past two years. Our review of Spring 2016 NWEA data showed significant improvements in the area of math.

In the area of reading our students have continued to show growth through NWEA data and our progress monitoring tools. We believe our strong commitment to MTSS has allowed students to receive strategy-based instruction/interventions at their specific level. Due to this consistent improvement we are able to place a greater emphasis on non-fiction, close and critical reading strategies to further develop and influence student achievement in science and social studies. Looking forward, Chippewa Valley Schools is in the process of adopting a new ELA program for grades K-5 to create a more consistent, research-based approach to reading and writing instruction. A pilot of two ELA series is beginning in Fall 2016, with a full implementation and adoption planned for 2017. We believe the adoption of a comprehensive ELA series will show significant growth in student achievement just as the Bridges Math Program has done for math.

Additional Information

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

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

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

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

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

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

Two Improvement Priorities resulted from the rapid growth within the school system boundaries, bringing in persons of different heritage and socio-economic levels. For years the school system community changed very little in ethnicity, socio-economic levels, or other nationalities.

The effect of these changes is the need for diversity awareness and sensitivity training. In tandem with this growth is the need to allocate limited resources equitably throughout the system. As noted earlier in the report, equitable is not always equal. If portions are not equal, perceptions often are that allocations are not fair. With trust as a strength in the system, the leadership and board are on the correct path to successfully meet these challenges.

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

Specific to Miami Elementary is our Multi-Tiered System of Support program. Miami prides itself on our Multi-Tiered System of Support in math and reading for all grades. Every student in our building receives thirty minutes of reading and mathematical instruction at their instructional level three-four days per week. In the area of reading our students work with instructional and support staff to receive targeted instruction for students needing intervention and enrichment. We have designed our reading base camps to have a cross-grade level experience by combining first grade, and second, and finally fourth and fifth grade, while Kindergarten and third grade participate in grade-level specific base camps.   Base camps with Kindergarten, first and second grade students focus their instruction on building foundational skills. As student data shows mastery of these skills their base camp's focus changes to take on strategies for comprehension, vocabulary and higher-level thinking, Our bilingual students also have the opportunity to work in a language-vocabulary base camp that enriches their vocabulary, grammar usage and comprehension.

Third through fifth grade base camps also use data to drive their base camp focuses. Students in these grades receive instruction focused on building fluency and introducing higher-level thinking strategies such as close and critical reading for fiction and non-fiction text. Bilingual students continue to benefit from a language-vocabulary base camp and students who have been identified for additional behavior support receive an administrator-led base camp to develop greater reading engagement using grade-appropriate text.

Our MTSS approach to math also follows our base camp model, however each grade level maintains it's own students. Data determines student's areas of strength and weakness that are then targeted in math. Research-based interventions from our Bridges Math Program are used to support our core curriculum.

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.

On the first Monday of every month the Parent/Teacher Organization meets and the principal presents school improvement and Title I information, as well as facilitates discussions among all stakeholders present. Miami encourages all stakeholders to attend these meetings. The Parent/Teacher Organization officers are voted in by the parent body. We also offer opportunities for feeback yearly through parent, staff and student surveys.

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

The stakeholder groups are represented by teachers, parents, staff and students. All stakeholders have specific responsibilities our school improvement process. Some examples of their involvement are participating in survey data, attending meetings, volunteering time and making partnerships with community businesses.

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

The final improvement plan has been communicated through all stakeholders by providing the information through monthly newsletters, websites and monthly informational meetings.

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		Miami Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

In the area of reading, the following grades levels have 50% or more of students performing above the 50th percentile according to Spring NWEA data: kindergarten, first grade, second grade and fifth grade. In the area of math kindergarten, first grade, second grade and fifth grade are again showing 50% or more of students performing above the 50th percentile.

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

Our data shows a positive trend in kindergarten students moving to first grade and fourth grade students moving to fifth grade in the areas of reading and math when reviewing Fall to Fall data. In reviewing our Fall 2015 to Spring 2016 data all grades, with the exception of third grade, showed a positive trend in performance in both reading and math.

Which area(s) indicate the overall highest performance?

In both reading and math, the area indicating the overall highest performance is with our Kindergarten students. We are very proud of the growth our Kindergarten students showed during the 2015-2016 school year. Spring 2016 data showed that 62% of these students performed at or above the 50th percentile in reading and 69% performed at or above the 50th percentile in math. Our first grade students also showed significant growth in performance having 56% performing at or above the 50th percentile in reading and 65% in math.

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

Our bilingual population shows a trend toward increasing performance. The number of bilingual students in Tier 3 in grades K-5 significantly decreased after one year of instruction.

Between which subgroups is the achievement gap closing?

In looking closely at our bilingual population, it is evident from our data, that the achievement gap is closing in this subgroup. We put an additional focus on this subgroup due to our MTSS efforts to increase the achievement of bilingual students.

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

In years past, standardized state assessments have reflected an achievement gap in our bilingual population. This is one of the reasons there has been such a focus in lower elementary on bilingual students in our MTSS model.

Areas in Need of Improvement

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

Based on Spring 2016 NWEA data our third and fourth grade students did not have at least 50% of students perform above the 50th percentile. In reading third grade had 44% of students, while fourth grade was closer at 48%. In math third grade had 42% of students reach this goals, while fourth grade achieved 46%.

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

Data from fall 2015 to spring 2016 shows a negative trend in performance for our third grade students. Students have shown notable growth in second grade, while failing to show consistent, notable growth in third grade. Our data over the years shows that these students begin to rebound in fourth grade and continue to make notable growth as fifth graders. Our Spring 2016 MSTEP data supports this. In ELA 29% of third graders were proficient, while 41% were proficient in math.

Which area(s) indicate the overall lowest performance?

The areas indicating the lowest overall performance are reading and math in third grade.

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

Tier 3 students in grade 3 show the most significant decline entering 4th grade in the area of math.

Between which subgroups is the achievement gap becoming greater?

Our data supports that we do not currently have any gaps becoming greater.

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

Data from fall 2015 to spring 2016 shows a negative trend in performance for our third grade students. Students have shown notable growth in second grade, while failing to show consistent, notable growth in third grade. One factor that we believe has contributed to this trend is the change in testing format third grade students experience while transitioning to third grade in NWEA. The test is no longer read to them, which makes it imperative that they are fluent readers while testing in both reading and math.   Our Spring 2016 MSTEP data also supports our students struggling in third grade. In ELA only 29% of third graders were proficient, while 41% were proficient in math.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics   3.25
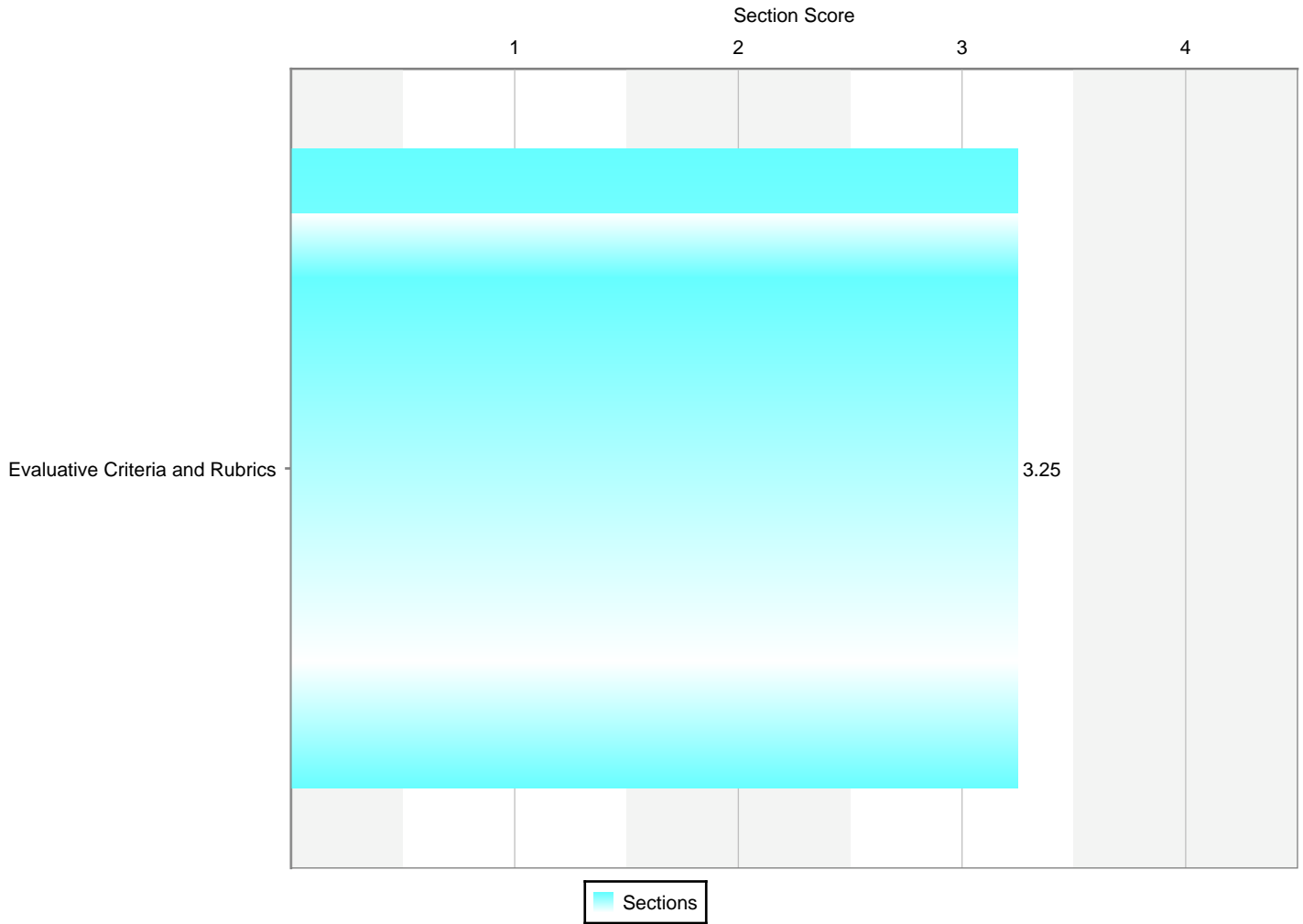
Sections

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		Miami Stakeholder Summary

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	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 acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

Overall after looking at results from all three stakeholders, there is a clear indication that we are a very data driven school, which comes through at each level of surveys. The other trend that was consistent across survey results is that we have established clear learning expectations. Staff feel that we set high expectations, students can recognize it, and parents can see the results.

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

Our trend data shows an increase in stakeholder satisfaction in regards to support services. In years past, our support services have been identified as an area for needed improvement where they are now an area that is noted as a strength. We feel this is due to a change in our support staff and a greater collaboration with them and instructional staff.

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

Support services has never been noted as an area for needed improvement on parent, or student surveys. This has only been a focus of concern for staff.

Areas in Need of Improvement

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

After looking at all three surveys, a common trend is that we need to work on parent involvement and making sure that students feel that their parents are invited and welcome in our building.

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

An area on the staff survey showing decreasing satisfaction is stakeholder involvement. This continues to be an issue from year to year and this year the parent and student surveys reflected the same concern.

What are the implications for these stakeholder perceptions?

Parents and staff both recognize that community stakeholders did not have a part in creating Miami's mission and vision statements. It is implied that all stakeholders would like to see parental involvement increased.

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

While we do offer a variety of opportunities for stakeholders to be involved this still is an area of concern. Staff believes greater parent involvement would lead to higher student achievement. Parents have noticed they are not directly involved in the school improvement process; rather information is shared after decisions have been made. Students recognize that parents are not involved on a consistent basis and would like them to have more opportunities to do so. If we were able to see a positive change in this area all stakeholders would feel more part of the school improvement process.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5
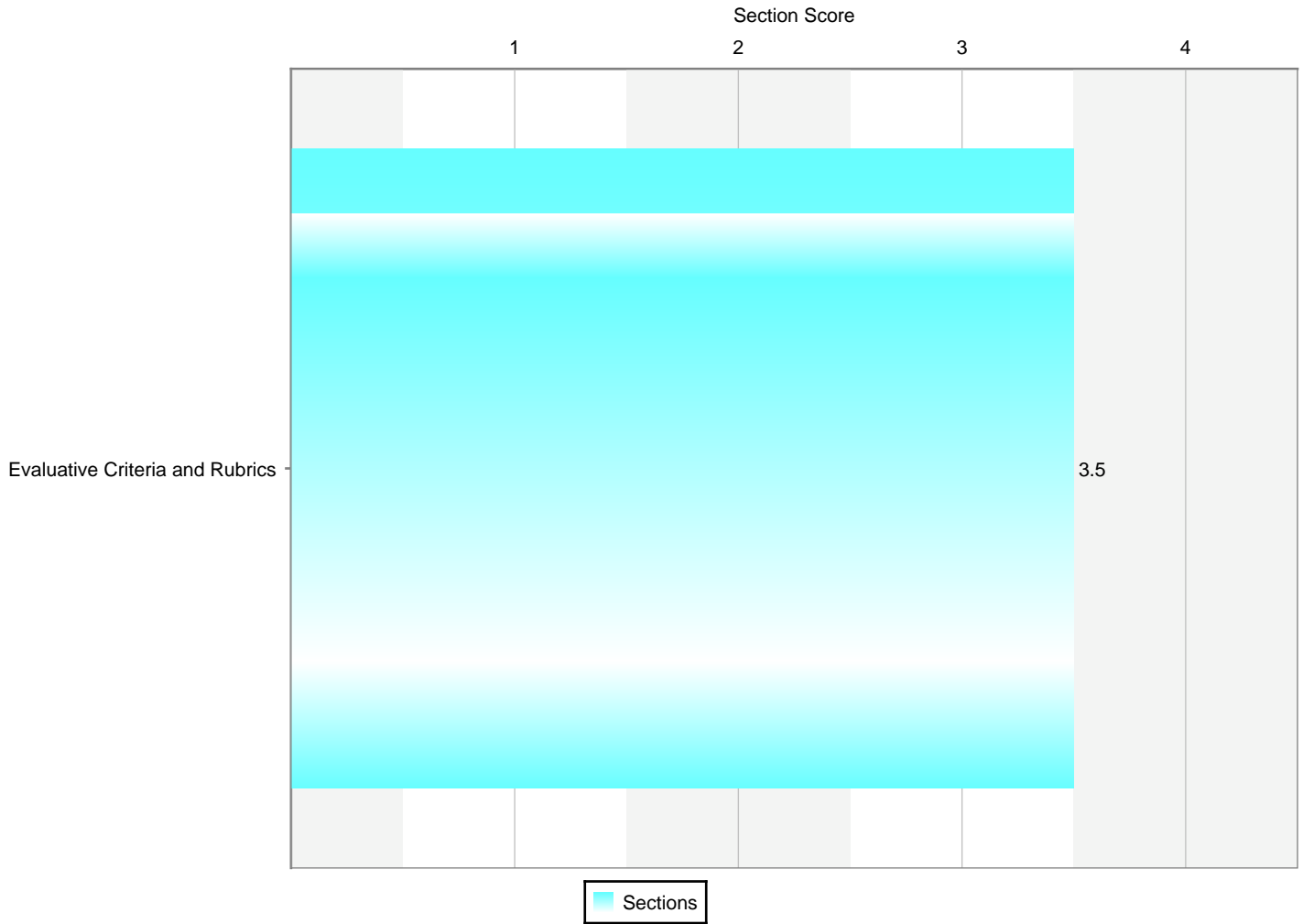
Sections

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?

The past year we have seen a decline in enrollment due to one of our programs (Early Childhood Special Education) being relocated to another building. We have one cohort of students currently in third grade who are our biggest group. Due to this staffing has had to adapt as this cohort moves up. Our building has not had a blend in two years which has had a positive impact on our school.

Student Demographic Data

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

In reviewing our student attendance data a few challenges have been identified. According to MiSchoolData attendance data, 18.6% of students are chronically absent. 29.7% of our economically disadvantaged are chronically absent, 26.9% of our English language learners are chronically absent, and 24.4% of our special education population are chronically absent. This is our main challenge at Miami, and has been for many years now.

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?

Three year trend data shows that our PBIS initiative has been successful. Teachers model appropriate behavior in all school settings for students several times throughout the year. This program has focused on positive rewards for students meeting our PBIS expectations. Our school social worker is involved in this plan and provides appropriate support for students needing behavior modification.

Student Demographic Data

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

Our challenges with student demographic data center around attendance. Our chronically absent population is a concern. In order to address this we are creating additional incentives for students with exceptional attendance.

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 staff has an average of ten years of teaching experience. We are like-minded and very driven by the data of our students. This has had

a positive impact on student achievement. Due to our growing population our staffing has stabilized creating cohesive grade level teams.
Our administration has been in his current position for ten years.

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?

Now that our staffing has stabilized we have greater fidelity and collaboration amongst grade level teams and cross-grade level teams. This
will continue to have a great impact on student achievement in all academic areas as core instruction is better aligned.

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?

Our school leader has had an appropriate number of absences due to professional learning and illness. This has not had a negative impact
on student achievement.

Teacher/School Leader(s) Demographic Data
8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Teacher absences can be attributed to professional learning in our new Bridges math program and Classroom Instruction That Works. This
will continue to have a positive impact on student achievement. However, Miami does experience some extended absences due to the fact
that we are a younger staff starting families. In order for these absences to not impact student achievement, we work to find substitute
teachers who collaborate with existing team members.

Teacher/School Leader(s) Demographic Data
9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

It is important that our core curriculum be strong so any new teacher coming in will be able to teach with fidelity along with the existing grade-
level team.

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?

Our strengths are using results for continuous improvement and teaching and assessing for learning.

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

Our challenges are governance and leadership, resources and support systems, and purpose and direction.

12. How might these challenges impact student achievement?

Our biggest challenge impacting students is resources and support systems. Our support systems have been redefined this year and are now showing a positive impact on student achievement. This support system is now better aligned to our MTSS system.

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.

Actions that could be taken focus on the continuous improvement of our resources and support systems and how they align to our MTSS system. Data review meetings, and a standardized student study process are important for this continuous improvement.

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?

Students with disabilities are supported according to their Individualized Education Plans, as well as their instructional needs based on data gathered throughout the year.

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

Students have extended learning opportunities in grades 2-5. Students can participate in summer learning through the Summer Success program, or Challenge Academy. During the school year students can participate in Lego Robotics, Science Olympiad, or Destination Imagination.

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

Parents are notified at spring conferences if their child has been recommended for the Summer Success program. Students who have tested in the bottom 25% of NWEA are eligible for a scholarship to the Summer Success program. Students who are exceling are invitied to participate in various extra curricular clubs such as Lego Robotics, Science Olympiad and Destination Imaginatio. These teams are chosen through an application process. Parents are invited to informational meetings regarding these programs.

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

Our district has worked to provide core curriculum in the area of math and is currently working on a new program for ELA. This allows us to teach with fidelity both horizontally and vertically.

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 reading strength centers around our MTSS program. Every student receives thirty minutes of direct instruction at their instructional level. This aggressive and direct approach to reading instruction has proven that every child can make growth in our MTSS program.

19b. Reading- Challenges

Our reading challenge focuses on a need for a strong core curriculum. Our district curriculum leaders are currently working on finding a new core curriculum that will address this challenge.

19c. Reading- Trends

Our trend data shows inconsistencies across grade levels in the area of reading, however in reviewing three year data most cohorts are showing an increase as they progress to fifth grade. This again supports the need for a cohesive core curriculum while maintaining our MTSS program at Miami.

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.

Our challenges will be addressed through greater fidelity in the core curriculum and through Classroom Instruction that Works and Kagan to ensure that teachers are using best practices in every classroom.

20a. Writing- Strengths

Our current writing strength is that our student achievement has remained steady. This is being addressed with a future pilot of new comprehensive reading programs that incorporate writing.

20b. Writing- Challenges

Our writing challenge is that our student achievement hasn't shown growth. Our current writing program engages students in writing however lacks grammar and mechanics.

20c. Writing- Trends

Our writing trend data shows a steady level of achievement, however it is still below the state standard.

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 school improvement plan will note a need for additional peer and guided writing where students receive direct instruction in a small setting to reflect on their writing. Teachers will also incorporate additional mind maps that will allow students to better organize their thoughts. Additionally, our new core curriculum will include a writing program that will hopefully create greater fidelity across grade levels.

21a. Math- Strengths

Our math strength is our new core curriculum. Recent data has shown a notable increase in math achievement in all grade levels using the Bridges Math Program.

21b. Math- Challenges

Our math challenge is aligning our interventions to the Bridges curriculum and our MTSS program. Staff is working to align appropriate interventions to our data as we have transitioned to Bridges, however we are still seeing an improvement in math achievement.

21c. Math- Trends

Our math trend shows that by fifth grade students show significant growth in math achievement.

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 school improvement plan reflects a commitment to Bridges as our core curriculum, Classroom Instruction That Works, and Kagan. This focuses on a commitment to fidelity in instruction and the use of best teaching practices.

22a. Science- Strengths

Our science strength is that students receive instruction in the classroom as well an additional special in science. Our school district also has curricular leaders working to provide better resources for teachers in all grade levels.

22b. Science- Challenges

Our science challenges are that data shows we are far below the state standard for student achievement.

22c. Science- Trends

Our science trend shows that our student achievement has not shown steady gains or declines but remains far below the state standard.

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.

Our school improvement plan indicates a commitment to Classroom Instruction That Works and Kagan which focuses on best teaching practices.

23a. Social Studies- Strengths

Our Social Studies strength is that we are in the process of implementing a new program for grades 4-5.

23b. Social Studies- Challenges

Our challenge in Social Studies is having a consistent program for grades K-5.

23c. Social Studies- Trends

Our trend data, based on 6th grade data, shows a need for a program to be taught with fidelity. There is a decrease in student achievement in 6th grade.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no

challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our School Improvement Plan will reflect our commitment to best teaching practices from Classroom Instruction That Works and Kagan to positively impact student achievement.

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?

Student satisfaction with lower elementary students was highest in regards to knowing that their teachers want what's best for them and want them to learn. Students believe that the school has books and other materials for them and that help all boys and girls. Upper elementary students were highest in feeling that their teachers want them to do their best and use different activities to help them learn. They also believe the school has many places for them to learn and that their teachers tell them how to behave.

24b. Student Perception Data

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

The lowest areas in upper elementary are in regards to being treated in the school, and teachers asking parents to come to school activities. For lower elementary students the lowest levels were in regards to their families coming to school and that their teacher makes them think.

24c. Student Perception Data

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

We have noticed that many of the lowest areas relate to the school and not just the classroom. We have targeted this to the lunchroom in particular. Our PBIS initiative will also address lunchroom behavior to create a more engaging and favorable environment.

25a. Parent/Guardian Perception Data

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

The highest level of satisfaction amongst parents is in regards to access to available services based on their child's needs. Parents also believe that the school provides qualified staff members, a safe learning environment, teachers use a variety of strategies, all teachers work as a team, and provide an equitable curriculum.

25b. Parent/Guardian Perception Data

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

The lowest levels of satisfaction are in regards to receiving communication about how students are being graded, setting high expectations for students and communicating school goals.

25c. Parent/Guardian Perception Data

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

It is our goal to improve communication with stakeholders. This will be addressed through electronic communication by all instructional staff as this is part of our evaluation. We will also work to improve attendance at PTO meetings where much of this information is reviewed.

26a. Teacher/Staff Perception Data

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

Our levels of highest satisfaction are our school has a continuous improvement process based on data, goals, actions, and measures for growth, or school leaders expect all students to be held to high academic standards, and we use multiple measures of assessment.

26b. Teacher/Staff Perception Data

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

The lowest areas of satisfaction are in regards to peer coaching, common grading and reporting, informing stakeholders about purpose and direction and regular staff evaluation and feedback.

26c. Teacher/Staff Perception Data

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

In order to address the lowest areas a greater focus will be placed on informing stakeholders on school improvement initiatives. Consistent grading is being addressed with our new K-5 report cards that are being rolled out for the 2015-16 school year which focus on common language and expectations for all grade levels and all content areas.

27a. Stakeholder/Community Perception Data

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

Stakeholders are the most satisfied with the multiple learning opportunities provided for students as well as their focus on individualized

learning.

27b. Stakeholder/Community Perception Data

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

Stakeholder's lowest level of satisfaction is with parent involvement.

27c. Stakeholder/Community Perception Data

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

An action taken to improve parent involvement is to pilot new times for PTO meetings. The hope is that more parents will be able to participate in the dialogue that occurs at these meetings. Additional electronic measures will be used to share information via email, text message and voicemail recordings.

Summary

28a. Summary

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

A common thread in all of this perception data is the parent involvement piece. Students, staff, parents and stakeholders would like to see parent involvement increase in all activities related to Miami Elementary. A common strength noted is in our individualized learning opportunities and assessment for all students.

28b. Summary

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

With greater parental involvement in school initiatives student achievement will increase due to greater investment by parents in their child's learning. An increase in student attendance and parental attendance at school functions will have a positive impact on student achievement.

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?

These challenges will be addressed by a renewed commitment to evaluating and modifying instructional practices and communication to parents regarding student achievement. The best practices from Classroom Instruction That Works will continue to be implemented with fidelity. Our MTSS program and data review process will address our measurable objectives, strategies and activities and ensure that these are also implemented with fidelity.

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	Effective 2014 students in grades K-2 are tested three times a year using the Northwest Evaluation Association assessment (NWEA). Grades 3-5 are tested twice a year using the NWEA assessment in addition to the spring state assessment. Effective Spring 2015, students in grades 3-5 were also tested in reading and math through the M-STEP assessment.	

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	Not Applicable	Miami Annual Report

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Not Applicable	

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	Chippewa Valley Schools complies with all federal regulations.	

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	Dr. Adam Blanchard Assistant Superintendent of Human Resources 19120 Cass Ave. Clinton Township, MI 48038 586-723-2000	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Below are links to our District policies regarding school-parent involvement. http://www.neola.com/chippewavalley-mi/ http://www.neola.com/chippewavalley-mi/ http://www.neola.com/chippewavalley-mi/	

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

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

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Throughout the school year, data is collected regularly with various resources and assessment tools beings used to gauge student achievement, program effectiveness, stakeholder perception and our community's demographics.

This information is used to create our year-long Professional Development Plan, update our School Improvement Plan and create our Title I Budget:

- K-2: NWEA was utilized 3 times a year (Fall, Winter, Spring) for Math, Reading
-     3-5: NWEA was utilized 2 times a year (Fall, Spring) for Math, Reading and Language
-     3-5: M-STEP assessment was given
- K-2 DRA, MLPP, Dolch Words, DIBELS (when appropriate) along with various individual classroom assessments and teacher validation
- 3-5 M-STEP, DRA,STAR, and DIBELS (when appropriate) along with various individual classroom assessments and teacher validation
- K-5 Common Writing Assessment with district writing rubric
- Formal and informal stakeholder surveys are utilized as necessary to gather feedback from staff, students and families

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

The assessments reviewed throughout the school year and provide information on student achievement. Student Achievement is one criteria used to determine if a child is at-risk.
- All Content Areas: Formal Data Review meetings are held 3 times during the school year in order to analyze student achievement and growth. Student Study Team meetings are held during the month. Also, teachers meet informally throughout the week during their common planning time. While meeting, teachers, parents, administrators and support staff (including special education teachers, social worker, paraeducators, etc) meet to discuss and analyze data and plan instructional programming and support.
o Math and ELA: Based on the NWEA Benchmark Assessments, students fall into 3 tier groups based on the following guidelines:
 Tier 1 > 40 percentile; Tier 2 20-40 percentile; Tier 3 < 20 percentile
o Along with the NWEA database, district data is stored in an online warehouse (Data Director)
o Science and Social Studies: various individual classroom assessments focusing on understanding of concepts as well as comprehension are used to determine appropriate growth
- Other Factors:
o Legislative Requirements: Children who are academically disadvantaged, children with disabilities, migrant children or limited English-proficient children are eligible for services
- Students move fluently in-and-out of the process as information on student achievement and other factors change.

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

- Math and ELA: Based on the NWEA Benchmark Assessments, students fall into 3 tier groups based on the following guidelines: Tier 1 > 40 percentile; Tier 2 26-40 percentile; Tier 3 < 25 percentile
- ELA: DRA (Developmental Reading Assessment) for grades K-2 determines a child's reading strengths and challenges. Students are assessed on Reading Fluency, Comprehension and Accuracy
- ELA: Lexile levels for students in grades 3-5 are determined based on NWEA testing
- ELA: Common Writing Assessments are utilized K-5 with a 4-point common writing rubric. Students are assessed 2-3 times throughout the school year
- Science/Social Studies: Reading and writing across the curriculum are the basis for Science and Social Studies success and student reading/writing achievement data is used to indicate content-are success
- M-STEP data is referenced for students in grades 3-5

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

- K-2 student eligibility:
o Parent input/surveys
o MLPP assessment/observations
o Incoming kindergartener one-on-one assessments
o K-2 district/school-wide assessments
- Legislative requirements: Children who are academically disadvantaged, children with disabilities, migrant children or limited English-proficient children are eligible for services.

Component 2: Services to Eligible Students

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

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

- All students in grades K-5 receive Core Instruction with differentiation within the classroom based on the challenging Common Core Curriculum Standards and provided consistently by the classroom teacher.

- Eligible Title I students receive the following additional support:

o K-2 Supplemental/Support Staff: Three full-time paraprofessionals provide instructional support to identified Title I students during the regular school day to increase student achievement in the content areas.

 Specific reading support materials (Road to the Code, Explode the Code, PALS, Phonics for Reading, independent reading books, leveled library resources, instructional materials) are purchased to facilitate student reading fluency and comprehension for identified Title I students

o 3-5 Supplemental/Support Staff: Certified teachers provide instructional support to identified Title I students during the regular and/or extended school day to increase student achievement in the content areas.

o Eligible students K-5 are offered the opportunity to attend our district's Summer Success program with transportation provided. Taught by certified classroom instructors, this month-long/20 day summer program reinforces skills and helps to prepare students for the next school year.

o A school-wide Curriculum Night as well as other informational nights are offered throughout the school year. Parents of identified Title I students are invited to attend these content-specific educational nights.

 Teachers and curriculum specialists introduce parents to the requirements of the Common Core. Families learn strategies via learning games and activities designed to support student learning.

 Supplies, materials and food expenses for Parent Education/Parent Involvement meetings are provided to entice parents to participate

o The purchase of computer programs, licenses, and software programs (SuccessMaker, MobyMax, Lakeshore Learning, Road to Reading, Read Naturally, Learning A-Z, FAST, etc) are used to help increase student achievement through individualized and small group support

Component 3: Incorporated Into Existing School Program Planning

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

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

In order to help our Title I population achieve success:

- Our School Improvement Plan includes Title I Support Services found in our Multi-tiered Support System (MTSS) and referenced in the plan (Tier II and Tier III).

- All stakeholders have a role in the process including dialogue between members, Student Study Team Meetings, grade-level discussions, Data Review days, etc.

- Title I staff are involved in the development of our goals and implementation of practices

- All staff members and also representative members of our community attend professional learning opportunities

Component 4: Instructional Strategies

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

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

- Our School Improvement Plan is written to meet the needs of all students in Math, Language Arts, Science and Social Studies. Strategies listed in Classroom Instruction that Works (i.e. Cooperative Learning, Summarizing and NoteTaking, Using Non-linguistic Representations) span all content areas.

- Additional levels of support are provided to students in need:

o Math: Tier 2 (Supplemental):

 MobyMax

 Math & Science Connection: rfeonline.com

 Recipes for Success: rfeonline.com

 Family Math Game Night

o Math: Tier 3 (Supplemental):

 MTSS - Small group Instruction (Title I /TOPS/ Bilingual Support)

 SuccessMaker

 Summer Success Program

 IPads w/apps

 Data Review and Training Days

o Language Arts/Science/Social Studies: Tier 2 (Supplemental):

 MobyMax

 At-home Fluency Practice

 Leveled Reading Book Bags

 Flexible reading groups

 Raz-Kids

 Guided Reading

 After School Literacy Club

 Recipes for Success: rfeonline.com

 Learning A-Z

 Readworks.org

 Interactive White Board Resources

 PEN Night materials and food for families

 DIBELS

o Language Arts/Science/Social Studies Tier 3 (Supplemental):

 MTSS - Small group Instruction (Title I /TOPS/ Bilingual Support)

 PALS

 SuccessMaker

 Summer Success Program

 Rode to the Code resources

FAST

Explode the Code

Phonics for Reading

Data Review and Training Days

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

- All Students: Cooperative Learning, Summarizing and Note Taking, Non-linguistic Representations (Thinking Maps)

o Kagan's Cooperative Learning structures are based on research reviews and articles as found on the following links:

http://www.kaganonline.com/free_articles/research_and_rationale

o Citation: Marzano, Robert J, Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, Va: Association for Supervision and Curriculum Development, 2001. Print.

o Citation: Hyerle, David N. and Larry Lawrence. Student Successes with Thinking Maps: School-Based Results and Models for Using Visual Tools, 2011.

o Citation: Covey, Stephen. 7 Habits of Highly Effective People

- Tiered Support and Interventions:

o The Institute of Education Sciences Clearing House reports SuccessMaker to be an effective intervention with a medium to large effect for comprehension http://ies.ed.gov/ncee/wWc/interventionreport.aspx?sid=502

o The Florida Center for Reading conducted various studies on the Rode to the Code intervention and indicates http://lizditz.typepad.com/files/road_code.pdf

o Richard Allinton, "What Really Matters in Response to Intervention", advocates for strong Tier I instruction along with supplemental learning time with struggling students.

o Joanne Allain in her work found in "RTI: The Forgotten Tier" advocates for strong Tier I instruction with supplemental learning time developed within the classroom or among classrooms.

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

- Data from building assessment results, NWEA MAP assessments and other formative and summative classroom assessments indicate the success of the model.

i. Tier I: Core Instruction occurs in ELA and Math for 60-90 min each day

ii. Tier II: An additional 20-30 minutes of additional support is provided 3-4 times per week in reading and math based on individual student needs

iii. Tier III: An additional 20 minutes of intervention is provided 2-3 times per week for students scoring in the bottom 20 percentile

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

- Tier I: Core Instruction is provided each day for all students by the classroom teacher in ELA and Math. Content-specific subjects such as Science and Social Studies occur throughout the course of the day as well.

- RTI/MTSS blocks of time are scheduled to meet students' need. Additional staff either pushes into the classroom environment to support learning and provide additional support or small-group/individualized instruction takes place during the school day

- Every effort is made to ensure that Core Instruction is uninterrupted through established support schedules, supplemental staff visits and a daily classroom routine which allows for additional support

Component 5: Title I and Regular Education Coordination

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

- Ongoing communication between all staff involved in student's learning occurs on a consistent/regular basis. Title I paraeducators are in integral and valued

o Title I teachers are "housed" in the same area as the students they service to encourage open communication

o The Title I teacher's schedule is created to provide 1 hour each day for common planning time with the classroom teachers he/she works alongside.

o Data Review meetings include regular education and support staff representation (including BiLingual support and Title I support staff).

o Student Study Team meetings include representation from support staff when evaluating, discussing and sharing a child's progress with his/her parents

o Students are reevaluated on a consistent basis to determine the appropriate next steps and effectiveness of the intervention

o All Title I educators attend the same professional development opportunities in order to provide insight and feedback on student growth.

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

o A "Bridge to Kindergarten" Summer School program is targeted toward students considered at-risk. All tuition and transportation costs are provided to scholarship participants

o Along with Kindergarten Round-up, families are also invited to a Kindergarten Orientation and additional Curriculum Night

o Kindergarten Readiness Kits are provided to students to help provide families with resource materials

o PEN Night (Parent Education) is offered afterschool for families to attend. Title I paraeducators as well as certified and support staff train parent and students on fun at-home games and activities that can be utilized to support their children's education

o The online resource MobyMax is made available to students in order to continue practicing reading, writing and mathematical skills at home after the school day

o Bimonthly, electronic parent newsletters are distributed and contain at-home activities and resources to support math, science and reading

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? - All Title I Part A instructional paraprofessionals meet the NCLB requirements for highly qualified. 2. Do all teachers meet the NCLB requirements for highly qualified? - All teachers meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? - All Title I Part A instructional paraprofessionals meet the NCLB requirements for highly qualified. 2. Do all teachers meet the NCLB requirements for highly qualified? - All teachers meet the NCLB requirements for highly qualified.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

o All staff will continue to receive professional learning to support our School Improvement Goals and School-wide initiatives:
 Leader in Me Training occurred during the summer 2014 and will continue over the next 2 years to train staff in utilizing the 7 Habits of Highly Effective people. Support coaching will be provided through the Franklin Covey Learning Institute. This initiative is further supported by in-servicing on Baruti Kafele's Closing the Attitude Gap during the 2014-15 school year.
 Classroom Instruction that Works will continue again this year with staff receiving training on the research-based instructional strategies that are the basis of our School Improvement Plan and provided by the Macomb Intermediate School District
 Bridges math training will occur to help staff integrate the Common Core best instructional practices and our new district-adopted math program
 Growing Readers for K-2 staff will focus on continuing the implementation of research-based instructional practices
 FSI: Facilitators of School Improvement Training will occur
throughout the school year for our School Improvement team
 NWEA, Northwest Evaluation Association training will continue to be provided in order to train staff on how to utilize the results from our district-wide assessments for data review
 Other training will be offered including: Curriculum Mapping, Handwriting without Tears, and Social Studies TCI training

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

o All professional learning opportunities listed are made available to Title I teachers, regular and special education teachers and other support staff.
o Leader in Me parent nights are held during the school year to reinforce what is being taught within the classroom
o Curriculum Nights, PEN Nights and game nights focus on increasing parent knowledge, providing resources and support

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	o Our school's professional learning is in progress. Various trainings supporting our school and district's improvement plan are planned throughout the next school year in order to ensure our staff and stakeholders receive the training necessary to support our goals. Training this year includes: NWEA and data review, BRIDGES Math, Growing Readers, Leader in Me, CITW (Classroom Instruction that Works), Power Teacher (gradebook), TCI Social Studies, Curriculum Mapping/Rubicon Atlas	

Component 8: Strategies to Increase Parental Involvement

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

o Parent participation and input is facilitated in various ways including monthly PTO meetings, parent formal and informal surveys

o Families of children receiving Targeted Assistance also provide feedback regarding their satisfaction of the program during parent conferences, Student Study Team Meetings, and through other forms of communication including emails and one-on-one discussion

o Parents are also provided the opportunity to give feedback and input at Title I, Part A meetings at the district level

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

o Parents play an integral role in the implementation of our plan.

 Families and staff meet during Student Study Team Meetings, parent conferences and, when necessary, Special Education Meetings to discuss the needs and services offered to their child.

 Parents are invited and involved in the School Improvement evaluation process and writing of the school improvement plan.

 Many school activities are offered to build the relationship between school and home, train families on instructional strategies and provide supplemental resources to support these goals including Family Game Night, PEN Night, Leader in Me Training/Parent Info Night, Literacy and Math kits etc.

 Families are encouraged to attend beginning of the year informational meetings and other meetings (e.g. Principal Nights, PTO Meetings, etc.) to gather information

 Bilingual support is provided on a consistent basis to help families that may need translation and additional support to improve communication

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	o Both formal and informal surveys are utilized to gather information on the current needs and understanding of our families o PTO meetings provide an opportunity for families to provide feedback o Formal and informal meetings, such as Student Study Team meetings and parent conferences provide additional opportunities for feedback	

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

o In order to assist parents in understanding curriculum and assessments so they can help support their child's growth:

 Curriculum and informational meetings are held throughout the school year in order to help families better understand the expectations of the Common Core. All parents are invited to attend a school-wide information meeting prior to Curriculum Night.

Informational newsletters and parent activity pages are distributed electronically throughout the school year.

 Brochures and online links are provided to families to further their understanding.

 NWEA student data reports, progress reports and report cards along with other teacher-directed initiatives help families monitor their children's growth

o Materials and training are provided to parents to help families work with their students:

 PEN Night, Family Game Night, monthly activity-based newsletters, At-home Literacy and Math kits, grade-level at-home reading activities and Moby Max

 Leader in Me parent informational nights are scheduled to help support our leadership initiative

o Staff are trained in the Leader in Me initiative which focuses on developing a strong, productive relationship between our families and school. Our behavior protocol also encourages and facilitates and open communication between staff and families.

o Coordination between our school and other programs occurs consistently throughout the school year. The intent of these programs/initiatives is to support and encourage parent involvement: Leader in Me, Bridge to Kindergarten (for incoming Kindergarteners), PEN Night (Great Schools), Summer Success, etc.

5. Describe how the parent involvement activities are evaluated.

Miami Elementary staff consistently reevaluates our school improvement plan striving to ensure all students' needs are being met to the fullest of our ability. Stakeholder data drives these decision-making processes; it is the backbone of our school.

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

The parent compact is used to direct dialogue as needed at Parent/Teacher conferences.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	Chippewa Valley Schools have a Title 1 Compact for all Title 1 schools.	

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

Assessment results are given to parents in a format that is friendly to read with a cover letter from the district that clearly explains the purpose as well as the scores.

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

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

The parent compact is used to direct and guide dialogue at parent/teacher conferences as needed.

Component 9: Coordination of Title I and Other Resources

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

We follow federal and state guidelines for meeting the needs of eligible children.

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

Chippewa Valley Schools is committed to the integration of Federal, State and local programs and adhere to guidelines to ensure we are in compliance.

Component 10: Ongoing Review of Student Progress

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

Miami staff gives multiple assessments throughout the year to check the effectiveness of our Multi-Tiered System of Support. These assessments help us in the allocation of funding and resources.

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

Students are given multiple assessments throughout the school year. Students falling below grade level expectations are progress monitored to ensure they are making growth towards state academic standards.

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

All teachers are highly qualified at Miami Elementary. We pride ourselves in using our skills learned from professional development experiences to accurately identify students who need additional assistance. Miami staff continues to evaluate best practices in the area of need and growth.

Evaluation

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

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

We revise our program based on multiple assessments and stakeholder survey data.

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

Miami staff has multiple meetings designated for MEAP data analysis. This information is housed in Data Director and is easily available to teachers to help drive instruction.

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

Staff uses the results from assessments to determine the effectiveness of the Targeted Assistance program.

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

Professional development, staff meeting, and early release time is allocated for this process. Staff continuously revisits their mission, vision and school improvement plan to ensure that our current programs are meeting the needs of our current students, staff and stakeholders.

2016-17 Miami School Improvement Plan

Overview

Plan Name

2016-17 Miami School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Miami Elementary School will become proficient in math.	Objectives: 3 Strategies: 3 Activities: 21	Academic	$0
2	All students at Miami Elementary will become proficient in reading.	Objectives: 3 Strategies: 3 Activities: 24	Academic	$0
3	All students at Miami Elementary will become proficient in writing.	Objectives: 3 Strategies: 3 Activities: 21	Academic	$0
4	All students at Miami Elementary will become proficient in science.	Objectives: 1 Strategies: 1 Activities: 9	Academic	$0
5	All students at Miami Elementary will become proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 9	Academic	$0

Goal 1: All students at Miami Elementary School will become proficient in math.

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 by 06/15/2024 as measured by Spring 2024 State Assessment.

Strategy 1:

Bridges Math Program - The Bridges Math program is used as our school's primary elementary resource for daily math instruction. It is a comprehensive Kindergarten

through fifth grade curriculum that focuses on developing children's conceptual understanding in ways that produce life-long mathematical skills. It was developed by

The Math Learning Center and is research-based and field tested.

Category: Mathematics

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

http://bridges1.mathlearningcenter.org/

Tier: Tier 1

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

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use data to inform instructional decisions.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/20/2017	$0	Other	All instructional staff

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

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All instructional staff will utilize math curricular leaders to engage in coaching of the Bridges Math Program.	Teacher Collaboration, Implementation	Tier 1	Implement	09/06/2016	06/20/2017	$0	Other	All instructional staff.

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

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

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data will be reviewed to ensure implementation of the Bridges Math Program.	Monitor	Tier 1	Monitor	09/06/2016	06/20/2017	$0	Other	Building principals, ancillary staff, and instructional staff.

Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use assessment data to evaluate the impact of the Bridges Math Program.	Teacher Collaboration, Evaluation	Tier 1	Evaluate	09/09/2016	06/20/2017	$0	Other	Administration, instructional staff and ancillary staff.

Measurable Objective 2:

100% of Bottom 30% students will demonstrate a proficiency defined profiency as a 5% gain in Mathematics by 06/20/2017 as measured by NWEA, and STAR Math.

Strategy 1:

STAR Math - Students identified as Tier 2 by NWEA will be progress monitored every two weeks using STAR Math to adjust their small group instructional goals.

Category:

Research Cited: The National Center on Intensive Intervention, www.intensiveintervention.org/chart/progress-monitoring, 2007

Tier: Tier 2

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff reviews prior training in administering STAR Math as a progress monitoring tool.	Professional Learning	Tier 2	Getting Ready	09/06/2016	06/20/2017	$0	Other	Instructional staff

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams collaborate with ancillary staff to interpret math NWEA data through a data review process.	Teacher Collaboration	Tier 2	Getting Ready	09/06/2016	06/20/2017	$0	Other	Administration, Instructional and ancillary staff.

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review data to adjust interventions.	Monitor	Tier 2	Implement	09/06/2016	06/20/2017	$0	No Funding Required	Instructional and support staff

Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data review meetings will identify the students who will be progress monitored using STAR Math	Implementation	Tier 2	Getting Ready	09/01/2016	06/20/2017	$0	Other	Administration, and instructional staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams create "base camps" based on NWEA data. Students are assigned to intervention-based classrooms, or base camps.	Teacher Collaboration, Implementation	Tier 2	Implement	09/06/2016	06/20/2017	$0	No Funding Required	Instructional staff

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

| Tier 2 student's progress on the progress monitoring tool, STAR Math will be reviewed. | Monitor, Technology | Tier 2 | Monitor | 09/06/2016 | 06/20/2017 | $0 | No Funding Required | Instructional staff |

Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate data from Spring NWEA and Spring state assessment.	Evaluation	Tier 2	Evaluate	05/01/2017	06/20/2017	$0	Other	Administration, instructional staff and ancillary staff

Measurable Objective 3:

100% of Bottom 30% students will demonstrate a proficiency defined proficiency as a 5% gain in Mathematics by 06/20/2017 as measured by NWEA, and STAR Math.

Strategy 1:

Bridges Intervention Units - Bridges Intervention Units and small group direct instruction will be provided for students identified as Tier 3.

Category: Mathematics

Research Cited: www.mathlearningcenter.org

Tier: Tier 3

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams create Bridges Intervention base-camp.	Direct Instruction	Tier 3	Implement	09/06/2016	06/20/2017	$0	No Funding Required	Instructional staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review data to adjust intervention.	Monitor	Tier 3	Monitor	09/06/2016	06/20/2017	$0	No Funding Required	Instructional staff

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA data is reviewed to determine students who are in the bottom 10%.	Getting Ready	Tier 3	Getting Ready	09/06/2016	06/20/2017	$0	Other	Administration, instructional staff and ancillary staff.

Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data review will determine students to be assessed using Bridges Intervention screener to determine appropriate placement for intervention.	Teacher Collaboration, Implementation	Tier 3	Implement	09/06/2016	06/20/2017	$0	No Funding Required	Instructional staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 3 students will be progress monitored using Bridges Intervention assessments and STAR Math.	Monitor, Technology	Tier 3	Monitor	09/06/2016	06/20/2017	$0	No Funding Required	Instructional staff

Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Spring NWEA and Spring state assessments will be evaluated to determine the effectiveness of Tier 3 instruction.	Evaluation	Tier 3	Evaluate	05/01/2017	06/20/2017	$0	No Funding Required	Administration, instructional staff and ancillary staff.

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff receives coaching from district curricular leaders on Bridges Interventions materials.	Getting Ready	Tier 3	Getting Ready	09/06/2016	06/20/2017	$0	No Funding Required	Instructional staff

Goal 2: All students at Miami Elementary will become proficient in reading.

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 to increase student growth RIT in Reading by 06/20/2017 as measured by Spring, 2017 NWEA/MAP.

Strategy 1:

Classroom Instruction That Works/Kagan Training - All teaching staff will implement non-negotiable instructional strategies (learning objectives, non-linguistic

representations, and cooperative learning) based on Classroom Instruction That Works. All teaching staff will also continue to receive Kagan training for cooperative

learning.

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Category: English/Language Arts

Research Cited: 2001 Classroom Instruction That Works 2nd Edition

www.kaganonline.com

Tier: Tier 1

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff and administration will review their training of Classroom Instruction That Works and continue Kagan training.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/20/2017	$0	Other	Instructional staff and administration

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement guided reading for all students grades K-5. Students will work with fiction and nonfiction text at their instructional level.	Implementation, Direct Instruction	Tier 1	Implement	09/06/2016	06/20/2017	$0	No Funding Required	All instructional staff

Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will deliver reading instruction using the Classroom Instruction That Works non-negotiable strategies of posting the objective, non-linguistic representations and Kagan supported cooperative learning.	Direct Instruction	Tier 1	Implement	09/06/2016	06/20/2017	$0	No Funding Required	All instructional staff

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will collaborate to create a common understanding and shared vision for how Classroom Instruction That Works and Kagan will seamlessly integrate within reading instruction.	Getting Ready, Teacher Collaboration	Tier 1	Getting Ready	08/29/2016	06/20/2017	$0	Other	All instructional staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will regularly conduct walkthroughs to monitor that non-negotiable Classroom Instruction that Works and Kagan strategies are implemented into all classrooms with fidelity.	Walkthrough	Tier 1	Monitor	09/06/2016	06/20/2017	$0	No Funding Required	Building principal

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Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will meet bi-monthly through either staff meetings, early release days, or common planning to evaluate and reflect on the implementation and effectivness of Classroom Instruction that Works strategies.	Teacher Collaboration	Tier 1	Evaluate	09/06/2016	06/20/2017	$0	No Funding Required	All instructional staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use NWEA data to review effectiveness of Classroom Instruction That Works and Kagan strategies.	Monitor	Tier 1	Monitor	09/06/2016	06/20/2017	$0	No Funding Required	All instructional staff

Measurable Objective 2:

100% of Bottom 30% students will demonstrate a proficiency defined proficiency as a 5% gain in Reading by 06/20/2017 as measured by NWEA, DIBELS Next, DRA and/or STAR Reading.

Strategy 1:

Progress Monitor using DIBELS Next, and STAR Reading - Using NWEA data students will be identified for progress monitoring using either DIBELS Next or STAR Reading.

Category:

Research Cited: National Center on Intense Intervention, www.intensiveintervention.org/chart/progress-monitor, 2007.

Tier: Tier 2

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review available interventions for Tier 2 students.	Getting Ready	Tier 2	Getting Ready	09/06/2016	06/20/2017	$0	Other	Instructional staff

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During data review meeting staff will analyze NWEA scores and identify the bottom 25%.	Getting Ready, Teacher Collaboration	Tier 2	Getting Ready	09/06/2016	06/20/2017	$0	Other	Administration, instructional staff and ancillary staff

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

| Tier 2 students in grades 1-5 will be progress monitored every 2 weeks using STAR reading. | Implementation | Tier 2 | Implement | 09/06/2016 | 06/20/2017 | $0 | No Funding Required | Instructional staff |

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in kindergarten and designated students in grades 1-5 will be progress monitored using DIBELS Next.	Implementation	Tier 2	Implement	09/06/2016	06/20/2017	$0	No Funding Required	Instructional staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will administer the Developmental Reading Assessment as needed to students in grades K-2.	Implementation	Tier 2	Implement	09/06/2016	06/20/2017	$0	No Funding Required	Instructional staff

Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to plan appropriate interventions	Teacher Collaboration, Implementation	Tier 2	Implement	09/06/2016	06/20/2017	$0	No Funding Required	Instructional staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will monitor student progress and adjust instruction accordingly.	Monitor, Direct Instruction	Tier 2	Monitor	09/06/2016	06/20/2017	$0	No Funding Required	Instructional staff

Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student performance will be evaluated using NWEA assessment and spring state assessment.	Evaluation	Tier 2	Evaluate	05/01/2017	06/20/2017	$0	Other	Administration and instructional staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will conduct walkthroughs to see that interventions are being used with fidelity.	Walkthrough	Tier 2	Monitor	09/06/2016	06/20/2017	$0	No Funding Required	Administration

Measurable Objective 3:

100% of Bottom 30% students will demonstrate a proficiency defined as proficiency as a 5% gain in Reading by 06/20/2017 as measured by NWEA, DIBELS Next, DRA and/or STAR Reading.

Strategy 1:

Tier 3 Intense Intervention - Students will receive intense reading intervention in a small group.

Category:

Research Cited: The National Center on Intensive Intervention. www.intensiveintervention.org/chart/progress-monitoring. 2007

Tier: Tier 3

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During data review meetings staff will analyze NWEA scores and identify the bottom 10%.	Teacher Collaboration	Tier 3	Getting Ready	09/06/2016	06/20/2017	$0	Other	Administration, instructional staff, support staff

Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will determine appropriate research-based intervention groups and collaborate to plan appropriate interventions.	Teacher Collaboration	Tier 3	Implement	09/06/2016	06/20/2017	$0	Other	Instructional staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 3 students will be progress monitored using STAR reading every 2 weeks in grades 1-5.	Technology, Implementation	Tier 3	Implement	09/06/2016	06/20/2017	$0	No Funding Required	Instructional staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in kindergarten and designated students in grades 1-5 will be progress monitored using DIBELS Next.	Implementation	Tier 3	Implement	09/06/2016	06/20/2017	$0	No Funding Required	Instructional staff

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

| Instructional staff grades K-2 will administer the Developmental Reading Assessment to students as needed to monitor progress. | Monitor | Tier 3 | Monitor | 09/06/2016 | 06/20/2017 | $0 | No Funding Required | Instructional Staff |

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to review student data and student growth.	Teacher Collaboration	Tier 3	Monitor	09/06/2016	06/20/2017	$0	No Funding Required	All instructional staff

Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student performance will be evaluated using Spring NWEA and state assessment results.	Evaluation	Tier 3	Evaluate	09/06/2016	06/20/2017	$0	No Funding Required	Administration, instructional staff and support staff

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will allocate appropriate interventions as determined by student data.	Getting Ready	Tier 3	Getting Ready	09/06/2016	06/20/2017	$0	No Funding Required	All instructional staff and support staff

Goal 3: All students at Miami Elementary will become proficient in writing.

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 06/15/2024 as measured by the Spring district writing assessment.

Strategy 1:

Classroom Instruction That Works/Kagan - All instructional staff will implement non-negotiable instructional strategies (learning objectives, non-linguistic representation and cooperative learning) based on Classroom Instruction That Works and Kagan into writing instruction.

Category: English/Language Arts

Research Cited: 2001 Classroom Instruction That Works 2nd Edition

www.kaganonline.com

Tier: Tier 1

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff and administration will review training in Classroom Instruction That Works and continue Kagan training.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/20/2017	$0	Other	All instructional staff

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will work together to create a common understanding of how to incorporate the non-negotiable Classroom Instruction That Works and Kagan strategies.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/20/2017	$0	No Funding Required	All instructional staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will implement cooperative learning opportunities in the classroom during writing instruction.	Direct Instruction	Tier 1	Implement	09/06/2016	06/20/2017	$0	No Funding Required	All instructional staff

Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will meet at staff meetings, and common planning to evaluate and reflect on the effectivness of Classroom Instruction That Works and Kagan strategies in the area of writing.	Evaluation, Professional Learning	Tier 1	Evaluate	09/06/2016	06/20/2017	$0	No Funding Required	All instructional staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will regularly conduct walkthroughs to monitor that non-negotiable Classroom Instruction That Works and Kagan strategies are implemented into all classrooms with fidelity.	Walkthrough	Tier 1	Monitor	09/06/2016	06/20/2017	$0	No Funding Required	Building principal

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

| Teachers will identify non-negotiable strategies from Classroom Instruction That Works and Kagan to incorporate into writing. | Teacher Collaboration, Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/20/2017 | $0 | No Funding Required | Instructional staff |

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing will be monitored using district created rubrics.	Monitor	Tier 1	Monitor	09/06/2016	06/20/2017	$0	No Funding Required	Instructional staff

Measurable Objective 2:

100% of Bottom 30% students will demonstrate a proficiency define proficiency as a 5% gain in Writing by 06/20/2017 as measured by Spring state assessments.

Strategy 1:

Guided Writing - Teacher or peer-led guided writing instruction.

Category: English/Language Arts

Research Cited: Gibson, S.A. (2008, December). An Effective Framework for Primary-Grade Guided Writing Instruction. The Reading Teacher, 62(4), 324–334

Tier: Tier 2

Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to implement best practices for tier 2 students in the area of writing.	Teacher Collaboration	Tier 2	Implement	09/06/2016	06/20/2017	$0	No Funding Required	Administration and instructional staff

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will gather supplemental materials to support guided and peer-led writing.	Materials	Tier 2	Getting Ready	09/06/2016	06/20/2017	$0	No Funding Required	Instructional staff

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and instructional staff will seek out professional learning opportunities for guided and peer-led writing.	Professional Learning	Tier 2	Getting Ready	09/06/2016	06/20/2017	$0	No Funding Required	Administration and instructional staff

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

| Teachers will develop a community where there is an emphasis on peer collaboration in writing. | Implementa tion | Tier 2 | Implement | 09/06/2016 | 06/20/2017 | $0 | No Funding Required | Instructiona l staff |

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers will monitor the peer collaboration process through observation.	Monitor	Tier 2	Monitor	09/06/2016	06/20/2017	$0	No Funding Required	Instructiona l staff

Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers will use district created rubrics to evaluate student writing.	Evaluation	Tier 2	Evaluate	09/06/2016	06/20/2017	$0	No Funding Required	Instructiona l staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Administration will conduct walkthroughs to see that peer and guided writing are being implemented with fidelity.	Walkthroug h	Tier 2	Monitor	09/06/2016	06/20/2017	$0	No Funding Required	Administrati on

Measurable Objective 3:

100% of Bottom 30% students will demonstrate a proficiency define proficiency as a 5% gain in Writing by 06/20/2017 as measured by state spring assessments.

Strategy 1:

Mind Maps - Students will use mind maps to organize information/ideas in the beginning stages of the writing process.

Category: English/Language Arts

Research Cited: Mind Tools. www.mindtools.com. 1996-2015

Tier: Tier 3

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Administrative and instructional staff will identify the bottom 30% of students in the area of writing.	Getting Ready	Tier 3	Getting Ready	09/06/2016	06/20/2017	$0	No Funding Required	Administrati ve, instructiona l and support staff

Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers will collaborate to identify best practices in writing instruction.	Teacher Collaborati on	Tier 3	Getting Ready	09/06/2016	06/20/2017	$0	No Funding Required	Instructiona l staff

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will pull resources. Administration will follow through to make sure all grade levels have a copy of the Thinking Maps binder.	Getting Ready	Tier 3	Getting Ready	09/06/2016	06/20/2017	$0	No Funding Required	Administrative and instructional staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will conduct walkthroughs to see that Thinking Maps, along with other graphic organizers, are being used to help students organize thoughts/information prior to writing.	Walkthrough	Tier 3	Monitor	09/06/2016	06/20/2017	$0	No Funding Required	Instructional staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct Instruction - teachers will teach students how to use a variety of Thinking Maps and other graphic organizers.	Implementation	Tier 3	Implement	09/06/2016	06/20/2017	$0	No Funding Required	Instructional staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor the implementation of Thinking Maps and other mind maps.	Monitor	Tier 3	Monitor	09/06/2016	06/20/2017	$0	No Funding Required	Administrative staff

Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate student writing using district provided rubrics.	Evaluation	Tier 3	Evaluate	09/06/2016	06/20/2017	$0	No Funding Required	Instructional staff

Goal 4: All students at Miami Elementary will become 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 to show growth in understanding vocabulary and comprehension in Science by 06/20/2017 as measured by Spring 2017, NWEA/MAP Reading RIT.

Strategy 1:

Classroom Instruction That Works/Kagan - All instructional staff will implement non-negotiable teaching strategies from Classroom Instruction That Works and Kagan.

Category: Science

Research Cited: 2001 Classroom Instruction That Works 2nd Edition

www.kaganonline.com

Tier: Tier 1

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff and administration will review training from Classroom Instruction That Works and continue to receive training in Kagan Cooperative Learning Structures.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/20/2017	$0	Other	Administration and instructional staff

Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement guided reading for all students K-5 using informational text about scientific topics.	Implementation	Tier 1	Implement	09/06/2016	06/20/2017	$0	No Funding Required	Instructional staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will help students increase comprehension of nonfiction text.	Direct Instruction	Tier 1	Implement	09/06/2016	06/20/2017	$0	No Funding Required	All instructional staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will teach students to use the guided highlighted approach when encountering nonfiction text.	Implementation, Direct Instruction	Tier 1	Implement	09/06/2016	06/20/2017	$0	No Funding Required	All instructional staff

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will model the use of non-linguistic representation when interpreting nonfiction.	Getting Ready, Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/20/2017	$0	Other	All instructional staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will post the learning objective for students to understand and reflect on.	Direct Instruction	Tier 1	Implement	09/06/2016	06/20/2017	$0	Other	All instructional staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will monitor how students are implementing Kagan Learning Structures.	Monitor	Tier 1	Monitor	09/06/2016	06/20/2017	$0	Other	All instructional staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will regularly conduct walkthroughs to monitor that non-negotiable Classroom Instruction That Works and Kagan practices are implemented into all classrooms with fidelity.	Walkthrough	Tier 1	Monitor	09/06/2016	06/20/2017	$0	No Funding Required	Administration

Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will meet at staff meetings, and common planning to evaluate the implementation and effectiveness of Classroom Instruction That Works and Kagan strategies	Evaluation, Teacher Collaboration	Tier 1	Evaluate	09/06/2016	06/20/2017	$0	No Funding Required	Instructional staff

Goal 5: All students at Miami Elementary will become 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 to show growth in understanding vocabulary and comprehension in Social Studies by 06/20/2017 as measured by Spring 2017 NWEA/MAP Reading RIT.

Strategy 1:

Classroom Instruction That Works/Kagan - All instructional staff will implement non-negotiable teaching strategies.

Category: Social Studies

Research Cited: 2001 Classroom Instruction That Works 2nd Edition

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www.kaganonline.com

Tier: Tier 1

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff and administration will review training from Classroom Instruction That Works and continue to receive training in the Kagan cooperative learning structures.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/20/2017	$0	Other	Instructional staff

Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement guided reading for all students K-5 using informational texts about social studies concepts.	Direct Instruction	Tier 1	Implement	09/06/2016	06/20/2017	$0	No Funding Required	Instructional staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will help students increase comprehension of nonfiction text.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/20/2017	$0	No Funding Required	Instructional staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will teach students to use the guided highlighted approach when encountering nonfiction text.	Implementation, Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/20/2017	$0	No Funding Required	Instructional staff

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will model the use of non-linguistic representation when interpreting nonfiction text.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/20/2017	$0	Other	Instructional staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will post the learning objectives for students to understand and reflect on.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/20/2017	$0	Other	Instructional staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will monitor how students are implementing Kagan learning structures.	Monitor	Tier 1	Monitor	09/06/2016	06/20/2017	$0	Other	Instructional staff

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Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will regularly conduct walkthroughs to monitor that non-negotiable Classroom Instruction That Works practices are implemented into all classrooms with fidelity.	Walkthrough	Tier 1	Monitor	09/06/2016	06/20/2017	$0	No Funding Required	Administration

Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will meet during staff meetings and common planning to evaluate and reflect on the implementation and effectiveness of Classroom Instruction That Works strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/20/2017	$0	No Funding Required	All instructional staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Readiness	Grade level teams collaborate with ancillary staff to interpret math NWEA data through a data review process.	Teacher Collaboration	Tier 2	Getting Ready	09/06/2016	06/20/2017	$0	Administration, Instructional and ancillary staff.
Knowledge and Skills	Teachers will receive continued professional development in the Bridges Math Program.	Getting Ready, Curriculum Development, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/20/2017	$0	All instructional staff
Knowledge and Skills	Staff will review available interventions for Tier 2 students.	Getting Ready	Tier 2	Getting Ready	09/06/2016	06/20/2017	$0	Instructional staff
Monitor	Data will be reviewed to ensure implementation of the Bridges Math Program.	Monitor	Tier 1	Monitor	09/06/2016	06/20/2017	$0	Building principals, ancillary staff, and instructional staff.
Monitor	All instructional staff will monitor how students are implementing Kagan Learning Structures.	Monitor	Tier 1	Monitor	09/06/2016	06/20/2017	$0	All instructional staff
Implement	All instructional staff will post the learning objective for students to understand and reflect on.	Direct Instruction	Tier 1	Implement	09/06/2016	06/20/2017	$0	All instructional staff
Readiness	During data review meetings staff will analyze NWEA scores and identify the bottom 10%.	Teacher Collaboration	Tier 3	Getting Ready	09/06/2016	06/20/2017	$0	Administration, instructional staff, support staff
Implement	All instructional staff will post the learning objectives for students to understand and reflect on.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/20/2017	$0	Instructional staff

Opportunity to Implement	All instructional staff will utilize math curricular leaders to engage in coaching of the Bridges Math Program.	Teacher Collaboration, Implementation	Tier 1	Implement	09/06/2016	06/20/2017	$0	All instructional staff.
Evaluate	Evaluate data from Spring NWEA and Spring state assessment.	Evaluation	Tier 2	Evaluate	05/01/2017	06/20/2017	$0	Administration, instructional staff and ancillary staff
Opportunity to Implement	Data review meetings will identify the students who will be progress monitored using STAR Math	Implementation	Tier 2	Getting Ready	09/01/2016	06/20/2017	$0	Administration, and instructional staff
Evaluate	Staff will use assessment data to evaluate the impact of the Bridges Math Program.	Teacher Collaboration, Evaluation	Tier 1	Evaluate	09/09/2016	06/20/2017	$0	Administration, instructional staff and ancillary staff.
Monitor	All instructional staff will monitor how students are implementing Kagan learning structures.	Monitor	Tier 1	Monitor	09/06/2016	06/20/2017	$0	Instructional staff
Knowledge and Skills	All instructional staff and administration will review training in Classroom Instruction That Works and continue Kagan training.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/20/2017	$0	All instructional staff
Readiness	Instructional staff will model the use of non-linguistic representation when interpreting nonfiction.	Getting Ready, Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/20/2017	$0	All instructional staff
Readiness	Instructional staff will model the use of non-linguistic representation when interpreting nonfiction text.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/20/2017	$0	Instructional staff
Opportunity to Implement	Instructional staff will determine appropriate research-based intervention groups and collaborate to plan appropriate interventions.	Teacher Collaboration	Tier 3	Implement	09/06/2016	06/20/2017	$0	Instructional staff
Knowledge and Skills	Instructional staff and administration will review training from Classroom Instruction That Works and continue to receive training in Kagan Cooperative Learning Structures.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/20/2017	$0	Administration and instructional staff
Evaluate	Student performance will be evaluated using NWEA assessment and spring state assessment.	Evaluation	Tier 2	Evaluate	05/01/2017	06/20/2017	$0	Administration and instructional staff

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Readiness	NWEA data is reviewed to determine students who are in the bottom 10%.	Getting Ready	Tier 3	Getting Ready	09/06/2016	06/20/2017	$0	Administration, instructional staff and ancillary staff.
Knowledge and Skills	Instructional staff and administration will review their training of Classroom Instruction That Works and continue Kagan training.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/20/2017	$0	Instructional staff and administration
Readiness	All instructional staff will collaborate to create a common understanding and shared vision for how Classroom Instruction That Works and Kagan will seamlessly integrate within reading instruction.	Getting Ready, Teacher Collaboration	Tier 1	Getting Ready	08/29/2016	06/20/2017	$0	All instructional staff
Readiness	During data review meeting staff will analyze NWEA scores and identify the bottom 25%.	Getting Ready, Teacher Collaboration	Tier 2	Getting Ready	09/06/2016	06/20/2017	$0	Administration, instructional staff and ancillary staff
Readiness	Staff will use data to inform instructional decisions.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/20/2017	$0	All instructional staff
Knowledge and Skills	Instructional staff reviews prior training in administering STAR Math as a progress monitoring tool.	Professional Learning	Tier 2	Getting Ready	09/06/2016	06/20/2017	$0	Instructional staff
Knowledge and Skills	Instructional staff and administration will review training from Classroom Instruction That Works and continue to receive training in the Kagan cooperative learning structures.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/20/2017	$0	Instructional staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Opportunity to Implement	Teachers will collaborate to plan appropriate interventions	Teacher Collaboration, Implementation	Tier 2	Implement	09/06/2016	06/20/2017	$0	Instructional staff
Evaluate	Instructional staff will meet at staff meetings, and common planning to evaluate the implementation and effectiveness of Classroom Instruction That Works and Kagan strategies	Evaluation, Teacher Collaboration	Tier 1	Evaluate	09/06/2016	06/20/2017	$0	Instructional staff

Monitor	Tier 2 student's progress on the progress monitoring tool, STAR Math will be reviewed.	Monitor, Technology	Tier 2	Monitor	09/06/2016	06/20/2017	$0	Instructional staff
Implement	Tier 3 students will be progress monitored using STAR reading every 2 weeks in grades 1-5.	Technology, Implementation	Tier 3	Implement	09/06/2016	06/20/2017	$0	Instructional staff
Implement	Teachers will implement guided reading for all students grades K-5. Students will work with fiction and nonfiction text at their instructional level.	Implementation, Direct Instruction	Tier 1	Implement	09/06/2016	06/20/2017	$0	All instructional staff
Implement	Instructional staff will help students increase comprehension of nonfiction text.	Direct Instruction	Tier 1	Implement	09/06/2016	06/20/2017	$0	All instructional staff
Implement	Instructional staff will teach students to use the guided highlighted approach when encountering nonfiction text.	Implementation, Direct Instruction	Tier 1	Implement	09/06/2016	06/20/2017	$0	All instructional staff
Opportunity to Implement	Teachers will implement guided reading for all students K-5 using informational texts about social studies concepts.	Direct Instruction	Tier 1	Implement	09/06/2016	06/20/2017	$0	Instructional staff
Implement	Grade level teams create Bridges Intervention base-camp.	Direct Instruction	Tier 3	Implement	09/06/2016	06/20/2017	$0	Instructional staff
Evaluate	Teachers will use district created rubrics to evaluate student writing.	Evaluation	Tier 2	Evaluate	09/06/2016	06/20/2017	$0	Instructional staff
Opportunity to Implement	Data review will determine students to be assessed using Bridges Intervention screener to determine appropriate placement for intervention.	Teacher Collaboration, Implementation	Tier 3	Implement	09/06/2016	06/20/2017	$0	Instructional staff
Monitor	Teachers will use NWEA data to review effectiveness of Classroom Instruction That Works and Kagan strategies.	Monitor	Tier 1	Monitor	09/06/2016	06/20/2017	$0	All instructional staff
Evaluate	Instructional staff will meet at staff meetings, and common planning to evaluate and reflect on the effectivness of Classroom Instruction That Works and Kagan strategies in the area of writing.	Evaluation, Professional Learning	Tier 1	Evaluate	09/06/2016	06/20/2017	$0	All instructional staff
Monitor	Administration will regularly conduct walkthroughs to monitor that non-negotiable Classroom Instruction that Works and Kagan strategies are implemented into all classrooms with fidelity.	Walkthrough	Tier 1	Monitor	09/06/2016	06/20/2017	$0	Building principal
Opportunity to Implement	Instructional staff will deliver reading instruction using the Classroom Instruction That Works non-negotiable strategies of posting the objective, non-linguistic representations and Kagan supported cooperative learning.	Direct Instruction	Tier 1	Implement	09/06/2016	06/20/2017	$0	All instructional staff
Knowledge and Skills	Instructional staff will gather supplemental materials to support guided and peer-led writing.	Materials	Tier 2	Getting Ready	09/06/2016	06/20/2017	$0	Instructional staff

Knowledge and Skills	Instructional staff receives coaching from district curricular leaders on Bridges Interventions materials.	Getting Ready	Tier 3	Getting Ready	09/06/2016	06/20/2017	$0	Instructional staff
Evaluate	Spring NWEA and Spring state assessments will be evaluated to determine the effectiveness of Tier 3 instruction.	Evaluation	Tier 3	Evaluate	05/01/2017	06/20/2017	$0	Administration, instructional staff and ancillary staff.
Implement	Students in kindergarten and designated students in grades 1-5 will be progress monitored using DIBELS Next.	Implementation	Tier 3	Implement	09/06/2016	06/20/2017	$0	Instructional staff
Implement	Instructional staff will help students increase comprehension of nonfiction text.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/20/2017	$0	Instructional staff
Readiness	Administrative and instructional staff will identify the bottom 30% of students in the area of writing.	Getting Ready	Tier 3	Getting Ready	09/06/2016	06/20/2017	$0	Administrative, instructional and support staff
Evaluate	Teachers will evaluate student writing using district provided rubrics.	Evaluation	Tier 3	Evaluate	09/06/2016	06/20/2017	$0	Instructional staff
Monitor	Teachers will monitor the peer collaboration process through observation.	Monitor	Tier 2	Monitor	09/06/2016	06/20/2017	$0	Instructional staff
Implement	Teachers will develop a community where there is an emphasis on peer collaboration in writing.	Implementation	Tier 2	Implement	09/06/2016	06/20/2017	$0	Instructional staff
Monitor	Review data to adjust interventions.	Monitor	Tier 2	Implement	09/06/2016	06/20/2017	$0	Instructional and support staff
Monitor	Teachers will use grade level planning time to discuss levels of implementation.	Teacher Collaboration, Monitor	Tier 1	Monitor	09/06/2016	06/20/2017	$0	All instructional staff
Implement	Direct Instruction - teachers will teach students how to use a variety of Thinking Maps and other graphic organizers.	Implementation	Tier 3	Implement	09/06/2016	06/20/2017	$0	Instructional staff
Monitor	Instructional staff will monitor student progress and adjust instruction accordingly.	Monitor, Direct Instruction	Tier 2	Monitor	09/06/2016	06/20/2017	$0	Instructional staff
Opportunity to Implement	Teachers will implement guided reading for all students K-5 using informational text about scientific topics.	Implementation	Tier 1	Implement	09/06/2016	06/20/2017	$0	Instructional staff
Monitor	Administration will conduct walkthroughs to see that Thinking Maps, along with other graphic organizers, are being used to help students organize thoughts/information prior to writing.	Walkthrough	Tier 3	Monitor	09/06/2016	06/20/2017	$0	Instructional staff

Monitor	Administration will conduct walkthroughs to see that interventions are being used with fidelity.	Walkthrough	Tier 2	Monitor	09/06/2016	06/20/2017	$0	Administration
Implement	Instructional staff will teach students to use the guided highlighted approach when encountering nonfiction text.	Implementation, Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/20/2017	$0	Instructional staff
Evaluate	Instructional staff will meet during staff meetings and common planning to evaluate and reflect on the implementation and effectiveness of Classroom Instruction That Works strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/20/2017	$0	All instructional staff
Monitor	Instructional staff grades K-2 will administer the Developmental Reading Assessment to students as needed to monitor progress.	Monitor	Tier 3	Monitor	09/06/2016	06/20/2017	$0	Instructional Staff
Monitor	Review data to adjust intervention.	Monitor	Tier 3	Monitor	09/06/2016	06/20/2017	$0	Instructional staff
Implement	Instructional staff will administer the Developmental Reading Assessment as needed to students in grades K-2.	Implementation	Tier 2	Implement	09/06/2016	06/20/2017	$0	Instructional staff
Knowledge and Skills	Teachers will allocate appropriate interventions as determined by student data.	Getting Ready	Tier 3	Getting Ready	09/06/2016	06/20/2017	$0	All instructional staff and support staff
Knowledge and Skills	Teachers will pull resources. Administration will follow through to make sure all grade levels have a copy of the Thinking Maps binder.	Getting Ready	Tier 3	Getting Ready	09/06/2016	06/20/2017	$0	Administrative and instructional staff
Readiness	Administration and instructional staff will seek out professional learning opportunities for guided and peer-led writing.	Professional Learning	Tier 2	Getting Ready	09/06/2016	06/20/2017	$0	Administration and instructional staff
Opportunity to Implement	Teachers will collaborate to identify best practices in writing instruction.	Teacher Collaboration	Tier 3	Getting Ready	09/06/2016	06/20/2017	$0	Instructional staff
Monitor	Teachers will collaborate to review student data and student growth.	Teacher Collaboration	Tier 3	Monitor	09/06/2016	06/20/2017	$0	All instructional staff
Implement	Students in kindergarten and designated students in grades 1-5 will be progress monitored using DIBELS Next.	Implementation	Tier 2	Implement	09/06/2016	06/20/2017	$0	Instructional staff
Monitor	Administration will regularly conduct walkthroughs to monitor that non-negotiable Classroom Instruction That Works and Kagan strategies are implemented into all classrooms with fidelity.	Walkthrough	Tier 1	Monitor	09/06/2016	06/20/2017	$0	Building principal
Opportunity to Implement	Teachers will identify non-negotiable strategies from Classroom Instruction That Works and Kagan to incorporate into writing.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/06/2016	06/20/2017	$0	Instructional staff

Monitor	Administration will regularly conduct walkthroughs to monitor that non-negotiable Classroom Instruction That Works and Kagan practices are implemented into all classrooms with fidelity.	Walkthrough	Tier 1	Monitor	09/06/2016	06/20/2017	$0	Administration
Evaluate	Student performance will be evaluated using Spring NWEA and state assessment results.	Evaluation	Tier 3	Evaluate	09/06/2016	06/20/2017	$0	Administration, instructional staff and support staff
Monitor	Tier 3 students will be progress monitored using Bridges Intervention assessments and STAR Math.	Monitor, Technology	Tier 3	Monitor	09/06/2016	06/20/2017	$0	Instructional staff
Implement	All instructional staff will implement cooperative learning opportunities in the classroom during writing instruction.	Direct Instruction	Tier 1	Implement	09/06/2016	06/20/2017	$0	All instructional staff
Readiness	Instructional staff will work together to create a common understanding of how to incorporate the non-negotiable Classroom Instruction That Works and Kagan strategies.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/20/2017	$0	All instructional staff
Opportunity to Implement	Teachers will collaborate to implement best practices for tier 2 students in the area of writing.	Teacher Collaboration	Tier 2	Implement	09/06/2016	06/20/2017	$0	Administration and instructional staff
Monitor	Administration will conduct walkthroughs to see that peer and guided writing are being implemented with fidelity.	Walkthrough	Tier 2	Monitor	09/06/2016	06/20/2017	$0	Administration
Monitor	Administration will regularly conduct walkthroughs to monitor that non-negotiable Classroom Instruction That Works practices are implemented into all classrooms with fidelity.	Walkthrough	Tier 1	Monitor	09/06/2016	06/20/2017	$0	Administration
Monitor	Writing will be monitored using district created rubrics.	Monitor	Tier 1	Monitor	09/06/2016	06/20/2017	$0	Instructional staff
Evaluate	Instructional staff will meet bi-monthly through either staff meetings, early release days, or common planning to evaluate and reflect on the implementation and effectivness of Classroom Instruction that Works strategies.	Teacher Collaboration	Tier 1	Evaluate	09/06/2016	06/20/2017	$0	All instructional staff
Monitor	Administration will monitor the implementation of Thinking Maps and other mind maps.	Monitor	Tier 3	Monitor	09/06/2016	06/20/2017	$0	Administrative staff
Implement	Tier 2 students in grades 1-5 will be progress monitored every 2 weeks using STAR reading.	Implementation	Tier 2	Implement	09/06/2016	06/20/2017	$0	Instructional staff
Implement	Grade level teams create "base camps" based on NWEA data. Students are assigned to intervention-based classrooms, or base camps.	Teacher Collaboration, Implementation	Tier 2	Implement	09/06/2016	06/20/2017	$0	Instructional staff

Implement	All instructional staff will implement the Bridges Math Program.	Technology , Implementa tion, Direct Instruction	Tier 1	Implement	09/06/2016	06/20/2017	$0	All instructiona l staff