



School Improvement Plan

Central Elementary School

White Pigeon Community Schools

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TABLE OF CONTENTS

Introduction.....	1
Improvement Plan Assurance	
Introduction.....	3
Improvement Plan Assurance.....	4
Title I Schoolwide Diagnostic	
Introduction.....	6
Component 1: Comprehensive Needs Assessment.....	7
Component 2: Schoolwide Reform Strategies.....	11
Component 3: Instruction by Highly Qualified Staff.....	14
Component 4: Strategies to Attract Highly Qualified Teachers.....	15
Component 5: High Quality and Ongoing Professional Development.....	17
Component 6: Strategies to Increase Parental Involvement.....	18
Component 7: Preschool Transition Strategies.....	24
Component 8: Teacher Participation in Making Assessment Decisions.....	25
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards.....	26
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources... 30	
Evaluation:.....	33

School Improvement Plan 2018-2019

Overview 36

Goals Summary 37

 Goal 1: All students will be proficient in Math..... 38

 Goal 2: All students will be proficient in Reading..... 53

 Goal 3: All students will be proficient in Writing. 66

 Goal 4: All students will be proficient in Science..... 69

 Goal 5: All students will be proficient in Social Studies. 73

 Goal 6: Positive Behavior Support 78

 Goal 7: Professional Learning Communities 79

Activity Summary by Funding Source 80

Introduction

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

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The SIT met and reviewed the perception data that we collected from students, parents and community members in the spring of 2018. Communication was the top concern that was consistent with all stakeholders. We also analyzed our local AIMSWeb scores and local assessments. The results were discussed at School Improvement with our parent representatives. Parent questions were answered in regards to student achievement. We talked with parents involved in the school improvement plan about the data and information. We also presented this information at parent group meetings and at a school board meeting.

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

Results of comprehensive needs assessment -

We use our data from Aims Web, and classroom assessments to determine how our students are performing. Based on the small class size, we have maintained our scores over the past five years; however, no real increase has been noted. We have had occasional years with spikes or falling scores, but these are few. When completing our CNA this year, the clear need was parental involvement and communication, which mirrored our perception data. We are working on including parents in more activities at the building. When the rubrics were presented at our school improvement meeting, all in attendance agreed more needed to be done. Our parents gave suggestions on ways to involve parents in both the regular school day and in after school activities.

Perception -

Our perception data showed communication was the area we need to focus on. While parents and students love the small town atmosphere, they are concerned about communication and safety. We have addressed many of the safety issues in the recent bond that was passed in May 2014. The communication issue is talked about at each school improvement meeting and we continue to work on ways to make sure parents and all stakeholders are informed. We recently started a district Facebook page and now have over 1000 followers. We are finding social networking is a good way to keep in contact with parents.

Student Achievement Data-

Looking at our goals last year, math was our priority, with the areas of number sense and computation, as the focus. We have really been focusing on this as a staff.

Most recent data has shown this has been successful and we are moving in the right direction. Currently, we believe that we need to continue with this in Math and in addition tighten up our instructional routine in ELA and learn the most effective teaching strategies, and increase our rigor in ELA and writing. The new Third Grade Reading Law, our joining the Reading Now Network and the HIL Project through WMU has allowed us to keep ELA as a top priority at Central.

School Improvement Plan

Central Elementary School

School programs/process -

As a result of our findings, we have contracted out consultant days with experts at our local ISD to coming and help our teachers develop consistent flexible reading groups with in their classrooms.

Demographic Data -

Our demographic data shows our economically disadvantaged population is growing. We are at 60% free and reduced for the building. We also have a high number of homeless children who are living with relatives. We do not have a significant number of migrant, special education or ethnic students in our building. Our attendance at parent teacher conferences is quite good, but parent involvement at other functions is not where we would like it to be. The district passed a sinking fund in 2007, a sinking fund renewal in May of 2012 and 2017, and a Bond project in May of 2014. The impact on students is significant, as improvements to the district will keep and attract new students.

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

Based on State and local data we have connected our priority needs and the needs assessment. For the last couple of years we concluded that math was our area of need and we brought in consultants from our math program to give professional development on instructional strategies in math. Our teachers concentrated on our core instruction and we added some components of MTSS in math. We will continue to expand these efforts this year. We have noticed through analysis our local and State data that our math scores are strong and increasing.

Math proficiency level building-wide - MEAP:

2010-2011 = 43%

2011-2012 = 39%

2012-2013 = 34%

2013-2014 = 49%

M-Step - Students at or above proficiency

2014-2015

3rd Grade: 28%

4th Grade: 32.8%

5th Grade: 27.6%

2015-2016

3rd Grade: 20%

4th Grade: 39.3%

5th Grade: 31%

2016-2017

3rd Grade: 22.7%

4th Grade: 35.9%

5th Grade: 33.3%

These results are not where we need them to be, but along with local data (STAR Math and local assessments) and teacher reporting, we believe we are on the right track and will continue to see growth in our proficiency levels. When looking in to data through cohorts, there are some very nice gains in Math and we are excited to continue to strengthen and tighten up our core and MTSS efforts.

School Improvement Plan

Central Elementary School

We believe that by providing the same attention to sound instructional strategies, increasing rigor, and increasing the fidelity of which our current curriculum is being taught in each classroom we will see these same results in ELA and writing. After review our local and state data we found that writing k-5 needed to be more rigorous and that we needed to concentrate on strong instructional strategies in ELA starting with K-2 through instructional routines that are researched based.

Reading MEAP proficiency levels building-wide:

2010-2011 = 56%

2011-2012 = 63%

2012-2013 = 64%

2013-2014 = 71%

ELA M-Step - Students at or above proficiency

2014-2015

3rd Grade: 30%

4th Grade: 42.6%

5th Grade: 50%

2015-2016

3rd Grade: 20%

4th Grade: 26.3%

5th Grade: 49.2%

2016-2017

3rd Grade: 22.7%

4th Grade: 21.9%

5th Grade: 48.1%

This data looks strong, but through local data such as AIMSweb and STAR Reading and STAR Early Literacy - we are seeing out data stagnate. We are doing a good job of keeping kids where they are and not moving them to the next level.

Writing MEAP proficiency levels - 4th grade:

2010-2011 = 21%

2011-2012 = 43%

2012-2013 = 29%

2013-2014 = 30%

We believe that through developing local rigorous prompts, instructional strategies, and rubrics we will see an overall increase of our writing scores State testing and locally.

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

When determining our goals we look at whole school data, including any and all subgroups. We then address our goals based on needs. We also include our special education teachers in our professional development and training with the expectation that they will use the strategies and implement any program/process that is developed or agreed upon with in their setting.

Component 2: Schoolwide Reform Strategies

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

Our professional development and strategies used by teachers and staff are based on the MTSS model. We also have been trained and it is expected that our teachers differentiate instruction in all subject areas in the classroom. Through the Reading Now Network we were chosen to be part of the HIL Project through Western Michigan University. This project will bring PD for the entire staff in classroom engagement and instructional strategies to help increase student achievement in ELA of all students.

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

Reseached-based methods that were used in as an overall arching theme:

MTSS - Mike Mattos

Standard based grading - Dr. Marzano

Reading strategies by A. Archer

Formative assessment - R. Stiggins.

We have created MTSS (multi-tiered systems of support) across the curriculum in all grade levels. All students and teachers are involved in our skill based MTSS, that is set up in a multi-grade level format. Teachers use technology as tools to differentiate instruction.

We have quarterly screeners for reading schoolwide, using AIMS Web. It is our plan in the fall to use STAR Math. Schoolwide assessments in all core subjects are conducted three times a year.

Our groupings will be divided into three tiers. Tier one will be students who are at or above grade level.

They will work with staff on learning extensions of the standards. These groups will be larger in size, with at least 50% of the population in this tier. Tier two will be our strategic learners. These are students who are close to meeting the standards, who need additional intervention in one or two areas. These groups will be smaller than tier one, with hopefully no more than 12 students in a group. Programs used in this tier of intervention are Six Minute Solution and Read Naturally. These groups will be taught with teachers and some Title One staff depending on whether or not the student qualifies for Title One. Tier Three will be for our most at risk students, all of whom qualify for Title One. These groups will be small, with a ratio of one adult for every six students. PALS, KPALS, REWARDS, My Sidewalks, Read Naturally and skill based interventions, based on the Florida Center for Reading Research site, will be used as well.

Teachers meet by grade levels to discuss the data and the progress of students. Students are allowed to move groups at any time based on data and teacher input. These decisions are made on grade level meeting days.

The transition from targeted to schoolwide will provide all teachers the tools necessary to teach students who were at risk of failing but did not receive intervention through the Title One Program. Currently Title One staff members see the neediest of students. By moving to the schoolwide model, more students will be served with their needs being met.

Our trend in enrollment has been an increase in transient population and economically disadvantaged students. Many of these students have gaps in their learning due to the movement between schools and the difference in curriculum pacing/mapping schedules in different schools. We have implemented immediate screening of all new students in all core subjects through STAR Math and AIMS Web. Staff uses this data to plan and provide instruction for these students to help close these gaps.

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

The overreaching, comprehensive, research-based concept/program that the school improvement team is implementing to close the achievement gaps of our at-risk students and increase the academic achievement of all students is our schoolwide RtI model. We have created MTSS (multi-tiered systems of support) across

the curriculum in all grade levels. All students and teachers are involved in our skill based MTSS, that is set up in a multi-grade level format. Teachers use technology as tools to differentiate instruction.

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

We have created MTSS (multi-tiered systems of support) across

the curriculum in all grade levels. All students and teachers are involved in our skill based MTSS, that is set up in a multi-grade level format. Teachers use technology as tools to differentiate instruction.

We have quarterly screeners for reading schoolwide, using AIMS Web. Schoolwide assessments in all core subjects are conducted three times a year.

Our groupings will be divided into three tiers. Tier one will be students who are at or above grade level.

They will work with staff on learning extensions of the standards. These groups will be larger in size, with at

least 50% of the population in this tier. Tier two will be our strategic learners. These are students who are close to meeting the standards, who need additional intervention in one or two areas. These groups will be

smaller than tier one, with hopefully no more than 12 students in a group. Programs used in this tier of

intervention are Six Minute Solution and Read Naturally. These groups will be taught with teachers and

some Title One staff depending on whether or not the student qualifies for Title One. Tier Three will be for

our most at risk students, all of whom qualify for Title One and for K-1 students they meet with our Reading Interventionist. These groups will

be small, with a ratio of one adult for every six students. PALS, KPALS, REWARDS, Read Naturally, My Sidewalks and skill based

interventions, based on the Florida Center for Reading Research site, will be used as well.

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

We have quarterly screeners for reading schoolwide, using AIMS Web and STAR Early Literacy for struggling K-2 readers. Schoolwide assessments in all core subjects are conducted three times a year through local assessments.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All paraprofessionals in the White Pigeon Community Schools are highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers in the White Pigeon Community Schools are highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

We have one staff member who has chosen to get a job closer to her home which is over an hour away. One teacher who is choosing to become a stay at home mom.

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

0-4 years 4 teacher

5-10 years 3 teachers

11-15 years 3 teachers

16-20 years 4 teachers

21-25 years 4 teachers

26 and more years 3 teachers

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

At this time, there is no problem in attracting staff. We have a competitive beginning salary and allow up to seven years seniority, which is more than most schools around us. At White Pigeon Central Elementary, we have experienced mentors, caring staff, and professional development to help new teachers through our ISD.

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

At this time, there is no problem in attracting staff. We have a competitive beginning salary and allow up to seven years seniority, which is more than most schools around us. At White Pigeon Community Schools, we have experienced mentors, caring staff, and professional development to help new teachers through our ISD.

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

Not applicable.

SY 2018-2019

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Component 5: High Quality and Ongoing Professional Development

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

Vocabulary Instruction

PLC

MTSS - math, ELA, writing

Curriculum Maps

Differentiation

Instructional Technology

Instructional Routines - ELA

Phonics Dance

Writing instructional routines

Writing common prompts and rubrics

Ruby Payne

Playworks!

The Leader in Me

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

After initial training the implementation and continued development is done through ongoing discussions during grade level PLC. The district has already committed to another year with Mike Mattos and with collaboration from ISD all of the initiatives listed in this plan will be implemented and supported over the next 3 to 5 years.

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

Component 6: Strategies to Increase Parental Involvement

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

The Central Elementary Title I School-Wide Parent Involvement Plan was created as a collaborative effort between parents and staff. Parents played a key role in the development of this plan and we will continue to utilize parent feedback and suggestions in order to update and improve our School-Wide Title I Program: 1118(b) and School Improvement Plan.,

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

Parents are involved in planning, reviewing, and improving the School-Wide Title I Program, including the School and District Parent Involvement Plan: 1118 (c) (3) and School Improvement Plan
Central Elementary School will ensure the involvement of parents in planning and reviewing the Schoolwide Title I program through the following activities:

Reviewing the school's Parent Involvement Plan at the annual Title I parent meeting.

Posting the Parent Involvement Plan in a place that is visible during November parent teacher conferences.

Posting the Parent Involvement Plan on the school website, including the policy in the Parent-Student Handbook.

Including a suggestion box in our parent survey for parents to make suggestion to our School-wide Title I program.

Reviewing and distributing parent compacts at fall conferences.

Conducting a parent survey for all parents in the spring.

Reviewing and revising the Parent Involvement Plan to incorporate suggestions based on the parent survey results.

Holding a Title I meeting mid-year at flexible times (morning and evening) to review the Title I program and the Parent Involvement Plan.

Expanding all avenues of communication with parents (school newsletters, classroom newsletters, Facebook, and the district website) to increase parent involvement in the School-Wide Title I Program.

Having parent representation on the School Improvement Team.

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

Central Elementary School will ensure the involvement of parents in planning and reviewing the Schoolwide Title I program through the following activities:

Reviewing the school's Parent Involvement Plan at the annual Title I parent meeting.

Posting the Parent Involvement Plan in a place that is visible during November parent teacher conferences.

Posting the Parent Involvement Plan on the school website, including the policy in the Parent-Student Handbook.

Posting the Parent Involvement Plan on the school website, including the policy in the Parent-Student

School Improvement Plan

Central Elementary School

Handbook.

Including a suggestion box in our school survey for parents to make suggestions regarding our Schoolwide Title I Program.

Reviewing and distributing parent compacts at fall conferences.

Conducting a parent survey for all parents in the spring.

Reviewing and revising the Parent Involvement Plan to incorporate suggestions, based on the parent survey results.

Holding a Title I meeting mid-year at flexible times (morning and evening) to review the Title I program and the Parent Involvement Plan.

Expanding all avenues of communication with parents (school newsletters, classroom newsletters, Facebook, and the district website) to increase parent involvement in the Schoolwide Title I Program.

Involved in the annual review of the School Improvement Plan.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Central Parent Involvement Plan

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

Building Capacity for Involvement

Provides information and assistance to parents regarding the state and local academic standards and assessments: 1118 (e) (1)

Central Elementary School provides the following information / activities to ensure that parents are informed about academic standards and assessments:

Parent-Teacher Conferences (November, additional conferences available upon request)

Parent copy of Common Core Standards will be available for parents at Parent-Teacher Conferences

M-Step results are sent to parents

Local assessment information (AIMS Web, STAR Math/Reading, district common assessments) shared with parents at conferences or sent to parents.

Students receiving additional assistance are progress monitored on a weekly or bi-, weekly basis, depending on student need.

Discovery Days / Preschool Meeting: Staff share kindergarten expectations and provide all parents with examples of at-home activities.

Results of kindergarten screening individually are reported to all parents.

Provide materials and training to parents: 1118 (e) (2)

Central Elementary School provides materials and training for parents as follows:

Preschool and Kindergarten Round Up times

Open House

Parent Workshops / Parent Resource Committee

School Improvement Plan

Central Elementary School

Lists of community resources and assistance in accessing these resources, as needed (211)

Summer Library Program

Synergy (provides K-5th grade parents information regarding their child's attendance and academic progress)

Educate teachers, Title I staff, and principal regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs: 1118 (e) (3)

Central Elementary School values and respects parent involvement in the school community.

Parents are always the first point of contact when situations occur that involve students or the welfare of the entire school community.

Parent involvement is part of the professional development plan.

Staff attends workshops and implements new ideas for effective parent communication.

Teachers receive training on how to utilize district website to post classroom newsletters and add materials and resources to the website.

Coordinate parent involvement activities with other programs: 1118 (e) (4)

Central Elementary School coordinates programs to ensure success for all through the following activities:

Early On play groups

Great Start Readiness Program: Preschool program located in our school that prepares students for kindergarten expectations.

Head Start Preschool Program located in our district that helps student prepare for kindergarten.

Transition to kindergarten: activities to educate preschool parents, day cares, and community stakeholders on kindergarten expectations

CPO

Preschool Visit: preschoolers and their parents are invited to Central Elementary to tour their new building at their convenience

Summer School Program for grades K-5

After-school tutoring for elementary students

Girls Only Tea for girls in grade 4th and 5th

Free Breakfast for all students

Summer Food Program, breakfast and lunch for ages 0-18

Backpack Program for students

Angel Tree Project for needy and homeless students

Science Fair

Math Family Fun Night

Informs parents of school and parent programs in a timely and practical format in a language they can understand: 1118 (e) (5)

Central Elementary School provides the following to ensure that all parents are informed in a timely and user-friendly manner:

Weekly Take-Home Folders

School newsletter / classroom newsletters / district newsletters, written in a language parents can understand Bilingual interpreter, as needed, through community agencies (211)

Accommodations for deaf parents, as needed

School Improvement Plan

Central Elementary School

Provides support for parental involvement at their request: 1118 (e) (14)

Central Elementary School makes every effort to support our parents and make sure their needs are met:

Make every effort to accommodate parent requests to ensure that student's and parent's individual needs are met in order to foster more positive parent involvement.

Part IV: Accessibility

Parent involvement activities accessible to all parents, including those with disabilities and parents who use

English as their second language: 1118(f)

Central Elementary School provides the following to ensure that parent involvement activities are accessible to all parents:

Flexible meeting times

Handicapped accessible facilities

Home visits

Phone conferences (bilingual interpreter, as needed)

School newsletter / classroom newsletters / district newsletters written in a language parents can understand

Accommodations for deaf parents

Collaboration with community agencies: i.e., Community Mental Health

Transportation assistance

Any and all necessary accommodations for parents of migrant or LEP students should the need arise.

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

Central Elementary School provides parents an opportunity to interact with their child's school as follows:

We have included School-Wide Title I Program as a monthly agenda item at school improvement meetings. Utilize parent feedback to revise and update our Schoolwide Title I Program to meet the needs of all parents and students. Share suggestions and comments with the LEA and act on suggestions as appropriate. Conduct a parent survey in the spring for all parents. Results are used to make adjustments to the building plan. Hold a Title I meeting mid-year at flexible times (morning and evening) to review the Title I program, Parent Involvement Plan, and ask for suggestions for improvement. Parent conferences (November / additional conferences upon parent request).

Telephone calls / e-mail correspondence between parents, teachers, and school.

Parents involved in the School Improvement Team

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

Staff and parents who serve on the School Improvement Team looks at surveys sent out (created by Victoria Bernhart) to identify the school's strengths and weaknesses. All involved have opportunities to submit ideas to edit the school-wide plan. Both instructional practices and behavioral practices are addressed in conjunction with PBIS/MTSS

reform at Central Elementary.

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

The Parent / Teacher / Student compact is developed by the teachers and parents and reviewed annually. Revisions are made based on the spring survey. The compact is reviewed and given to all parents at the November Parent-Teacher Conference. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home-school connection and allows all stakeholders to have a voice.

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

The compact is reviewed and given to all parents at the November Parent-Teacher Conference. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home-school connection and allows all stakeholders to have a voice.

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

Not applicable.

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

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

Central Elementary provides timely information through the following:

Annual Title I meeting

Parent Conferences (November / additional conferences upon parent request)

School / classroom / district newsletters

Progress reports and report cards with Pinnacle Internet Viewers for parents

District Website - policy and compact available on website

Early Parent Conferences - meet Title I teachers and aides, principal, classroom teachers

Transition to Kindergarten - Discovery Days, Parent Awareness Evening and coordination with daycares

and preschools to educate all involved about kindergarten expectations

Home Visits (GSRP Preschool)

Parent Workshops / Parent Resource Committee

Daily / Weekly Take-Home Folders

School Improvement Plan

Central Elementary School

Telephone calls / e-mail correspondence / postcards / written correspondence

Parent-Student Handbook (on school website)

Head Start Preschool Program home visits

State Testing Reports

Component 7: Preschool Transition Strategies

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

We offer a spring "round-up" where parents are encouraged to come and meet the principal, the teachers and the schools' support staff.

We hold transition IEP meetings for all students that are exiting an early childhood special education program and entering into kindergarten. The early childhood supervisor, the principal, and the teachers are all part of the transitions.

The district also holds Round Up, in conjunction with the ISD, for all preschoolers ages 3 to 5.

Activities and snacks are provided to families and their children. This is held in March of each year. Great Start, Head Start and other area preschools are represented as well. Kindergarten teachers meet with parents at our Kindergarten Round Up in the spring. Our Central Parent Organization also includes our preschool students in all offered activities and encourages the parents to become members/volunteers.

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

Our preschool program is a participant of the Great Start Preschool Program. One requirement of the program is that the teacher completes two home visits a year that include a pre and post evaluation. During home visits, the teacher shares the child's strengths and weaknesses with the parent. She gives strategies to address areas of identified improvement, including materials for parents to support their child with at home.

Our program has fall and spring conferences to review each child's progress and his/her readiness skills for kindergarten. Preschool teachers meet at grade level time during staff meetings.

Kindergarten readiness assessments are discussed at grade level weekly team meetings and are changed as needed. Our teachers and para pro are part of our local ISD's great start professional development program that includes development on curriculum, discipline, assessments and creating a positive classroom culture.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers have a weekly forty-five minute common grade level PLC time at all grade levels K-5. At this weekly meeting student achievement data is discussed and children are moved into different intervention groups, depending on the need. Data is used from progress monitoring in AIMS Web, Moby Max and local data. It is at these meetings, as well as staff meetings, that assessment decisions are made. Teachers are involved in developing common assessments and meet weekly to review the use of the assessments and make any adjustments that are needed. The teachers also meet with a consultant from the ISD to review the assessments as well.

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

Teachers at Central are involved in student achievement data analysis to improve the academic achievement of all students. Also, with the new teacher evaluation law, staff members are very involved in making assessment decisions. AIMS Web, STAR Math/Reading, and Moby Max are assessments that are used three times a year for all students. These assessments were chosen based on strong input from the teachers. Teachers have a weekly forty-five minute common grade level PLC time - at all grade levels K-5. At this weekly meeting student achievement data is discussed and children are moved into different intervention groups, depending on the need. Data is used from progress monitoring in AIMS Web, and local data. It is at these meetings, as well as staff meetings, that assessment and instructional decisions are made.

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

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

At the beginning of each school year, baseline data is collected on every student. This also happens when a student moves into our building. The classroom teacher and the Title One Director determine if the child is eligible for assistance, and also determine which tier of intervention the student should be placed in.

Students in tier two or tier three are monitored weekly in reading with AIMS Web progress monitoring.

Instruction is based on the needs of the student as determined by AIMS Web, and the teacher.

Students are also given extra assistance in Title One if necessary. All groups are fluid and students can move to different groups during the school year. If a student continues to struggle, alternative learning strategies are given to the student, as well as referring the student to SAT (Student Assistance Team).

Recommendations for instruction are given to the teacher at this meeting.

Reading:

Grades K-5

Identification- AIMS Web assessments are used to determine the intervention level of students. Students who are identified in AIMS Web as strategic are our tier two students, and students who are intensive are our tier three students. We also use local assessments to identify strengths and weaknesses of students. Both of these tests are done fall, winter, and spring.

Writing:

Grades K-5

The building has grade level Focus Correction Areas (FCAs) and K-5 writing assessments that were written last year. These were implemented last year in the fall, winter, and spring. We also developed common instructional strategies in writing, prompts and rubrics in writing to increase our rigor and achievement levels.

Math:

Grades K-5

We use STAR Math to address students not meeting benchmark standards. Students not scoring proficient on State assessments will also qualify for additional assistance. We are also using Everyday Mathematics and STAR Math to intervene with students who struggle with computation skills. Comprehension and vocabulary strategies are taught in small groups. Students who are in need of assistance are in Title One, summer school, and/or after-school tutoring.

Science

Grades K-5

We use local assessments and also use teacher recommendation, as well as the State assessments scores, to determine which students need additional assistance. Students who do not pass the State assessments or are identified by teachers qualify for additional assistance through Title One, summer school, or after-school tutoring.

School Improvement Plan

Central Elementary School

Social Studies:

Grades K-5

We use teacher recommendations, as well as State assessments scores, to determine who is in most need of assistance.

Students in any of these areas at levels two or three qualify for Title One assistance, either during the classroom day, at after- school tutoring, or summer school.

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

Reading- Grades K-5:

Tier One- All students are assessed with AIMS Web three times a year. Classroom assessments are also given at the end of each unit. Reading Street is used in classrooms for whole group instruction.

Tier Two- Taught by teachers, with assistance from Title One para pros. These are small groups of no more than 12 students, using Read Naturally, Six Minute Solution, comprehension and vocabulary strategies, Road to the Code, AR and small group skill based activities from FCRR. Students are progressed monitored bi-weekly and their progress is monitored in AIMS Web. Students may also attend summer school and after-school tutoring.

Tier Three- Taught by classroom teachers, special education teachers and Title One para pros. These are small groups of six students or less using one or more of these programs: PALS, KPALS, Corrective Reading, Read Naturally, comprehension and vocabulary strategies, Road to the Code, Six Minute Solution and skill based activities from FRCC. K-1 students in this tier are seen by our Reading Interventionist in small groups and are using My Sidewalks.

Writing:

Tier One- Students use the John Collins Writing Folders to organize their writing. Students in all classrooms use this program. Rubrics and anchor papers are used to assess all students in grades K-5. These were developed with Annette Smitley, an ISD consultant. Students scoring 70% or higher on common quarterly assessments are in tier one.

Tier Two- Students who do not meet the standards in the area of writing use Collins Writing Folders and do additional writing in their classroom with the help of the Title One staff. Interventions include small group instruction, after-school tutoring, and summer school. Students scoring less than 70% on common classroom assessments are eligible for tier two interventions.

School Improvement Plan

Central Elementary School

Tier Three- Students in tier three will have all of the above mentioned available, as well as additional time with our Title One Teacher. Summer school and after-school tutoring, as well as small group instruction, are the interventions used. Students are assessed using the common rubrics and anchor papers to determine whether or not the intervention is working. Students scoring less than 70% on common classroom assessments are eligible for tier three interventions.

Math:

Tier One- All students will be assessed using and AIMS Web. These assessments will take place three times a year. All students will use Everyday Mathematics.

Tier Two- We will use STAR Math, summer school, after-school tutoring, vocabulary strategies, and skill based intervention groups. Staff will be classroom teachers and Title One staff. Students will be progress monitored every four weeks to determine if the intervention is working and if the correct placement of the student has been made.

Tier Three- STAR Math, vocabulary strategies, summer school, after-school tutoring, and skill based intervention groups. Staff will include classroom teachers, special education teachers, and Title One staff. Students will be progress monitored to determine if the intervention is working and if the correct placement of the student has been made.

Science:

Tier One- Michigan Grade Level Content Expectations are taught whole group in regular classroom settings to all students. All students are assessed three times a year using classroom assessments at the end of units. Also, we are using Mystery Science.

Tier Two- Students identified by classroom assessments will use Read Naturally, summer school, after-school tutoring and comprehension and vocabulary strategies to increase their achievement. Classroom teachers and Title One staff will deliver the interventions.

Tier Three- Students identified by classroom assessments will use Read Naturally, summer school, after-school tutoring and comprehension and vocabulary strategies to increase their achievement. Special education teachers, classroom teachers and Title One staff will deliver the interventions.

Social Studies:

Tier One- Michigan Grade Level Content Expectations are taught whole group to all students. Students are assessed using classroom assessments. Students are considered tier one students if they have mastered 70% of the social studies standards on common classroom assessments.

Tier Two and Tier Three- We will use Read Naturally to teach informational reading through social studies, as well as summer school, after-school tutoring, and comprehension and vocabulary strategies. Classroom

teachers, Title One staff and special education staff will deliver the interventions. Students mastering less than 70% of the standards on unit assessments are eligible for tier two and three interventions.

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

Differentiation in the classroom has been a priority this year for our teachers. We have brought in a consultant from the ISD to give us professional development on differentiation in the classroom. This professional development was done during our grade level PLC time through out the school year. We have created a "toolbox" at Central of ways that we are addressing individual student needs in our classroom.

Teachers are expected to utilize all of these throughout the year:

Learning Centers

Manipulative

1 to 1

Small group

Push in Title I support

Push in Special Education Support

Large Group

Technology

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

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

Local:

District Budget General Funds

Central Parent Organization

Caring Families (Sturgis Area Foundation)

The Haven

Merit Pay

Boy and Girl Scouts

White Pigeon Township Library

White Pigeon Parks and Recreation

State:

31A

Michigan Great Start Program

Federal:

Title II Part A

Title I

Head Start

Title 6 Rural Education and Low Income

McKinney Vento

Free and Reduced Lunch Program

Free Breakfast Program

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

Local:

Student needs as far as teaching materials and staff

Central Parent Organization- field trips and behavior incentives issues, field trips

Caring Families (Sturgis Area Foundation)- Girls Only Tea for parents and daughters to introduce puberty

The Haven- after-school tutoring and play for kids who have none at home

Food Service- free summer food program for breakfast and lunch

Boy and Girl Scouts- character building and relationships

White Pigeon Township Library- educational programs throughout the school year and summer reading programs

White Pigeon Parks and Recreation- provides activities for students during the year in different sports

School Improvement Plan

Central Elementary School

activities.

State:

31A- lower class size in kindergarten and home-school coordinator

Michigan Great Start Program- preschool readiness

Federal:

Title II Part A- professional development for teaching staff

Title I- teacher/director and para pros with support for tier two and tier three students, after-school tutoring and summer school

Head Start- preschool readiness

Title 6 Rural Education and Low Income- technology materials

The school will use Title One Part A funds to increase student achievement for students in the building. We will implement the ten components, keeping in consideration the rules regarding supplanting. The Title One funds will enhance not only learning, but professional development along with Title IIA.

1. Comprehensive Needs Assessment:

Local district funds- student needs, materials and staff

Title 11 Part A- professional development for teaching staff

Title One- teacher and para pros, with support for tier two and tier three students, after-school tutoring and summer school

2. Schoolwide Reform Strategies:

Title One- support for tier two and tier three students, after-school tutoring, and summer school

Title Six- technology for staff and students

31A- lower class size in kindergarten and home-school coordinator

3. Highly Qualified Professional Staff: all staff (instructional and non-instructional) are Highly Qualified

4. Attract and Retain Highly Qualified Staff: District Budget General Funds used for operating expenses, Title IA monies used to assist the teacher by supporting struggling students

5. Professional Development:

Title One- professional development for tier two and tier three programs

Title 11 Part A- reading strategies for teaching reading through the content areas with Annette Smitley, PLC's with Mike Mattos

Title One and Title II Part A- professional development on the issue of poverty, including the work of Payne, Reeves, and Jensen

6. Parental Involvement:

Title One- three yearly meetings before school, mid-year and the end of the school year

Caring Families- Girls Only Tea, field trips

Boy and Girl Scouts- relationships and character building

White Pigeon Township Library- educational programs for parents and students

School Improvement Plan

Central Elementary School

White Pigeon Parks and Recreation- activities for students during the year

7, Preschool Transition:

Head Start and Great Start preschool readiness and parent education

8. Assessment Decisions:

General Fund- AIMS Web, local assessments, time for weekly grade level PLC meetings

9. Timely and Additional Assistance:

Great Start and Head Start- preschool readiness and parent involvement through home visits and educational programs

31A- Summer School Programs

Title One- after-school tutoring, summer school, tier two and tier three student assistance

10. Integration of State and Local Resources:

All of the above programs work together to provide opportunities for students

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

The elementary food program is in compliance with state and federal standards in planning meals. The food service also provides meals to students in the summer during the summer school session. The district also identifies homeless students under McKinney-Vento, which is in compliance with federal law. The district also houses Head Start for local children, as well as a Great Start Preschool for students. Both of these programs are free to students in our community. The district also participates in Career Tech Education, as well as Dual Enrollment, for our students. In addition, parent groups also provide support to teachers by raising funds and providing extras for students

Evaluation:

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

Annually, the school improvement team gathers local and state student achievement data, demographic data, process data, and perception data to evaluate.

The following are the sources of data that we gather:

*Student Achievement: State assessments, AIMS Web, common assessments

*Demographic Data: student mobility, economically disadvantaged, ethnicity and homeless reports

*Process Data: Ed Yes

*Perception Data: surveys from parents, teachers, students and the community

Our team reviews this data and reports the findings of both strengths and weaknesses to the Board of Education, staff, students, parents, and community. Along with the information, we then develop the plan for the following school year.

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

If students are showing growth (we look for a growth rate of 10% yearly) in a specific target area, such as reading, then we make the determination the program is working. We meet three times a year to go over the data. This is done at a MiBLSi/MTSS meeting and we have the help of the ISD staff. We look at the student test scores to determine what percentage of our students are moving. If there are significant numbers of students who are not moving, we plan, with the external coaches, ways to make our interventions more meaningful. With the implementation of NWEA, it is our hope that we will have more data to pinpoint our intervention plans for the students.

The following are the sources of data that we gather:

*Student Achievement: State assessments, AIMS Web, , common assessments

*Demographic Data: student mobility, economically disadvantaged, ethnicity and homeless reports

*Process Data: Ed Yes

*Perception Data: surveys from parents, teachers, students and the community

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

The students who are furthest from the achievement standard are considered our Tier 3 students. These students are progressed monitored weekly and data looked at during PLC time and at our SAT (student assistance team) meetings. During our data review days held three times a year, the team looks at these students data school wide and determines effectiveness of programs.

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

After sorting out the student achievement data, staff and parents are asked for their input in the revision of the plan. This is done in the spring of each school year. All stakeholders are asked for their input on the school improvement plan and are invited to the meetings. Committees are created and different stakeholders work on different goals. When these are completed, the group comes back together to review the goals and make any changes.

School Improvement Plan 2018-2019

Overview

Plan Name

School Improvement Plan 2018-2019

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in Math.	Objectives: 3 Strategies: 4 Activities: 12	Academic	\$40250
2	All students will be proficient in Reading.	Objectives: 3 Strategies: 3 Activities: 10	Academic	\$101340
3	All students will be proficient in Writing.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$1350
4	All students will be proficient in Science.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$0
5	All students will be proficient in Social Studies.	Objectives: 1 Strategies: 4 Activities: 13	Academic	\$0
6	Positive Behavior Support	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	Professional Learning Communities	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$3500

Goal 1: All students will be proficient in Math.

Measurable Objective 1:

A 5% increase of All Students will increase student growth on State assessment and/or benchmark scores on local assessments. in Mathematics by 06/30/2019 as measured by State assessments and classroom assessments. Our spring 2018 M-Step data..

(shared) Strategy 1:

Curriculum Alignment - Staff will continue to align our enacted curriculum with the Common Core.

Category: Mathematics

Research Cited: All of these bodies of research say that we need to be explicit in our instructional goals and instruction.

Using Data to Improve Student Achievement, Deb Walstrom 2002

Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011

Classroom Instruction that Works, Dr. Robert Marzano 2004

Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009

Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer 2010

Tier:

Activity - Curriculum Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review current map with ISD staff K. Barnes to ensure tight alignment with the common core state standards.	Professional Learning	Tier 1	Monitor	09/03/2013	06/15/2019	\$17000	Title II Part A	All teachers and building administration.

School Improvement Plan

Central Elementary School

Activity - Identify Key Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will identify key vocabulary words at each grade level. Staff will use our Curriculum Crafter and Common Core during PLC meetings to create the vocabulary lists.	Other	Tier 1	Implement	08/29/2016	06/15/2019	\$0	No Funding Required	All teaching staff and administration.

Activity - Implement a Consistent Model for Instructional Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement a consistent model in their classrooms for instructional routines. We will get this PD from K.Barnes from the ISD.	Other	Tier 1	Implement	08/22/2016	06/15/2019	\$17000	Title II Part A	All teaching staff and administration.

Activity - Formative Loop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative Loop is a math intervention that takes students where they are and builds skills until students are proficient.	Technology	Tier 2		08/28/2017	06/30/2019	\$3500	Title I Part A	Teachers and Title One staff

(shared) Strategy 2:

Data Driven Decision Making - Staff will consistently use student data to determine appropriate interventions for all students. This will be supported by PLCs.

Category: Mathematics

Research Cited: The following research all talk about explicit instruction and learning goals being clearly defined.

Using Data to Improve Student Achievement, Deb Walstrom 2002

Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011

Classroom Instruction that Works, Dr. Robert Marzano 2004

Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009

Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer

2010

School Improvement Plan

Central Elementary School

Tier:

Activity - Assessment Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will administer the STAR Math Benchmark Assessment, three times per year.	Academic Support Program	Tier 1	Implement	08/29/2016	06/15/2019	\$0	No Funding Required	All teachers and building administration.

Activity - Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in collaborative data review sessions three times per year, per grade level, to gather and analyze multiple data sources including: State assessments, and common assessments.	Academic Support Program	Tier 1	Implement	09/03/2013	06/15/2019	\$750	Title I Part A	School Improvement Team, Data Review Team, and SAT team.

(shared) Strategy 3:

Parent Involvement - We will provide a number of activities and opportunities for parental involvement throughout the school year. These activities will vary from informational to fun activities with family. We will also conduct student progress meetings.

Category: Mathematics

Research Cited: Ruby Payne, a framework for Poverty 2002 talks about the relationship piece for those in poverty is very important and by having parents in to the school for positive events is one strategies to building the relationships.

Tier:

School Improvement Plan

Central Elementary School

Activity - Math Family Fun Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our math core group will create a Math Family Fun Night. During this night, we will have different math games set up throughout the building. Students will know how to play the games in each room, and they can take their parents around to each room and play the games with them. After they have rotated through each station, they will go to the last station in the cafeteria, where there will be light refreshments available. We will include all grades (K-5) in this activity.	Parent Involvement	Tier 1	Monitor	09/03/2013	06/15/2019	\$400	Title I Part A	All staff and building administration.

(shared) Strategy 4:

Targeted Instruction (MTSS) - Staff will implement a MTSS at all grade levels.

Category: Mathematics

Research Cited: All of this research talks about explicit instruction and clearly defined learning goals for all students.

Using Data to Improve Student Achievement, Deb Walstrom 2002

Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011

Classroom Instruction that Works, Dr. Robert Marzano 2004

Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009

Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer 2010

Tier:

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will differentiate instruction based on student data to meet the needs of students in the core curriculum.	Other			09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

School Improvement Plan

Central Elementary School

Activity - Professional Development - Differentiation Tier I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided training in differentiated core instruction in mathematics during PLC and staff meeting times.	Professional Learning		Implement	09/03/2013	06/15/2019	\$0	No Funding Required	Teachers and administration.

Activity - Tier 2 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize various intervention resources to address students' needs including: Star Math, vocabulary strategies, skill based intervention groups, Moby Max, and additional instruction through Title I resources, after-school tutoring, and summer school.	Academic Support Program	Tier 2	Implement	09/03/2013	06/15/2019	\$0	No Funding Required	Teachers and administration.

Activity - Tier 3 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize various intervention resources to address students' needs including: Otter Creek, vocabulary strategies, skill based intervention groups, and additional instruction through Title I resources, special education services, after-school tutoring, and summer school.	Academic Support Program		Implement	09/03/2013	06/10/2016	\$0	No Funding Required	Teachers and administration.

Activity - STAR Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We would like to use STAR math to place our students in the proper intervention program.	Academic Support Program	Tier 2	Implement	01/07/2017	06/30/2020	\$1600	Title I Part A	Title One Staff

School Improvement Plan

Central Elementary School

Measurable Objective 2:

A 5% increase of Students with Disabilities students will increase student growth as determined State assessment and/or benchmark scores on local assessments. in Mathematics by 06/30/2019 as measured by State assessments and classroom assessments. On our spring M-Step 2018 data.

(shared) Strategy 1:

Curriculum Alignment - Staff will continue to align our enacted curriculum with the Common Core.

Category: Mathematics

Research Cited: All of these bodies of research say that we need to be explicit in our instructional goals and instruction.

Using Data to Improve Student Achievement, Deb Walstrom 2002

Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011

Classroom Instruction that Works, Dr. Robert Marzano 2004

Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009

Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer 2010

Tier:

Activity - Curriculum Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review current map with ISD staff K. Barnes to ensure tight alignment with the common core state standards.	Professional Learning	Tier 1	Monitor	09/03/2013	06/15/2019	\$17000	Title II Part A	All teachers and building administration.

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

Central Elementary School

Staff will identify key vocabulary words at each grade level. Staff will use our Curriculum Crafter and Common Core during PLC meetings to create the vocabulary lists.	Other	Tier 1	Implement	08/29/2016	06/15/2019	\$0	No Funding Required	All teaching staff and administration.
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Activity - Implement a Consistent Model for Instructional Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement a consistent model in their classrooms for instructional routines. We will get this PD from K.Barnes from the ISD.	Other	Tier 1	Implement	08/22/2016	06/15/2019	\$17000	Title II Part A	All teaching staff and administration.

Activity - Formative Loop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative Loop is a math intervention that takes students where they are and builds skills until students are proficient.	Technology	Tier 2		08/28/2017	06/30/2019	\$3500	Title I Part A	Teachers and Title One staff

(shared) Strategy 2:

Data Driven Decision Making - Staff will consistently use student data to determine appropriate interventions for all students. This will be supported by PLCs.

Category: Mathematics

Research Cited: The following research all talk about explicit instruction and learning goals being clearly defined.

Using Data to Improve Student Achievement, Deb Walstrom 2002

Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011

Classroom Instruction that Works, Dr. Robert Marzano 2004

Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009

Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer 2010

Tier:

School Improvement Plan

Central Elementary School

Activity - Assessment Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will administer the STAR Math Benchmark Assessment, three times per year.	Academic Support Program	Tier 1	Implement	08/29/2016	06/15/2019	\$0	No Funding Required	All teachers and building administration.

Activity - Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in collaborative data review sessions three times per year, per grade level, to gather and analyze multiple data sources including: State assessments, and common assessments.	Academic Support Program	Tier 1	Implement	09/03/2013	06/15/2019	\$750	Title I Part A	School Improvement Team, Data Review Team, and SAT team.

(shared) Strategy 3:

Parent Involvement - We will provide a number of activities and opportunities for parental involvement throughout the school year. These activities will vary from informational to fun activities with family. We will also conduct student progress meetings.

Category: Mathematics

Research Cited: Ruby Payne, a framework for Poverty 2002 talks about the relationship piece for those in poverty is very important and by having parents in to the school for positive events is one strategies to building the relationships.

Tier:

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

Central Elementary School

Our math core group will create a Math Family Fun Night. During this night, we will have different math games set up throughout the building. Students will know how to play the games in each room, and they can take their parents around to each room and play the games with them. After they have rotated through each station, they will go to the last station in the cafeteria, where there will be light refreshments available. We will include all grades (K-5) in this activity.	Parent Involvement	Tier 1	Monitor	09/03/2013	06/15/2019	\$400	Title I Part A	All staff and building administration.
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(shared) Strategy 4:

Targeted Instruction (MTSS) - Staff will implement a MTSS at all grade levels.

Category: Mathematics

Research Cited: All of this research talks about explicit instruction and clearly defined learning goals for all students.

Using Data to Improve Student Achievement, Deb Walstrom 2002

Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011

Classroom Instruction that Works, Dr. Robert Marzano 2004

Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009

Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer

2010

Tier:

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will differentiate instruction based on student data to meet the needs of students in the core curriculum.	Other			09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

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

Central Elementary School

Staff will be provided training in differentiated core instruction in mathematics during PLC and staff meeting times.	Professional Learning		Implement	09/03/2013	06/15/2019	\$0	No Funding Required	Teachers and administration.
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Activity - Tier 2 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize various intervention resources to address students' needs including: Star Math, vocabulary strategies, skill based intervention groups, Moby Max, and additional instruction through Title I resources, after-school tutoring, and summer school.	Academic Support Program	Tier 2	Implement	09/03/2013	06/15/2019	\$0	No Funding Required	Teachers and administration.

Activity - Tier 3 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize various intervention resources to address students' needs including: Otter Creek, vocabulary strategies, skill based intervention groups, and additional instruction through Title I resources, special education services, after-school tutoring, and summer school.	Academic Support Program		Implement	09/03/2013	06/10/2016	\$0	No Funding Required	Teachers and administration.

Activity - STAR Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We would like to use STAR math to place our students in the proper intervention program.	Academic Support Program	Tier 2	Implement	01/07/2017	06/30/2020	\$1600	Title I Part A	Title One Staff

School Improvement Plan

Central Elementary School

Measurable Objective 3:

A 5% increase of Economically Disadvantaged students will increase student growth as determined by State assessment and/or benchmark scores on local assessments. in Mathematics by 06/30/2019 as measured by State assessments and classroom assessments. On our spring M-Step 2018 data.

(shared) Strategy 1:

Curriculum Alignment - Staff will continue to align our enacted curriculum with the Common Core.

Category: Mathematics

Research Cited: All of these bodies of research say that we need to be explicit in our instructional goals and instruction.

Using Data to Improve Student Achievement, Deb Walstrom 2002

Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011

Classroom Instruction that Works, Dr. Robert Marzano 2004

Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009

Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer 2010

Tier:

Activity - Curriculum Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review current map with ISD staff K. Barnes to ensure tight alignment with the common core state standards.	Professional Learning	Tier 1	Monitor	09/03/2013	06/15/2019	\$17000	Title II Part A	All teachers and building administration.

Activity - Identify Key Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will identify key vocabulary words at each grade level. Staff will use our Curriculum Crafter and Common Core during PLC meetings to create the vocabulary lists.	Other	Tier 1	Implement	08/29/2016	06/15/2019	\$0	No Funding Required	All teaching staff and administration.

School Improvement Plan

Central Elementary School

Activity - Implement a Consistent Model for Instructional Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement a consistent model in their classrooms for instructional routines. We will get this PD from K.Barnes from the ISD.	Other	Tier 1	Implement	08/22/2016	06/15/2019	\$17000	Title II Part A	All teaching staff and administration.

Activity - Formative Loop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative Loop is a math intervention that takes students where they are and builds skills until students are proficient.	Technology	Tier 2		08/28/2017	06/30/2019	\$3500	Title I Part A	Teachers and Title One staff

(shared) Strategy 2:

Data Driven Decision Making - Staff will consistently use student data to determine appropriate interventions for all students. This will be supported by PLCs.

Category: Mathematics

Research Cited: The following research all talk about explicit instruction and learning goals being clearly defined.

Using Data to Improve Student Achievement, Deb Walstrom 2002

Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011

Classroom Instruction that Works, Dr. Robert Marzano 2004

Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009

Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer

2010

Tier:

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

Central Elementary School

Staff will administer the STAR Math Benchmark Assessment, three times per year.	Academic Support Program	Tier 1	Implement	08/29/2016	06/15/2019	\$0	No Funding Required	All teachers and building administration.
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Activity - Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in collaborative data review sessions three times per year, per grade level, to gather and analyze multiple data sources including: State assessments, and common assessments.	Academic Support Program	Tier 1	Implement	09/03/2013	06/15/2019	\$750	Title I Part A	School Improvement Team, Data Review Team, and SAT team.

(shared) Strategy 3:

Parent Involvement - We will provide a number of activities and opportunities for parental involvement throughout the school year. These activities will vary from informational to fun activities with family. We will also conduct student progress meetings.

Category: Mathematics

Research Cited: Ruby Payne, a framework for Poverty 2002 talks about the relationship piece for those in poverty is very important and by having parents in to the school for positive events is one strategies to building the relationships.

Tier:

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

Central Elementary School

Our math core group will create a Math Family Fun Night. During this night, we will have different math games set up throughout the building. Students will know how to play the games in each room, and they can take their parents around to each room and play the games with them. After they have rotated through each station, they will go to the last station in the cafeteria, where there will be light refreshments available. We will include all grades (K-5) in this activity.	Parent Involvement	Tier 1	Monitor	09/03/2013	06/15/2019	\$400	Title I Part A	All staff and building administration.
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(shared) Strategy 4:

Targeted Instruction (MTSS) - Staff will implement a MTSS at all grade levels.

Category: Mathematics

Research Cited: All of this research talks about explicit instruction and clearly defined learning goals for all students.

Using Data to Improve Student Achievement, Deb Walstrom 2002

Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011

Classroom Instruction that Works, Dr. Robert Marzano 2004

Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009

Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer

2010

Tier:

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will differentiate instruction based on student data to meet the needs of students in the core curriculum.	Other			09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

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

Central Elementary School

Staff will be provided training in differentiated core instruction in mathematics during PLC and staff meeting times.	Professional Learning		Implement	09/03/2013	06/15/2019	\$0	No Funding Required	Teachers and administration.
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Activity - Tier 2 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize various intervention resources to address students' needs including: Star Math, vocabulary strategies, skill based intervention groups, Moby Max, and additional instruction through Title I resources, after-school tutoring, and summer school.	Academic Support Program	Tier 2	Implement	09/03/2013	06/15/2019	\$0	No Funding Required	Teachers and administration.

Activity - Tier 3 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize various intervention resources to address students' needs including: Otter Creek, vocabulary strategies, skill based intervention groups, and additional instruction through Title I resources, special education services, after-school tutoring, and summer school.	Academic Support Program		Implement	09/03/2013	06/10/2016	\$0	No Funding Required	Teachers and administration.

Activity - STAR Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We would like to use STAR math to place our students in the proper intervention program.	Academic Support Program	Tier 2	Implement	01/07/2017	06/30/2020	\$1600	Title I Part A	Title One Staff

Goal 2: All students will be proficient in Reading.

Measurable Objective 1:

A 3% increase of All Students will increase student growth as determined on State assessments and/or benchmark scores on local assessments in Reading. in English Language Arts by 06/30/2019 as measured by Spring 2018 M-Step State assessments, AiMSWeb, classroom assessments, and Star Reading..

(shared) Strategy 1:

Targeted Instruction (MTSS) - Staff will implement a MTSS at all grade levels.

Category: English/Language Arts

Research Cited: All of this research talks about explicit instruction and clearly defined leaning goals for all students. Using Data to Improve Student Achievement, Deb Walstrom 2002 Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011 Classroom Instruction that Works, Dr. Robert Marzano 2004 Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009 Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer 2010.

Tier:

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will differentiate instruction based on student data to meet the needs of students in the core curriculum	Other		Monitor	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

Activity - Reading Strategies - Tier 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Central Elementary School

Staff will implement effective reading instructional strategies by learning how to teach reading through the content areas.	Direct Instruction		Monitor	09/03/2013	06/15/2019	\$0	No Funding Required	All staff, building administration, and ISD consultant.
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Activity - Tier 2 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize various interventions to address students needs including: skill based intervention groups, Read Naturally, Six Minute Solution, comprehension and vocabulary strategies, Road to the Code, My Sidewalks, and additional instruction through Title I resources, after-school tutoring, and summer school.	Other	Tier 2	Monitor	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

Status	Progress Notes	Created On	Created By
In Progress	After School Tutoring started 2nd week of Novemeber.	November 13, 2013	Mrs. Shelly A McBride
In Progress	1st and 2nd grade T2 interventions started mid Oct. 3rd-5th T2 interventions started 1st week of Nov after NWEA and MEAP testing. 4th-5th grade interventions were starting with MEAP prep.	November 13, 2013	Mrs. Shelly A McBride

Activity - Tier 3 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize various interventions to address students' needs including: skill based intervention groups (six or less students per group), Read Naturally, Six Minute Solution, comprehension and vocabulary strategies, My Sidewalks, Road to the Code, PALS, KPALS, Corrective Reading, additional instruction through Title I resources and special education support.	Academic Support Program			09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

School Improvement Plan

Central Elementary School

Activity - Reading Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will hire a reading interventionist to work with K-3 students who are in Tier 3 to follow with Michigan's third grade reading law.	Parent Involvement, Academic Support Program	Tier 3		08/15/2017	06/30/2019	\$100000	Section 31a	Reading Interventionist and administration

Activity - Reading Now Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
White Pigeon Community Schools is part of the Reading Now Network, and will send four people to attend the fall kick off.	Teacher Collaboration	Tier 1		10/03/2017	10/03/2017	\$240	Title II Part A	Administration

(shared) Strategy 2:

Data Driven Decision Making - Staff will consistently use student data to determine appropriate interventions for all students. This will be supported by the implementation of PLC.

Category:

Research Cited: The following research all talk about explicit instruction and learning goals being clearly defined. Using Data to Improve Student Achievement, Deb Walstrom 2002 Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011 Classroom Instruction that Works, Dr. Robert Marzano 2004 Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009 Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer 2010

Tier:

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

Central Elementary School

Tier 1-All staff will administer the recently developed common assessments with fidelity, and AIMS Web, three times per year. Tier 2 and Tier 3-In addition to Tier 1 assessments, Tier 2 and Tier 3 students are progressed monitored bi-weekly and weekly respectively through AIMS Web.	Parent Involvement	Tier 1	Implement	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.
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Activity - Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in collaborative data review sessions three times per year, per grade level, to gather and analyze multiple data sources including: M-Step, and common assessments, and AIMS Web.	Academic Support Program	Tier 1	Implement	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

(shared) Strategy 3:

Parent Involvement - We will provide a number of activities and opportunities for parental involvement throughout the school year. These activities will vary from informational, to fun activities with family. We will also conduct student progress meetings.

Category:

Research Cited: Ruby Payne, a framework for Poverty 2002 talks about the relationship piece for those in poverty is very important and by having parents in to the school for positive events is one strategies to building the relationships.

Tier:

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

Central Elementary School

Round Up is an evening geared for all preschool and five-year old children in our community. This evening is composed of county agencies, intermediate school district groups, and local service agencies. All preschool and kindergarten registrations are taken at this time. All children are given books free of charge. Reading centers are provided by the current kindergarten and preschool teachers. All activities are geared for the love of literacy.	Recruitment and Retention			09/03/2013	06/15/2019	\$800	Other	All kindergarten and preschool staff, administration, ISD, local and county service agencies.
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Activity - Family fun Literacy Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3 B's and a C is a family fun literacy night. The three b's stand for basketball, books, and bingo. The c stands for cookies. This event has been going on for three years and is one of our most popular events for our families. Students and their entire families come to the school and get to choose between playing basketball in the gym, or bingo in the cafeteria. They can go back and forth between events too. While they are playing bingo, we have cookies, punch, and prizes for the winners. All students receive a book for attending. We see a lot of grandparents and teenage siblings attending this event.	Parent Involvement	Tier 1	Monitor	09/03/2013	06/15/2019	\$300	Other	3B's and a C committee, administration, Central Parent Organization.

Measurable Objective 2:

A 5% increase of Students with Disabilities students will increase student growth as determined on State assessments and/or benchmark scores on local assessments in Reading. in English Language Arts by 06/30/2019 as measured by AiMSWeb, Star Reading, State assessments Spring 2018 M-Step, classroom assessments. .

(shared) Strategy 1:

Targeted Instruction (MTSS) - Staff will implement a MTSS at all grade levels.

Category: English/Language Arts

Research Cited: All of this research talks about explicit instruction and clearly defined learning goals for all students. Using Data to Improve Student Achievement, Deb

Walstrom 2002 Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011 Classroom Instruction that Works, Dr. Robert Marzano

SY 2018-2019

Page 57

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School Improvement Plan

Central Elementary School

2004 Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009 Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer 2010.

Tier:

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will differentiate instruction based on student data to meet the needs of students in the core curriculum	Other		Monitor	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

Activity - Reading Strategies - Tier 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement effective reading instructional strategies by learning how to teach reading through the content areas.	Direct Instruction		Monitor	09/03/2013	06/15/2019	\$0	No Funding Required	All staff, building administration, and ISD consultant.

Activity - Tier 2 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize various interventions to address students needs including: skill based intervention groups, Read Naturally, Six Minute Solution, comprehension and vocabulary strategies, Road to the Code, My Sidewalks, and additional instruction through Title I resources, after-school tutoring, and summer school.	Other	Tier 2	Monitor	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

Status	Progress Notes	Created On	Created By
In Progress	After School Tutoring started 2nd week of Novemeber.	November 13, 2013	Mrs. Shelly A McBride

School Improvement Plan

Central Elementary School

In Progress	1st and 2nd grade T2 interventions started mid Oct. 3rd-5th T2 interventions started 1st week of Nov after NWEA and MEAP testing. 4th-5th grade interventions were starting with MEAP prep.	November 13, 2013	Mrs. Shelly A McBride
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Activity - Tier 3 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize various interventions to address students' needs including: skill based intervention groups (six or less students per group), Read Naturally, Six Minute Solution, comprehension and vocabulary strategies, My Sidewalks, Road to the Code, PALS, KPALS, Corrective Reading, additional instruction through Title I resources and special education support.	Academic Support Program			09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

Activity - Reading Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will hire a reading interventionist to work with K-3 students who are in Tier 3 to follow with Michigan's third grade reading law.	Parent Involvement, Academic Support Program	Tier 3		08/15/2017	06/30/2019	\$100000	Section 31a	Reading Interventionist and administration

Activity - Reading Now Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
White Pigeon Community Schools is part of the Reading Now Network, and will send four people to attend the fall kick off.	Teacher Collaboration	Tier 1		10/03/2017	10/03/2017	\$240	Title II Part A	Administration

(shared) Strategy 2:

Data Driven Decision Making - Staff will consistently use student data to determine appropriate interventions for all

School Improvement Plan

Central Elementary School

students. This will be supported by the implementation of PLC.

Category:

Research Cited: The following research all talk about explicit instruction and learning goals being clearly defined. Using Data to Improve Student Achievement, Deb Walstrom 2002 Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011 Classroom Instruction that Works, Dr. Robert Marzano 2004 Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009 Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer 2010

Tier:

Activity - Assessment Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 1-All staff will administer the recently developed common assessments with fidelity, and AIMS Web, three times per year. Tier 2 and Tier 3-In addition to Tier 1 assessments, Tier 2 and Tier 3 students are progressed monitored bi-weekly and weekly respectively through AIMS Web.	Parent Involvement	Tier 1	Implement	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

Activity - Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in collaborative data review sessions three times per year, per grade level, to gather and analyze multiple data sources including: M-Step, and common assessments, and AIMS Web.	Academic Support Program	Tier 1	Implement	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

(shared) Strategy 3:

Parent Involvement - We will provide a number of activities and opportunities for parental involvement throughout the school year. These activities will vary from informational, to fun activities with family. We will also conduct student progress meetings.

Category:

Research Cited: Ruby Payne, a framework for Poverty 2002 talks about the relationship piece for those in poverty is very important and by having parents in to the

SY 2018-2019

School Improvement Plan

Central Elementary School

school for positive events is one strategies to building the relationships.

Tier:

Activity - Round Up	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Round Up is an evening geared for all preschool and five-year old children in our community. This evening is composed of county agencies, intermediate school district groups, and local service agencies. All preschool and kindergarten registrations are taken at this time. All children are given books free of charge. Reading centers are provided by the current kindergarten and preschool teachers. All activities are geared for the love of literacy.	Recruitment and Retention			09/03/2013	06/15/2019	\$800	Other	All kindergarten and preschool staff, administration, ISD, local and county service agencies.

Activity - Family fun Literacy Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3 B's and a C is a family fun literacy night. The three b's stand for basketball, books, and bingo. The c stands for cookies. This event has been going on for three years and is one of our most popular events for our families. Students and their entire families come to the school and get to choose between playing basketball in the gym, or bingo in the cafeteria. They can go back and forth between events too. While they are playing bingo, we have cookies, punch, and prizes for the winners. All students receive a book for attending. We see a lot of grandparents and teenage siblings attending this event.	Parent Involvement	Tier 1	Monitor	09/03/2013	06/15/2019	\$300	Other	3B's and a C committee, administration, Central Parent Organization.

Measurable Objective 3:

School Improvement Plan

Central Elementary School

A 5% increase of Economically Disadvantaged students will increase student growth as determined on State assessments and/or benchmark scores on local assessments in Reading, in English Language Arts by 06/30/2019 as measured by State assessments Spring 2018 M-Step, AiMSWeb, classroom assessments. .

(shared) Strategy 1:

Targeted Instruction (MTSS) - Staff will implement a MTSS at all grade levels.

Category: English/Language Arts

Research Cited: All of this research talks about explicit instruction and clearly defined learning goals for all students. Using Data to Improve Student Achievement, Deb Walstrom 2002 Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011 Classroom Instruction that Works, Dr. Robert Marzano 2004 Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009 Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer 2010.

Tier:

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will differentiate instruction based on student data to meet the needs of students in the core curriculum	Other		Monitor	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

Activity - Reading Strategies - Tier 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement effective reading instructional strategies by learning how to teach reading through the content areas.	Direct Instruction		Monitor	09/03/2013	06/15/2019	\$0	No Funding Required	All staff, building administration, and ISD consultant.

Activity - Tier 2 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Central Elementary School

Staff will utilize various interventions to address students needs including: skill based intervention groups, Read Naturally, Six Minute Solution, comprehension and vocabulary strategies, Road to the Code, My Sidewalks, and additional instruction through Title I resources, after-school tutoring, and summer school.	Other	Tier 2	Monitor	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.
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Status	Progress Notes	Created On	Created By
In Progress	After School Tutoring started 2nd week of Novemeber.	November 13, 2013	Mrs. Shelly A McBride
In Progress	1st and 2nd grade T2 interventions started mid Oct. 3rd-5th T2 interventions started 1st week of Nov after NWEA and MEAP testing. 4th-5th grade interventions were starting with MEAP prep.	November 13, 2013	Mrs. Shelly A McBride

Activity - Tier 3 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize various interventions to address students' needs including: skill based intervention groups (six or less students per group), Read Naturally, Six Minute Solution, comprehension and vocabulary strategies, My Sidewalks, Road to the Code, PALS, KPALS, Corrective Reading, additional instruction through Title I resources and special education support.	Academic Support Program			09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

Activity - Reading Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will hire a reading interventionist to work with K-3 students who are in Tier 3 to follow with Michigan's third grade reading law.	Parent Involvement, Academic Support Program	Tier 3		08/15/2017	06/30/2019	\$100000	Section 31a	Reading Interventionist and administration

School Improvement Plan

Central Elementary School

Activity - Reading Now Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
White Pigeon Community Schools is part of the Reading Now Network, and will send four people to attend the fall kick off.	Teacher Collaboration	Tier 1		10/03/2017	10/03/2017	\$240	Title II Part A	Administration

(shared) Strategy 2:

Data Driven Decision Making - Staff will consistently use student data to determine appropriate interventions for all students. This will be supported by the implementation of PLC.

Category:

Research Cited: The following research all talk about explicit instruction and learning goals being clearly defined. Using Data to Improve Student Achievement, Deb Walstrom 2002 Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011 Classroom Instruction that Works, Dr. Robert Marzano 2004 Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009 Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer 2010

Tier:

Activity - Assessment Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 1-All staff will administer the recently developed common assessments with fidelity, and AIMS Web, three times per year. Tier 2 and Tier 3-In addition to Tier 1 assessments, Tier 2 and Tier 3 students are progressed monitored bi-weekly and weekly respectively through AIMS Web.	Parent Involvement	Tier 1	Implement	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

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

Central Elementary School

Staff will participate in collaborative data review sessions three times per year, per grade level, to gather and analyze multiple data sources including: M-Step, and common assessments, and AIMS Web.	Academic Support Program	Tier 1	Implement	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.
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(shared) Strategy 3:

Parent Involvement - We will provide a number of activities and opportunities for parental involvement throughout the school year. These activities will vary from informational, to fun activities with family. We will also conduct student progress meetings.

Category:

Research Cited: Ruby Payne, a framework for Poverty 2002 talks about the relationship piece for those in poverty is very important and by having parents in to the school for positive events is one strategies to building the relationships.

Tier:

Activity - Round Up	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Round Up is an evening geared for all preschool and five-year old children in our community. This evening is composed of county agencies, intermediate school district groups, and local service agencies. All preschool and kindergarten registrations are taken at this time. All children are given books free of charge. Reading centers are provided by the current kindergarten and preschool teachers. All activities are geared for the love of literacy.	Recruitment and Retention			09/03/2013	06/15/2019	\$800	Other	All kindergarten and preschool staff, administration, ISD, local and county service agencies.

Activity - Family fun Literacy Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Central Elementary School

<p>3 B's and a C is a family fun literacy night. The three b's stand for basketball, books, and bingo. The c stands for cookies. This event has been going on for three years and is one of our most popular events for our families. Students and their entire families come to the school and get to choose between playing basketball in the gym, or bingo in the cafeteria. They can go back and forth between events too. While they are playing bingo, we have cookies, punch, and prizes for the winners. All students receive a book for attending. We see a lot of grandparents and teenage siblings attending this event.</p>	<p>Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/03/2013</p>	<p>06/15/2019</p>	<p>\$300</p>	<p>Other</p>	<p>3B's and a C committee, administration, Central Parent Organization.</p>
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Goal 3: All students will be proficient in Writing.

Measurable Objective 1:

A 5% increase of All Students will increase student growth as determined on State assessments and/or benchmark scores on local assessments in Writing. in English Language Arts by 06/30/2019 as measured by State assessments and classroom assessments. On our spring M-Step 2018 data..

Strategy 1:

Curriculum Alignment - Staff will continue to align our enacted curriculum with the Common Core.

Category: English/Language Arts

Research Cited: All of this research talks about explicit instruction and clearly defined learning goals for all students. Using Data to Improve Student Achievement, Deb Walstrom 2002 Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011 Classroom Instruction that Works, Dr. Robert Marzano 2004 Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009 Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer 2010

Tier: Tier 1

Activity - Continued Support of Jon Collins Writing Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Central Elementary School

Teachers will use the building wide plan to systematically integrate the John Collins Writing Program throughout our curriculum, with the guidance of Mark Dressel, writing consultant.	Other	Tier 1	Monitor	09/03/2013	06/15/2019	\$1350	Title I Part A	All staff and administration.
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Activity - Develop Writing Prompts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the recently develop writing prompts and scoring rubrics for each grade level for fall and spring assessments. These will be administered and the data will be compiled to determine growth at each grade level. Student writing portfolios, separate from the Collins Writing Folders, containing benchmark writing assessment results, will be maintained throughout the elementary years.	Other	Tier 1	Implement	06/10/2016	06/15/2019	\$0	No Funding Required	All staff and administration.

Status	Progress Notes	Created On	Created By
In Progress	Completed and shared with all on S drive.	November 13, 2013	Mrs. Shelly A McBride

Strategy 2:

Data Driven Decision Making - Staff will consistently use student data to determine appropriate interventions for all students.

Category:

Research Cited: The following research all talk about explicit instruction and learning goals being clearly defined. Using Data to Improve Student Achievement, Deb Walstrom 2002 Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011 Classroom Instruction that Works, Dr. Robert Marzano 2004 Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009 Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer 2010

Tier:

School Improvement Plan

Central Elementary School

Activity - Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in collaborative data review sessions three times per year, per grade level, to gather and analyze multiple data sources including: State testing results and common anchor paper assessments.	Academic Support Program	Tier 1	Implement	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

Strategy 3:

Targeted Instruction (MTSS) - Staff will implement a multi-tiered system of support at all grade levels.

Category:

Research Cited: All of this research talks about explicit instruction and clearly defined learning goals for all students. Using Data to Improve Student Achievement, Deb Walstrom 2002 Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011 Classroom Instruction that Works, Dr. Robert Marzano 2004 Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009 Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer 2010

Tier:

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will differentiate instruction based on student data to meet the needs of students in the core curriculum.	Direct Instruction	Tier 1		09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

Activity - Tier 2 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize various intervention resources to address students' needs including: John Collins Writing Folders, additional instruction through small group instruction in Title I, after-school tutoring, and summer school programs.	Academic Support Program	Tier 2		09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

School Improvement Plan

Central Elementary School

Activity - Tier 3 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize various intervention resources to address students needs including: John Collins Writing Folders, additional instruction through small group instruction in Title I, after-school tutoring, and summer school programs. Additional assistance will also be provided by our contracted Title I teacher.	Other, Academic Support Program	Tier 3	Implement	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

Activity - Writing - Tier 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be taught the writing standards using the John Collins Writing Model. This will be done as whole group instruction in the regular classroom setting.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

Goal 4: All students will be proficient in Science.

Measurable Objective 1:

A 5% increase of All Students will increase student growth as determined on State assessments and/or benchmark scores on local assessments in Science. in Science by 06/30/2019 as measured by State assessments Spring 2018 M-Step, classroom assessments. .

Strategy 1:

Curriculum Alignment - Staff will begin to align our enacted curriculum with the Next Generation Science standards.

Category:

Research Cited: The following research all talk about explicit instruction and learning goals being clearly defined. Using Data to Improve Student Achievement, Deb

School Improvement Plan

Central Elementary School

Walstrom 2002 Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011 Classroom Instruction that Works, Dr. Robert Marzano 2004 Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009 Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer 2010

Tier:

Activity - Curriculum Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will create curriculum maps for each grade level during PLC and staff meeting times.	Other	Tier 1	Implement	06/10/2016	06/15/2019	\$0	No Funding Required	All staff and administration.

Activity - Identify Key Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will identify key vocabulary words at each grade level. Staff will use our Curriculum Crafter and the Next Generation Science standards during PLC meetings to create the vocabulary lists.	Other	Tier 1	Implement	06/10/2016	06/15/2019	\$0	No Funding Required	All staff and administration.

Activity - Implement a Consistent Model to Instruct Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement a consistent model in their classrooms to instruct vocabulary.	Direct Instruction	Tier 1		06/10/2016	06/15/2019	\$0	No Funding Required	All staff and administration.

Strategy 2:

Data Driven Decision Making - Staff will consistently use student data to determine appropriate interventions for all students.

Category:

SY 2018-2019

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School Improvement Plan

Central Elementary School

Research Cited: The following research all talk about explicit instruction and learning goals being clearly defined. Using Data to Improve Student Achievement, Deb Walstrom 2002 Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011 Classroom Instruction that Works, Dr. Robert Marzano 2004 Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009 Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer 2010

Tier:

Activity - Assessment Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 1 - All staff will administer the recently developed common assessments with fidelity AIMS Web, three times per year. Tier 2 and Tier 3 - In addition to Tier 1 assessments, Tier 2 and Tier 3 students are progressed monitored by-weekly and weekly respectively through AIMS Web.	Other	Tier 1		09/03/2013	06/10/2016	\$0	No Funding Required	All staff and administration.

Activity - Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in collaborative data review sessions three times per year, per grade level, to gather and analyze multiple data sources including: State assessment and common assessments.	Academic Support Program	Tier 1	Implement	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

Strategy 3:

Improve Reading Skills in Science - Teachers will utilize research based reading comprehension strategies in science instruction.

Category:

Research Cited: All of this research talks about explicit instruction and clearly defined leaning goals for all students. Using Data to Improve Student Achievement, Deb Walstrom 2002 Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011 Classroom Instruction that Works, Dr. Robert Marzano 2004 Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009 Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer 2010

School Improvement Plan

Central Elementary School

Tier:

Activity - Improve Reading comprehension Strategies in Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development in reading comprehension strategies across the curriculum using our new reading series, during PLC time and staff meeting time.	Professional Learning	Tier 1	Implement	06/10/2016	06/15/2019	\$0	No Funding Required	All staff, administration and ISD Consultant.

Strategy 4:

Targeted Instruction (MTSS) - Staff will implement a multi-tiered system of support at all grade levels in science.

Category:

Research Cited: All of this research talks about explicit instruction and clearly defined learning goals for all students. Using Data to Improve Student Achievement, Deb Walstrom 2002 Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011 Classroom Instruction that Works, Dr. Robert Marzano 2004 Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009 Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer 2010

Tier:

Activity - Science - Tier 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be taught the Next Generation Science Standards as a whole group in the regular classroom setting.	Other	Tier 1	Implement	06/10/2016	06/15/2019	\$0	No Funding Required	All staff and administration.

Activity - Tier 2 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Central Elementary School

Staff will utilize various intervention resources to address students' needs including: Read Naturally, additional instruction through Title I resources, comprehension and vocabulary strategies, after-school tutoring, and summer school.	Academic Support Program	Tier 2		09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.
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Activity - Tier 3 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize various intervention resources to address students' needs including: Read Naturally, additional instruction through Title I resources, comprehension and vocabulary strategies, after-school tutoring, summer school, and special education services.	Academic Support Program	Tier 3	Monitor	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

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

Measurable Objective 1:

A 5% increase of All Students will increase student growth as determined on State assessments and/or benchmark scores on local assessments in Social Studies. in Social Studies by 06/30/2019 as measured by State assessments Spring 2018 M-Step, classroom assessments. .

Strategy 1:

Curriculum Alignment - Staff will continue to align our enacted curriculum with the State adopted curriculum.

Category: Social Studies

Research Cited: The following research all talk about explicit instruction and learning goals being clearly defined. Using Data to Improve Student Achievement, Deb Walstrom 2002 Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011 Classroom Instruction that Works, Dr. Robert Marzano 2004 Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009 Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer 2010

Tier: Tier 1

School Improvement Plan

Central Elementary School

Activity - Cross Curricular Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to work with the physical education and music teachers to integrate cross-curricular instruction to enhance recall for students. Focus will be placed on supporting the social studies curriculum, with in the arts focusing on the cultural aspects of the curriculum being studied.	Direct Instruction	Tier 1	Implement	09/03/2013	06/01/2019	\$0	No Funding Required	All staff and administration.

Activity - Identify Key Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will identify key vocabulary words at each grade level. Staff will use Curriculum Crafter and the current State standards during grade level meetings and PLC meetings to create the vocabulary lists.	Professional Learning	Tier 1	Implement	06/10/2016	06/15/2019	\$0	No Funding Required	All staff and administration.

Activity - Curricular Experiences - Field trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level participates in at least one field trip per year that relates to the social studies curriculum. Some of these trips include: a walking trip to our local land office, Greenfield Village, Lansing (the state capitol and Michigan's History Museum), and Camp Eberhart.	Field Trip	Tier 1	Implement	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

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

Central Elementary School

Staff will create curriculum maps for each grade level during PLC time and staff meeting times.	Other	Tier 1	Implement	06/10/2016	06/15/2019	\$0	No Funding Required	All staff and administration.
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Activity - Implement a Consistent Model to Instruct Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement a consistent model in their classrooms to instruct vocabulary.	Direct Instruction	Tier 1		06/10/2016	06/15/2019	\$0	No Funding Required	All staff and administration.

Strategy 2:

Data Driven Decision Making - Staff will consistently use student data to determine appropriate interventions for all students.

Category:

Research Cited: The following research all talk about explicit instruction and learning goals being clearly defined. Using Data to Improve Student Achievement, Deb Walstrom 2002 Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011 Classroom Instruction that Works, Dr. Robert Marzano 2004 Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009 Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer 2010

Tier:

Activity - Assessment Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will administer the recently developed common assessments with fidelity.	Direct Instruction	Tier 1	Implement	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

School Improvement Plan

Central Elementary School

Activity - Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in collaborative data review sessions three times per year, per grade level, to gather and analyze multiple data sources including: State testing and common assessments.	Academic Support Program	Tier 1	Implement	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

Strategy 3:

Parent Involvement - We will provide a number of activities and opportunities for parental involvement throughout the school year. These activities will vary from informational to fun activities with family. We will also conduct student progress meetings.

Category:

Research Cited: Ruby Payne, a framework for Poverty 2002 talks about the relationship piece for those in poverty is very important and by having parents in to the school for positive events is one strategies to building the relationships.

Tier:

Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are welcome and encouraged on our academic field trips with students.	Parent Involvement	Tier 1	Monitor	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

Strategy 4:

Targeted Instruction (MTSS) - Staff will implement a multi-tiered system of support at all grade levels in social studies.

Category:

Research Cited: All of this research talks about explicit instruction and clearly defined learning goals for all students. Using Data to Improve Student Achievement, Deb Walstrom 2002 Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker 2011 Classroom Instruction that Works, Dr. Robert Marzano 2004 Pyramid Response to Interventions, Mike Mattos et.al and University of Oregon 2009 Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners), Archer 2010

Tier:

School Improvement Plan

Central Elementary School

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will differentiate instruction based on student data to meet the needs of students in the core curriculum.	Direct Instruction	Tier 1	Implement	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

Activity - Professional Development - Effective Reading Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in training on how to effectively use reading strategies in social studies.	Professional Learning	Tier 1	Implement	06/10/2016	06/15/2019	\$0	No Funding Required	All staff and administration.

Activity - Social Studies - Tier 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be taught the current State Standards a whole group in the regular classroom setting.	Other	Tier 1	Implement	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

Activity - Tier 2 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize various intervention resources to address students needs including: Read Naturally, additional instruction through Title I resources, Comprehension and Vocabulary Strategies, after-school tutoring, and summer school.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

School Improvement Plan

Central Elementary School

Activity - Tier 3 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize various intervention resources to address students' needs including: Read Naturally, additional instruction through Title I resources, comprehension and vocabulary strategies, after-school tutoring, summer school, and special education services.	Academic Support Program	Tier 3	Monitor	09/03/2013	06/15/2019	\$0	No Funding Required	All staff and administration.

Goal 6: Positive Behavior Support

Measurable Objective 1:

collaborate to continue to implement PBIS throughout the building by 06/15/2019 as measured by the successful continued implementation of our behavior matrix.

Strategy 1:

Positive Behavior Support - Teachers will continue to implement PBIS throughout the building.

Category: Learning Support Systems

Research Cited: Randy Sprick in his book, Champs 2009, talks about PBIS and setting expectations for behavior up front.

Tier: Tier 1

Activity - Teach and Implement PBIS Using our Behavior Expectation Matrix	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to teach behavior expectations (three times per year) and implement PBIS throughout the building.	Behavioral Support Program	Tier 1	Monitor	09/03/2014	06/15/2019	\$0	No Funding Required	All staff and administration.

School Improvement Plan

Central Elementary School

Status	Progress Notes	Created On	Created By
In Progress	1st teaching was in September - 1st week of school.	November 13, 2013	Mrs. Shelly A McBride

Goal 7: Professional Learning Communities

Measurable Objective 1:

collaborate to continue with PLCs at Central Elementary by 06/15/2019 as measured by effective data based decision making and SMART goals made consistently, and professional learning is taking place during our meetings..

Strategy 1:

PLC Training - Staff will continue to work towards learning about PLCs and how to run them effectively.

Category:

Research Cited: Learning By Doing and PLC at Work notebook, all by Richard DuFour, Rebecca DuFour, Robert Eaker, and Tomas Many will lead our discussion.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue their training in Rtl/MTSS and its implementation by Mike Mattos and the DuFours.	Professional Learning		Implement	09/03/2013	06/15/2019	\$3500	Title II Part A	All staff and administration.

Status	Progress Notes	Created On	Created By
In Progress	1st mp - teachers meet every friday morning and worked on their 10 essentials in math.	November 13, 2013	Mrs. Shelly A McBride

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 2 Interventions	Staff will utilize various interventions to address students needs including: skill based intervention groups, Read Naturally, Six Minute Solution, comprehension and vocabulary strategies, Road to the Code, My Sidewalks, and additional instruction through Title I resources, after-school tutoring, and summer school.	Other	Tier 2	Monitor	09/03/2013	06/15/2019	\$0	All staff and administration.
Assessment Plan	Tier 1-All staff will administer the recently developed common assessments with fidelity, and AIMS Web, three times per year. Tier 2 and Tier 3-In addition to Tier 1 assessments, Tier 2 and Tier 3 students are progressed monitored bi-weekly and weekly respectively through AIMS Web.	Parent Involvement	Tier 1	Implement	09/03/2013	06/15/2019	\$0	All staff and administration.
Tier 3 Interventions	Staff will utilize various intervention resources to address students' needs including: Read Naturally, additional instruction through Title I resources, comprehension and vocabulary strategies, after-school tutoring, summer school, and special education services.	Academic Support Program	Tier 3	Monitor	09/03/2013	06/15/2019	\$0	All staff and administration.
Tier 2 Interventions	Staff will utilize various intervention resources to address students' needs including: Read Naturally, additional instruction through Title I resources, comprehension and vocabulary strategies, after-school tutoring, and summer school.	Academic Support Program	Tier 2		09/03/2013	06/15/2019	\$0	All staff and administration.
Professional Development - Effective Reading Instructional Strategies	Staff will participate in training on how to effectively use reading strategies in social studies.	Professional Learning	Tier 1	Implement	06/10/2016	06/15/2019	\$0	All staff and administration.

School Improvement Plan

Central Elementary School

Professional Development - Differentiation Tier I	Staff will be provided training in differentiated core instruction in mathematics during PLC and staff meeting times.	Professional Learning		Implement	09/03/2013	06/15/2019	\$0	Teachers and administration.
Tier 3 Interventions	Staff will utilize various intervention resources to address students' needs including: Read Naturally, additional instruction through Title I resources, comprehension and vocabulary strategies, after-school tutoring, summer school, and special education services.	Academic Support Program	Tier 3	Monitor	09/03/2013	06/15/2019	\$0	All staff and administration.
Field Trips	Parents are welcome and encouraged on our academic field trips with students.	Parent Involvement	Tier 1	Monitor	09/03/2013	06/15/2019	\$0	All staff and administration.
Differentiation	Staff will differentiate instruction based on student data to meet the needs of students in the core curriculum.	Direct Instruction	Tier 1	Implement	09/03/2013	06/15/2019	\$0	All staff and administration.
Tier 3 Interventions	Staff will utilize various intervention resources to address students needs including: John Collins Writing Folders, additional instruction through small group instruction in Title I, after-school tutoring, and summer school programs. Additional assistance will also be provided by our contracted Title I teacher.	Other, Academic Support Program	Tier 3	Implement	09/03/2013	06/15/2019	\$0	All staff and administration.
Teach and Implement PBIS Using our Behavior Expectation Matrix	Teachers will continue to teach behavior expectations (three times per year) and implement PBIS throughout the building.	Behavioral Support Program	Tier 1	Monitor	09/03/2014	06/15/2019	\$0	All staff and administration.
Identify Key Vocabulary	Staff will identify key vocabulary words at each grade level. Staff will use our Curriculum Crafter and Common Core during PLC meetings to create the vocabulary lists.	Other	Tier 1	Implement	08/29/2016	06/15/2019	\$0	All teaching staff and administration.
Differentiation	Staff will differentiate instruction based on student data to meet the needs of students in the core curriculum	Other		Monitor	09/03/2013	06/15/2019	\$0	All staff and administration.
Improve Reading comprehension Strategies in Science	Professional development in reading comprehension strategies across the curriculum using our new reading series, during PLC time and staff meeting time.	Professional Learning	Tier 1	Implement	06/10/2016	06/15/2019	\$0	All staff, administration and ISD Consultant.

School Improvement Plan

Central Elementary School

Develop Writing Prompts	Teachers will use the recently develop writing prompts and scoring rubrics for each grade level for fall and spring assessments. These will be administered and the data will be compiled to determine growth at each grade level. Student writing portfolios, separate from the Collins Writing Folders, containing benchmark writing assessment results, will be maintained throughout the elementary years.	Other	Tier 1	Implement	06/10/2016	06/15/2019	\$0	All staff and administration.
Reading Strategies - Tier 1	Staff will implement effective reading instructional strategies by learning how to teach reading through the content areas.	Direct Instruction		Monitor	09/03/2013	06/15/2019	\$0	All staff, building administration, and ISD consultant.
Implement a Consistent Model to Instruct Vocabulary	Staff will implement a consistent model in their classrooms to instruct vocabulary.	Direct Instruction	Tier 1		06/10/2016	06/15/2019	\$0	All staff and administration.
Tier 2 Interventions	Staff will utilize various intervention resources to address students' needs including: John Collins Writing Folders, additional instruction through small group instruction in Title I, after-school tutoring, and summer school programs.	Academic Support Program	Tier 2		09/03/2013	06/15/2019	\$0	All staff and administration.
Data Review	Staff will participate in collaborative data review sessions three times per year, per grade level, to gather and analyze multiple data sources including: M-Step, and common assessments, and AIMS Web.	Academic Support Program	Tier 1	Implement	09/03/2013	06/15/2019	\$0	All staff and administration.
Science - Tier 1	All students will be taught the Next Generation Science Standards as a whole group in the regular classroom setting.	Other	Tier 1	Implement	06/10/2016	06/15/2019	\$0	All staff and administration.
Social Studies - Tier 1	All students will be taught the current State Standards a whole group in the regular classroom setting.	Other	Tier 1	Implement	09/03/2013	06/15/2019	\$0	All staff and administration.
Cross Curricular Integration	Teachers will continue to work with the physical education and music teachers to integrate cross-curricular instruction to enhance recall for students. Focus will be placed on supporting the social studies curriculum, with in the arts focusing on the cultural aspects of the curriculum being studied.	Direct Instruction	Tier 1	Implement	09/03/2013	06/01/2019	\$0	All staff and administration.

School Improvement Plan

Central Elementary School

Tier 3 Interventions	Staff will utilize various intervention resources to address students' needs including: Otter Creek, vocabulary strategies, skill based intervention groups, and additional instruction through Title I resources, special education services, after-school tutoring, and summer school.	Academic Support Program		Implement	09/03/2013	06/10/2016	\$0	Teachers and administration.
Data Review	Staff will participate in collaborative data review sessions three times per year, per grade level, to gather and analyze multiple data sources including: State assessment and common assessments.	Academic Support Program	Tier 1	Implement	09/03/2013	06/15/2019	\$0	All staff and administration.
Differentiation	Staff will differentiate instruction based on student data to meet the needs of students in the core curriculum.	Direct Instruction	Tier 1		09/03/2013	06/15/2019	\$0	All staff and administration.
Data Review	Staff will participate in collaborative data review sessions three times per year, per grade level, to gather and analyze multiple data sources including: State testing and common assessments.	Academic Support Program	Tier 1	Implement	09/03/2013	06/15/2019	\$0	All staff and administration.
Curriculum Maps	Staff will create curriculum maps for each grade level during PLC and staff meeting times.	Other	Tier 1	Implement	06/10/2016	06/15/2019	\$0	All staff and administration.
Tier 3 Interventions	Staff will utilize various interventions to address students' needs including: skill based intervention groups (six or less students per group), Read Naturally, Six Minute Solution, comprehension and vocabulary strategies, My Sidewalks, Road to the Code, PALS, KPALS, Corrective Reading, additional instruction through Title I resources and special education support.	Academic Support Program			09/03/2013	06/15/2019	\$0	All staff and administration.
Writing - Tier 1	All students will be taught the writing standards using the John Collins Writing Model. This will be done as whole group instruction in the regular classroom setting.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/15/2019	\$0	All staff and administration.
Differentiation	Staff will differentiate instruction based on student data to meet the needs of students in the core curriculum.	Other			09/03/2013	06/15/2019	\$0	All staff and administration.
Curricular Experiences - Field trips	Each grade level participates in at least one field trip per year that relates to the social studies curriculum. Some of these trips include: a walking trip to our local land office, Greenfield Village, Lansing (the state capitol and Michigan's History Museum), and Camp Eberhart.	Field Trip	Tier 1	Implement	09/03/2013	06/15/2019	\$0	All staff and administration.

School Improvement Plan

Central Elementary School

Tier 2 Interventions	Staff will utilize various intervention resources to address students needs including: Read Naturally, additional instruction through Title I resources, Comprehension and Vocabulary Strategies, after-school tutoring, and summer school.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/15/2019	\$0	All staff and administration.
Implement a Consistent Model to Instruct Vocabulary	Staff will implement a consistent model in their classrooms to instruct vocabulary.	Direct Instruction	Tier 1		06/10/2016	06/15/2019	\$0	All staff and administration.
Assessment Plan	Staff will administer the recently developed common assessments with fidelity.	Direct Instruction	Tier 1	Implement	09/03/2013	06/15/2019	\$0	All staff and administration.
Identify Key Vocabulary	Staff will identify key vocabulary words at each grade level. Staff will use our Curriculum Crafter and the Next Generation Science standards during PLC meetings to create the vocabulary lists.	Other	Tier 1	Implement	06/10/2016	06/15/2019	\$0	All staff and administration.
Identify Key Vocabulary	Staff will identify key vocabulary words at each grade level. Staff will use Curriculum Crafter and the current State standards during grade level meetings and PLC meetings to create the vocabulary lists.	Professional Learning	Tier 1	Implement	06/10/2016	06/15/2019	\$0	All staff and administration.
Tier 2 Interventions	Staff will utilize various intervention resources to address students' needs including: Star Math, vocabulary strategies, skill based intervention groups, Moby Max, and additional instruction through Title I resources, after-school tutoring, and summer school.	Academic Support Program	Tier 2	Implement	09/03/2013	06/15/2019	\$0	Teachers and administration.
Data Review	Staff will participate in collaborative data review sessions three times per year, per grade level, to gather and analyze multiple data sources including: State testing results and common anchor paper assessments.	Academic Support Program	Tier 1	Implement	09/03/2013	06/15/2019	\$0	All staff and administration.
Assessment Plan	Tier 1 - All staff will administer the recently developed common assessments with fidelity AIMS Web, three times per year. Tier 2 and Tier 3 - In addition to Tier 1 assessments, Tier 2 and Tier 3 students are progressed monitored by-weekly and weekly respectively through AIMS Web.	Other	Tier 1		09/03/2013	06/10/2016	\$0	All staff and administration.
Curriculum Maps	Staff will create curriculum maps for each grade level during PLC time and staff meeting times.	Other	Tier 1	Implement	06/10/2016	06/15/2019	\$0	All staff and administration.

School Improvement Plan

Central Elementary School

Assessment Plan	Staff will administer the STAR Math Benchmark Assessment, three times per year.	Academic Support Program	Tier 1	Implement	08/29/2016	06/15/2019	\$0	All teachers and building administration.
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative Loop	Formative Loop is a math intervention that takes students where they are and builds skills until students are proficient.	Technology	Tier 2		08/28/2017	06/30/2019	\$3500	Teachers and Title One staff
Math Family Fun Night	Our math core group will create a Math Family Fun Night. During this night, we will have different math games set up throughout the building. Students will know how to play the games in each room, and they can take their parents around to each room and play the games with them. After they have rotated through each station, they will go to the last station in the cafeteria, where there will be light refreshments available. We will include all grades (K-5) in this activity.	Parent Involvement	Tier 1	Monitor	09/03/2013	06/15/2019	\$400	All staff and building administration.
STAR Math	We would like to use STAR math to place our students in the proper intervention program.	Academic Support Program	Tier 2	Implement	01/07/2017	06/30/2020	\$1600	Title One Staff
Continued Support of Jon Collins Writing Program	Teachers will use the building wide plan to systematically integrate the John Collins Writing Program throughout our curriculum, with the guidance of Mark Dressel, writing consultant.	Other	Tier 1	Monitor	09/03/2013	06/15/2019	\$1350	All staff and administration.
Data Review	Staff will participate in collaborative data review sessions three times per year, per grade level, to gather and analyze multiple data sources including: State assessments, and common assessments.	Academic Support Program	Tier 1	Implement	09/03/2013	06/15/2019	\$750	School Improvement Team, Data Review Team, and SAT team.

Other

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

Central Elementary School

Round Up	Round Up is an evening geared for all preschool and five-year old children in our community. This evening is composed of county agencies, intermediate school district groups, and local service agencies. All preschool and kindergarten registrations are taken at this time. All children are given books free of charge. Reading centers are provided by the current kindergarten and preschool teachers. All activities are geared for the love of literacy.	Recruitment and Retention			09/03/2013	06/15/2019	\$800	All kindergarten and preschool staff, administration, ISD, local and county service agencies.
Family fun Literacy Night	3 B's and a C is a family fun literacy night. The three b's stand for basketball, books, and bingo. The c stands for cookies. This event has been going on for three years and is one of our most popular events for our families. Students and their entire families come to the school and get to choose between playing basketball in the gym, or bingo in the cafeteria. They can go back and forth between events too. While they are playing bingo, we have cookies, punch, and prizes for the winners. All students receive a book for attending. We see a lot of grandparents and teenage siblings attending this event.	Parent Involvement	Tier 1	Monitor	09/03/2013	06/15/2019	\$300	3B's and a C committee, administration, Central Parent Organization.

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Interventionist	We will hire a reading interventionist to work with K-3 students who are in Tier 3 to follow with Michigan's third grade reading law.	Parent Involvement, Academic Support Program	Tier 3		08/15/2017	06/30/2019	\$100000	Reading Interventionist and administration

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Staff will continue their training in RtI/MTSS and its implementation by Mike Mattos and the DuFours.	Professional Learning		Implement	09/03/2013	06/15/2019	\$3500	All staff and administration.

School Improvement Plan

Central Elementary School

Curriculum Maps	Staff will review current map with ISD staff K. Barnes to ensure tight alignment with the common core state standards.	Professional Learning	Tier 1	Monitor	09/03/2013	06/15/2019	\$17000	All teachers and building administration.
Implement a Consistent Model for Instructional Routines	Staff will implement a consistent model in their classrooms for instructional routines. We will get this PD from K. Barnes from the ISD.	Other	Tier 1	Implement	08/22/2016	06/15/2019	\$17000	All teaching staff and administration.
Reading Now Network	White Pigeon Community Schools is part of the Reading Now Network, and will send four people to attend the fall kick off.	Teacher Collaboration	Tier 1		10/03/2017	10/03/2017	\$240	Administration