



School Improvement Plan

Jeffers Elementary School

Spring Lake Public Schools

Mrs. Shelley Peets
14429 LEONARD RD
SPRING LAKE, MI 49456-8823

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Spring Lake has two Kindergarten-4th grade elementary schools. We are one of the 2 elementary buildings. Students are assigned by boundaries which were established many years ago. There is a certain amount of fluidness and flexibility in the assignment of schools based on parent preference and availability of space. Approximately 18% of Jeffers students are non-residents.

Spring Lake Public Schools adheres to the state core curriculum with its Common Core State Standards. The common core curriculum standards in all content areas are available from the building principal.

The members of the Jeffers School Improvement Team met throughout the school year in developing the 3-5 year school plan. In spite of our continued success on state assessments (MEAP), our goals focus on individual student success at all levels. This coming school year we will continue to develop new strategies, activities and interventions in meeting our annual goals. The School improvement team consists of teachers, parents and school board members. It is important to us to have all stakeholders a part of this process for improving our school.

Some Spring Lake Public Schools students who are identified as having one or more handicaps are able to receive educational services at specialized schools and centers. The programs are operated by the Ottawa Area Intermediate School District and/or Spring Lake Public Schools. The decision to place a student in any special education program is made by an Individualized Educational Plan Committee (IEPC) which includes at least one of the student's parents, a teacher, diagnostic personnel, and a school administrator. The goal of all specialized programs is to facilitate a student's educational growth to the maximum extent possible. Many of these programs are available from infancy through early adulthood. These programs include: Autism, Severely Emotionally Impaired, Cognitively Impaired, Severely Multiply Impaired, Infant, and Total Communication Program.

98% of our students were represented by at least one parent/guardian at both the fall and spring Parent Teacher Conferences. We believe strongly that parents and community members are an important piece of student success, and we rely on and are thankful for our many adult volunteers.

Spring Lake students' performance continues to exceed state standards in most areas assessed and we continue to raise the bar as goals are met. Frequent evaluation of practice along with focus on rigor and relevance yields the desired results. We appreciate our community's expectation for excellence and its partnership in producing the students' high levels of achievement.

School's Purpose

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

Mission Statement - Educating and inspiring each student to live, learn, and lead with excellence.

Vision Statement - In partnership with our community, Spring Lake Public Schools will prepare students to build a world that doesn't exist. We will ensure exceptional and global learning opportunities by being world leaders in student achievement, curriculum, and teacher excellence.

Spring Lake Public Schools has set high standards for its students. It is our mission to ensure that all students meet these standards.

Whether it is a pre-school program preparing children for kindergarten, after-school and in-school tutoring programs, technology training, or support for families and parent education, we are here for the children. The common thread that unifies all of our services and programs is the commitment to assist every student to achieve success. The strength of this district lies in a resourceful and responsive staff that works in partnership with students, parents, and community organizations to meet the needs of all Spring Lake Public Schools children.

Notable Achievements and Areas of Improvement

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

For 2013-2014, Jeffers Elementary made Adequate Yearly Progress (AYP) in the tested subjects (mathematics, reading, science). While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

Jeffers has achieved Adequate Yearly Progress (AYP) in English language arts and mathematics since the standards has been in place.

Spring Lake students' performance continues to exceed state standards in most areas assessed and we continue to raise the bar as goals are met. Frequent evaluation of practice along with focus on rigor and relevance yields the desired results. We appreciate our community's expectation for excellence and its partnership in producing the students' high levels of achievement.

Our main area of improvement for the next few years will be in the area of math. Our 3rd grade MEAP scores have shown a decline over the past 5 years to where we are now at the state average. Historically our district has performed well above the state average so this decline has caused us to look again at our practices and realign what we are doing.

Additional Information

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

None at this time.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

During this time we are conducting surveys to the staff, parents and students of the building to learn how we are doing and any areas they feel that we need to improve upon. We have 2 surveys for our students, one for the early grades (K-1) and another for the upper grades(3-4). Both surveys are asking the same questions and seeking the same information but each one is designated for the grade level and put into words that they can understand. Every staff member was given a paper survey to complete and we had a select staff member collect the results and present the information to the staff. For parents we used a Google survey to solicit their feedback. It was sent out to all parents to our 400+ population and we received approximately 120 surveys back.

Once the surveys were collected we meet again as a staff and began to dig into our data via our countywide database, IRIS. This system allows us to view all of our MEAP data and any local assessments we have uploaded to the program. This portion of completing the school data analysis is something that is continuously happening throughout the year. We use monthly staff meetings to review our statewide data and to begin looking at the trends that are happening. We use this as part of our school improvement process to guide us in direct analysis about our data and the outcomes of those analysis. This year it took 3 different staff meeting times to complete a portion of the school data analysis, the discussion and planning. The first meeting simply focused on Looking at the data and Noticing trends throughout the data. The 2nd meeting then focused on the WHY of the data we analyzed. We asked ourselves what was happening to give us the results we were getting from our data. We made predictions and validated them with further digging into the data or refuted them through conversations and other supporting evidence.

The final meeting of our data analysis focused on WHAT...what are we going to do about it? This is the meeting where we actually wrote our plan for the next school year to address the deficit areas our data was pointing to. The process of determining whether or not a student is eligible for Title 1 math interventions begins with looking at MEAP scores. Students are immediately identified if they earned a score of 3 or 4. Students with a 2 on the MEAP may qualify depending on other scores. Student's Moby Max and Discovery Education scores are also factored in for triangulation. Those students identified within these groups then have their year end math test added to the equation. These combined results provide us with a triangulation of data to create a Title 1 qualifying list prioritized by degree of need. The process of determining whether or not a student is eligible for Title 1 reading interventions begins with looking at MEAP scores. Students are identified if they earned a score of 3 or 4. Students scoring a 2 on the MEAP may qualify depending on other scores. Discovery Education and Fountas and Pinnell scores are also considered and results are triangulated to identify students. Parent representative(s) are invited to be members of the school improvement team by the principal. Parents who accept attend as many meeting as possible. We encourage parents to ask questions anytime during the meeting so there is no confusion. They are helpful in providing the parent perspective. Parents worked specifically on the parent involvement plan and activities, and reviewing parent and student survey data. Parent representatives are encouraged to share updates at Parent Club meetings. We sought additional input regarding the school culture, curriculum, Title I program, and specific parent concerns from parents through on line surveys.

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

Parent representative(s) are invited to be members of the school improvement team by the principal. Parents who accept attend as many meeting as possible. We encourage parents to ask questions anytime during the meeting so there is no confusion. They are helpful in

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Jeffers Elementary School

providing the parent perspective. Parents worked specifically on the parent involvement plan and activities, and reviewing parent and student survey data. Parent representatives are encouraged to share updates at Parent Club meetings. We sought additional input regarding the school culture, curriculum, Title I program, and specific parent concerns from parents through on line surveys. We had parent representation on our Reading, Science and Math committee this year as well as representation from our school board.

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

The final improvement plan will be communicated the following ways:

- *email
- *through our parent club meetings
- * during our Open House
- *copies will be made available in the office

Each month we will update families on our progress through the ways mentioned above.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

We usually have more applicants than acceptance for schools of choice students within our district. Based upon this, we are We wish we could accept everyone who applies but we do not want to overgrow our buildings, facilities and classrooms.

Student Demographic Data

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

In our district attendance is not a grave concern. The biggest challenge we face is families pulling their children out of school for extended family vacations. However, this is not a big concern and we usually are in communication with families if we have concern about their child's attendance.

Student Demographic Data

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

N/A

Student Demographic Data

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

We continue to communicate with parents about the importance of being in school when it is in session. We inform them about the curriculum and how it has changed as to where students are not able to do worksheets to catch up on what they missed. We encourage families to take their vacations around the school calendar so students are in class every day we are in session. We may also look at our school calendar in the future to determine if our current schedule is meeting the needs of our staff and community. We continue to set goals as to what our grade level enrollment will be and we meet any deficiencies with school of choice students. Some years we are able to accept more students and other years we do not accept any.

Teacher/School Leader(s) Demographic Data

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

NA

Teacher/School Leader(s) Demographic Data

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

On average our teachers have a number of years where they have been teaching in their current grade. We believe this helps to make us stronger as grade level teachers and creates more expertise for our staff to draw from.

Teacher/School Leader(s) Demographic Data

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

We believe in professional development in order for us to keep growing in our field. If we are not growing we are not getting better.

Teacher/School Leader(s) Demographic Data

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

Teacher professional development is a key to the success of our teachers. We try to keep a healthy balance of professional development and time in the classroom.

Teacher/School Leader(s) Demographic Data

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

NA

Process Data

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

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

Strand 1 Teaching for Learning

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

Indicator T: Collective Responsibility

12. How might these challenges impact student achievement?

- Instructional staff holds one another accountable for implementing what is learned from professional learning.

- Instructional staff holds one another accountable for the improved student performance that should result from the implementation of professional learning.

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

More staff collaboration time that consists of classroom visits and discussion about instructional practices.

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

We look at the data of all of our students and arrange interventions for them according to their needs.

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

Chess Club - after school program

Lego Club - after school program

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

At this time it is a volunteer basis for students to participate. Parents receive information about the program and are invited to attend.

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

Curriculum maps developed by each grade level with the curriculum director.

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

NA

Achievement/Outcome Data

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

19a. Reading- Strengths

For all grade levels our students have a good understanding of the basic skills required at their grade level.

19b. Reading- Challenges

K= deeper level thinking

1st= spelling, grammar

2nd= R.L.2.4 Words supply rhythm/ meaning

3rd=W.3.7 Conduct Research

4th=R.L.4.6 Point of View/ Compare/ Contrast

19c. Reading- Trends

At this time we do not have state level data to talk about trends. This is only our 2nd year using DE data so we do not have the trend data there either.

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19d. Reading- Summary

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

NA

20a. Writing- Strengths

NA

20b. Writing- Challenges

NA

20c. Writing- Trends

NA

20d. Writing- Summary

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

NA

21a. Math- Strengths

All basic skills at the current grade level.

21b. Math- Challenges

4.NBT.1 Place Value

4.MD.4 Data Displays

21c. Math- Trends

NA

21d. Math- Summary

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

NA

22a. Science- Strengths

NA

22b. Science- Challenges

NA

22c. Science- Trends

NA

22d. Science- Summary

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

NA

23a. Social Studies- Strengths

NA

23b. Social Studies- Challenges

NA

23c. Social Studies- Trends

NA

23d. Social Studies- Summary

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

NA

Perception Data

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

24a. Student Perception Data

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

Overall our students feel that our teachers encourage and help me them to do their best work and prepare for the next grade.

24b. Student Perception Data

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

My family likes coming to school.

24c. Student Perception Data

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

We will continue to create family friendly activities for students to participate in with their families. We will seek the input of our students via the Student Council to help guide this process.

25a. Parent/Guardian Perception Data

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

Principal accessibility

School supports students so they can succeed.

25b. Parent/Guardian Perception Data

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

Preparing child for the state and academic tests.

25c. Parent/Guardian Perception Data

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

We will work with parents on helping them to understand the assessments that are given in the building and the purposes they serve.

26a. Teacher/Staff Perception Data

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

Science program

School Safety

26b. Teacher/Staff Perception Data

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

Social Studies program

26c. Teacher/Staff Perception Data

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

NA

27a. Stakeholder/Community Perception Data

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

We feel the principal is accessible.

Additional support is available to my child.

My child's teacher is approachable.

27b. Stakeholder/Community Perception Data

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

Students being prepared for standardized tests.

27c. Stakeholder/Community Perception Data

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

We continue to work on our plan to impact the learning of all students.

Summary

28a. Summary

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

Our community would like for us to do a better job of preparing the students for standardized tests. I think we need to work with our community to help them understand the role of assessment and how it impacts their child and what the information really means.

28b. Summary

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

NA

28c. Summary

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

NA

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 1. | Literacy and math are tested annually in grades 1-5. | Yes | Literacy MEAP F&P Discovery Education Math MEAP Discovery Education Interim Assessments | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|------------|
| 2. | Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below. | Yes | www.springlakeschools.org | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 3. | Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file. | Yes | N/A | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 4. | Our school reviews and annually updates the EDPs to ensure academic course work alignment. | Yes | N/A | |

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

School Improvement Plan

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| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| 6. | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Arleen Cox 345 Hammond Street Spring Lake, MI 49456 | |

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

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

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 9. | The School has additional information necessary to support your improvement plan (optional). | Yes | | |

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The CNA is truly a comprehensive process where we spend several months of staff meeting time analyzing data, making predictions about the data and verifying our results.

During this time we are conducting surveys to the staff, parents and students of the building to learn how we are doing and any areas they feel that we need to improve upon. We have 2 surveys for our students, one for the early grades (K-1) and another for the upper grades (3-4). Both surveys are asking the same questions and seeking the same information but each one is designated for the grade level and put into words that they can understand. Every staff member was given a paper survey to complete and we had a select staff member collect the results and present the information to the staff. For parents we used a Google survey to solicit their feedback. It was sent out to all parents to our 400+ population and we received approximately 120 surveys back.

Once the surveys were collected we meet again as a staff and began to dig into our data via our countywide database, IRIS. This system allows us to view all of our MEAP data and any local assessments we have uploaded to the program. This portion of completing the school data analysis is something that is continuously happening throughout the year. We use monthly staff meetings to review our statewide data and to begin looking at the trends that are happening. We use this as part of our school improvement process to guide us in direct analysis about our data and the outcomes of those analysis. This year it took 3 different staff meeting times to complete a portion of the school data analysis, the discussion and planning.

The first meeting simply focused on Looking at the data and Noticing trends throughout the data. Each group looked at data specific to their content area and utilized the following data:

- MEAP - School Data Profile - IRIS (100+ pages)
- MI School Data
- InQwizit
- Moby Math
- Discovery Education
- Fountas & Pinnell Benchmark Assessment System
- 40 Rubrics
- Parent Survey
- Staff Survey
- Student Survey

According to MISchoolData:

Ethnicity:
93% Caucasian
2% Black or African American
1% 2 or more races
2% Hispanic of Any race

78.9% proficient in writing

SY 2015-2016

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School Improvement Plan

Jeffers Elementary School

90.3% proficient in Reading

68.2% proficient in Math

Overall status was a YELLOW due to the bottom 30% not making the growth they needed to make.

The 2nd meeting then focused on the WHY of the data we analyzed. We asked ourselves what was happening to give us the results we were getting from our data. We made predictions and validated them with further digging into the data or refuted them through conversations and other supporting evidence.

The final meeting of our data analysis focused on WHAT...what are we going to do about it? This is the meeting where we actually wrote our plan for the next school year to address the deficit areas our data was pointing to.

The process of determining whether or not a student is eligible for Title 1 math interventions begins with looking at MEAP scores. Students are immediately identified if they earned a score of 3 or 4. Students with a 2 on the MEAP may qualify depending on other scores. Student's Moby Max and Discovery Education scores are also factored in for triangulation. Those students identified within these groups then have their year end math test added to the equation. These combined results provide us with a triangulation of data to create a Title 1 qualifying list prioritized by degree of need.

The process of determining whether or not a student is eligible for Title 1 reading interventions begins with looking at MEAP scores. Students are identified if they earned a score of 3 or 4. Students scoring a 2 on the MEAP may qualify depending on other scores. Discovery Education and Fountas and Pinnell scores are also considered and results are triangulated to identify students.

Parent representative(s) are invited to be members of the school improvement team by the principal. Parents who accept attend as many meeting as possible. We encourage parents to ask questions anytime during the meeting so there is no confusion. They are helpful in providing the parent perspective. Parents worked specifically on the parent involvement plan and activities, and reviewing parent and student survey data. Parent representatives are encouraged to share updates at Parent Club meetings. We sought additional input regarding the school culture, curriculum, Title I program, and specific parent concerns from parents through on line surveys.

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

In order to identify children who are at risk we use common assessments three times a year and progress monitoring regularly throughout the year. We design an assessment calendar that all teachers are given at the beginning of the school year. This helps to provide clarification about what assessment will be given and the window in which they will be given. That way all of our data is current and relevant in order among all students to have a thorough analysis done. We give common benchmarking assessments in the area of math and reading 3 times a year, fall, winter and spring. In the area of math and reading we provide triangulated data when making decisions about our students. In reading we give the following assessments:

Benchmark Assessment System

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Discovery Education - K - 31% qualified for services

1st- 37% qualified for services

2nd - 27% qualified for services

3rd - 26% qualified for services

4th - 19% qualified for services

In the area of math we give the following benchmarking assessments to our students:

InQuizit (previously DELTA Math)

Discovery Math

Assessments from our math series...Math Expressions

After giving these assessments our interventionists sit down and analyze the data together and with grade level teachers. Students are given a score and ranked based upon a common rubric for benchmark proficiency at each grade level. Based upon how the students performed, they design and develop their interventions. Students who are not meeting benchmark in all three assessments are our highest priority students and they receive the most intervention. Teacher input is also factored in when making decisions about students as there may be discrepancies between performance on assessments and performance within the classroom.

These meetings take place after the fall and winter assessments so we can realign our groups in order to give the students with the highest needs the most interventions. If teachers have concerns about a student who was not flagged during our data reviews and is not responding to their Tier 1 interventions they are always welcome to bring that student to our Student Support Team with the evidence they've collected on the interventions that were tried in the classroom and the results of the interventions. The team may come up with additional strategies to try in the classroom or they may decide the child is not responding to Tier 1 interventions and may get pulled for additional services outside of the classroom content time (supplementing instruction).

Members of the SST include interventionists, special education teachers, counselor and principal. We ensure that the whole child is looked at in the review so that we can address any needs they may have. If future meetings are needed or if the child will be receiving Tier 2 interventions, we include the parents in the meetings so their voice is heard and they are a partner with what we are doing at school.

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

Reading

Grade Span: K - 4th

Identification/Criteria for Selection: Students were identified as "at risk" based on triangulating their scores on a data rubric throughout the school year during staff, grade level, and data meetings. MEAP, Discovery Education, Fountas and Pinnell, progress monitoring tools, and local assessments are used in both K through 4th grade to identify students using a common, triangulated data rubric. Teacher input was also considered when identifying students as at risk of failing based on completion/challenges of daily classroom activities.

K - 31% qualified for services

1st- 37% qualified for services

2nd - 27% qualified for services

3rd - 26% qualified for services

4th - 19% qualified for services

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Math

Grade Span: K-4th

Identification/Criteria for Selection: Students were identified as "at risk" based on triangulating their scores on a data rubric throughout the school year during staff, grade level, and data meetings. MEAP, Discovery Education, InQwizit, Moby Math, progress monitoring tools, and local assessments are used in K - 4th grade to identify students using a common, triangulated data rubric. Teacher input was also considered when identifying students as at risk of failing based on completion/challenges of daily classroom activities.

30% of our students qualified for services in the area of fact fluency

Science

Grade Span: K-4th

Identification/Criteria for Selection: Students were identified as "at risk" based on triangulating their scores on a data rubric throughout the school year during staff, grade level, and data meetings. MEAP and local assessments are used in K - 4th grade to identify students using a common, triangulated data rubric. Teacher input was also considered when identifying students as at risk of failing based on completion/challenges of daily classroom activities.

Social Studies:

Grade Span: K-4th

Identification/Criteria for Selection: Students were identified as "at risk" based on triangulating their scores on a data rubric throughout the school year during staff, grade level, and data meetings. MEAP and local assessments are used in K - 4th grade to identify students using a common, triangulated data rubric. Teacher input was also considered when identifying students as at risk of failing based on completion/challenges of daily classroom activities.

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

Our identification process in grades K - 2 is not based solely on teacher judgement, interviews with parents and developmentally appropriate measures. The process mentioned in the previous question is how we identify all students.

Component 2: Services to Eligible Students

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

We have a Title 1 reading support program that has a Reading Specialist and 2 paraprofessionals to service students. They work with students K-4 in small groups everyday. They work on students deficit areas based upon the benchmark assessments in Fountas & Pinnell and Discovery Education which are given at the beginning, middle and end of the year. The Reading Specialist also pushes into classrooms to work with students during reading workshop time for those students who need extra support. Book studies are also held with struggling readers to help motivate and garner interest in reading.

In math we have a certified teacher who identifies students for support based upon InQwizit, classroom common assessments and MEAP scores. She works with small groups of students as well as pushes into classrooms where there is a bulk of students who need help. In small groups she is identifying students weaknesses and giving them additional instruction that is in addition to the classroom instruction they are receiving from their teacher. This block of time is to supplement the classroom time and give students they extra support they need to grasp concepts.

The interventionist also pushes into classrooms where there is a large population of students who need extra support. Using the data from assessments she determines where push in would be best and meets with the teacher to develop a plan and strategy for working with the students within the classroom. Collaboration and communication are key for the interventionist when it comes time to making these plans. Thus far she has been very successful in this endeavor.

Progress monitoring is a key component to ensure that the interventions we are using with students are actually working. Therefore, progress monitoring is done on a minimum of a weekly basis and in some cases, a daily basis. The interventionists meet with the administrator throughout the year to review the students that are being seen and to notify those that are no longer eligible for services.

Component 3: Incorporated Into Existing School Program Planning

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

All staff is involved in the SIP process and all students are represented with the goals we write. when we review our data we are looking at trends in gaps and where we can provide additional support to close the gap. As a collective staff we review this information and the majority of our conversations, plans and strategies written are about how we can close the gap for our lowest learners. However, when we write our goals we do so to incorporate the growth of all our students. Even students who are showing great progress, we have expectations that they will maintain their rate of growth throughout the year. Therefore, our goal is very comprehensive and we get more specific in addressing deficit areas when we write our strategies and activities. All students can and will benefit from the goals we have written for the students but they are more directly targeted toward our struggling population.

Component 4: Instructional Strategies

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

The staff at Jeffers Elementary implements multiple strategies in the core subject areas that help eligible Targeted Assistance students to reach State standards:

Strategy: Cross curricular teaching science with language arts

Activities: Students will read and discuss non fiction texts related to grade level science concepts

Research Cited: nsta.org/ngss

Calkins, Lucy, Mary Ehrenworth, and Christopher Lehman. Pathways to the Common Core: Accelerating Achievement. Portsmouth, NH: Heinemann, 2012.

Strategy: Math Fact Fluency

Activities: students will complete at least 3 days a week to fact fluency activities

Research Cited: Visible Learning by John Hattie

Strategy: Cross curricular teaching social studies with language arts

Activities: Students will read and discuss non fiction texts related to grade level social studies concepts

Research Cited: NCSS www.socialstudies.org

Fountas, Irene, and Gay Su Pinnell. When Readers Struggle: Teaching That Works. Portsmouth, NH: Heinemann, 2008.

Strategy: Response to Intervention Support - Tier II and Tier III

Activities: Staff will use the Fountas & Pinnell LLI Kit to enhance student learning

Research Cited: Fountas & Pinnell,

Richard Allington - What Really Matters in Response to Intervention

Tim Rasinski - Implementing Readers Theater as an Approach to Classroom Fluency Instruction

Routman, Regie. Reading Essentials: The Specifics You Need to Teach Reading Well. Portsmouth, NH: Heinemann, 2003.

Sanden, Sherry. "Independent Reading." *The Reading Teacher* 66, no. 3 (2012): 222-31.

Allington, Richard. "You Can't Learn Much From Books You Can't Read." *Educational Leadership* 60, no. 3 (November 2002): 16-19.

Fountas, Irene C., and Gay Su Pinnell. *The Continuum of Literacy Learning, Grades PreK-2, Second Edition: A Guide to Teaching, Second Edition*. 2 edition. Portsmouth, NH: Heinemann, 2010.

Strategy: Understanding the unique learning challenges of economically disadvantaged children

Activities: Staff training on Understanding Poverty by Ruby Payne

Payne, Ruby K. *Framework for Understanding Poverty*. 3rd edition. Highlands, TX: Aha Process Inc, 2003.

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

Reading and writing workshop in all classrooms- students are involved in mini-lessons to target key ideas and are given independent instructional time where they are practicing that skill at their level. In reading students have "just right" books that fit their appropriate reading level. Teachers monitor students reading level and the level they are comprehending the texts through conferring with them weekly.

Classroom libraries are leveled so students can easily identify their "just right" books and make new selections when needed. Our school library has recently leveled the books so they will be able to assist students in making "just right" selections while they are in the library also. In writing students all receive the mini-lesson in small group and then practice that skill along with the other skills they have learned to put together a coherent piece of writing. Students work at their individual level and teachers confer with students at least weekly on the pieces they are working on.

Moby math support for all students - Moby Math is a computer adaptive math program that students work on in addition to the math instruction they receive in their classroom. Moby Math assesses students abilities and create problems that are at their level and work upwards as they gain the new knowledge. Being a web-based program teachers are able to use it in their classrooms as well as encourage families to use it at home after school and throughout the summer.

leveled libraries in the classrooms- Classroom libraries are leveled so students are able to obtain the "just right" book easier and more efficiently. This ensures that students are reading within their zone of proximal development and their learning is optimized.

Accelerated Reader program to monitor quantity and quality of reading is a tool that interventionists use with their students. They are able to track student progress easily and allow students to self-monitor their own reading and progress. After reading a book students are able to take a comprehension quiz on the book. After they take the quiz they are able to print out a report that tells them how they did and they know they are aiming for 85% or higher. They love to see their reports and the progress they make through the use of this program. This helps students to become independent as readers as well and intrinsically motivate to succeed.

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

Since the implementation of the Supplemental Assistance program at Jeffers, we have seen evidence that supports the effectiveness of extended, targeted learning opportunities. Our data spreadsheets show evidence of growth within our triangulation of data.

Parent involvement has increased with at-risk students since the implementation of the Supplemental program.

This is assessed through the tracking of parent participation at Title I parent events. Student movement in the TA program is another indication that supplemental learning time leads to student success, which is tracked by the Title I teacher with entrance and exit dates.

Ultimately, the effectiveness of supplemental learning time will continue to be assessed by monitoring the achievement gap between academically at-risk students and those who meet the state standards.

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

Some of our interventionists provide push in services to the classrooms so that more students can be serviced and students are not missing important time in the room. Our math interventionists utilizes this strategy with some of her students in a 3rd grade and 4th grade classroom. She participates in the lesson and then works with students within the room who may need extra 1-1 time to understand the concepts. One of the SE teachers does the same thing with her students in the 3rd and 4th grade. It is her goal for students to spend as much time in the general education classroom so she pushes in with teachers to provide her services to students in that way. This also allows her to catch any students that may be struggling and to quickly intervene to ensure they do not fall further behind

Component 5: Title I and Regular Education Coordination

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

Title 1 staff collaborate with teachers at data meetings to determine the needs of the students, delivery looks different at each grade level based upon the needs of the students - at some grade levels it is push in time, some is pull out and with other students it is using book clubs as a resource. The building also utilizes the SLPS Decision Making Guidelines for RTI. This was created in collaboration with teachers and the special education department to determine how to rank students in a consistent manner.

Based point system from triangulated data: Discovery Education, Fountas & Pinnell, Moby Math, InQwizit, MEAP, Interim Assessments. While the data may change per grade level, the process of using a point system is consistent throughout all grade levels.

The teachers all have daily common planning time where they meet with the interventionists as needed to discuss and coordinate services to eligible students.

Our district also utilize a district-wide Literacy Team and a Curriculum Advisory Council that oversees all related decisions about curriculum to ensure commonality and communication occur between and among grade level teachers, interventionists and administrators.

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

Our transition plan comes from an article in Earlychildhood NEWS titled, Successful Transition to Kindergarten: The Role of Teachers & Parents by Pam Deyell-Gingold.

High-quality preschool programs encourage parent involvement in the home and in the classroom. Volunteering to read during story time, to share cultural traditions, or to be a lunch guest are all ways for parents to feel that they are a part of their child's school life.

To assist parents, preschool teachers can arrange visits to the school and take parents along on the kindergarten field trip. They can ask for children to be paired with a kindergarten "buddy" who can take them around, while parents meet with the teacher or go to the office to register their child.

Visit the school so the children can meet the kindergarten teacher and see what kindergarten is really like. Try to arrange for them to see more than one type of classroom activity, such as seatwork time and free choice time. Show them where the bathroom and cubbies are located.

- Find out what lunchtime will be like. If the children are going to be getting a school lunch, they may have to learn how to open new kinds of containers.
- Read books about kindergarten.

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- Answer children's questions in a straight forward way about what they will do in kindergarten. Tell them they will listen to stories, do counting activities, have group time, and play outside.
- Explore how long the kindergarten day is and what the daily routine will be like. They will want to know what will be the same as preschool and what will be different.
- If the children are going to a school that presents more diversity than they are familiar with, talk honestly with them about racial and ethnic differences and disabilities.
- If children are going to be taking the schoolbus for the first time, you will need to discuss schoolbus safety rules.
- Reassure children that they will be picked up from school every day just as they are in preschool.
- Check to make sure your pre-kindergarten children are capable of basic kindergarten "readiness" skills.

Component 6: Instruction by Highly Qualified Staff

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

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

Component 7: High Quality and Ongoing Professional Development/Learning

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

At the district level, the staff receives training throughout the school year on a regular basis, which focuses on differentiating reading instruction. Areas of focus for the upcoming school year are: Lucy Caulkins writing units, use informational, non-fiction texts across the core areas or instruction, utilizing the Fountas and Pinnell continuum to address Depth Of Knowledge needs of students, creating probes and better understanding use of data reports in Discovery Education, better delivery of Tier 1 intervention at the classroom level, and a book study from Ruby Payne's book A Framework for Understanding Poverty, to better understand the learning methodology of lower socioeconomic students.

As a staff we are also reading, throughout the year, the Education Leadership edition titled Faces of Poverty.

Illustrations of sustained, ongoing professional development can be viewed in several areas. First, we started providing professional development in expanded writing units in 2011-12. We continued that training with Teacher's college writing units training in 2012-13 and furthered this endeavor with K-5 writing units training in 2013-14. In 2014-15, we have two trainings scheduled; the first will be through a professional writing units trainer and all K-6 teachers will participate. The second will include grade level team training as a more targeted follow-up to the professional training.

Second, we have also embedded math standards training for four consecutive years. We started in 2012-13 with transitional training to provide support for the new Common Core State Standards. We continued in 2013-14 with training to interpret data and adjust instruction in math based on interim assessment/student performance. Based on what our teachers found in the data review training, we will focus on mathematical process training in 2014-15. We also have preliminary plans in place to expand training to the mathematical practice concepts (from the CCSS) in 2015-16.

Third, the building has also been embedded in sustained, ongoing Fountas & Pinnell training since 2009. In 2009, the F & P system was initiated. The initiation included comprehensive training. We have sustained training in F & P for six consecutive years. The most recent training was conducted during the August 27, 2014 professional development training and included all K-6 staff. Training was focused on the F & P continuum, which focuses teachers on moving students to a greater depth of knowledge in reading. This is an important illustration of the metamorphosis of this training because we started in 2009 with the basic shell of what F & P is. Because of the sustained, ongoing PD we have maintained, teachers are now learning and employing this reading system at a very high depth of knowledge.

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

Parent learning opportunities will continue to be available during student Activity Nights and during newly established curriculum nights as
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well as parenting workshops provided by TriCities Ministries.

Staff that work with Title 1 students are provided continuous professional development/ learning through the reading specialist on a weekly basis as they work with students and identify their needs, address best practice instruction and implementation. On a weekly basis the staff are learning about best ways to intervene with students using programs such as: Fountas & Pinnell Leveled Literacy Intervention Kits, Heggerty Phonemic instruction.

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

Component 8: Strategies to Increase Parental Involvement

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

As an effort to provide parents with the opportunity to contribute to the design of the Targeted Assistance program, the Title I teacher holds an introductory fall Title I meeting. This meeting presents a background of the TA program at Jeffers and provides parents with the opportunity to express their needs and desires for the program. Parent surveys serve as a guide for program design for the upcoming year. Over the past two years, evening meetings were scheduled during student activity nights to allow for parents to provide input and receive information on Title I.

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

All teaching staff and support staff are responsible to support the improvement of parent involvement. The principal is responsible for ensuring adequate release time, funds, and promotion of parent involvement events. After each event or activity, parents complete a survey so that staff can gauge the future needs and wants for more activities and events. Based on the information gathered at the Title I fall parent meeting, the Title I teacher implements a program that is designed to meet the needs of the TA families. Within this program, the Title I teacher provides suggestions and materials for parents to use at home to support student learning. The parent compact serves as an agreement between the regular education classroom teacher, the parent, the Title I teacher, the student, and the administrator. Based on this document, parents pledge to implement strategies at home to support the efforts of the TA staff and to contribute to student success. The parent compact is revisited with parents at parent-teacher conferences and as necessary throughout the school year as an effort to maintain parent involvement in the implementation of the TA program.

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| | 3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan? | Yes | Parents communicate regularly with the classroom teachers as well as the Title I teacher to express any comments or concerns with the TA program. This communication serves as an informal evaluation to help provide guidance for the TA program. Formally, the Title I teacher conducts parent surveys that provide parents with an opportunity to evaluate the TA program. Parents were also invited to meet at Open House and at conferences during the Fall and the Winter. | |

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

Spring Lake Public Schools has a parent involvement policy and the Board of Education sets the policy but the school carries out all activities outlined in the policy and required by Title I. As a district, the SLPS has created a partnership that involves all stakeholders in the decision making process at each building and level. Jeffers has a Parent Club that gives input into all aspects of the educational process, including the

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development of the parent involvement policy. Members of JPO are invited to attend the district Parent Advisory Council meetings (PreK-12) as well. The district wide Parent Advisory Council gives input to the Curriculum Director related to district wide educational issues and concerns.

The parent involvement policy for Jeffers was developed in collaboration with staff and parents. Each shared ideas to include and then worked to synthesize the thoughts and prepare a completed policy. Efforts were made by all stakeholders to prepare a policy that did not contain educational jargon but that would be accessible to all parents. In the future, Jeffers' parent involvement policy will be annually reviewed at a building meeting and the annual Title I meeting, providing parents an opportunity to express dissatisfaction or concerns related to the policy. In addition, all parents will receive a copy of the policy each year at parent-teacher conferences at the same time that the classroom teacher and parent discuss and complete the parent compact. As needed, parents will receive information related to the policy in a language that they can understand, through the use of interpreters or an updated policy that is in a language that parents are able to understand.

Jeffers Elementary School will encourage and invite the involvement of parents in planning and reviewing the Title 1 program by: Reviewing the School Parent Involvement Policy at Open House, Posting the Parent Involvement Policy for parents to review during Fall Parent Teacher conferences in a visible location and on school website, placing a suggestion box located under the visible plan for parents to make suggestions during the fall Parent Teacher conferences, distributing Parent Compacts at fall Open House and conferences, conducting a Parent Survey in spring for all parents. Reviewing and revising the Parent Involvement Policy to incorporate suggestions based on the Parent Survey results. Provide all avenues of communication with parents (school newsletter, classroom newsletters, District publications and website, blogs, Parent Club website) to increase parent involvement in the Title 1 program

5. Describe how the parent involvement activities are evaluated.

Jeffers evaluates parent involvement activities based on multiple criteria. The parent involvement team is responsible for evaluating each parent activity. This team consists of the Title I teacher, the school improvement leadership team, and the principal. First, parent participation is monitored through attendance at individual events. This information helps the SIP team to identify which programs are well received by TA parents. Specific feedback questionnaires are used as "exit tickets" to elicit immediate responses from parents regarding particular events. In addition, the Title I teacher collects data through surveys to determine the needs and wants of parents regarding additional activities.

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

It was originally developed by the school and given to parents to review and offer suggestions. This past year a review was completed by a group consisting of staff and parents.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|-----------------------|------------|
| | 7. Do you have a Title I School-Parent Compact? | Yes | See attached compact. | |

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

Data will be distributed and explained at parent/teacher conferences in the form of a parent report. A key will be developed if parents cannot understand the results.

We have no ELL learners enrolled at this time

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

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

It was discussed and signed at parent teacher conferences. Primary points of the compact are discussed at parent teacher conferences (i.e. reviewing strategies for improvement, detailing methods of how parents can support students at home, and the review of data).

Component 9: Coordination of Title I and Other Resources

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

We review data then blend some parts of all resources to service eligible students. Our Title I teacher provides supplemental and timely instructional support to students during the school day. Title I staff work collaboratively with general education staff during regular weekly meetings to monitor and support students in meeting eligible students' academic goals.

Parent involvement activities are designed and implemented throughout the year. Parents have multiple opportunities for providing input into school and Title I program.

Title IIa funds provide professional development to our teachers based on district and school improvement goals.

Our Department of Nutrition Services provides Federally subsidized nutritious breakfast, lunch, and after school snacks during the school year and in the summer at no or low cost to eligible students.

Building-level budget: Provides resources for additional instructional materials to be used for supplemental learning with at-risk TA students.

Our district is not eligible for Section 31a, state grant for neither at-risk students nor other Title I grants.

Finally, all State and Federal program staff meet consistently to discuss, create, comply with and upgrade program implementation

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

All programs and resources are coordinated and integrated towards the achievement of the school goals.

Our school is involved with additional programming available through Tri-Cities College Access Network, Tri-Cities Ministries, and we will begin implementing Rachel's Challenge (anti-bullying program) this Fall. We have explored the use of high school HOST volunteers to supplement our intervention program. Additionally, our homeless liaison has coordinated help within our building.

Component 10: Ongoing Review of Student Progress

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

Jeffers Elementary will evaluate the implementation of the Title I plan through a continuous-cycle model of the AdvancED school improvement process. The staff use data from multiple sources--MEAP, Discovery Education, Fountas and Pinnell, Moby Max, District and Building Common Assessments, and staff, parent and student perceptual and implementation surveys and focus groups to determine the level of progress being made on the school goals during our weekly staff meetings. Implementation of instructional strategies is monitored by the SIP team on a quarterly basis through a review of lesson plans and questionnaires to ensure strategies are being implemented with fidelity. Our staff has an opportunity to discuss the results' during data review time. Students who continue to need additional academic support will be identified and provided supplemental instruction through extended learning programs. At risk students will be monitored a minimum of eight times per year by the intervention staff to determine the appropriateness and effectiveness of interventions utilized.

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

Based on the continuous review of student achievement, the Title I teacher works collaboratively with the staff and administration to provide supplemental instruction in whatever core subject areas need improvement as determined by Discovery Education testing, the MEAP, and common assessments. Teachers meet weekly in grade level meetings to collaborate, discuss, analyze and plan for guided instruction for students that demonstrate an area of need. Once a trimester, grade level teams meet with the principal and Title I interventionist to collaborate on a variety of strategies for in-class instruction such as guided instruction using the workshop model and response to intervention and multi-tier interventions. The needs of TA eligible students as well as input from staff and parents shape the Title I program at Jeffers. The effectiveness of the current targeted assistance plan will be reviewed by our stakeholders in the Spring. Stakeholders have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year by attending a Title I Spring Review meeting, The staff team will consider all ideas when updating the plan for the new school year.

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

Teachers have been trained to use the data management system to locate data graphs and analyze the scores of their students. There has been RtI training available each year in the district for the past 5 years. Individual students are discussed often. These discussions include, at any given time: at-risk instructors, classroom teacher, special education teachers, school psychologists, and the building principal. The Title I teacher also relies on teacher input regarding struggles of students in their home lives or in completion of their daily work.

Evaluation

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

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

The staff team creates surveys at least once every year, which includes the evaluation of the Title I program. These surveys are provided for parents, students, and teachers. These surveys help the staff to understand how the TA program can be used to better support parents, students and staff. In addition to the general surveys, the Title I teacher also surveys the TA parents separately in order to gain information to help revise the TA program as needed. In regards to academic support, the Title I teacher evaluates effectiveness of the program based on student growth as measured by the student assessment scores

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

We review our MEAP scores and the students that are seen by our interventionists. We use the MEAP data to determine those students in need of assistance and who will need our services. We also use our other assessments that we have in place at each grade level to progress monitor the students and the plan to ensure that it is doing what we intended for it to do. We use our data warehouse provided by the OAISD to disaggregate our data during a staff meeting where all staff members are involved. We use our school improvement teams that are set up by content areas and with members from each grade level represented. This allows our teams to look at the data cross grade level and notice trends that may be happening throughout the years.

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

Through the use of our beginning of the year and end of the year data. We look at where our struggling students who are furthest from achieving the standards are and we track and monitor their progress throughout the year. If we are following our plan and the students are making gains we know that the plan is working but if the students are not showing growth and we are following the plan, that is an indicator to us that we need to rethink our plan and try something different.

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

At the end of every year, the Title I teacher considers survey results from the staff and parents to help determine how to structure the TA program for the upcoming fall. In addition, the academic focus of the program is revised to meet the needs of students as determined by the results of their Discovery Education, MEAP, and Fountas and Pinnell scores. The program is altered throughout the school year as needed based on what areas the students are showing growth and deficiencies in as well as what areas of concerns are expressed by the teachers.

School Improvement Plan 2014-2015

Overview

Plan Name

School Improvement Plan 2014-2015

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: 1 Strategies: 2 Activities: 4 | Academic | \$700 |
| 2 | All students will be proficient in Science. | Objectives: 1 Strategies: 2 Activities: 4 | Academic | \$5500 |
| 3 | All students at Jeffers Elementary School will become proficient writers. | Objectives: 1 Strategies: 2 Activities: 3 | Academic | \$1000 |
| 4 | All students at Jeffers Elementary School will be proficient in Social Studies | Objectives: 1 Strategies: 2 Activities: 3 | Academic | \$6500 |
| 5 | All students at Jeffers Elementary School will become proficient readers. | Objectives: 1 Strategies: 2 Activities: 4 | Academic | \$141000 |
| 6 | Implement a school wide data based positive behavior system | Objectives: 1 Strategies: 1 Activities: 3 | Organizational | \$500 |

Goal 1: All students will be proficient in math

Measurable Objective 1:

85% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all math standards in Mathematics by 06/30/2022 as measured by The CCS Math Standards.

Strategy 1:

Tier 1 Math Expressions RTI Book - Teachers will use Math Expressions to meet the individual needs of each student.

Math Expressions Assessments, Moby MAX, Mad Minutes, interim assessments

Category:

Research Cited: Children's Math World Research Project conducted by Karen Fuson (Math Expressions)

Tier: Tier 1

| Activity - T1.1 Progress Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| Progress monitoring based on classroom assessments | Academic Support Program | Tier 1 | Implement | 09/08/2014 | 06/05/2015 | \$0 | No Funding Required | All staff |

| Activity - T 1.2 Math Fact Fluency | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|------------------------|
| Each teacher will commit to at least 3 days per week of fact fluency activities where students are reflecting on their own progress | Academic Support Program | Tier 1 | Implement | 09/08/2014 | 06/05/2015 | \$700 | General Fund | All classroom teachers |

Strategy 2:

Tier 2/3 Math Interventionist - Teachers will use the math interventionist to help support tier 2 and 3 struggling students.

Category:

Research Cited: Visible Learning a Synthesis of over 800 Meta-analysis relating to achievement by John Hattie-Early Interventions p.58, Small group learning p. 94-95

Tier: Tier 2

| Activity - T2/3.1 Small group pull out with interventionist | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------------|------------|------------|-------------------|-------------------|----------------------|
| Pull outs will occur at least 4 times per week. | Academic Support Program | Tier 2 | Getting Ready | 09/08/2014 | 06/08/2015 | \$0 | General Fund | math interventionist |

School Improvement Plan

Jeffers Elementary School

| Activity - T2/3.2 Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-------|------------|------------|-------------------|-------------------|-------------------|
| One Full time math specialist and two math paraprofessionals will be employed strictly to support students who are at risk of failing per a designated schedule at least four times per week. | Academic Support Program | Tier 2 | | 09/08/2014 | 06/08/2015 | \$0 | Title I Part A | Principal |

Goal 2: All students will be proficient in Science.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the state level assessment in Science by 06/30/2022 as measured by Analyzing the results. .

Strategy 1:

Tier 1 Cross curricular teaching - Integrate science topics into language arts (reading and writing workshop).

Category:

Research Cited: Nsta.org/ngss

Tier:

| Activity - T1.1 Non fiction science book clubs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-------|------------|------------|-------------------|-------------------|--------------------|
| Students will read and discuss non fiction text related to grade level science concepts. | Direct Instruction | Tier 1 | | 09/08/2014 | 06/05/2015 | \$5000 | General Fund | Classroom teachers |

| Activity - T1.2 Professional development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| All teachers will attend all Battle Creek Science Kit trainings. (including teachers who switch grade levels) | Professional Learning | Tier 1 | Getting Ready | 09/08/2014 | 06/05/2015 | \$500 | General Fund | Curriculum director, building principal |

Strategy 2:

Tier 2/3 Guided Instruction - Classroom teachers will provide additional instruction to Tier 2 students.

Category:

Research Cited: Pathways to the Common Core by Lucy Calkins

Tier: Tier 2

School Improvement Plan

Jeffers Elementary School

| Activity - T2.1 Small Group | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|---------------------|--------------------|
| Teacher will re teach science content to small groups of students. | Direct Instruction | Tier 2 | Implement | 09/08/2014 | 06/05/2015 | \$0 | No Funding Required | classroom teachers |
| Activity - T2.2 Exit Ticket | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will complete an exit ticket to demonstrate proficiency of concepts. | Direct Instruction | Tier 2 | Monitor | 09/08/2014 | 06/05/2015 | \$0 | No Funding Required | classroom teacher |

Goal 3: All students at Jeffers Elementary School will become proficient writers.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of level 1 or level 2 in Writing by 06/30/2022 as measured by a state level writing assessment..

Strategy 1:

Tier 1: Lucy Calkins Writing program - All teachers will implement the Lucy Calkins Writing program

Category:

Research Cited: Teachers College

Tier: Tier 1

| Activity - T1.1 Scope and Sequence | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Teachers will implement the Lucy Calkins Writing program following the scope and sequence as directed by the Literacy Team red binder. | Direct Instruction | Tier 1 | Implement | 09/02/2014 | 06/30/2015 | \$0 | No Funding Required | General Education Classroom Teachers Kindergarten - Fourth Grade |
| Activity - T1.2 Non-fiction pre and post writing prompts | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

School Improvement Plan

Jeffers Elementary School

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|---|--------------------|--------|---------------|------------|------------|-------|--------------|--|
| Teachers will prepare writing prompts as a pre and post common assessment tool and use the data to drive instruction. | Direct Instruction | Tier 1 | Getting Ready | 09/02/2014 | 06/30/2015 | \$500 | General Fund | General Education Teachers Kindergarten - Fourth Grade |
|---|--------------------|--------|---------------|------------|------------|-------|--------------|--|

Strategy 2:

Tier 2/3: Small group intervention - Teachers will meet with Tier 2/3 students in small groups 3-5 times per week.

Category:

Research Cited: Graham, S., MacArthur, C., Fitzgerald, J. (2007) Best practices in writing instruction. New York, NY: Guilford Press

Tier: Tier 2

| Activity - T2.1: Practice using writing prompts | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Professional development/training on writing using prompts | Direct Instruction | Tier 2 | Getting Ready | 09/02/2014 | 06/05/2015 | \$500 | General Fund | General Education Classroom Teachers Kindergarten through Fourth Grade |

Goal 4: All students at Jeffers Elementary School will be proficient in Social Studies

Measurable Objective 1:

85% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all Social Studies standards in Social Studies by 06/06/2022 as measured by State leveled assessment in Social Studies..

Strategy 1:

Cross curricular teaching - Integrate Social Studies topics into language arts (reading and writing workshop).

Category:

Research Cited: NCSS www.socialstudies.org

Tier: Tier 1

| Activity - Non fiction SS book clubs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

Jeffers Elementary School

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|--|--------------------|--------|--|------------|------------|--------|--------------|------------------------------|
| Students will read and discuss non fiction text related to grade level SS. | Direct Instruction | Tier 1 | | 09/01/2014 | 06/05/2015 | \$5000 | General Fund | School Improvement Committee |
|--|--------------------|--------|--|------------|------------|--------|--------------|------------------------------|

| Activity - Profession development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|------------------------------|
| Teacher will receive professional development in social studies. | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/05/2015 | \$1000 | General Fund | School Improvement Committee |

Strategy 2:

Targeted group intervention - Students will be instructed in a small group in vocabulary instruction to enhance their retention of words.

Category:

Research Cited: National Center on response to Intervention

Tier: Tier 2

| Activity - Graphic Organizer | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|---------|------------|------------|-------------------|-------------------|------------------------------|
| Student will use graphic organizer to aid in the retention of vocabulary words. | Direct Instruction | Tier 2 | Monitor | 09/02/2014 | 06/05/2015 | \$500 | General Fund | School Improvement Committee |

Goal 5: All students at Jeffers Elementary School will become proficient readers.

Measurable Objective 1:

90% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all reading standards in Reading by 06/22/2022 as measured by State Level Assessment.

Strategy 1:

Reading Workshop - Teachers will use the Reading Workshop model aligned to the Common Core Standards to increase student comprehension of complex text.

Category:

Research Cited: Teachers College/Lucy Calkins/Reading-Writing Project

Tier: Tier 1

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| Activity - Teacher Training on Reading Workshop | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--------------------------------------|
| Staff will receive professional development on reading workshop techniques | Professional Learning | Tier 1 | Monitor | 08/26/2014 | 06/05/2015 | \$1000 | General Fund | All |
| Activity - Improving Nonfiction Classroom Libraries | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Each classroom will purchase nonfiction reading materials | Materials | Tier 1 | Implement | 05/05/2014 | 06/05/2015 | \$20000 | Other | General Education Classroom Teachers |

Strategy 2:

Response to Intervention Support - Tier II and Tier III students will be identified using a point system based on various data sources

Category:

Research Cited: Fountas & Pinnell, Richard Allington- What Really Matters in Response to Intervention, Tim Rasinski - Implementing Readers Theatre as an Approach to Classroom Fluency Instruction

Tier: Tier 2

| Activity - Small Group Targeted Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Reading Interventionist will use the Fountas & Pinnell LLI Kit | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/22/2022 | \$60000 | Title I Part A | Reading Interventionist, Paraprofessionals |

| Activity - Readers Theatre | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Reading strategy that provides a context for authentic reading through voice, facial expressions, and gestures. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/22/2022 | \$60000 | Title I Part A | Reading Interventionist, Paraprofessionals |

Goal 6: Implement a school wide data based positive behavior system

Measurable Objective 1:

School Improvement Plan

Jeffers Elementary School

demonstrate a behavior All students will have the same behavior expectations (lower elementary expectations and upper elementary expectations) by 06/05/2015 as measured by the implementation of the school wide behavior plan..

Strategy 1:

Jeffers' school wide behavior plan - The cultural process committee will put into place a building wide positive behavior incentive program.

Category:

Research Cited: www.pbis.org and

www.violencepreventionworks.org

Tier: Tier 1

| Activity - Policy and Procedures | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|--------|---------------|------------|------------|-------------------|-------------------|-----------------------|
| Develop policy and procedures for school wide PBIS. | Behavioral Support Program | Tier 1 | Getting Ready | 09/02/2014 | 06/05/2015 | \$0 | General Fund | Committee Chairperson |

| Activity - Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|--------|---------------|------------|------------|-------------------|-------------------|-----------------------------------|
| Train staff, students and parents/guardians in the new all school positive behavior incentive program. | Behavioral Support Program | Tier 1 | Getting Ready | 09/02/2014 | 06/05/2015 | \$500 | General Fund | Committee Member(s) and Principal |

| Activity - Implement a school wide data based positive behavior system | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|--------|-----------|------------|------------|-------------------|-------------------|---------------------|
| Implement a school wide positive behavior program. | Behavioral Support Program | Tier 1 | Implement | 09/02/2014 | 06/05/2015 | \$0 | General Fund | Committee Member(s) |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------------|---|--------------------------|--------|---------|------------|------------|-------------------|--|
| Small Group Targeted Instruction | Reading Interventionist will use the Fountas & Pinnell LLI Kit | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/22/2022 | \$60000 | Reading Interventionist, Paraprofessionals |
| T2/3.2 Monitoring | One Full time math specialist and two math paraprofessionals will be employed strictly to support students who are at risk of failing per a designated schedule at least four times per week. | Academic Support Program | Tier 2 | | 09/08/2014 | 06/08/2015 | \$0 | Principal |
| Readers Theatre | Reading strategy that provides a context for authentic reading through voice, facial expressions, and gestures. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/22/2022 | \$60000 | Reading Interventionist, Paraprofessionals |

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|----------------------------|--------|---------------|------------|------------|-------------------|-----------------------------------|
| T2/3.1 Small group pull out with interventionist | Pull outs will occur at least 4 times per week. | Academic Support Program | Tier 2 | Getting Ready | 09/08/2014 | 06/08/2015 | \$0 | math interventionist |
| Training | Train staff, students and parents/guardians in the new all school positive behavior incentive program. | Behavioral Support Program | Tier 1 | Getting Ready | 09/02/2014 | 06/05/2015 | \$500 | Committee Member(s) and Principal |
| T 1.2 Math Fact Fluency | Each teacher will commit to at least 3 days per week of fact fluency activities where students are reflecting on their own progress | Academic Support Program | Tier 1 | Implement | 09/08/2014 | 06/05/2015 | \$700 | All classroom teachers |
| Policy and Procedures | Develop policy and procedures for school wide PBIS. | Behavioral Support Program | Tier 1 | Getting Ready | 09/02/2014 | 06/05/2015 | \$0 | Committee Chairperson |

School Improvement Plan

Jeffers Elementary School

| | | | | | | | | |
|---|---|----------------------------|--------|---------------|------------|------------|--------|--|
| T1.2 Non-fiction pre and post writing prompts | Teachers will prepare writing prompts as a pre and post common assessment tool and use the data to drive instruction. | Direct Instruction | Tier 1 | Getting Ready | 09/02/2014 | 06/30/2015 | \$500 | General Education Teachers Kindergarten - Fourth Grade |
| T1.2 Professional development | All teachers will attend all Battle Creek Science Kit trainings. (including teachers who switch grade levels) | Professional Learning | Tier 1 | Getting Ready | 09/08/2014 | 06/05/2015 | \$500 | Curriculum director, building principal |
| Teacher Training on Reading Workshop | Staff will receive professional development on reading workshop techniques | Professional Learning | Tier 1 | Monitor | 08/26/2014 | 06/05/2015 | \$1000 | All |
| T2.1: Practice using writing prompts | Professional development/training on writing using prompts | Direct Instruction | Tier 2 | Getting Ready | 09/02/2014 | 06/05/2015 | \$500 | General Education Classroom Teachers Kindergarten through Fourth Grade |
| T1.1 Non fiction science book clubs | Students will read and discuss non fiction text related to grade level science concepts. | Direct Instruction | Tier 1 | | 09/08/2014 | 06/05/2015 | \$5000 | Classroom teachers |
| Non fiction SS book clubs | Students will read and discuss non fiction text related to grade level SS. | Direct Instruction | Tier 1 | | 09/01/2014 | 06/05/2015 | \$5000 | School Improvement Committee |
| Implement a school wide data based positive behavior system | Implement a school wide positive behavior program. | Behavioral Support Program | Tier 1 | Implement | 09/02/2014 | 06/05/2015 | \$0 | Committee Member(s) |
| Profession development | Teacher will receive professional development in social studies. | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/05/2015 | \$1000 | School Improvement Committee |
| Graphic Organizer | Student will use graphic organizer to aid in the retention of vocabulary words. | Direct Instruction | Tier 2 | Monitor | 09/02/2014 | 06/05/2015 | \$500 | School Improvement Committee |

Other

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|---------------|--------|-----------|------------|------------|-------------------|--------------------------------------|
| Improving Nonfiction Classroom Libraries | Each classroom will purchase nonfiction reading materials | Materials | Tier 1 | Implement | 05/05/2014 | 06/05/2015 | \$20000 | General Education Classroom Teachers |

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No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------|--|--------------------------|--------|-----------|------------|------------|-------------------|--|
| T2.1 Small Group | Teacher will re teach science content to small groups of students. | Direct Instruction | Tier 2 | Implement | 09/08/2014 | 06/05/2015 | \$0 | classroom teachers |
| T1.1 Progress Monitoring | Progress monitoring based on classroom assessments | Academic Support Program | Tier 1 | Implement | 09/08/2014 | 06/05/2015 | \$0 | All staff |
| T2.2 Exit Ticket | Students will complete an exit ticket to demonstrate proficiency of concepts. | Direct Instruction | Tier 2 | Monitor | 09/08/2014 | 06/05/2015 | \$0 | classroom teacher |
| T1.1 Scope and Sequence | Teachers will implement the Lucy Calkins Writing program following the scope and sequence as directed by the Literacy Team red binder. | Direct Instruction | Tier 1 | Implement | 09/02/2014 | 06/30/2015 | \$0 | General Education Classroom Teachers Kindergarten - Fourth Grade |