



School Improvement Plan

Grant Elementary School

Grant Public School District

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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.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Grant Elementary conducted the following needs assessment with a school wide planning team that consisted of teachers from each grade level and content area, special education teachers, Title 1 teachers, the principal, assistant principal, a community representative and parents. Data was taken from the BAA secure site, MISchool Data, Our School Data warehouse, a school based student achievement database including multiple sources of assessment data, Eidex, and survey data from staff, students and parents/community. We have also been part of the HIL grant with WMU and have used our leadership team to dissect data and determine reads.

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

In our CNA we found significant gaps between our "all school" population and our Title 1 (academically at-risk) population. In our Program Evaluation Tool report this year--we really focused on how well we are closing the gap between our non subgroup and our Tier 2/Tier 3 intervention kids (which include our ELL and ED populations). We want to be sure we are making academic gains with our interventions. This gap was present in Reading and Math in all grades. We did observe a steady increase in our reading scores in all areas. Our perception data suggested a need for more math support--professional development for teachers and academic support for students as suggested by parents. We have been creating as a team a plan for consistent time, frequency and tools in math and ELA to insure that equitable instruction to all classrooms.

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

Our areas of priority this year will be to:

Continue to increase differentiation in our classrooms

Increase parent engagement through monthly strategic events.

Increase math support by scheduling PD focused on math instruction and ensuring all staff are trained in AVMR.

Also, continue with current reading support and provide additional coaching related to the 10 Essentials to strengthen consistency in small group reading instruction and tie all instruction to the Essentials.

Use a math and literacy coach to have ongoing, embedded professional development to grow our teachers in instructional best practices and begin to build our own teacher leaders among our staff.

These goals were developed with MAP data, My Math pre/post test data, DIBELS data and Fountas & Pinnell Running Record Data. The above goals are detailed further in our Goals and Plans section.

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

The goals address the needs of the whole school population through developing teachers to have a strong Tier 1 support system through
SY 2019-2020

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PD, book studies and academic coaches.

Recognition is paid to meeting the needs of children who are disadvantaged through our Title 1/At-Risk reading and math services and PD related to meeting the needs of struggling/disadvantaged students.

Component 2: Schoolwide Reform Strategies

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

Differentiated Instruction

Staff PD in reading and math and breaking down NWEA data for increased effectiveness in classroom instruction based on data and planning instruction with this data regular data dialogues.

Parent Engagement

Academic Coaches for Teachers

Reading and Math Intervention Teachers for student support

AVMR 1 and 2 training

Data Dialogue meetings 3-4 times per year to review data as a PLC and develop differentiated instruction to help move student data forward.

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

Progress Monitoring

We have one Champion trained AVMR teacher and another one being trained this summer to train and support all of our teachers.

We have one teacher in the fraction instructional system as well and she will be working with 3rd, 4th and middle school teachers to strengthen fraction instructional practices.

Peer Coaching

PLC work to reflect on data and use it to drive instructional practices - all PLCs are using SMART goals to drive instruction.

Academic Coaches

Professional Reading--book studies

Regular data reviews during Instructional Management Team meetings and PLC meetings

We will use the above strategies and research-based methods to ensure high quality instruction is modeled, practice and used in all of our classrooms to increase student learning for all students. We will also use these methods to identify who needs additional instruction to give them the same advantages of learning as their more advanced peers.

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

The strategies we listed are directly linked to our CNA findings of increasing reading and math scores.

Parent nights surrounding these topics.

We will use our PLC time to discuss strategies and use data to inform instruction moving forward.

We will have all staff trained in Math Recovery

PD from outside resources.

Book studies in best practices in these areas

SY 2019-2020

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We will have an outside data coach the next 2 years from the HIL grant

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

We use a clear and articulated plan for identifying student who are failing of most at risk. We use our multiple screens to have 2-4 data points to determine the most needy students. This plan is written out and all staff have access and input into the process.

Our strategies are:

Tier 2 and Tier 3 support in reading.

Tier 2 and Tier 3 support in math.

Social Work services for Tier 2 and Tier 3 students with behavior/attendance issues.

PBiS system of support for all students and extra support for more at risk students.

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

Grant Primary Center & Elementary

Title I Reading Support Qualifiers

Kindergarten

Criteria for Qualifying for Kindergarten Letter/Sound Intervention: A kindergarten student will qualify for intervention support if they score in the following range based on the Letter/Sound Identification assessment:

Assessment in September

Score

MLPP Letter Identification

9 or less

Criteria for Discontinuing Services: A Kindergarten student will be discontinued from our Title I Letter/Sound Intervention when all letters and sounds are mastered.

Mid-Year Criteria for Qualifying for Title I Reading Support: Starting in January, a Kindergarten student will receive Title I Reading support if he/she is reading below grade level based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is below grade level:

Month of the Year

Instructional Reading Level

January

Below A

March

A or below

May

B or below

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Second Criteria for Qualifying: The NWEA MAP Reading assessment results can also be used to determine if a Kindergarten student qualifies for Title I services.

Month of the Year

MAP Percentile

September

Below the 35th percentile

January

Below the 35th percentile

May

Below the 35th percentile

DI First Criteria for Qualifying: A Kindergarten Dual Immersion student will receive Title I literacy support if he/she scores in the following ranges:

Month of the Year

Score

September

Letter/Sound ID less than 3

January

Below A (F & P)

March

Below A (Spanish Learners), A or Below A (EL)

May

A or Below (Spanish Learner), B or Below (EL)

DI Second Criteria for Qualifying: The NWEA MAP Reading assessment results can also be used to determine if a Kindergarten student qualifies for Title I services.

Month of the Year

Qualifier

September

Below the 20th percentile on MAP Test

January

Letter/Sound ID less than 25

May

Below the 20th percentile

Dual Immersion EL, migrant and at-risk students will also receive support through a trained paraprofessional under the supervision of the Dual Immersion Interventionist.

Month of the Year

Score

September

Letter/Sound ID less than 3 and below the 30th percentile on MAP

January

Letter/Sound ID less than 30 and Below A

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March

Below A (Spanish Learners) A or Below A (EL)

May

A or Below (Spanish Learner) B or Below (EL)

First Grade

First Criteria for Qualifying: A first grade student will receive Title I literacy support if he/she is reading below grade level as determined by our qualifiers based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is below grade level:

Month of the Year

Instructional Reading Level

September

B or below

November

C or below

January

E or below

March

F or below

May

H or below

Second Criteria for Qualifying: The NWEA MAP Reading assessment results can also be used to determine if a first grade student qualifies for Title I services.

Month of the Year

MAP Percentile

September

Below the 25th percentile

January

Below the 25th percentile

May

Below the 25th percentile

DI First Criteria for Qualifying: A first grade Dual Immersion student will receive Title I literacy support if he/she is reading below grade level as determined by our qualifiers based on a Fountas and Pinnell Benchmark Reading Record in Spanish. The following guidelines will be used to determine if a student is below grade level:

Month of the Year

Instructional Spanish Reading Level

September

B or below

January

E or below

March

F or below

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DI Second Criteria for Qualifying: Open syllable identification can also be used to determine if a first grade student qualifies for Title 1 services.

Month of the Year

Score

September

10 or less open syllables in 30 seconds

January

10 WPM or less (IDEL)

May

TBD

Dual Immersion ELL, migrant and at-risk students will also receive support through a trained paraprofessional under the supervision of the Dual Immersion Interventionist.

Month of the Year

Score

September

15 or less open syllables

January

F or Below, 22 or less WPM (IDEL)

March

TBD

May

TBD

Criteria for Discontinuing Services: A first grade student will be discontinued from our Title I Reading Program if he/she meets the level of proficiency based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is proficient:

Month of the Year

Instructional Reading Level

September

C or above

November

D or above

January

F or above

March

G or above

May

I or above

DI Criteria for Discontinuing Title Services: A first grade Dual Immersion student will be discontinued from our Title I Reading Program if he/she meets the following guidelines:

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Month of the Year

Instructional Spanish Reading Level

September

C or above

January

F or above

March

G or above

Second Grade

First Criteria for Qualifying: A second grade student will receive Title I literacy support if he/she is reading below grade level based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is below grade level:

Month of the Year

Instructional Reading Level

September

H or below

November

I or below

January

J or below

March

K or below

May

L or below

Second Criteria for Qualifying: The NWEA MAP Reading assessment results can also be used to determine if a second grade student qualifies for Title I services.

Month of the Year

MAP Percentile

September

Below the 25th percentile

January

Below the 25th percentile

May

Below the 25th percentile

DI Criteria for Qualifying: A second grade Dual Immersion student will receive Title I literacy support if he/she is reading below grade level as determined by our qualifiers based on a Fountas and Pinnell Benchmark Reading Record in Spanish. The following guidelines will be used to determine if a student is below grade level:

Month of the Year

Spanish Reading Level

September

F or below

January

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I or below

April

K or below

DI Second Criteria for Qualifying: The NWEA MAP Reading assessment results can also be used to determine if a second grade student qualifies for Title I services.

Month of the Year

MAP Percentile

September

Below the 25th percentile

January

Below the 25th percentile

May

Below the 25th percentile

Dual Immersion EL, migrant and at-risk students will also receive support through a trained paraprofessional under the supervision of the Dual Immersion interventionist.

Month of the Year

Instructional Reading Level

September

Below the 25th percentile, G or below

January

Below the 25th percentile, J or below

May

Below the 25th percentile, L or below

Criteria for Discontinuing Services: A second grade student will be discontinued from our Title I Reading Program if he/she meets the level of proficiency based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is proficient:

Month of the Year

Instructional Reading Level

September

I or above

November

J or above

January

K or above

March

L or above

May

M or above

DI Criteria for Discontinuing Services: A second grade Dual Immersion student will be discontinued from our Title I Reading Program if

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he/she meets the level of proficiency based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is proficient:

Month of the Year

Spanish Reading Level

September

H or above

January

K or above

April

L or above

Third Grade

First Criteria for Qualifying: A third grade student will receive Title I literacy support if he/she is reading below grade level based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is below grade level:

Month of the Year

Instructional Reading Level

September

K or below

November

L or below

January

M or below

May

O or below

Second Criteria for Qualifying: The NWEA MAP Reading assessment results can also be used to determine if a third grade student qualifies for Title I services.

Month of the Year

MAP Percentile

September

Below the 25th percentile

January

Below the 25th percentile

May

Below the 25th percentile

Third Criteria for Qualifying: Any student that scores a 1 or a 2 on the M-STEP Reading assessment will also be considered for Title I support.

DI Criteria for Qualifying: A third grade Dual Immersion student will receive Title I literacy support if he/she is reading below grade level as determined by our qualifiers based on a Fountas and Pinnell Benchmark Reading Record in Spanish. The following guidelines will be used to determine if a student is below grade level:

Month of the Year

English Reading Level

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Spanish Reading Level

September

I or below

K or below

November

J or below

K or below

January

K or below

M or below

April

L or below

N or below

Criteria for Discontinuing Services: A third grade student will be discontinued from our Title I Reading Program if he/she meets the level of proficiency based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is proficient:

Month of the Year

Instructional Reading Level

September

M or above

November

N or above

January

O or above

May

P or above

DI Criteria for Discontinuing Services: A third grade Dual Immersion student will be discontinued from our Title I Reading Program if he/she meets the level of proficiency based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is proficient:

Month of the Year

English Reading Level

Spanish Reading Level

September

J or above

M or above

January

L or above

N or above

April

M or above

O or above

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Fourth Grade

First Criteria for Qualifying: A fourth grade student will receive Title I literacy support if he/she is reading below grade level based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is below grade level:

Month of the Year

Instructional Reading Level

September

N or below

November

N or below

January

O or below

March

P or below

May

Q or below

Second Criteria for Qualifying: The NWEA MAP Reading assessment results can also be used to determine if a fourth grade student qualifies for Title I services.

Month of the Year

MAP Percentile

September

Below the 25th percentile

January

Below the 25th percentile

May

Below the 25th percentile

Third Criteria for Qualifying: Any student that scores a 1 or a 2 on the M-STEP Reading assessment will also be considered for Title I support.

DI Criteria for Qualifying: A fourth grade Dual Immersion student will receive Title I literacy support if he/she is reading below grade level as determined by our qualifiers based on a Fountas and Pinnell Benchmark Reading Record in Spanish. The following guidelines will be used to determine if a student is below grade level:

Month of the Year

English Reading Level

Spanish Reading Level

September

L or below

N or below

November

N or below

N or below

January

O or below

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N or below

April

Q or below

N or below

Criteria for Discontinuing Services: A third grade student will be discontinued from our Title I Reading Program if he/she meets the level of proficiency based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is proficient:

Month of the Year

Instructional Reading Level

September

O or above

November

P or above

January

Q or above

March

R or above

May

S or above

DI Criteria for Discontinuing Services: A fourth grade Dual Immersion student will be discontinued from our Title I Reading Program if he/she meets the level of proficiency based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is proficient:

Month of the Year

English Reading Level

Spanish Reading Level

September

N or above

O or above

January

P or above

O or above

April

R or above

O or above

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	The instructional paraprofessionals at Grant Elementary School meet all state and federal requirements to obtain the highly qualified status.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	The instructional staff at Grant Elementary School meet all state and federal requirements to obtain the highly qualified status. The staff updates their credentials with our central office to maintain accurate records. The non-tentured staff also submits annual logs documenting their professional development activities for the year to our central office. Staff is only assigned to positions in their qualification area.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

There will be 0% teacher turnover this year.

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

Our teachers have taught an average of 18 years.

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

We utilize a variety of strategies to attract high quality teachers to Grant Elementary. These strategies include:

- Competitive salary and benefits package with teachers receiving a raise this year and next
- Mentor teacher program for beginning teachers
- Extensive professional development opportunities at school or through our local RESA
- We include teachers in the school improvement process, and several other school/district initiatives
- Staff coaches available for support and growth in math and literacy
- Up to date curriculum resources
- On-line job recruitment
- Dual Immersion Program
- PLC time each month to collaborate with peers
- Adequate funding to set up classrooms including supplies, furniture and a classroom library
- Teachers are provided with iPads and MACbooks and regular updated additional classroom technology

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

We utilize a variety of strategies to attract high quality teachers to Grant Elementary. These strategies include:

- Competitive salary and benefits package
- Mentor teacher program for beginning teachers
- Extensive professional development opportunities at school or through our local RESA
- We include teachers in the school improvement process, and several other school/district initiatives
- Up to date curriculum resources
- On-line job recruitment
- Access to up to date technology tools and software

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

na

Component 5: High Quality and Ongoing Professional Development

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

Staff has received on-going PD in the area of math and reading from outside consultants who have come to the school to do large group sessions. Teachers will receive PD in writing this year from our RESA literacy grant. We will also have daily support from our in-house literacy and math coaches. We will also have access to a training consultant from the HIL grant for the next two years with a high focus on student data and parent engagement. We are involved in the HIL project through WMU and have an assigned coach and money resources to help us work on the 3 goals identified through our instructional round process.

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

At the PC and EL, we are committed to using our Title 2A money to continue to train all teachers in the AVMR (math) model to increase our effectiveness in our Tier 1, 2 and 3 models of math instruction. We will also work with NCRESA this year through a large grant they received to increase our reading instructional practices with training and continuing to grow our local literacy coach. We will also have a half time literacy coach on staff all year. We also have a coach from HIL project for the next 2 years to support principal, assistant principal, literacy coach and teachers in data growth.

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

Component 6: Strategies to Increase Parental Involvement

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

Our parents have several opportunities to become involved in our schoolwide plan:

We have our annual Title 1 Parent information night and ask parents for their input on our programming in the core areas.

The principal meets monthly with a group of parents from the Primary Center and Elementary School (Brown Bag Parent Group) and discusses academic programming, Title 1 programming/spending and other school related business.

Parent representatives are part of our building School Improvement Team.

Parents are also involved by providing our school with perception data through a parent survey.

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

During our fall conferences, parents are asked to join the school in implementing our schoolwide plan by signing our Parent-Student-Teacher Compact enlisting their commitment to help their child meet our schoolwide academic goals.

Parents are asked to attend our Parent Education Family Learning Events throughout the year so they can learn more about our curriculum and learn ways to help their child with their learning at home.

Parents attend Parent/Teacher Conferences 2 times each year to discuss their child's progress towards the goals in our plan and learn additional ways they may be able to help their child have success at home.

Parents are given a monthly newsletter with tips on practicing reading and math at home in English and Spanish.

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

Our parents are encouraged to evaluate our schoolwide plan in several ways:

We have our annual Title 1 Parent information night and ask parents for their input on our programming in the core areas.

The principal meets monthly with a group of parents from the Primary Center and Elementary School (Brown Bag Parent Group) and discusses academic programming, Title 1 programming/spending and other school related business.

Parent representatives are part of our building School Improvement Team.

Parents are also involved by providing our school with perception data through a year-end parent survey.

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

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

The principal meets monthly with a group of parents from the Primary Center and Elementary School (Brown Bag Parent Group) and

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discusses academic programming, Title 1 programming/spending and other school related business. Part of these meetings involved asking parents to evaluate how things are going from the "parent perspective". The principal discusses academic goals and programming and seeks input from parents on if they believe the school is achieving academic goals and seeks ideas for programming needs moving forward.

Parent representatives are part of our building School Improvement Team.

Parents are also involved by providing our school with perception data through a yearly parent survey.

Parents are encouraged to volunteer in many areas of our school.

Parent/Teacher conferences 2 times each year.

School Newsletter, Title 1 Newsletter, Classroom Newsletters monthly

Informative website in both Spanish and English

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

The principal meets monthly with a group of parents from the Primary Center and Elementary School (Brown Bag Parent Group) and discusses academic programming, Title 1 programming/spending and other school related business. Part of these meetings involved asking parents to evaluate how things are going from the "parent perspective". The principal discusses academic goals and programming and seeks input from parents on if they believe the school is achieving academic goals and seeks ideas for programming needs moving forward.

Parent representatives are part of our building School Improvement Team.

Parents are also involved by providing our school with perception data through a yearly parent survey.

This spring and last spring we took a parent survey connected to reading participation with 10 specific areas to monitor and we will use this data to help us evaluate the parent education we plan to do this year and build events around "need" areas.

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

The staff, Brown Bag Parent Group and School Improvement team use all evaluation information to affirm or improve the schoolwide plan. Each group has a meeting in the spring to discuss how to use our allocated Title 1/Title 2A/31a/Title 3C/Title 4 funding each year to ensure our school wide program is meeting the needs of our students. We use the evaluative feedback we have received during these meetings to plan future supports.

We will also use the survey feedback to guide future parent engagement events and instruction.

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

The school-parent compact was developed with collaborative between staff and parents. We update the compact regularly during a staff meeting and a Brown Bag Parent Group meeting.

We also print our compact on a carbon triplicate this coming year for ease of all stakeholders having their own copy of the compact.

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

Teachers review the compact with their students during school hours and work with each child to commit to their portion of the compact (there is a space for students to add an idea on how they can help if they have something they want to add). Next, the teacher reviews the

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compact with parents as part of their fall conference time...there is also a spot for the teacher and the parent to add an additional idea to the compact, if needed, to meet specific needs of the individual child.

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

na

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent Compact Title 1 Spanish Parent Compact Title 1

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

We have a significant hispanic population and therefore, we translate any/all important information into Spanish for families who need it. We post our Newsletters online in English and Spanish. We post our Title 1 Parent-Teacher-Student Compact online in Spanish and English and have it in both languages during fall conferences. We have several people on staff to help translate during parent meetings so all parents, regardless of their language, can have involvement in their child's education.

Component 7: Preschool Transition Strategies

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

na--this building is 2nd-4th grade

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

na

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers meet in well-established PLC groups 1-3 times each month to discuss student data and growth on school-based assessments. Teachers work with their PLC groups to determine areas of strength and weakness in their instruction and then form SMART goals and instructional plans for modifying/continuing instruction.

When teachers identify struggling students from their data, they talk to the principal or social worker and request a Child Study Team meeting to dig deeper into the child's learning needs. The child's parent is a part of this meeting and is asked to help the school with whatever interventions are suggested.

Teachers use school based data to determine which students will qualify for additional help in reading and math through our Title 1 programming.

We have an Instructional Management Team meeting 3-4 times each year. This team looks at the entire school's data and identifies students who are struggling and may need additional support based on data.

We have data dialogue meetings 2-4 times this year to review assessments and plan for flexible instruction.

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

Teachers meet in well-established PLC groups 1-3 times each month to discuss student data and growth on school-based assessments.

Teachers work with their PLC groups to determine areas of strength and weakness in their instruction and then form SMART goals instructional plans for modifying/continuing instruction through flexible groups and whole groups instruction.

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

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

See section 5 in the School Wide Reform section for a detailed explanation of our written process.

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

Our school uses the selection criteria described in an on-going format to monitor students who need additional services or should discontinue additional services.

We also formally review student data every 9 weeks through our Instructional Management Team meetings to adjust/add services base on our school data, MAPS, Dibels and Fountas and Pinnell Running Records.

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

Classroom teachers use differentiated instruction in all core academic areas to work towards meeting the needs of students within the classroom.

Reading:

Teachers use the guided reading method of instruction. They all use the Fountas and Pinnell benchmarking system to identify each child's reading level and then build differentiated reading groups for all students based on this information. Students are able to read at their instructional level with the teacher in regular reading groups.

Math:

Teachers use many strategies to differentiate their math instruction: skill building center work, manipulative use for students who need concrete aides, they use the IXL and Reflex programs with students and designate struggling areas for individual students to spend more time practicing--they also create additional opportunities for students to practice math skills through multi-leveled math practice games. All classroom teachers employ the strategies of AVMR in their instructional groups to support struggling mathematicians.

Science and Social Studies:

Our school has also added a significant amount of leveled readers to our Leveled Library in the areas of science and social studies. Teacher use these books to differentiate instruction in their classroom in science and social studies by ensuring that all students have access to a level of book consistent with their independent reading level. We have multiple levels of books on a common topic so all students can read about a science/social study topic at their own level and share information in group work based on their new learning.

We have also committed to purchasing the NatGeo science curriculum tools to support classroom science instruction.

Differentiation is an ongoing topic of conversation during our PD/PLC time as a staff. We are also focusing on using measurable learning targets to help students identify when they have learning success and encouraging them to provide evidence of their own learning.

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

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

Grant Primary Center and Elementary Schools coordinate and integrate funds from Title I, Title II A, Title III, Title IIIc, 31a, Parent Organization Funds and district general funds to support a variety of programs as depicted below. Each of these programs is intended to provide staff, parents, and students with the skills and resources necessary to be successful in their educational role in achieving our schoolwide goals.

Federal Resources: Title 1, Title 2A, Title III, Title IIIc, Title IV

State Resources: 31a

Local: Parent Organization funds, district general funds, Fremont Area Foundation Mini-Grant funds, various misc. grants

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

1. CNA--general funds for committee work sessions for disaggregating data and discussing/setting goals.
2. Schoolwide reform strategies: Title 1, Title 2A, General Fund, 31A for implement the goals outline earlier in this section.
3. Highly Qualified Staff: Title 1, Title 2A, Title 3, General Fund and 31A to hire, retain and develop all staff
4. Attract and Retain HQ staff: Title 1, Title 2A, General Fund and 31A to hire, retain and develop all staff
5. Professional Development: Title 2A for coaches and PD opportunities
6. Parental Involvement: Title 1 and general fund to do family learning nights and send regular communication to all parents
7. Preschool Transition: N/A for this building
8. Assessment Decisions: General fund for PLC group work and team meetings
9. Timely and Additional Assistance: Title 1, Title 2A, and 31a for Intervention Teachers
10. Coordination & Integration of Federal, State and Local Resources: General fund for working time and group work to ensure coordination

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

Universal Free lunch program

Universal Free Breakfast program

Homeless coordinator

School Social Worker

Personal Safety program through Newaygo County

Families Together (funding for family needs from local area foundation)

Math/Science support through the Regional Math/Science Center

CATCH program through Spectrum Health

Wrap Around services through Newaygo County CMH

School Improvement Plan

Grant Elementary School

Be Nice Program

True North Weekend Food Bags

True North housing/heating services

Evaluation:

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

We use our school improvement team meetings and instructional management team meetings to review progress 3 times each year--these teams include parents, teachers, paraprofessionals, principal, assistant principal and occasional students.

We also use our perception data from parents, students and staff annually to evaluate schoolwide programming.

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

We use our school improvement team meetings, PLC meetings and instructional management team meetings to review student achievement data from our local assessments (throughout the year) and the M-Step (annually)--these teams include parents, teachers, paraprofessionals, principal, assistant principal and occasional students.

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

We are monitoring program effectiveness by reviewing our local assessment data in our IMT meetings 3-4 times each year. PLC teams look at grade level achievement data monthly to monitor effectiveness and parents are invited to attend conferences 2 times each year to monitor their student's academic growth. We have also added Cross Grade level teams to consider data/information across the K-4 programs.

Parents are also represented on our school improvement team which monitors effectiveness of programs throughout the year. Identified students have IRIPs and parents meet with teachers, interventionist, and building leaders throughout the school year and adjust the IRIP for optimum student success. Students have access to sign up for the after school program where they can get additional support in reading and math.

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

We consider student data, teacher input and parent input as we consider student improvement or lack of improvement and use our child study team to monitor and adjust plans for students as necessary throughout the year. The child study team consists of the principal, school social worker, classroom teacher, intervention teachers, local agencies (if applicable) and parents.

Plan for School Improvement Plan

Overview

Plan Name

Plan for School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Grant Elementary students will increase their proficiency in math.	Objectives: 1 Strategies: 5 Activities: 9	Academic	\$133907
2	All Grant Elementary students will increase their proficiency in reading.	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$225080
3	All Grant Elementary students will increase their proficiency in writing.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$1700
4	All Grant Elementary students will have opportunities to make good behavior decisions at school and have access to additional support to ensure behavior does not interfere with academic growth.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$157000

Goal 1: All Grant Elementary students will increase their proficiency in math.

Measurable Objective 1:

100% of Second, Third and Fourth grade students will demonstrate a proficiency of 5% growth (2nd grade 81% to 86%, 3rd grade 52% to 57% and 4th grade 45% to 50%) in Mathematics by 06/07/2019 as measured by Spring 2020 MAP results.

Strategy 1:

Differentiated Instruction - All staff will use newly created math lending library to bring manipulative materials into their classrooms to help differentiate their math instruction. They will work to explore the format of teaching math in whole group and small flexible math groups to ensure differentiation for all students. All staff will use their AVMR training to identify what level a student is for math and use their data to differentiate their instruction. We will set SMART goals in math to plan for flexible math group instruction.

Category: Mathematics

Research Cited: Minilessons for Extending Addition and Subtraction: A Yearlong Resource (Contents for Learning Mathematics)

Uttenbogaard, William

Intentional Talk: How to Structure and Lead Productive Mathematical Discussion by Elham Kazemi & Allison Hintz

Math Sense by Christine Moynihan

PD through KISD for Math Leadership team

Tier: Tier 1

Activity - Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We have one of our intervention teachers trained as a Math Recovery trainer for our staff. She is fully licensed to instruct AVMR 1 and 2 to our staff. We love having this resource "in house" at GPS. We have an additional teaching being trained as a Math Recovery trainer summer 2019	Professional Learning	Tier 1	Implement	06/01/2017	06/05/2020	\$5000	Section 31a	Principal Assistant Principal Math Intervention Teacher Math Coach Classroom Teachers Math Recovery trainers

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

Grant Elementary School

Teachers will use the IXL computerized math program to differentiate math practice for all students.	Academic Support Program	Tier 1	Implement	09/08/2015	06/19/2020	\$1750	General Fund	Principal Technology Director Classroom Teachers Students
Activity - Reflex Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We have been piloting Reflex Math this year and it focuses on math fluency with fact practice. We plan to continue this program resource next year.	Technology	Tier 1	Getting Ready	01/08/2018	06/26/2020	\$1977	General Fund	classroom teacher tech director principal math interventionist

Strategy 2:

Math Intervention - All staff will use MAP, AVMR and My Math pre/post testing results to determine students who are at-risk in math achievement. The math intervention teacher will work with students in a Tier2/Tier3 capacity in small flexible groups or one on one to help close student achievement gaps.

Category: Mathematics

Research Cited: AVMR 1 and 2, Math Recovery

NWEA Map material

Accessible Mathematics by Steven Leinwand

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Tier: Tier 2

Activity - Math Intervention Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use intervention strategies to support students with additional math instruction. Teacher will be using several ideas from multiple math book resources to help students close achievement gaps in math. Teacher will provide Tier 2 and 3 support as needed. Teacher will also use Math Recovery and AVMR learning to differentiate for all students.	Academic Support Program	Tier 2	Implement	09/08/2015	06/12/2020	\$114000	Section 31a	Principal Assistant Principal Classroom Teachers Math Intervention Teacher

School Improvement Plan

Grant Elementary School

Activity - Math Paraprofessional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This staff member will work under the supervision of the principal and the math interventionist to provide Tier 2/3 assistance to at-risk math students based on need.	Academic Support Program	Tier 2	Implement	09/08/2015	06/18/2020	\$8500	Title III, Title I Part C, Section 31a	principal math interventionist math paraprofessional

Strategy 3:

Staff Book Study - All staff will read and discuss chosen book to increase their knowledge in up to date math instruction. They will also use their book as an ongoing topic of peer discussion during their PLC meetings throughout the year.

Category: Mathematics

Research Cited: Minilessons for Extending Addition and Subtraction: A Yearlong Resource (Contexts for Learning Mathematics)

Uttenbogaad, Willem

Tier: Tier 1

Activity - Staff Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will read a math instructional book chosen by their grade level PLC to increase their understanding of math instructional practices.	Professional Learning	Tier 1	Implement	09/08/2015	06/05/2020	\$500	General Fund	Principal Assistant Principal Teaching Staff Math Interventionist

Strategy 4:

Parent Involvement - GES will create opportunities to increase parent knowledge and skills in the area of math instruction to better equip them to help their child learn at home and help close the achievement gap.

Category: Mathematics

Research Cited: WHAT RESEARCH SAYS ABOUT PARENT INVOLVEMENT IN CHILDREN'S EDUCATION

In Relation to Academic Achievement (MDE Website)

Tier: Tier 1

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

Grant Elementary School

Families will be encouraged to attend the Family Math Night to learn ideas for bringing math instruction into their homes. They will also receive literature to take home and read for increasing math at home.	Parent Involvement	Tier 1	Implement	08/29/2016	06/12/2020	\$1000	Title I Part A	Principal Assistant Principal Math Intervention Teacher Classroom Teachers Parents Students
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Activity - Parent Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We are using a purchased family newsletter each month to send home to families in English/Spanish with a focus on ways parents can help in all curricular areas including math.	Parent Involvement	Tier 1	Implement	09/02/2014	06/11/2020	\$180	General Fund	Principal Intervention staff Teachers Students Parents

Strategy 5:

Math Recovery PD - New teachers will be trained in the practices of Math Recovery and will then use their new learning to teacher all staff new strategies or research based math instruction.

Category: Mathematics

Research Cited: White"paper"by:"" US"Math"Recovery@"Council" "

Math"Recovery@"Overview:"" An"elementary"school"implementation"of"an"early"intervention"program"to" identify"and"service"of"lowBattaining"mathematics"students"

Related"program" ""Add+VantageMR@:""Efficient"and"effective"assessment"to"support"using"data" to"make"instructional"decisions""

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Prepared"by:" Christina"Miller,"Director"of"Programming" "

With"Contributions"from"" Robert"Wright,"Ph.D.,"Southern"Cross"University"Australia," Developer"of"the"Math"Recovery@"Program"

Ann"Stafford,"founder"of"US"Math"Recovery@"Council" Pamela"Tabor,"Ph.D.,"member"of"inaugural"US"Math"Recovery@"Board"of" Directors"

Tier: Tier 1

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

Grant Elementary School

1-2 teachers will be trained by our own AVMR 1 and 2 trainer this year.	Academic Support Program	Tier 1	Getting Ready	08/10/2015	06/18/2020	\$1000	General Fund, Title II Part A	principal assistant principal math interventionist Math Recovery trainers classroom teachers MAISD staff member
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Goal 2: All Grant Elementary students will increase their proficiency in reading.

Measurable Objective 1:

100% of Second, Third and Fourth grade students will demonstrate a proficiency of 5% growth (2nd grade 52% to 57%, 3rd grade 49% to 54% and 4th grade 57% to 62%) and an increase of 5% proficiency for all students. in English Language Arts by 06/12/2020 as measured by Spring 2020 MAP results.

Strategy 1:

Differentiated Instruction - All staff will use small group instruction as part of teaching reading to all students. Teachers will use the Fountas and Pinnell Benchmarking system to determine each child's reading level and include children in reading groups that match their instructional reading levels.

Category: English/Language Arts

Research Cited: What Really Matters for Struggling Readers by Richard Allington

The Six Ts of Effective Literacy Instruction by Richard Allington

Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers by Jennifer Serravallo

The Fluent Reader by Timothy Rasinski

Tier: Tier 1

Activity - Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The literacy coach will work with classroom teachers to help them better understand small group instruction. They will model current best practices for small group guided reading instruction and discuss ideas for increasing differentiation in the classroom with teachers. This will be a newly created position this year made possible through a grant from NCRESA with a focus on developing a local teacher to be a knowledgeable coach in literacy.	Professional Learning	Tier 1	Implement	08/29/2016	06/19/2020	\$26750	Title II Part A	Principal Classroom Teachers Literacy Coach Title 1 staff NCRESA trainer

School Improvement Plan

Grant Elementary School

Activity - Leveled Library	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As our readers continue to progress, we will purchase leveled readers to add to our Leveled Library to meet the needs of teachers/students to continue differentiated small group reading instruction. We also continue to add leveled readers in Spanish for our Dual Immersion classrooms and ELL students.	Materials, Supplemental Materials, Academic Support Program	Tier 1	Monitor	09/08/2015	06/10/2020	\$5000	General Fund	principal reading interventionists classroom teachers librarian

Activity - Lexia Core 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 1 classroom teachers will use Lexia Core 5 for all students to give additional tier 1 support in a technology supported/differentiated program.	Technology , Academic Support Program	Tier 1	Implement	10/03/2016	06/11/2020	\$9000	Other	principal teachers reading interventionist technology director

Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in grade level data dialogue meetings 3-4 times during the year to dig into student data and drill down to individual student data to drive differentiated instruction in the classroom.	Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 1	Implement	04/30/2018	06/12/2020	\$1000	General Fund	principal assistant principal HIL coach teachers interventionists secretaries

Strategy 2:

Parent Involvement - GES will create opportunities to increase parent knowledge and skills in the area of reading instruction to better equip them to help their child learn at home and help close the achievement gap.

Category: English/Language Arts

Research Cited: WHAT RESEARCH SAYS ABOUT PARENT INVOLVEMENT IN CHILDREN'S EDUCATION In Relation to Academic Achievement (MDE Website)

Tier: Tier 1

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

Grant Elementary School

Families will be encouraged to attend the Family Literacy Night to learn ideas for bringing reading instruction into their homes. They will attend a family picnic with different reading activities to engage in and receive material to bring home to use with their children to increase reading outside of school.	Parent Involvement	Tier 1	Implement	08/29/2016	06/12/2020	\$1000	Title I Part A	Principal Assistant Principal Title 1 Staff Classroom Teachers Parents Students community members
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Activity - Parent Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive a quarterly newsletter created by staff with tips for increasing reading at home. The newsletter will be published in both English and Spanish for all families.	Parent Involvement	Tier 1	Implement	09/08/2015	06/12/2020	\$180	General Fund	Principal Teachers Parents Students

Strategy 3:

Reading Intervention Teachers - All staff will use MAP, WTW, Words Their Way Spelling inventory, and Fountas and Pinnell testing results to determine students who are at-risk in reading achievement. The reading intervention teachers will work with students in a Tier 2 and Tier 3 capacity in small flexible groups or one on one to help close student achievement gaps.

Category: English/Language Arts

Research Cited: What Really Matters for Struggling Readers by Richard Allington

The Six Ts of Effective Literacy Instruction by Richard Allington

Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers by Jennifer Serravallo

Fountas and Pinnell--LLI System research

The Fluent Reader by Tim Rasinski

Tier: Tier 2

Activity - Title 1 Reading Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Grant Elementary School

Teachers (1) will use a research based intervention kit from Fountas and Pinnell as main intervention tool for Tier 2 and Lindamood Bell material for Tier 3. Teachers will also be using several ideas from professional reading book resources to help students close achievement gaps in reading. Teachers will be providing Tier 2 and Tier 3 support as needed based on data.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/19/2020	\$170500	Title I Part A, Title I Part A	Principal Assistant Principal Classroom Teachers Reading Intervention Teachers (1) reading paraprofessional
Activity - Reading Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This staff member works under the supervision of the principal and reading teachers to help provide additional Tier 2 or Tier 3 support for at-risk students.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/12/2020	\$8500	Title I Part C, Title III, Section 31a	principal reading teachers reading paraprofessional

Strategy 4:

Summer Reading support - Students are encouraged to sign up for the Principal's Summer Reading Challenge in June and then given a form to keep track of books read in the summer. Prizes are awarded for reading 6 books or reading 50 books.

We are also offering a book mailing program (Kids Read Now) for all 2nd grade students and identified At-risk 3rd grade students.

Category: English/Language Arts

Research Cited: Research Cited: Kim, J.S. (2004). Summer reading and the ethnic achievement gap. Journal of Education for Students Placed at risk, 9(2), 169-188

No More Summer Reading Loss By Carrie Cahill, Kathy Horvath, Anne McGill-Franzen, Richard L Allington, University of Tennessee

Tier: Tier 1

Activity - Principal's Summer Reading Challenge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are encouraged to sign up for the Principal's Summer Reading Challenge in June and then given a form to keep track of books read in the summer. Prizes are awarded for reading 6 books or reading 50 books.	Extra Curricular	Tier 1	Implement	06/06/2018	08/23/2019	\$150	General Fund	principal classroom teachers intervention teachers parents students

School Improvement Plan

Grant Elementary School

Activity - Kids Read Now	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We have all 2nd grade students and identified at-risk students in 3rd grade students who are reading below grade level. Parent involvement through the KRN App and continued free books (up to 9 total) will be mailed to students home.	Extra Curricular, Academic Support Program	Tier 2	Getting Ready	06/06/2018	08/23/2019	\$3000	Section 31a	principal parents intervention teacher

Goal 3: All Grant Elementary students will increase their proficiency in writing.

Measurable Objective 1:

100% of Second, Third and Fourth grade students will demonstrate a proficiency Of 5% increase of all students earning a level 3 or 4 on the MLPP writing rubric (2nd grade 65% to 69%, 3rd grade 44% to 49% and 4th grade 74% to 79%). in English Language Arts by 06/12/2020 as measured by MLPP writing rubric score results.

Strategy 1:

Differentiated Instruction - All staff will use writing workshop instructional practices as part of teaching writing to all students. Teachers will use a combination of the MAISA writing units and Lucy Calkins Writing Workshop sets to teach writing in their classrooms. These two tools account for differentiated instruction and pacing for all students.

Staff will have ongoing training in conferring practices through our Literacy Coach.

Category: English/Language Arts

Research Cited: The Art of Teaching Writing by Lucy Calkins

Units of Study by Lucy Calkins

MAISA Units by Oakland ISD

10 Essentials

Tier: Tier 1

Activity - Writing PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive updated PD in the area of the writing workshop and MAISA rubrics to refresh all staff on best practices for writing instruction and differentiating instruction for all students.	Professional Learning	Tier 1	Getting Ready	08/23/2016	06/12/2020	\$1200	General Fund, Other	principal building literacy coach HIL coach classroom teachers intervention teachers

School Improvement Plan

Grant Elementary School

Activity - Collaborative Writing Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in PLC to grade student writing and collaborate about instructional practices and differentiation.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/29/2016	06/12/2020	\$0	No Funding Required	principal building literacy coach HIL coach classroom teachers intervention teachers

Strategy 2:

Parent Involvement - GES will create opportunities to increase parent knowledge and skills in the area of writing instruction to better equip them to help their child learn at home and help close the achievement gap.

Category: English/Language Arts

Research Cited: WHAT RESEARCH SAYS ABOUT PARENT INVOLVEMENT IN CHILDREN'S EDUCATION In Relation to Academic Achievement (MDE Website)

Tier: Tier 1

Activity - Family Writing Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will be encouraged to attend the Family Writing Event to learn ideas for bringing practical writing into their homes. They will attend an event showcasing the writing process and how to bring this into their homes. They will also receive literature to bring home with them for additional ideas about increasing writing at home.	Parent Involvement	Tier 1	Implement	08/29/2016	06/12/2020	\$500	Title I Part A	Principal Classroom Teachers intervention teachers Parents Students

Goal 4: All Grant Elementary students will have opportunities to make good behavior decisions at school and have access to additional support to ensure behavior does not interfere with academic growth.

Measurable Objective 1:

demonstrate a behavior of providing incentives to encourage appropriate behavior at school and collaborating among teachers to address behavior expectations for all by 06/12/2020 as measured by evidence of weekly acknowledgement of students with PAWS program and cross grade level PLC meetings throughout the year and a reduction in days absent due to suspension by 10% .

School Improvement Plan

Grant Elementary School

Strategy 1:

Behavior support for academic success - Assistant principal and school social worker will work with all stakeholders to support student behavior in multiple ways (tier 1, 2, and 3) to ensure students have the support they need to stay in school and have higher academic success.

Category: School Culture

Research Cited: Is School-wide Positive Behavior Support An Evidence-based Practice?

April 2015 by Rob H. Horner, George Sugai and Timothy Lewis

Bridges Out of Poverty: Strategies for Professional and Communities

by Philip E. DeVol (Author), Ruby K. Payne (Author), Terie Dreussi Smith (Author)

The PBIS Team Handbook: Setting Expectations and Building Positi...

by Beth Baker M.S.Ed.

Tier: Tier 1

Activity - PBIS Cross Grade Level Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team meets 2-3 time per year to discuss positive behavior supports and behavior expectations for all students to encourage consistency at school and increase academic success for all.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/12/2020	\$1000	General Fund	Social worker principal assistant principal classroom teachers regional consultant

Activity - P.A.W.S.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive PAWS tickets for demonstrating appropriate behavior in school. Building expectations are explicitly taught and posted throughout the school. Students who earn a ticket take half of it home to show their families and place half into a bucket for regular weekly drawings for rewards. The school social worker meets with students who are drawn to help them with their reward and celebrate their good behavior choices. We will also use a traveling tiger as a daily prize for positive behavior.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/12/2020	\$1000	General Fund	Social worker principal assistant principal classroom teachers

Activity - School Social Worker--Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Grant Elementary School

Our school funds our school social worker 50% general fund and 50% 31a--this allows them to work with students who need behavior support in tier 1, 2 or 3. They support the students, staff and parents to ensure students are capable of making good behavior decisions and staying at school so they can grow academically.	Behavioral Support Program	Tier 2	Implement	09/08/2015	06/12/2020	\$100000	Section 31a, General Fund	social worker principal assistant principal classroom teachers
Activity - Assistant Principal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In 2018-19, GPS hired an assistant principal for the k-4 population. This person is an academic support and behavior support to the students, staff, and principal.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/01/2018	06/30/2020	\$55000	General Fund	principal assistant principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Paraprofessional Support	This staff member will work under the supervision of the principal and the math interventionist to provide Tier 2/3 assistance to at-risk math students based on need.	Academic Support Program	Tier 2	Implement	09/08/2015	06/18/2020	\$1500	principal math interventionist math paraprofessional
Reading Paraprofessional	This staff member works under the supervision of the principal and reading teachers to help provide additional Tier 2 or Tier 3 support for at-risk students.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/12/2020	\$1500	principal reading teachers reading paraprofessional

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School Social Worker--Behavior Support	Our school funds our school social worker 50% general fund and 50% 31a--this allows them to work with students who need behavior support in tier 1, 2 or 3. They support the students, staff and parents to ensure students are capable of making good behavior decisions and staying at school so they can grow academically.	Behavioral Support Program	Tier 2	Implement	09/08/2015	06/12/2020	\$50000	social worker principal assistant principal classroom teachers

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Math Coach	We have one of our intervention teachers trained as a Math Recovery trainer for our staff. She is fully licensed to instruct AVMR 1 and 2 to our staff. We love having this resource "in house" at GPS. We have an additional teaching being trained as a Math Recovery trainer summer 2019	Professional Learning	Tier 1	Implement	06/01/2017	06/05/2020	\$5000	Principal Assistant Principal Math Intervention Teacher Math Coach Classroom Teachers Math Recovery trainers
Kids Read Now	We have all 2nd grade students and identified at-risk students in 3rd grade students who are reading below grade level. Parent involvement through the KRN App and continued free books (up to 9 total) will be mailed to students home.	Extra Curricular, Academic Support Program	Tier 2	Getting Ready	06/06/2018	08/23/2019	\$3000	principal parents intervention teacher
Math Paraprofessional Support	This staff member will work under the supervision of the principal and the math interventionist to provide Tier 2/3 assistance to at-risk math students based on need.	Academic Support Program	Tier 2	Implement	09/08/2015	06/18/2020	\$4500	principal math interventionist math paraprofessional
Math Intervention Teacher	Teacher will use intervention strategies to support students with additional math instruction. Teacher will be using several ideas from multiple math book resources to help students close achievement gaps in math. Teacher will provide Tier 2 and 3 support as needed. Teacher will also use Math Recovery and AVMR learning to differentiate for all students.	Academic Support Program	Tier 2	Implement	09/08/2015	06/12/2020	\$114000	Principal Assistant Principal Classroom Teachers Math Intervention Teacher
Reading Paraprofessional	This staff member works under the supervision of the principal and reading teachers to help provide additional Tier 2 or Tier 3 support for at-risk students.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/12/2020	\$4500	principal reading teachers reading paraprofessional

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Lexia Core 5	Tier 1 classroom teachers will use Lexia Core 5 for all students to give additional tier 1 support in a technology supported/differentiated program.	Technology , Academic Support Program	Tier 1	Implement	10/03/2016	06/11/2020	\$9000	principal teachers reading intervention ist technology director
Writing PD	Teachers will receive updated PD in the area of the writing workshop and MAISA rubrics to refresh all staff on best practices for writing instruction and differentiating instruction for all students.	Professional Learning	Tier 1	Getting Ready	08/23/2016	06/12/2020	\$1000	principal building literacy coach HIL coach classroom teachers intervention teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title 1 Reading Teachers	Teachers (1) will use a research based intervention kit from Fountas and Pinnell as main intervention tool for Tier 2 and Lindamood Bell material for Tier 3. Teachers will also be using several ideas from professional reading book resources to help students close achievement gaps in reading. Teachers will be providing Tier 2 and Tier 3 support as needed based on data.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/19/2020	\$53500	Principal Assistant Principal Classroom Teachers Reading Intervention Teachers (1) reading paraprofessional
Family Math Night	Families will be encouraged to attend the Family Math Night to learn ideas for bringing math instruction into their homes. They will also receive literature to take home and read for increasing math at home.	Parent Involvement	Tier 1	Implement	08/29/2016	06/12/2020	\$1000	Principal Assistant Principal Math Intervention Teacher Classroom Teachers Parents Students

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Family Writing Night	Families will be encouraged to attend the Family Writing Event to learn ideas for bringing practical writing into their homes. They will attend an event showcasing the writing process and how to bring this into their homes. They will also receive literature to bring home with them for additional ideas about increasing writing at home.	Parent Involvement	Tier 1	Implement	08/29/2016	06/12/2020	\$500	Principal Classroom Teachers intervention teachers Parents Students
Family Literacy Night	Families will be encouraged to attend the Family Literacy Night to learn ideas for bringing reading instruction into their homes. They will attend a family picnic with different reading activities to engage in and receive material to bring home to use with their children to increase reading outside of school.	Parent Involvement	Tier 1	Implement	08/29/2016	06/12/2020	\$1000	Principal Assistant Principal Title 1 Staff Classroom Teachers Parents Students community members
Title 1 Reading Teachers	Teachers (1) will use a research based intervention kit from Fountas and Pinnell as main intervention tool for Tier 2 and Lindamood Bell material for Tier 3. Teachers will also be using several ideas from professional reading book resources to help students close achievement gaps in reading. Teachers will be providing Tier 2 and Tier 3 support as needed based on data.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/19/2020	\$117000	Principal Assistant Principal Classroom Teachers Reading Intervention Teachers (1) reading paraprofessional

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Recovery PD	1-2 teachers will be trained by our own AVMR 1 and 2 trainer this year.	Academic Support Program	Tier 1	Getting Ready	08/10/2015	06/18/2020	\$500	principal assistant principal math interventionist Math Recovery trainers classroom teachers MAISD staff member

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Literacy Coach	The literacy coach will work with classroom teachers to help them better understand small group instruction. They will model current best practices for small group guided reading instruction and discuss ideas for increasing differentiation in the classroom with teachers. This will be a newly created position this year made possible through a grant from NCRESA with a focus on developing a local teacher to be a knowledgeable coach in literacy.	Professional Learning	Tier 1	Implement	08/29/2016	06/19/2020	\$26750	Principal Classroom Teachers Literacy Coach Title 1 staff NCRESA trainer
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaborative Writing Assessment	Teachers will work in PLC to grade student writing and collaborate about instructional practices and differentiation.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/29/2016	06/12/2020	\$0	principal building literacy coach HIL coach classroom teachers intervention teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Recovery PD	1-2 teachers will be trained by our own AVMR 1 and 2 trainer this year.	Academic Support Program	Tier 1	Getting Ready	08/10/2015	06/18/2020	\$500	principal assistant principal math interventionist Math Recovery trainers classroom teachers MAISD staff member

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Assistant Principal	In 2018-19, GPS hired an assistant principal for the k-4 population. This person is an academic support and behavior support to the students, staff, and principal.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/01/2018	06/30/2020	\$55000	principal assistant principal
IXL Math Program	Teachers will use the IXL computerized math program to differentiate math practice for all students.	Academic Support Program	Tier 1	Implement	09/08/2015	06/19/2020	\$1750	Principal Technology Director Classroom Teachers Students
Staff Book Study	Teachers will read a math instructional book chosen by their grade level PLC to increase their understanding of math instructional practices.	Professional Learning	Tier 1	Implement	09/08/2015	06/05/2020	\$500	Principal Assistant Principal Teaching Staff Math Interventionist
School Social Worker--Behavior Support	Our school funds our school social worker 50% general fund and 50% 31a--this allows them to work with students who need behavior support in tier 1, 2 or 3. They support the students, staff and parents to ensure students are capable of making good behavior decisions and staying at school so they can grow academically.	Behavioral Support Program	Tier 2	Implement	09/08/2015	06/12/2020	\$50000	social worker principal assistant principal classroom teachers
P.A.W.S.	Students receive PAWS tickets for demonstrating appropriate behavior in school. Building expectations are explicitly taught and posted throughout the school. Students who earn a ticket take half of it home to show their families and place half into a bucket for regular weekly drawings for rewards. The school social worker meets with students who are drawn to help them with their reward and celebrate their good behavior choices. We will also use a traveling tiger as a daily prize for positive behavior.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/12/2020	\$1000	Social worker principal assistant principal classroom teachers
Reflex Math	We have been piloting Reflex Math this year and it focuses on math fluency with fact practice. We plan to continue this program resource next year.	Technology	Tier 1	Getting Ready	01/08/2018	06/26/2020	\$1977	classroom teacher tech director principal math interventionist

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Principal's Summer Reading Challenge	Students are encouraged to sign up for the Principal's Summer Reading Challenge in June and then given a form to keep track of books read in the summer. Prizes are awarded for reading 6 books or reading 50 books.	Extra Curricular	Tier 1	Implement	06/06/2018	08/23/2019	\$150	principal classroom teachers intervention teachers parents students
Data Dialogues	Teachers will participate in grade level data dialogue meetings 3-4 times during the year to dig into student data and drill down to individual student data to drive differentiated instruction in the classroom.	Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 1	Implement	04/30/2018	06/12/2020	\$1000	principal assistant principal HIL coach teachers intervention ists secretaries
Parent Newsletter	We are using a purchased family newsletter each month to send home to families in English/Spanish with a focus on ways parents can help in all curricular areas including math.	Parent Involvement	Tier 1	Implement	09/02/2014	06/11/2020	\$180	Principal Intervention staff Teachers Students Parents
Parent Newsletter	Parents will receive a quarterly newsletter created by staff with tips for increasing reading at home. The newsletter will be published in both English and Spanish for all families.	Parent Involvement	Tier 1	Implement	09/08/2015	06/12/2020	\$180	Principal Teachers Parents Students
Writing PD	Teachers will receive updated PD in the area of the writing workshop and MAISA rubrics to refresh all staff on best practices for writing instruction and differentiating instruction for all students.	Professional Learning	Tier 1	Getting Ready	08/23/2016	06/12/2020	\$200	principal building literacy coach HIL coach classroom teachers intervention teachers
PBIS Cross Grade Level Team Meetings	Team meets 2-3 time per year to discuss positive behavior supports and behavior expectations for all students to encourage consistency at school and increase academic success for all.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/12/2020	\$1000	Social worker principal assistant principal classroom teachers regional consultant
Leveled Library	As our readers continue to progress, we will purchase leveled readers to add to our Leveled Library to meet the needs of teachers/students to continue differentiated small group reading instruction. We also continue to add leveled readers in Spanish for our Dual Immersion classrooms and ELL students.	Materials, Supplemental Materials, Academic Support Program	Tier 1	Monitor	09/08/2015	06/10/2020	\$5000	principal reading intervention ists classroom teachers librarian

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Title I Part C

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Paraprofessional Support	This staff member will work under the supervision of the principal and the math interventionist to provide Tier 2/3 assistance to at-risk math students based on need.	Academic Support Program	Tier 2	Implement	09/08/2015	06/18/2020	\$2500	principal math interventionist math paraprofessional
Reading Paraprofessional	This staff member works under the supervision of the principal and reading teachers to help provide additional Tier 2 or Tier 3 support for at-risk students.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/12/2020	\$2500	principal reading teachers reading paraprofessional