



School Improvement Plan

Springport Elementary School

Springport Public Schools

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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?

DEMOGRAPHIC: Springport Public Schools has one elementary building in the district with approx. 500 students in grades PreK through Gr 5. Our rural district includes students from seven different townships over four different counties. We would be considered a food desert as the closest grocery store is 12 miles away. Springport Schools is the largest employer in the township with limited opportunities for other employment. We also house one Head Start Preschool program and two GSRP Programs which services students from the area. There are 3 teachers per grade level, two special education teachers, one Title I, and one Reading Recovery teacher. In addition, we have teachers for music, art, computers and physical education. We also have a full time counselor. All but three of our teaching staff, which is predominately female, is tenured with 13 teachers over 15 years of teaching experience, 10 with 9-14 years, and 7 with 4-8 years of teaching experience. All teachers and paraprofessionals are highly qualified. At Springport Elementary, 96% of our students are Caucasian, 21.7% are school of choice (which includes nine elementary teachers who bring their own children to Springport), 67% of the student population qualify for free/reduced lunch, 67% qualify as at-risk, over 50% meet the criterion for Title I services in our Schoolwide Program, and approximately 10% are homeless. At Springport Elem, 6% of our students qualify for special education services by a resource room teacher or teacher consultant support and/or speech. An additional 5% receive strictly speech services. Our average mobility rate over the past 5 years has been 23% with each year showing a lower percentage than the previous year. The poverty rate in our area has increased over the last ten years.

PROCESS: After reflecting on our School Improvement Process, our staff determined that we should focus on the following four Key Characteristics:

II.1.A.7 Data Based Decision Making

IV.1.B.2 Parent/Family Engagement

II.2.A.4 Shared Leadership

V.2.A.1 Data Analysis and Interpretation

Our school process rubrics show a need for us to continue to base all school improvement decisions on data. This relates not only to the school improvement plan, but down into the classroom level and impact the strategies have on increasing student achievement. Secondly, this well-aligned assessment data will make analysis more valid. By doing so, all staff will address gaps in student achievement. Implementing stronger PLCs/PLTs will allow for more effective analysis. The final key characteristic is the need to improve parental involvement. Staff members will continue to seek out additional methods to increase communication and involve family members in educational activities with their child(ren).

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.

Vision Statement:

We envision Springport Elementary as a school where children are eager to attend, excited to learn and motivated to reach their greatest potential. Children are encouraged to give their personal best each day. We work to meet the unique learning and social emotional needs of each student. Parents are active participants in their child's education. There are high expectations for academic achievement. Staff members are committed to professional growth. We value and respect the children entrusted to our care. The education provided in the elementary serves as a foundation for lifelong learning.

Mission Statement:

It is the mission of Springport Elementary School to provide an education for all students by shaping a climate where teaching fosters learning and meets the needs of each individual. We have high expectations that our students will leave Springport Elementary School with broad knowledge, self-confidence, and an enthusiasm for learning. We will strive in partnership with home and community to educate and motivate students to be productive and achieve their potential.

Beliefs Statement

We believe:

1. High expectations are essential to high achievement
2. All students are capable of learning, and we have the obligation to assist each student in pursuing his/her potential as a life-long learner.
3. All students learn at different rates and in a variety of ways.
4. Our students will demonstrate pride, respect and ownership.
5. A quality education is a shared responsibility among the students, families, staff and community.

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.

All lower elementary teachers have been trained in a Multi-Tiered System of Support (MTSS) which has provided teachers with additional strategies/interventions to support their students. Those teachers that are moving to a different grade level will attend the MTSS training throughout the 2014-2015 school year.

We have provided colored overlay screening to our students and have found remarkable improvement in some students that have been given the proper colored overlay. Additional students benefit to varying degrees from the use of colored overlays. NWEA testing three times per year has provided teachers with immediate formative assessment data that directs classroom instruction and therefore increases student achievement. We continue to screen students as they move into our district or are recommended for screening by their teacher/parent.

Seven teachers went to Math Academy to improve delivery of instruction for mathematics. They shared strategies and activities with all staff. An additional five staff members will be going to the same training next year (2014-2015).

We are expanding our looping practices to include:

- students in three fourth grade classrooms moving with their teachers to fifth grade.
- first grade students will move to grade 2 with their first grade teacher.

One teacher just completed the first (1st/2nd grade) cycle with her students and another will be in the second year during the 2014-2015 school year.

Additional Information

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

21.7% of the district's student population comes to Springport as school of choice.

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.

A cross-section of the staff, including the principal, parents, representation from each grade level, and targeted populations are on the School Improvement Team (SIT) along with parents. Parents were approached and those interested, attend the meetings. The team was selected so there was representation of all grade levels. Each grade level determined who their representative would be. Meetings are scheduled by members so times accommodate them.

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

All staff members met to analyze data that contributed to focus areas in all core content areas. The School Improvement Team (which includes parents and staff) met to determine areas of improvement and strengths/needs based on the School Process Rubrics.

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

From our Parent Involvement Plan:

Springport Elementary will provide the following to ensure information related to school and parent programs, meetings, and other activities is received by parents of participating children in a format/language they can understand: 1118 (e) (5)

- School and Classroom Newsletters - written in parent friendly language
- PowerSchool Announcements (computer based program - sends phone message to every home)
- School Website
- Teacher Websites
- Email Correspondence
- Text Messaging by teachers/parents
- Facebook Parent Group
- Classroom Take-Home Folders
- Notices by US Mail, where appropriate
- Common Report Card language/codes
- Interpreter, as needed, through Albion College for bilingual and/or hearing impaired parents/students

AND

Part IV: Accessibility

Springport Elementary provides full opportunities for the participation of all parents including those with limited English proficiency, parents with disabilities, and parents of migratory children in a format/language such parents understand (including school reports and our parent involvement policy):

1118 (f)

SY 2014-2015

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- Parent friendly school and classroom newsletters
- School and Teacher website(s)
- Home visits
- Email/texting/written notes correspondence
- Phone conferences (interpreter available through Albion College for bilingual/hearing impaired parents)
- A facility accessible to parents/students with disabilities
- Flexible meeting times
- Collaboration with community agencies
- Transportation assistance

STAFF:

Our updated (final draft) School Improvement Plan will be shared with all staff before the start of the 2014-2015 school year. A complete document will be provided to each classroom teacher. All staff will have the opportunity to review/edit the School Improvement Plan.

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, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Staffing has remained consistent for the last several years because student enrollment has remained steady. Enrollment is down a little so one section of fifth grade has been eliminated.

How do student enrollment trends affect staff recruitment?

As numbers increase to the point of thirty (students) plus within a classroom, grade level teachers will be added or additional support staff will be provided.

How do student enrollment trends affect budget?

The district receives a foundation allowance based on each student that is enrolled. If enrollment declines, the building will need to reduce staff. If additional students enroll in the building then an assessment will be done to determine if we will need to hire additional staff.

How do student enrollment trends affect resource allocations?

All Title I funds are allocated to the elementary building. The only impact on the budget for these resources is based on the allocation from the State. The allocation we've received over the last few years has declined. In the past year, the enrollment trend has decreased slightly.

How do student enrollment trends affect facility planning and maintenance?

There is a building and grounds committee that reviews any needs. We have one elementary building.

How do student enrollment trends affect parent/guardian involvement?

In our district we are not sure that one has any relationship with the other. All parents are invited and encouraged to be involved.

How do student enrollment trends affect professional learning and/or public relations?

PD reflects changing demographics. Our percentage of students in poverty remains high. Professional development (PD) will be in the area of 'engaging students living in poverty.' We have focused as a district on teaching with poverty in mind. The professional analysis was that enrollment trends will be on a decline for our district in the coming years. Therefore, an even greater emphasis will be placed on public relations.

What are the challenges you noticed based on the student enrollment data?

If student enrollment continues to decrease class sizes will continue to be affected. Meeting the needs of children that live in poverty continues to be a challenge due to limited funding and staffing.

What action(s) will be taken to address these challenges?

Our district has created a public relations committee that is researching ways to promote our district. Some of the activities include new brochures, commercials, and open houses. We are coordinating efforts with outside agencies to better meet the needs of those living within poverty. A district-wide book study on "Teaching with Poverty in Mind" was conducted a year ago.

What are the challenges you noticed based on student attendance?

We have an average attendance of 95% for our students. Parents are called when students are not present. For those few students that do have attendance issues, we have a system in place that works with families to improve attendance. Truancy is turned over to the truancy officer.

What action(s) will be taken to address these challenges?

Truancy issues will continue to be addressed using our plan of action with support from the county truant officer.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Reading

Which content area(s) show a positive trend in performance?

Reading has shown a positive trend and there has been a slight upward trend for math as well.

In which content area(s) is student achievement above the state targets of performance?

We were above the state proficiency targets in writing and reading.

What trends do you notice among the top 30% percent of students in each content area?

For all content areas most of our proficient students scored a 2 on the MEAP.

What factors or causes contributed to improved student achievement?

Students with disabilities are supported in the upper grades with the co-teaching model. Professional development has taken place that provides teachers with research based strategies to improve their instruction.

How do you know the factors made a positive impact on student achievement?

By analyzing these factors and monitoring student achievement we know a positive impact has taken place.

Which content area(s) indicate the lowest levels of student achievement?

Science and social studies show the lowest levels of student achievement.

Which content area(s) show a negative trend in achievement?

At this time we do not have any content areas with a negative trend.

In which content area(s) is student achievement below the state targets of performance?

We are below the state targets in all content areas except 4th grade math.

What trends do you notice among the bottom 30% of students in each content area?

While students are not necessarily scoring proficient their performance level change has improved.

What factors or causes contributed to the decline in student achievement?

A concise curriculum was not implemented with fidelity at every grade level.

How do you know the factors made a negative impact on student achievement?

Walk-through data supports this conclusion.

What action(s) could be taken to address achievement challenges?

Individual plans of support have been put in place for teachers that need assistance. The school improvement plan will be reviewed monthly to ensure that all staff members are implementing the plan with fidelity. Professional Learning Teams will review and discuss student achievement challenges. Every teacher in the district will have student engagement as an IDP goal. The school improvement plan will be reviewed monthly at staff meetings.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- Male

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Male
- Female

In what content areas is the achievement gap closing for these subgroups?*

It is closing in reading.

How do you know the achievement gap is closing?*

Through data analysis.

What other data support the findings?

NWEA and local assessments

What factors or causes contributed to the gap closing? (Internal and External)*

Consistent instructional practices and professional development

How do you know the factors made a positive impact on student achievement?

Observations and local assessments

What actions could be taken to continue this positive trend?

Changing of staffing assignments in areas of concern. On-going professional development and monitoring of instructional practices.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- None

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*

Response:

- Economically Disadvantaged

In what content areas is the achievement gap greater for these subgroups?*

It widened in reading in third and fourth grade and math for third and sixth.

How do you know the achievement gap is becoming greater?*

Through data analysis.

What other data support the findings?*

NWEA and local assessments

What factors or causes contributed to the gap increasing? (Internal and External)*

One factor to be considered is the mobility of our economically disadvantaged students and the impact that has on consistent instruction.

How do you know the factors lead to the gap increasing?*

Many of our mobile students score lower on assessments.

What actions could be taken to close the achievement gap for these students?*

NWEA assessment at time of registration for new or returning students. This data will be used to determine student needs for instruction.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

n/a

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

All students are treated equally. The participation data shows that students with disabilities are included. An intervention time will be included at each grade level for all students. Special Education teachers will push-in at this time to work with students.

How are students designated 'at risk of failing' identified for support services?

The counselor uses existing state criterion to determine at-risk eligibility. Staff uses criterion to determine individual student need. Students are then provided necessary services using our Multi-Tiered System of Support (MTSS).

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Funding is not available at this time.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	0.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

All interventions are provided within normal school hours.

Label	Question	Value
	What is the total FTE count of teachers in your school?	24.5

Label	Question	Value
	How many teachers have been teaching 0-3 years?	0.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	7.0

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Label	Question	Value
	How many teachers have been teaching 9-15 years?	11.0

Label	Question	Value
	How many teachers have been teaching >15 years?	13.0

What impact might this data have on student achievement?

Experienced teaching provides a greater repertoire of strategies and interventions to support the needs of all students.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	52.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	288.0

What impact might this data have on student achievement?

We recognize that instruction is more effective when classroom teachers are present. When teachers have excessive absences, the student achievement data reflects lower scores. We address long term absences by bringing in effective (retired) teachers as support for the students.

Perception Data - Students

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

School Climate is positive:

(Children had positive responses for the following areas.)

My teacher wants me to learn.

My teacher challenges me to do my best

I feel safe in school.

I use a computer.

My teacher has high expectations (wants me to do my best).

Which area(s) show a positive trend toward increasing student satisfaction?

An Aggressive Behavior Rubric was put in place two years ago. Behavior referrals have continued to decrease. Students understand that consequences are consistent for all. Our Character Education Program continues. Students are recognized for positive behavior on a monthly basis at assemblies.

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

A small percentage of children indicate their families do not like to come to school.

Which area(s) show a trend toward decreasing student satisfaction?

At this time there is not an area where there is a decrease in satisfaction.

What are possible causes for the patterns you have identified in student perception data?

We have some children that believe their parents do not want to come to school events.

What actions will be taken to improve student satisfaction in the lowest areas?

The principal and PTO officers are meeting to develop a new plan for family engagement. This will include specific volunteer opportunities.

Perception Data – Parents/Guardians

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

100% of parents surveyed felt our school provides a safe learning environment. 98% of parents surveyed feel their children's teachers use a variety of effective teaching strategies and learning activities. 93% felt their children were well prepared for the next school year.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

We continue to look for ways to address parent satisfaction regarding academic concerns. Parents have been invited to be on Curriculum Council as well as School Improvement. Consistent consequences based on the implemented behavior rubric has increased parent agreement with our decisions.

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

Some parents are concerned about the means of communication. They do not have internet access at home.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

There is not necessarily a trend in dissatisfaction however we are always looking for ways to increase communication with our families.

What are possible causes for the patterns you have identified in parent/guardian perception data?

Teachers have received training on social media which has allowed us to expand our communication methods with parents. Rural areas have limited internet access causing a need for a variety of communication tools.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

We still continue to seek out communication methods that will reach as many families as possible. The principal and PTO officers will be meeting to develop a new family engagement plan.

Perception Data – Teachers/Staff

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

We have a clearly focused purpose statement that is reviewed annually based on data, goals, actions, and measures for growth.
Our school provides qualified staff members to support student learning.
Teachers believe our school provides effective differentiated instruction.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

We have caring, supportive staff members. Teachers work closely together and implement strategies to benefit student achievement.

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

There are concerns that technology within the classroom is not being updated often enough.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Some staff members feel there is not enough encouragement or support.

What are possible causes for the patterns you have identified in staff perception data?

There has been a change to technology delivery and individual classroom computers are being replaced by shared classroom sets of laptops/tablets.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

We are part of the district health and wellness committee that analyzes the results and determines needs.

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Content area professional learning teams consisting of grade level representatives, meet to make recommendations that will improve achievement within the building. The recommendations are presented at Curriculum Council for approval and to ensure requests are consistent with the district plan. The stakeholders include teachers, parents, and administrators.

What evidence do you have to indicate the extent to which the standards are being implemented?

Teachers continue to receive ELA Writing Common Core Standards professional development (MAISA). Teachers are participating in Math Academy at the ISD to improve math instruction. Weekly walk-throughs are conducted with supporting documentation of implementation of above professional development.

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
	Literacy and math are tested annually in grades 1-5.	Yes	NWEA and/or state assessment as well as local common assessments	

Label	Assurance	Response	Comment	Attachment
	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	See our website: www.springportschools.net	

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

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Not applicable - 8th grade.	

Label	Assurance	Response	Comment	Attachment
	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		

Label	Assurance	Response	Comment	Attachment
	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	Janis Sanford/Chris Kregel Administration 300 West Main Street PO Box 100 Springport, MI 49284 (517)857-3495	

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Label	Assurance	Response	Comment	Attachment
	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		Springport Elementary School Parent Involvement Plan

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

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	Curriculum documents including pacing guides.	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Demographic data was collected by surveying staff, parents, and students. Additional demographic data was used from mischooldata.org and school office records (PowerSchool). To complete our process rubrics, a team of stakeholders Janis Sanford, principal; Theresa Helm, Title I Coordinator; Angela Kidder, teacher; LeAnne Kregel, teacher; Kristy Dickinson, teacher; Randall Cook, superintendent; Brenda Wheat, Parent, met for the entire day to work on our Comprehensive Needs Assessment (CNA) and to complete the School Process Rubrics. At this time, we (above noted staff members) explained the School Process Rubrics process and the School Improvement process to the parents on the TEAM (stakeholders listed above). Questions were answered to be sure parent volunteers understood the process. Stakeholders discussed and revised the Process Rubrics by analyzing MEAP & NWEA data, other local assessments, and curriculum documents to complete our CNA. The results of that meeting (Process Rubrics and CNA) were shared and discussed with all staff in a staff meeting in March. Additional perception data was later compiled (in June) based on input from a staff survey, a student survey, and a parent/family survey. Our staff met as a whole to analyze MEAP and local assessment data to find focus areas for instruction. Item analysis was done using MEAP descriptors (entire staff meeting, MEAP data was reviewed by grade level teams) to determine weak areas of proficiency. Additional achievement, demographic, process and perception data was analyzed at a March Early Release day to determine what our next steps would be in the school improvement process. This was guided by work our school improvement team did with outside SIP consultants, including ISD support staff. As a staff, we looked at the process rubrics in which we scored the lowest and determined the greatest areas of concern. It was determined that Parent Involvement, Curriculum Alignment, Student Engagement and Data Analysis will be our school improvement focus. Our school improvement plan will be shared with all stakeholders during the fall of 2014.

-

By looking at the MDE website survey sample, questions were determined and compiled to create a Parent-School Partnership survey. This survey was given to all parents of Springport Elementary School students. The goal of the survey was to collect and analyze both demographic and parent/guardian perception data. Staff and student surveys were also given to collect perception data.

-

This data was used to determine challenges in our building that need to be addressed within our School Improvement Plan (SIP). Strengths and Challenges from perception data have been noted within our SDP/A and SIP.

-

Areas of weakness were determined by the SIP team by analyzing the data collected from surveys. The areas of weakness will be reviewed in the fall of 2014.

-

The school improvement team conducted additional meetings as well as grade levels PLCs/PLTs met to continue analyzing local data to determine the needs of our building - focus areas to target/challenges.

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

DEMOGRAPHIC: Springport Public Schools has one elementary building in the district with approx. 500 students in grades PreK through Gr 5. Our rural district includes students from seven different townships over four different counties. We would be considered a food desert as the closest grocery store is 12 miles away. Springport Schools is the largest employer in the township with limited opportunities for other employment. We also house one Head Start Preschool program and two GSRP Programs which services students from the area. There are 3 teachers per grade level, two special education teachers, one Title I, and one Reading Recovery teacher. In addition, we have teachers for music, art, computers and physical education. We also have a full time counselor. All but three of our teaching staff, which is predominately female, is tenured with 13 teachers over 15 years of teaching experience, 10 with 9-14 years, and 7 with 4-8 years of teaching experience. All teachers and paraprofessionals are highly qualified. At Springport Elementary, 96% of our students are Caucasian, 21.7% are school of choice (which includes nine elementary teachers who bring their own children to Springport), 67% of the student population qualify for free/reduced lunch, 67% qualify as at-risk, over 50% meet the criterion for Title I services in our Schoolwide Program, and approximately 10% are homeless. At Springport Elem, 6% of our students qualify for special education services by a resource room teacher or teacher consultant support and/or speech. An additional 5% receive strictly speech services. Our average mobility rate over the past 5 years has been 23% with each year showing a lower percentage than the previous year. The poverty rate in our area has increased over the last ten years.

PROCESS: After reflecting on our School Improvement Process, our staff determined that we should focus on the following four Key Characteristics:

II.1.A.7 Data Based Decision Making

IV.1.B.2 Parent/Family Engagement

II.2.A.4 Shared Leadership

V.2.A.1 Data Analysis and Interpretation

Our school process rubrics show a need for us to continue to base all school improvement decisions on data. This relates not only to the school improvement plan, but down into the classroom level and impact the strategies have on increasing student achievement. Secondly, this well-aligned assessment data will make analysis more valid. By doing so, all staff will address gaps in student achievement. Implementing stronger PLCs/PLTs will allow for more effective analysis. The final key characteristic is the need to improve parental involvement. Staff members will continue to seek out additional methods to increase communication and involve family members in educational activities with their child(ren).

Achievement:

Springport Elementary School has made AYP for 3 consecutive years in all content areas. We saw an improvement in our score card this year moving from yellow to lime green.

Our lowest area of achievement as measured on the MEAP assessment is MATH.

MATH: Springport Elementary School compared to statewide students proficient:

Grade 3: SES is performing 9% below statewide average (Statewide = 40%/SES = 31%).

Grade 4: SES is performing 12% above statewide average (Statewide = 45%/SES = 57%).

Grade 5: SES is performing 13% below statewide average (State = 45%/SES = 32% proficient).

Grade 6: SMS is performing 9.5% below statewide average (math) (State = 41.5%/SMS = 32%).

Perception:

In the winter of 2014, a survey was sent home for parents to complete to determine perceptions of communication, decision-making and volunteering opportunities. For the most part, perceptions were positive. 97% of those surveyed felt our written communication sent home on their child's progress was clear and in a format that is easy to understand.

92% felt that teachers were easy to come to with questions and concerns. A question was asked regarding the reasons in which teachers contact the home - 68% of parents responding were contacted in regards to academic success/struggles, positive behavior and/or recognition of achievement. In the decision-making questions, we found that 87% parents may be willing to participate in the process, but 28% would like more information about the school issues before getting involved. 61% of parents who would like to have volunteered at the school were unable to do so because of conflicts with work schedule and child care.

Staff stated working relationships, community and students are positive aspects of Springport Elementary. Suggested improvements by staff include more professional development on performance assessments and data analysis. Additional professional development on strategies to teach mathematics. Lack of adequate technology is also a concern.

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More than 94% of students believe that teachers want them to do their best work and want every student to learn. The students (90%) know they have access to computers and the library to help them learn. 53% of students believe that adults are treated with respect. 68% of students feel they are treated fairly. 64% of the students feel that the school is safe/clean. A new multi-tiered behavior rubric (with teachers receiving professional development) that addresses bullying will be in place in the fall of 2012. Respect will be addressed in the school-wide character education program.

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Alignment to Goals:

The priority areas that have been identified for establishing goals are reading, writing and math. We have two subgroups that will receive focus, 'students with disabilities' and 'economically disadvantaged' students. Science and social studies were not established as separate goals at this time due to the fact that informational reading, vocabulary and graph skills will be targeted in reading, writing and math strategies.

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

PROCESS: After reflecting on our School Improvement Process, our staff determined that we should focus on the following 3 Key Charact.:

II.1.A.7 Data based decision Making

IV.1.B.2 Parent/Family Engagement

V.2.A.1 Data Analysis and Interpretation

Our School Process Rubrics show a need for us to continue to base all school improvement decisions on data. This relates not only to the school improvement plan, but down into the classroom level and the impact the strategies have on increasing student achievement. Secondly, this well-aligned assessment data will make analysis more valid. By doing so, all staff will be aware of gaps in student achievement. A third and final key characteristic is the need to improve parental involvement. Staff members will determine methods to develop meaningful conversations and activities to involve family members in the education of their

child(ren).

Achievement:

Springport Elementary School has made AYP for 3 consecutive years in all content areas. However, our Economically Disadvantaged Students subgroup and our Students With Disabilities have not met Safe Harbor for the last three yrs, but did meet the Attendance Objective in 2010-2011.

In the subject of reading,

we found that summarizing information with relevant details and compare/contrast were areas of need. It was determined that vocabulary and informational reading were areas of focus that would help improve Sci and Soc St MEAP results. Also, interpreting data from charts, graphs and maps is an issue for our students.

Local Reading Assessments (QRI, DRA, Running Records), MEAP, NWEA, PALS and MLPP assessments are utilized to determine interventions/instruction needed.

Math/Sci/Soc St/Writing Local Assessment Data collection/analysis is addressed within our new SI Plan.

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 priority areas that have been identified for establishing goals are math, reading, and writing. We have two subgroups that will receive focus, 'students with disabilities' and 'economically disadvantaged' students.

Science and social studies were not established as separate goals at this time due to the fact that informational reading, vocabulary and graph skills will be targeted in reading, writing and math strategies.

Component 2: Schoolwide Reform Strategies

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

All students (K-5) take the NWEA to determine specific student needs. Local formative/summative assessments are used to determine differentiated classroom lessons in all content areas. Engaging students of poverty will be an IDP goal for every teacher.

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).

Springport ES implemented and trained grades K-3 staff in a Multi-Tiered System of Support (MTSS), including differentiated instruction. We analyze data (achievement, demographic, process, perception) to determine challenges. Through the analysis of student achievement data (MEAP and Local Assmt), students not yet proficient receive support services (timely additional assistance lessons from the classroom teacher, intervention specialists, paraprofessional, Reading Recovery teacher, Sp Ed staff, and/or extended learning opportunities. Each grade level will have a designated intervention support time for all students with a focus on MATH. There will be monthly professional development to support the collaborative efforts of each grade level team. This will help keep the focus on supporting all students. Parents will also be trained in strategies to support their children academically. MTSS PD is provided to staff to ensure classroom teachers, Intervention & Sp Ed staff members have the resources needed to support all students, including students with disabilities.

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We have a 10% or greater gap in performance between students with disabilities and St w/o Disab. in all content areas. Therefore, staff will be participating in additional PD opportunities in MTSS (intervention strategies for students in Tiers I, II, III). Staff will be utilizing diff. instructional practices/lessons as needed - timely additional assistance for all students (with special consideration for children with disabilities). Staff members will receive additional PD in a Multi-Tiered System of Support as it pertains to students of poverty.

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Multi-Tiered System of Support at Springport Elem.:

High quality, research-based instruction and behavioral support in gen. ed. classrooms includes

Tier I:

MATH: Students work together based on skill needs in small groups; manipulatives/games and graphic organizers are utilized in the classrooms; embedded technology (classroom/computer lab lessons); and HomeLinks letters are provided to families.

READING - whole class profundity lessons (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'; guided reading (small grps of students working at ability level with classroom teacher); literacy circles; graphic organizers; pre-test assessments are given to determine student needs; embedded technology (includes Study Island, Accelerated Reader, Raz-Kids, PRO Reading, and Tumblebooks).

WRITING - Lucy Calkins Units of Study are utilized (K-5) with additional lessons to meet GLCEs. Teachers conference with students weekly; graphic organizers are used; Profundity lessons include writing about

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texts read/taking a stand; Focus Correction Areas are identified and feedback is provided to students.

SCIENCE/SOCIAL STUDIES - MI GLCEs are taught whole group in general ed. classroom settings to all students (including Special Ed.). Battle Creek Science kits based on hands-on activities are utilized. Locally developed Social Studies units based on Core Democratic Values will be taught. Grade level vocabulary requirements will be taught before each unit begins in both Science and Social Studies.

Tier II:

MATH - Additional small group instruction time is provided to students not proficient on identified skills. Students are grouped together based on skill needs and work in small groups using manipulatives, games, Touch-Math, and graphic organizers; and the school will provide training/strategies to parents to help support their child academically.

READING - additional time support (small groups of students work together based on skill need), each classroom teacher meets with the lowest achieving students a second time for 20-30 minutes three to five times per week; small groups of students (Grades 3-5) are also pulled out for additional time support with intervention staff utilizing graphic organizers, My Sidewalks on Reading Street, PRO Reading, Time for Kids, Profundity lessons (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'; and Reading Recovery (grade one); and the school will provide training/strategies to parents to help support their child academically.

WRITING - additional time support is provided to students not yet proficient through small group instruction; conferencing; Profundity (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'); Reading Recovery; and additional writing opportunities are provided to students working with intervention staff; and the school will provide training/strategies to parents to help support their child academically.

SCIENCE/SOCIAL STUDIES - additional support in informational text and vocabulary is provided to students in small groups with intervention staff; Virtual Field Trips; Profundity (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'; and the school will provide training/strategies to parents to help support their child academically.

Tier III:

MATH - IEPs; 1:1 and small group instruction is provided; Co-Teaching; Math Manipulatives; Touch-Math; Embedded Technology (includes ipads and study island).

READING/WRITING - IEPs; 1:1 and small grp instruction; Co-Teaching; Additional Assistance includes Guided Reading Groups; Embedded Technology (includes ipads, Raz-Kids, Tumblebooks, Study Island, and Read Nat).

SCI/SOC ST instruction is provided in gen ed and support through co-tchg.

Universal screening will be administered for academics and behavior in order to determine academic and behavior support, including additional interventions.

Multiple tiers I,II,III of increasingly intense scientific, research-based interventions matched to student need will be utilized.

Continuous monitoring of student progress during the interventions, using formative assessments, will be done by classroom teachers to determine if students are meeting goals.

To ensure the intervention was implemented as intended and with appropriate consistency the building administrator will conduct monthly walkthroughs. A MTSS implementation assurance and monitoring of the intervention process will be done by the building administrator/walkthroughs.

Documentation of parent involvement throughout the process - parent compacts will be discussed at beginning of the year parent meetings and at conferences throughout the school year.

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All teachers will provide diff instr for students (all 3 tiers) at the classrm level. Tier II students will receive additional support from intervention staff through a pull-out reading/writing lesson (and/or math lesson) or an additional lesson within the classroom setting depending on student need. Tier III students will receive additional support through Sp Ed staff (either in the gen ed co-teaching setting or in a resource rm). No new core content area lessons will be taught to students in class while class members are out of reg ed classrooms for pull-out lessons. Students will be working on practice items or reviewing materials previously taught.

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According to 2012 MEAP results the following areas are challenges/special areas of focus to increase student achievement for all students will be as follows:

Reading: Grades 3 & 4 - informational text and comprehension, Grade 5 - comprehension, Grade 6 - narrative text and comprehension

Math: Grade 3 - numeration and Math reasoning and fluency, Grade 4 - fractions, connections and measurement, bar graphs, Grade 5 - connections & fractions, and Grade 6 - numeration and geometry

Social Studies: Grade 6 - history

Science: Grade 5 - processes and inquiry and physical science

Writing: Grade 4 - process, grammar and usage and spelling

Colored overlay screening will be provided to students at all MTSS levels (Tier I, II, III), as needed.

Multi-Tiered System of Support (MTSS) - GRAPHIC ORGANIZER INFORMATION

Springport Elementary School

Certain Access - Tier 3

Tier 3 Intensive Support

Reading/Writing: Reading/Writing support within all content areas provided by Special Education staff and/or Reading Recovery (grade one only) teacher.

Math: Support provided by Special Education staff.

Behavior: Individual behavior plans, small group discussions, anger coping.

Universal Screening & Diagnostic Assessments

School-wide Supports Tier 1: All Students Have Access Teacher Team Lead Supports

Supports for All Students School Structures Core Instruction

- Character Education - Weekly collaboration time (PLTs) - All core classes meet/exceed grade-level standards

- School-wide PRO Program - Universal access to grade level essentials - Identified essential CCSS for every grade level

- Positive Behavioral - Universal access to core AND interventions - Teacher-created, flexible CCSS maps for every grade

Interventions and Supports - School-wide Recognition Program (PRO Assemblies) - Common Assessments given to assess mastery of essential skills

(PBIS) - Special Education Staff Co-Teach in General Ed. classrooms

Certain Access - Tier 2

Tier 2 Supplemental Support

- Targeted Behavior Contracts - Title I reading and/or math support provided (by classroom teacher,

- Reteaching for student Title I paraprofessional, Title I/RR Teacher, and/or Title I Coordinator/Teacher)

- Strategy recommendations to teacher(s) - Support focused on differentiated approaches mastering essential standards

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from grade level PLT Student Study discussions - Grade Level PLTs (Student Study) discuss student assessment data to guide instruction/decisions

Additional Interventions: InfoPairs, iPad apps, Math Parent Volunteer Bags, "My Sidewalks," Partners in Print, PRO Reading, Read Naturally, Reader's Theater, Reading a-z, Raz-Kids, & AR (as funding permits), Tumblebooks, See it Right! colored overlays, SOAR, Study Island, Touch Math, and web 2.0 tools/websites (including www.easycbm.com & <http://interventionsontheego>)

Certain Access: Tier 1 to Tier 2

Led by Teacher Team (PLTs)

Supplemental support determined by grade level student study (PLTs).

Parents notified if student qualifies for Title I support (parents also notified when student no longer meets criterion for Title I support).

Certain Access: Tier 2 to Tier 3 Led by Intervention Team (TEAM Meetings)

Intervention coordinators (JCISD staff, Grade Level Teacher Representative, Title I Teachers, Principal, Counselor)

discuss data and prior supplemental support of students at-risk.

Universal Screening

Led by Leadership Team

Returning Students:

NWEA (K-5)

MLPP (K-2)

Running Records (K-5)

3 times per year

New Students:

NWEA /MLPP (K-2)

at time of registration.

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

Springport ES implemented and trained grades K-3 staff in a Multi-Tiered System of Support (MTSS), including diff. instr. We analyze data (achievement, demographic, process, perception) to determine challenges. Through the analysis of student achievement data (MEAP and Local Assmt), students not yet proficient receive support services (timely additional assistance lessons from the classroom teacher, intervention specialists, paraprofessional, Reading Recovery teacher, Sp Ed staff, and/or extended learning opportunities - summer school). Parents will also be trained in strategies to support their children academically. MTSS PD is provided to staff to ensure classroom teachers, Intervention & Sp Ed staff members have the resources needed to support all students, including students with disabilities.

-

We have a 10% or greater gap in performance between students with disabilities and St w/o Disab. in all content areas. Therefore, staff will be participating in additional PD opportunities in MTSS (intervention strategies for students in Tiers I, II, III). Staff will be utilizing diff. instructional practices/lessons as needed

- timely additional assistance for all students (with special consideration for children with disabilities) and strategies to engage all students.

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School Improvement Plan

Springport Elementary School

Multi-Tiered System of Support at Springport Elem.:

High quality, research-based instruction and behavioral support in gen. ed. classrooms includes

Tier I:

MATH: Students work together based on skill needs in small groups; manipulatives/games and graphic organizers are utilized in the classrooms; embedded technology (classroom/computer lab lessons); and HomeLinks letters are provided to families. Grade level intervention time will be provided for collaboration to ensure all students are proficient.

READING - close reading strategies will be utilized to enhance informational text lessons to dig deeper for improved comprehension and to 'take a stand'; guided reading (small grps of students working at ability level with classroom teacher); literacy circles; graphic organizers; pre-test assessments are given to determine student needs; embedded technology (includes Study Island, Accelerated Reader, Raz-Kids, PRO Reading, Colored Overlays, and Tumblebooks).

WRITING - MAISA Units of Study (based on Lucy Calkins Writing) are utilized (K-5) with additional lessons to meet Common Core. Teachers conference with students weekly; graphic organizers are used; Profundity lessons include writing about texts read/taking a stand; Focus Correction Areas are identified and feedback is provided to students.

SCIENCE/SOCIAL STUDIES - Common Core State Standards (CCSS) are taught whole group in general ed. classroom settings to all students (including Special Ed.). Battle Creek Science kits will be used for hands-on science activities along with Science Weekly to incorporate Next Generation Science. Locally developed Social Studies units based on Core Democratic Values will be taught. Grade level vocabulary requirements will be taught before each unit begins in both Science and Social Studies.

Tier II:

MATH - Additional small group instruction time is provided to students not proficient on identified skills. Students are grouped together based on skill needs and work in small groups using manipulatives, games, Touch-Math, and graphic organizers; and the school will provide training/strategies to parents to help support their child academically.

READING - additional time support (small groups of students work together based on skill need), each classroom teacher meets with the lowest achieving students a second time for 20-30 minutes three to five times per week; small groups of students (Grades 3-5) are also pulled out for additional time support with intervention staff utilizing graphic organizers, My Sidewalks on Reading Street, Time for Kids, Profundity lessons (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'; and Reading Recovery (grade one); and the school will provide training/strategies to parents to help support their child academically.

WRITING - additional time support is provided to students not yet proficient through small group instruction; conferencing; Profundity (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'); Reading Recovery; and additional writing opportunities are provided to students working with intervention staff; and the school will provide training/strategies to parents to help support their child academically.

SCIENCE/SOCIAL STUDIES - additional support in informational text and vocabulary is provided to students in small groups with intervention staff; Virtual Field Trips; Profundity (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'; and the school will provide training/strategies to parents to help support their child academically.

Tier III:

MATH - IEPs; 1:1 and small group instruction is provided; Co-Teaching; Math Manipulatives; Touch-Math; Embedded Technology (includes ipads and study island).

READING/WRITING - IEPs; 1:1 and small grp instruction; Co-Teaching; Additional Assistance includes

Guided Reading Groups; Embedded Technology (includes ipads, Raz-Kids, Tumblebooks, Study Island, and Read Nat).

SCI/SOC ST instruction is provided in gen ed and support through co-teaching.

Universal screening will be administered for academics and behavior in order to determine academic and behavior support, including additional interventions.

Multiple tiers I,II,III of increasingly intense scientific, research-based interventions matched to student need will be utilized. Continuous monitoring of student progress during the interventions, using formative assessments, will be done by classroom teachers to determine if students are meeting goals.

To ensure the intervention was implemented as intended and with appropriate consistency the building administrator will conduct weekly walkthroughs. A MTSS implementation assurance and monitoring of the intervention process will be done by the building administrator/walkthroughs.

Documentation of parent involvement throughout the process - parent compacts will be discussed at beginning of the year parent meetings and at conferences throughout the school year.

All teachers will provide diff instr for students (all 3 tiers) at the classrm level. Tier II students will receive additional support from intervention staff through a pull-out reading/writing lesson (and/or math lesson) or an additional lesson within the classroom setting depending on student need. Tier III students will receive additional support through Sp Ed staff (either in the gen ed co-teaching setting or in a resource rm). No new core content area lessons will be taught to students in class while class members are out of reg ed classrooms for pull-out lessons. Students will be working on practice items or reviewing materials previously taught.

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According to 2013 MEAP results the following areas are challenges/special areas of focus to increase student achievement for all students will be as follows:

Reading: Grades 3 - 6 comprehension and vocabulary

Math: Grade 3 - Grade 6 numbers and operations

Writing: Grade 4 - process, grammar, vocabulary, usage and spelling

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.

Intervention Staff, Intervention Strategies, Effective Instruction

All Tiers:

MATH: Each grade level will give a weekly common formative assessment. Data will be analyzed by each grade level team to determine areas of need. Students will be grouped according to need and support will be provided by the classroom teacher that had the most success teaching that concept and additional intervention staff members will provide support for all students. Students are grouped together based on skill needs and will work with teachers. Teachers will be using manipulatives, games, Touch-Math, graphic organizers; and the school will provide training/strategies to parents to help support their child academically.

READING - additional time support (small groups of students work together based on skill need), each classroom teacher meets with the lowest achieving students a second time for 20-30 minutes three to five times per week; small groups of students (Grades 3-5) are also pulled out for additional time support with intervention staff utilizing graphic organizers, My Sidewalks on Reading Street, PRO Reading, Colored Overlays, Time for Kids, Profundity lessons using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'; and Reading Recovery (grade one); and the school will provide training/strategies to

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parents to help support their child academically.

WRITING - additional time support is provided to students not yet proficient through small group instruction; conferencing; Profundity (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'); Reading Recovery; and additional writing opportunities are provided to students working with intervention staff; and the school will provide training/strategies to parents to help support their child academically.

SCIENCE/SOCIAL STUDIES - additional support in informational text and vocabulary is provided to students in small groups with intervention staff; Virtual Field Trips; Profundity (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'); and the school will provide training/strategies to parents to help support their child academically.

Tier III:

MATH - IEPs; 1:1 and small group instruction is provided; Co-Teaching; Math Manipulatives; Touch-Math; Embedded Technology (includes ipads and study island).

READING/WRITING - IEPs; 1:1 and small grp instruction; Co-Teaching; Additional Assistance includes Guided Reading Groups; Embedded Technology (includes ipads, Raz-Kids, Tumblebooks, Study Island, and Read Nat).

SCI/SOC ST instruction is provided in general education and support through co-teaching.

Universal screening will be administered for academics and behavior in order to determine academic and behavior support, including additional interventions.

Multiple tiers I,II,III of increasingly intense scientific, research-based interventions matched to student need will be utilized.

Continuous monitoring of student progress during the interventions, using formative assessments, will be done by classroom teachers to determine if students are meeting goals.

To ensure the intervention was implemented as intended and with appropriate consistency the building administrator will conduct weekly walkthroughs. A MTSS implementation assurance and monitoring of the intervention process will be done by the building administrator/walkthroughs.

Documentation of parent involvement throughout the process - parent compacts will be discussed at beginning of the year parent meetings and at conferences throughout the school year.

All teachers will provide differentiated instruction for students (all 3 tiers) at the classroom level. Tier II students will receive additional support from intervention staff through a pull-out reading/writing lesson (and/or math lesson) or an additional lesson within the classroom setting depending on student need. Tier III students will receive additional support through Special Education staff (either in the gen ed co-teaching setting or in a resource rm). No new core content area lessons will be taught to students in class while class members are out of general education classrooms for pull-out lessons. Students will be working on practice items or reviewing materials previously taught.

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According to 2013 MEAP results the following areas are challenges/special areas of focus to increase student achievement for all students will be as follows:

Reading: Grades 3 -6 comprehension,

Math: Grade 3 - 6 numbers and operations

Social Studies: Grade 6 - history

Science: Grade 5 - processes and inquiry and physical science

Writing: Grade 4 - process, grammar and usage and spelling

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

Intervention Staff, Intervention Strategies, Effective Instruction

Tier II:

MATH - Additional small group instruction time is provided to students not proficient on identified skills.

Students are grouped together based on skill needs and work in small groups using manipulatives, games, Touch-Math, and graphic organizers; and the school will provide training/strategies to parents to help support their child academically.

READING - additional time support (small groups of students work together based on skill need), each classroom teacher meets with the lowest achieving students a second time for 20-30 minutes three to five times per week; small groups of students (Grades 3-5) are also pulled out for additional time support with intervention staff utilizing graphic organizers, My Sidewalks on Reading Street, Time for Kids, Profundity lessons (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'; and Reading Recovery (grade one); and the school will provide training/strategies to parents to help support their child academically.

WRITING - additional time support is provided to students not yet proficient through small group instruction; conferencing; Profundity (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'); Reading Recovery; and additional writing opportunities are provided to students working with intervention staff; and the school will provide training/strategies to parents to help support their child academically.

SCIENCE/SOCIAL STUDIES - additional support in informational text and vocabulary is provided to students in small groups with intervention staff; Virtual Field Trips; Profundity (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'; and the school will provide training/strategies to parents to help support their child academically.

Tier III:

MATH - IEPs; 1:1 and small group instruction is provided; Co-Teaching; Math Manipulatives; Touch-Math; Embedded Technology (includes ipads and study island).

READING/WRITING - IEPs; 1:1 and small grp instruction; Co-Teaching; Additional Assistance includes Guided Reading Groups; Embedded Technology (includes ipads, Raz-Kids, Tumblebooks, Study Island, and Read Nat).

SCI/SOC ST instruction is provided in gen ed and support through co-tchg.

Universal screening will be administered for academics and behavior in order to determine academic and behavior support, including additional interventions.

Multiple tiers I,II,III of increasingly intense scientific, research-based interventions matched to student need will be utilized.

Continuous monitoring of student progress during the interventions, using formative assessments, will be done by classroom teachers to determine if students are meeting goals.

To ensure the intervention was implemented as intended and with appropriate consistency the building administrator will conduct monthly walkthroughs. A MTSS implementation assurance and monitoring of the intervention process will be done by the building administrator/walkthroughs.

Documentation of parent involvement throughout the process - parent compacts will be discussed at beginning of the year parent meetings and at conferences throughout the school year. All teachers will provide differentiated instruction for students (all 3 tiers) at the classroom level. Tier II students will receive

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additional support from intervention staff through a pull-out reading/writing lesson (additional math lessons will be provided during the grade level intervention time) or an additional lesson within the classroom setting depending on student need. Tier III students will receive additional support through Sp Ed staff (either in the gen ed co-teaching setting or in a resource room). No new core content area lessons will be taught to students in class while class members are out of general education classrooms for pull-out lessons. Students will be working on practice items or reviewing materials previously taught.

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According to 2012 MEAP results the following areas are challenges/special areas of focus to increase student achievement for all students will be as follows:

Reading: Grades 3 - Grade 6 comprehension

Math: Grade 3 - Grade 6 - numbers and operations

Social Studies: Grade 6 - history

Science: Grade 5 - processes and inquiry and physical science

Writing: Grade 4 - process, grammar and usage and spelling

Title I Schoolwide Diagnostic

Springport Elementary School

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	All paraprofessionals are highly qualified and meet NCLB requirements.	Springport Elementary School MTSS Graphic Organizer

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	All instructional teachers are highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Our teacher turnover rate has been 0% over the last five years.

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

Springport Elementary has 29 teachers. There are thirteen teachers with over 15 years, ten with 9-14 years, and seven with 4-8 years. There are zero teachers who have been teaching less than 4 years.

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

Springport Public Schools is a very small, rural school district that has only one elementary school, one middle school and one high school. As such, the school and district initiatives for attracting/keeping high quality, highly qualified teachers are one and the same. Springport Elementary attracts and retains high quality, highly qualified teachers for a variety of reasons including a cohesive teaching staff, collaborative decision making processes, grade level planning time, consistency of curriculum delivery, positive learning environment, and an inviting and supportive community. In recent years, we have had no open positions, however in the past we have participated in job fairs and have posted job openings on websites to attract high quality, highly qualified teachers. A committee of teachers, administrators, and parents determine the best qualified candidate to fill any available position. Student input has also been considered in the past.

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

Springport Public Schools is a very small, rural school district that has only one elementary school, one middle school and one high school. As such, the school and district initiatives for attracting/keeping high quality, highly qualified teachers are one and the same. Springport Elementary attracts and retains high quality, highly qualified teachers for a variety of reasons including a cohesive teaching staff, collaborative decision making processes, grade level planning time, consistency of curriculum delivery, positive learning environment, and an inviting and supportive community. In recent years, we have had no open positions, however in the past we have participated in job fairs and have posted job openings on websites to attract high quality, highly qualified teachers. A committee of teachers, administrators, and parents determine the best qualified candidate to fill any available position. Student input has also been considered in the past.

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

Not applicable.

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 and the goals of the school improvement plan.

Staff will participate in Data Collection/Analysis and Retrieval, Differentiated Instruction in Math (Math Academy) and Reading/Writing (MAISA Units), Strategies for Teaching Informational Text, and how to effectively implement Professional Learning Teams/Communities (PLTs/PLCs), and Engaging Students of Poverty.

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

The training is ongoing with monthly presentations at the ISD and/or staff meetings. All information gained from Professional Development received will be discussed within Professional Learning Teams (PLTs) at monthly grade level meetings as well as at Staff Meetings. Data Analysis will continue throughout each school year, Differentiated Math, Reading/Writing strategies will continue to be an area of focus within PD along with Data Collection/Analysis, and Engaging Students of Poverty.

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

Component 6: Strategies to Increase Parental Involvement

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

Parents were included on the School Improvement team that created the School Improvement Plan for Springport Elementary School. They were involved in the planning from beginning meetings throughout the entire process of school improvement planning. Parents not present at meetings had the opportunity to give input through surveys sent home with all students/families. A large percentage of parents returned the completed documents and all suggestions/comments were taken into consideration when revising the School Improvement Plan.

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

At Springport Elementary School, each fall prior to the beginning of the school year, parents are invited to attend a 'meet the teacher' night. Parents review the school Parent Compact and the Parent Involvement Plan. Additionally, the Parent Compact, Parent Involvement Plan, curriculum, and expectations are all reviewed at the annual Title I meeting allowing parents to share their input and provide suggestions for change, if needed. Surveys are provided to parents each year and a suggestion box is available at all times (every day of the school year) for parents to give suggestions on school improvement.

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

Parents have the opportunity to evaluate the school improvement plan through surveys, conferences, meetings, and suggestion boxes provided. All parent input/suggestions are taken into consideration by the school improvement team and adjustments/changes are made where appropriate. In addition, parents are invited to participate on the School Improvement Team.

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	Please see the attached Title I Parent Involvement Plan/Policy.	Parent Involvement Plan/Policy

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

The following is a copy of our school improvement plan that details how we have met the NCLB legislation.

Part I: Policy Involvement

The Springport EI School Title I SW Parent Involvement Plan was developed in collaboration between staff and parents. Our policy will be reviewed and revised annually using input (in the form of surveys and

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Springport Elementary School

suggestions) from parents and staff to improve our Title I program. 1118 (b)

Springport EI will convene an annual meeting as follows: 1118 (c) (1)

- Hold an annual school-wide Title I meeting each fall. Additional meetings will be held during our Holiday Walk-through in December and during Family Math Night in the spring.

- The purpose of each meeting will be to share our School-wide Plan, to review our School Parent Involvement Plan/Policy, to explain our Title I program and share how parents being involved can help their child(ren) be successful.

- Parents will be notified of the date, location, and time of each meeting through newsletters, school website, notices/posters located throughout building (including suggestion box area), and PowerSchool Connect (each parent/family receives a recorded phone message at/on phone numbers provided by parents).

Part III: Building Capacity for Involvement

Springport EI will provide information and assistance to parents in understanding the state's academic standards (grade level expectations/common core when appropriate) and state/local assessments (and how to monitor progress) 1118 (e) (1) by:

- Providing Grade Level Content Expectations to parents at annual Title I meeting.

- Providing local assessment/results (MLPP, QRI, DRA2, Observation Survey Summaries, and Content Area Assessments) to parents.

- Providing MEAP and NWEA results to parents.

- Ancillary staff is available during conferences (November and March), at Fall Carnival, Nutrition Fair, Holiday Walk-through, and Spring Family Math Night to answer questions and provide information about grade level content expectations and assessments.

- Kindergarten Round-up staff will provide kindergarten expectations, activities and materials for parents to use with their children at home, and parental involvement information to parents of incoming Kindergarten students.

Springport EI provides the following materials and training to parents: 1118 (e) (2)

- Literacy Bookbags

- Public librarian visits our building to provide information about the programs and resources (including computers) offered at the public library

- Parent Workshops

- Kindergarten Orientation

- Partners in Print (parents teach other parents strategies to work with children learning to read)

- Summer Reading Packets

- Classroom and Title I Newsletters

- School Website - Parent Information (information and resources provided for parents to help their children succeed academically) Springport Elementary will educate teachers, principals and other staff in the value and the utility of parents' contributions. Educators will also receive guidance in ways to reach out to parents; to communicate with them; to work with them as equal partners; to implement and coordinate parent programs; and to build ties between parents and the school. 1118 (e) (3)

- Springport Elementary will educate teachers, staff and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs:

- Springport Elementary realizes and values the importance of parental involvement. Staff members utilize many forms of communication to keep parents informed of activities and to encourage participation (parental involvement). Staff members who are often the first point of contact (including paraprofessionals,

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custodians, and office staff) will continue to receive professional development on parental involvement.

-Professional development in parental involvement activities will be part of our professional development plan.

Springport Elementary will coordinate parental involvement programs and activities with Head Start, Preschool and other programs to support parents in more fully participating in the education of their children in the following ways: 1118 (e) (4)

-Great Start Readiness Program (GSRP) is located in our Elementary building, providing children and parents expectations for Kindergarten.

-Kindergarten Round-Up staff will attend transition to Kindergarten meeting - providing parents with Kindergarten expectations, sharing activities, and providing materials for parents to use with their child at home.

-Special Education Early Childhood Transition to Kdg - JCISD Early Transitions Plan

-PTA Parent Workshops.

-GSRP At-Home Visits and Parent Workshops.

-Fall Carnival - School-wide family fun night.

-Nutrition Fair- School-wide family night of 'tasting' prepared snacks and meal ideas to encourage healthy life choices, therefore increasing student achievement ability.

-Family Math Night (Spring) - School-wide evening of fun for families with the focus on Math.

-Head Start Program is located within our Elementary building.

Springport Elementary will provide the following to ensure information related to school and parent programs, meetings, and other activities is received by parents of participating children in a format/language they can understand: 1118 (e) (5)

-School and Classroom Newsletters - written in parent friendly language

-PowerSchool Connect (computer based program - sends phone message to every home)

-School Website

-Teacher Websites

-Email Correspondence

-Text Messaging by teachers/parents

-Facebook Parent Group

-Classroom Take-Home Folders

-Notices by US Mail, where appropriate

-Common Report Card language/codes

-Interpreter, as needed, through Albion College for bilingual parents/students

-Signer/interpreter for deaf parents available when needed.

Springport Elementary will train parents to enhance the involvement of other parents in the following way: 1118 (e) (9)

-Provide early literacy (reading and writing) strategies to parents they can use at-home with their child(ren) and encourage them to train additional parents (in using the reading and writing strategies), enhancing the involvement of other parents.

Springport Elementary will establish a district-wide parent advisory council to provide advice on all matters related to parental involvement: 1118 (e) (12)

-We will encourage parents to participate in our Parent Leader Forum - the philosophy driving this group is that "Involved, informed parents help build healthy, successful kids."

Springport Elementary will provide support for parental involvement activities at the request of parents: 1118 (e) (14)

-Place a suggestion box, in or near the school office, for parents to make suggestions throughout the year.

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-Our building has an open door policy encouraging parental involvement and suggestions/requests.

Part IV: Accessibility

Springport Elementary provides full opportunities for the participation of all parents including those with limited English proficiency, parents with disabilities, and parents of migratory children in a format/language such parents understand (including school reports and our parent involvement policy): 1118 (f)

-Parent friendly school and classroom newsletters

-School and Teacher website(s)

-Home visits

-Email/texting/written notes correspondence

-Phone conferences (interpreter available through Albion College for bilingual parents)

-A facility accessible to parents/students with disabilities

-Flexible meeting times

-Signer/interpreter for deaf parents on staff

-Collaboration with community agencies

-Transportation assistance

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

Through data analysis, it was determined that parent involvement should be an area of special focus for our school improvement plan. We gave all families a parent survey and a large percentage of completed documents were returned. Parents had suggestions as to how our school could be improved. These comments were considered as our school improvement team revised our school improvement plan for the 2014-2015 school year. Springport Elementary School will continue to give parents/family members surveys each year and opportunities for suggestions/comments (boxes provided all year). Parents will also have the opportunity to evaluate all Title I sessions/meetings and offer suggestions/comments. Each year an annual Title I meeting is held to provide parents with required information. At this meeting parents have the opportunity to express concerns and provide suggestions for improvement. Parents are also asked to complete a session evaluation (not only at the Annual Title I Meeting, but at all Parent Workshops/Sessions) providing additional feedback as to how our school is doing with the Parental Involvement components. Throughout the year, parents are encouraged to share comments/suggestions in a suggestion box located within the building. Staff is available by many means of communication for parents to provide feedback at any time.

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

We gave all families a parent survey in which 31% (142/460 students) completed the survey and returned them to school. It was an anonymous survey, so we do not know the percentage of families this represents. Parents had suggestions as to how our school could be improved. These comments were considered as our school improvement team revised our school improvement plan for the 2014-2015 school year. One area we plan to improve on is getting more information out to parents as to how they can be more involved in the decision making process at Springport Elementary School. Springport Elementary School will continue to give parents/family members surveys each year and opportunities for suggestions/comments (boxes provided all year). Parents will also have the opportunity to evaluate all Title I sessions/meetings and offer

suggestions/comments.

8. Describe how the School-Parent Compact was developed.

The School-Parent Compact document was created by our School Improvement team that includes parents and is reviewed and discussed at our annual Title I meeting - suggestions on how to improve the document are solicited.

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

The Title I School-Parent Compact is discussed at our 'meet the teacher' meetings prior to the beginning of each school year. The School-Parent Compact document was created by our School Improvement team that includes parents and is reviewed and discussed at our annual Title I meeting - suggestions as to how to improve the document are encouraged. A draft of the school-parent compact was shared with parents at a PTA meeting (suggestions to improve the document were encouraged here as well). Teachers review/discuss the School-Parent Compact at parent-teacher conferences each fall and all parent suggestions/comments are taken into consideration by our School Improvement team. Changes are made, where appropriate. Parents also have the option of putting comments/concerns in our suggestion box.

-
Our school-parent compact is reviewed at least three times per year with parents, to ensure they understand and are committed to assisting with their child's education. Time for studying at home, help with schoolwork, and general parenting is requested within the document. It is imperative parents understand the importance of the school-home partnership.

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

Not applicable

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	Please see the attached School-Parent Compact.	Springport Elementary School-Parent Compact

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

Springport Elementary Teachers inform parents on their child's progress on quarterly report cards. Grades are available online for parents of fourth and fifth grade parents through Powerschool. This allows parents to view their child's progress at any time. Missing assignment reports are sent home with fourth and fifth grade students often to update families in case they are not able to check grades online. Parent/Teacher conferences are held twice a year to discuss academic and behavioral progress. MEAP/NWEA/Parent Meetings are being held to explain

results in language parents can understand. Flexible meeting times are available to be able to reach all who are willing to attend. Teachers email, call and communicate in writing with parents about student assessment results. Also, interpretation and suggested activities are provided to families to help their child achieve maximum results.

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?

Preschool, Nursery School, and Head Start are all located in the Kindergarten hallway of Springport Elementary. Preschool teachers have the opportunity to join building staff meetings and professional development. Dialog between Preschool and Kindergarten teachers is frequent due to the proximity of classrooms. In addition, preschool and kindergarten teachers observe in each other's classrooms. Quarterly, preschool students participate in theme-based lessons with kindergarten students and teachers. Students rotate so that they are able to interact in the kindergarten classrooms and with kindergarten teachers. Kindergarten Round-Up is conducted each spring. At this time teachers and administration meet with parents to provide expectations and information on Kindergarten readiness skills. Parents receive a packet of resource materials to use with their child over the summer which includes books, ABC charts, sight word cards, and Math flashcards (numbers 1-30). Students are invited to work one-on-one with kindergarten teachers to assess readiness skills. During this time there is also the opportunity for teachers to observe social and developmental behaviors. All families meet with their child's teacher before school starts to become familiar with the classroom environment, teacher and share valuable information about their child which will help the teacher. This meeting is intended to establish a parent/teacher relationship to best meet the child's needs. Training is provided to preschool families in April (spring before they enter kindergarten) to address math and literacy skills. Hands-on activities are provide to families to encourage the learning process. In the spring parents are invited to the classrooms to experience a day in kindergarten where they observe the schedule and routines as well as expectations for the average kindergarten day. The building principal visits locations where incoming kindergarten students have been receiving special education services. Speech and Language services are available to all preschool age students whether enrolled in a preschool program or not. The elementary principal also serves on the district's school improvement team representing our preschool.

Fifth grade students entering our Middle School have a Transition Day each spring. Students meet the new teachers, administrators and staff at the Middle School to become familiar with their new environment. Also, parents of incoming 6th grade students are offered an orientation to learn their policies, expectations and daily routines. The Middle School counselor is involved in meeting the incoming students and helping them transition to the new building. A meeting occurs each spring with 5th and 6th grades classroom and special education teachers, administrators and parents to discuss individual education programs.

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?

Throughout the year, Preschool teachers conduct parent meetings and trainings on various topics, including Kindergarten Readiness and Parenting skills. Kindergarten Round-Up is conducted each spring. At this time teachers and administration meet with parents to provide expectations and information on Kindergarten readiness skills. Parents receive a packet of resource materials to use with their child over the summer which includes books, ABC charts,

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sight word cards, and Math flashcards (numbers 1-30). Students are invited to work one-on-one with kindergarten teachers to assess readiness skills. During this time there is also the opportunity for teachers to observe social and developmental behaviors. All families meet with their child's teacher before school starts to become familiar with the classroom environment, teacher and share valuable information about their child which will help the teacher. This meeting is intended to establish a parent/teacher relationship to best meet the child's needs. Training is provided to preschool families in April (spring before they enter kindergarten) to address math and literacy skills. Hands-on activities are provide to families to encourage the learning process. In the spring parents are invited to the classrooms to experience a day in kindergarten where they observe the schedule and routines as well as expectations for the average kindergarten day. The building principal visits locations where incoming kindergarten students have been receiving special education services. Speech and Language services are available to all preschool age students whether enrolled in a preschool program or not. The elementary principal also serves on the district's school improvement team representing our preschool.

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?

Classroom assessments (including common formative assessments) are designed and administered by grade level teachers to ensure validity and consistency across each grade level.

Teachers determine appropriate assessments which are aligned to Common Core.

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

As lessons are being taught in all four content areas, formative assessments are continually given to provide teachers with an idea of 'where to go next.' This constant feedback from students allows staff to direct lessons to increase student achievement for all students. Teachers give common assessments in each content area (by grade level) that measure Grade Level Content Expectations. Staff, (with input from students and parents) have determined specific common assessments that are most helpful/aligned to grade level content expectations. Students are given feedback on their responses and staff members analyze assessment results to determine what reteaching (if any) or review needs to be done after looking over the summative assessments. Teachers meet throughout the year to determine whether or not common assessments are currently appropriate for the students and lessons taught. Common assessments must match content provided in class. Plans to improve data collection/retrieval and analysis are written in our current school improvement plan. Professional development will be provided to staff to help improve our retrieval and analysis of assessment data, therefore, increasing student achievement.

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.

Grade level teachers will work together (ongoing) to adjust existing common assessments for current curriculum needs and additional common assessments will be created at each grade level (where we have gaps in common assessments). Common assessments (or adjustments made to current assessments) will be created to match curriculum taught at each grade level in all four core content areas. The lowest 30% of students are identified on the MEAP assessment. NWEA assessments will be given three times per year to all students K (twice per year) -5 to allow teachers an opportunity to see where students are and to adjust curriculum and instruction to provide the best possible lessons in all four content areas to increase student achievement. MEAP scores were analyzed and adjustments to curriculum were made to put special focus on certain areas of need in each of the four content areas. Common formative assessments are used in all core content areas to provide teachers with students level of ability and to drive instruction, therefore increasing overall student achievement.

See also: MTSS Graphic Organizer

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?

Differentiated instruction (as part of a Multi-Tiered System of Support which includes RtI) will be provided to all students within each classroom. A multi-tiered system of support for behavior (as outlined in our School Handbook) will be utilized to ensure the opportunity for all students to increase achievement. Professional Learning Teams (PLTs) will meet to discuss options for students not meeting grade level requirements - Tier II (for example: students will be placed in a small group with an intervention staff member to help increase student achievement or an intervention staff member will work with the student(s) within the classroom setting, specific interventions will be determined based on individual student need). Reading Recovery will be provided to first grade students that are farthest from grade-level proficiency. Tier III students will receive Special Education services in a resource room or through a co-teaching model of instruction. Math Common Formative assessments will be utilized to determine interventions needed. Interventions will be provided to help increase student achievement in all four core content areas (with special focus being given to specifically noted items within the school improvement plan - low areas of achievement on the MEAP). Additional content area (Science and Social Studies) guided reading books have been ordered for our book room to help increase student achievement in informational text reading and writing. Walkthroughs will be conducted monthly by our administrator to collect implementation data for differentiated instruction. Intervention staff will be employed to work with Tier II students specifically in the areas of numbers and operations, reading and reading comprehension (including) science and social studies content areas), vocabulary, higher level questioning, and responding to informational and narrative text in writing. No new core content material will be taught to classroom students while intervention staff members work with classmates requiring additional assistance. A review of content

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previously learned or practice items will be done by classroom students while intervention staff members work with students needing additional help. Rank Ordering of students is done by classroom teachers using MEAP proficiency scores, local assessments (and teacher judgement in the lower elementary grades). All four content areas are considered - Reading scores provide staff with students' informational text reading ability level (challenge areas in Science and Social Studies are addressed in Reading/Writing/Math lessons).

Using established criterion (see below) in all core content areas (criterion is revisited and revised, where necessary, yearly), along with state and local assessments, students not mastering grade level content expectations are identified (through data analysis). Students not mastering CCSS are provided timely additional assistance based on our Multi-Tiered System of Support (MTSS). Classroom teachers provide Tier I interventions (includes differentiated instruction) and Tier II interventions (small group or individual instruction) when needed. Other students within the classroom are not learning new content material while students receive Tier II instruction (they are working on practice of knowledge already learned). Students receiving Tier II interventions (small grps pulled based on need or individual instruction) are not missing new content lessons while working with intervention staff members. Students are reviewing material previously taught, reading, or practicing skills learned. Within differentiated instruction, students receive materials/tasks/lessons at their appropriate level (for example: guided reading groups, Math lessons, and informational text - Science/Social Studies). Interventions provided by Intervention Staff are effective based on data analysis of local assessments (including running records and content comprehension questions/assessments). Extended year learning opportunities are provided to students not mastering the State's academic achievement standards. MEAP proficiency scores and local assessment data analysis determine the effectiveness of Summer School (extended yr). Intervention Staff is employed to work with students in Tier II, providing interventions as needed (based on local formative assessments). Rank order of students is determined by classroom teachers using solely assessment data analysis and core content area criterion in the upper grades and teacher judgement is also utilized to determine rank order within the lower elementary grades. The lowest ranked students receive services. Tier III interventions are provided by Special Education staff to students not mastering grade level expectations.

ELA Entr/Exit Criterion for Title I Services

Springport Elementary School

I. Entrance

A. Scored a 3 or 4 on MEAP Assessment

B. Local Assessments (as described below)

Fall (September):

Kdg. Observation Survey Letter ID <10 and Concepts About Print <5

Grade 1 Developmental Reading

Assessment (DRA2) All who score (Instructional) below level 3

Grade 2 Developmental Reading

Assessment (DRA2) All who score (Instructional) below level 14

Grades

3-5 Qualitative Reading

Inventory (QRI) DRA2 All who score 0-4 correct (QRI) are given a DRA2

DRA2: Gr 3: <30, Gr 4: <34, & Gr 5: <44

Mid-Year (January):

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Kdg. Observation Survey and

Developmental Reading

Assessment (DRA2) Letter ID <47 and DRA2 <1

Grade 1 Developmental Reading

Assessment (DRA2) All who score (Instructional) below level 8

Grade 2 Developmental Reading

Assessment (DRA2) All who score (Instructional) below level 18

Grades 3-5 Qualitative Reading

Inventory (QRI) to DRA2 All who score 0-4 correct (QRI) are given the DRA

DRA2: Gr 3: <34, Gr 4: <38, & Gr 5: <44

Year End (April/May):

Kdg. Observation Survey and

Developmental Reading

Assessment (DRA2) Letter ID <54 and DRA2 <3

Grade 1 Developmental Reading

Assessment (DRA2) All who score below (Instructional) level 16

Grade 2 Developmental Reading

Assessment (DRA2) All who score below (Instructional) level 28

Grades 3-5 Qualitative Reading

Inventory (QRI) to DRA2 All who score 0-4 correct (QRI) are given the DRA

DRA2: Gr 3: <38, Gr 4: <40, & Gr 5: <44

II. Exit Criteria

A. Students that reach grade level requirements will continue to be monitored after leaving the Title I program.

B. Students that reach proficiency levels on MEAP assessment.

Title I

Entrance/Exit Math Services Criterion

Springport Elementary School

I. Entrance

A. Scored a 3 or 4 on MEAP Math

B. Local Assessments - weekly formative assessments will be administered. Students will be identified for support based on formative assessments given.

II. Exit Criteria

A. Students that reach grade level requirements will continue to be monitored after leaving the Title I program.

B. Students that reach proficiency levels on MEAP assessment.

Title I

Entrance/Exit Science Criterion

Springport Elementary School

I. Entrance

A. Scored a 3 or 4 on MEAP Assessment

B. Local Assessments (as described below)

Grades K-2: Teacher judgment: If a student is not at grade level in reading, they will receive Title I services

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in Science due to reading/writing skills necessary to perform Science lessons and write journal responses.

Grades 3 & 5: Grade level Science assessments will be reviewed by classroom teacher(s). Title I services will be provided to all students not proficient on the grade level Science assessment.

Grade 4: Grade level Science assessments (Study Island Grade 3 Post-Test) will be reviewed by classroom teacher(s). Title I services will be provided to all students not proficient on the grade level Science assessment and reading below:

Fall: DRA2 34

Mid-Year (January): DRA2 38

Year End: DRA2 40

II. Exit Criteria

A. Students that reach grade level requirements will continue to be monitored after leaving the Title I program.

B. Students that reach proficiency levels on MEAP assessment.

Title I

Entrance/Exit Social Studies Criterion

Springport Elementary School

I. Entrance

A. Scored a 3 or 4 on MEAP Assessment

B. Local Assessments (as described below)

Grades K-2: Teacher judgment: If a student is not at grade level in reading, they will receive Title I services in Social Studies due to reading/writing skills necessary to complete Social Studies lessons.

Grades 3 & 5: Grade level Social Studies assessments will be reviewed by classroom teacher(s). Title I services will be provided to all students not proficient on the grade level Social Studies assessment.

Grade 4: Grade level Social Studies assessments (Study Island Grade 3 Post-Test) will be reviewed by classroom teacher(s). Title I services will be provided to all students not proficient on the grade level Social Studies assessment and reading below:

Fall: DRA2 34

Mid-Year (January): DRA2 38

Year End: DRA2 40

II. Exit Criteria

A. Students that reach grade level requirements will continue to be monitored after leaving the Title I program.

B. Students that reach proficiency levels on MEAP assessment.

Interventions:

K-3 Teachers have been trained in the Response to Intervention (RtI) Reform Model. Classroom teachers provide interventions based on formative assessments. Timely additional assistance is given to students based on formative assessments throughout the year. Students that will receive additional reading lessons from Tier II Intervention Staff are determined by classroom teachers using assessment results, criteria, and ranking. Additional content area timely additional assistance is based on formative assessments of CCSS used by classroom teachers and interventions are provided based on individual student need.

See also: MTSS Graphic Organizer

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

Differentiated Instruction includes:

Tier I:

MATH: Students work together based on skill needs in small groups; manipulatives/games and graphic organizers are utilized in the classrooms; embedded technology (classroom/computer lab lessons); and HomeLinks letters are provided to families. Weekly formative assessments are administered and students are grouped based on need. Teachers that had the most success teaching each concept will reteach lessons for students not yet proficient. Intervention staff members will provide support for all students. Intervention time will be provided by grade level.

READING - whole class profundity lessons (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'; guided reading (small groups of students working at ability level with classroom teacher); literacy circles; graphic organizers; pre-test assessments are given to determine student needs; embedded technology (includes Study Island, Accelerated Reader, Raz-Kids, and Tumblebooks).

WRITING - MAISA Units (based on Lucy Calkins Units of Study) are utilized (K-5) to meet CCSS requirements. Teachers conference with students weekly; graphic organizers are used; Profundity lessons include writing about texts read/taking a stand; Focus Correction Areas are identified and feedback is provided to students.

SCIENCE/SOCIAL STUDIES - CCSS requirements are taught whole group in general ed. classroom settings to all students (including Special Ed.). Battle Creek Science kits based on hands-on activities are utilized along with Science Studies Weekly. Locally developed Social Studies units based on Core Democratic Values will be taught. Grade level vocabulary requirements will be taught before each unit begins in both Science and Social Studies.

Tier II:

MATH - Additional small group instruction time is provided to students not proficient on identified skills.

Students are grouped together based on skill needs (Common Formative Assessment data used to determine need) and work in small groups using manipulatives, games,

Touch-Math, and graphic organizers; and the school will provide training/strategies to parents to help support their child academically.

READING - additional time support (small groups of students work together based on skill need), each classroom teacher meets with the lowest achieving students a second time for 20-30 minutes three to five times per week; small groups of students (Grades 3-5) are also pulled out for additional time support with intervention staff utilizing graphic organizers, My Sidewalks on Reading Street, PRO Reading, Time for Kids, Profundity lessons (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'; and Reading Recovery (grade one); and the school will provide training/strategies to parents to help support their child academically.

WRITING - additional time support is provided to students not yet proficient through small group instruction; conferencing; Profundity (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'); Reading Recovery; and additional writing opportunities are provided to students working with intervention staff; and the school will provide training/strategies to parents to help support their child academically.

SCIENCE/SOCIAL STUDIES - additional support in informational text and vocabulary is provided to students in small groups with intervention staff; Virtual Field Trips; Profundity (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'; and the school will provide training/strategies to parents to help support their child academically.

School Improvement Plan

Springport Elementary School

Tier III:

MATH - IEPs; 1:1 and small group instruction is provided; Co-Teaching; Math Manipulatives; Touch-Math; Embedded Technology (includes ipads and study island).

READING/WRITING - IEPs; 1:1 and small group instruction; Co-Teaching; Additional Assistance includes Guided Reading Groups; Embedded Technology (includes ipads, Raz-Kids, PRO Reading, Tumblebooks, Study Island, and Read Naturally).

SCI/SOC ST instruction is provided in general education and support through co-teaching.

Students receive colored overlay screening (use of colored overlays) at all levels (Tiers I, II, III) of our MTSS, as needed.

Please also see our MTSS Graphic Organizer (attached within SIP Plan).

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.

We have a number of Federal, State, and Local programs that provide services to our Pre-K-5 students at Springport Elementary. Bully Prevention programs are in place for all students and staff. We will use Title II A funds for the funding of professional development for all staff on how to implement violence prevention/bullying programs. Title II A funds will be used for RTI, Math Academy, Student Engagement and Data Management/Analysis PD in the 2014-2015 school year. Title I funds will be used for Tier II intervention staff to provide timely additional assistance to our lowest performing students. We have a USDA nutrition grant that provides nutritional programs for all K-5 students. 31a at-risk - allotment has just been changed so we are awaiting direction from Central Office before reviewing allocation. In the past, 80% of our counselor's time has been spent working with identified at-risk students. Our at-risk funded counselor works with families that find themselves homeless and helps provide important resources to help meet their needs. GSRP funds our four-year-old program for our most needy, at-risk children to provide them timely support to prepare them for Kindergarten. We also house a Head Start program through the community action agency to help three and four year olds. GSRP and Head Start coordinate intake of students to ensure that children are placed in the most suitable program to fit their needs. We utilize career tech prep funds to provide career awareness for our students.

Outside agencies, Kiwanis and Masons, provide bicycles (total of 6 bikes) to Springport Elementary to use as reading incentives each spring.

Local programs available are primarily limited to those funded by Federal dollars. We are a rural district located too far away from Jackson for most parents to benefit from services provided to Jackson County residents (as well as for those living in other counties - distance is too far to travel).

USDA federally funded Nutrition education is provided to every student one to two times per week. Great Start Readiness Program prepares students with necessary skills for Kindergarten.

Federal Programs: Title I Program - provides additional support for our lowest performing, identified Title I students; Education (USDA)- providing students and families with healthy living choices; McKinney-Vento - provides gas cards, personal items tutoring as needed for homeless families. Title IIA provides dollars to keep educators informed through professional development.

State Programs: 31a at-risk - At this time, funding allows our Elementary School counselor to spend 80% of her time working with identified at-risk students & Great Start Readiness Program - for qualifying students in district;

Federally funded Head Start program available in our building for qualifying students.

USDA funded Nutrition education is provided to every student one to two times per week.

Great Start Readiness Program prepares students with necessary skills for Kindergarten. Federal Programs: Title I Program - provides additional support for our lowest performing students;

Education (USDA)- providing students and families with healthy living choices; McKinney-Vento - provides gas cards, personal items tutoring as needed for homeless families. Title IIA provides dollars to keep educators informed through professional development.

State Programs: 31a at-risk - allows our Elementary School counselor to spend 80% of her time working

with identified at-risk students & Great Start Readiness Program - for qualifying students in district; Head Start program available in our building for qualifying students.

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.

CNA: General Fund, Title I

Schoolwide Reform Strategies: Title I, Title IIA, General Fund, 31a

Instruction by Highly Qualified Professional Staff: General Fund, Title I, Title IIA, 31a

Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools: Title IIA, General Fund

High-Quality and Ongoing Professional Development: Title IIA, General Fund

Strategies to Increase Parental Involvement: Title I, General Fund, GSRP, PTA

Preschool Transition Strategies: General Fund, GSRP, Community Action Agency (Head Start)

Teacher Participation in Making Assessment Decisions: General Fund

Timely and Additional Assistance: Title I, General Fund, 31a

Coordination and Integration of Federal, State and Local Programs and Resources: General Fund

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.

We have a number of Federal, State, and Local programs that provide services to our Pre-K-5 students at Springport Elementary. Bully Prevention programs are in place for all students and staff. We will use Title II A funds for the funding of professional development for all staff on how to implement violence prevention/bullying programs. Title II A funds will be used for RTI and Student Engagement, Data Management PD in the 2014-2015 school year. Title I funds will be used for Tier II intervention staff to provide timely additional assistance to our lowest performing students. We have a USDA nutrition grant that provides nutritional programs for all K-5 students. At this time, 31a at-risk - funding allows our Elementary School counselor to spend 80% of her time working with identified at-risk students. Our at-risk funded counselor works with families that find themselves homeless and helps provide important resources to help meet their needs. GSRP funds our fouryearold program for our most needy, at-risk children to provide them timely support to prepare them for Kindergarten. We also house a Head Start program through the community action agency to help three and four year olds. GSRP and Head Start coordinate intake of students to ensure that children a placed in the most suitable program to fit their needs.

Evaluation:

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

Parents have the opportunity throughout the year to share thoughts/opinions on school improvement. There is a suggestion box placed in the building for parents to give suggestions at any time. Each spring, a survey is sent to parents to gain their perceptions on how things are going, including the school improvement challenges and use of student assessment data. Parent meetings are held to allow parents the opportunity to voice their thoughts and ask questions regarding school improvement. Parents are requested to join the School Improvement Team. Administrative walk-throughs occur monthly to ensure implementation of all strategies within all classrooms. MEAP results are analyzed as soon as proficiency/information is obtained from the State of Michigan. This timely analysis of MEAP data is used to adjust challenges within our building, determining areas of focus in all four content areas. Strategies are revised each year by the School Improvement Team depending on challenges discovered and results preferred. The percentage of students proficient and 100% proficiency are considered in all revisions as well as subgroup gaps. Local assessments are reviewed by grade level staff and adjustments to curriculum and assessments are made (ongoing) based on student proficiency.

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.

All staff members, including our school improvement team, analyze student proficiency data (MEAP/NWEA and local formative assessments) to make recommendations on strategies/activities to include in our SI Plan that will increase student achievement. Through this data analysis, staff determines areas of focus to include in the SI Plan to increase student achievement. This year, the SI Team (which includes parents) has determined there is a need to have on-going Professional Development (building wide) on the collection and analysis of data. This PD will ensure teachers are able to not only collect assessment data, but they will also know how to retrieve that data for differentiated instruction within the classroom and to determine what needs to be done within the Multi-Tiered Support System (MTSS) to increase student achievement and student engagement. MEAP/NWEA scores determine whether or not our schoolwide program has been effective. At this time, large gaps occur between students proficient and the 85% proficiency goal. Parent surveys are given to obtain perceptions of parents. RTI implemented in the lower elementary grades (staff members K-2 were trained in RTI) has increased student achievement in reading. Local assessment reading scores are improving because of the 'double dip' (RTI) of our lowest performing students are receiving (K-2). A 'double dip' in reading instruction includes a guided reading lesson and a second guided reading lesson the same day for our lowest performing students, provided by their classroom teacher. These 'double dipped' Tier I (classroom teacher provided) interventions are implemented K-2 as well as Tier II interventions for the lowest 30% of students that are not meeting grade level expectations. Therefore, students are receiving timely additional assistance based on student need (running records) in guided reading groups (reading lessons also include Math, Science, and Social Studies CCSS). Students scoring the lowest on local math assessments receive

timely additional assistance based on current math performance on CCSS/formative assessments. Timely additional assistance

is provided in Tier I instruction by classroom teachers and by Tier II intervention staff for the very lowest performing students.

- Virtual assessment wall - all grade level teachers report reading scores of individual students by adding student reading levels to a Google docs document that all teachers and administrators have access to. This data is then used by grade level teams and as a whole staff to determine challenges that need to be addressed (and strengths) within our program to increase student achievement.

- Meap proficiency of students with disabilities and economically disadvantaged students compared to students without disabilities and/or not economically disadvantaged, provides subgroup gaps and strategies are therefore determined to increase student achievement (including co-teaching, intervention staff, and intervention strategies).

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.

All staff members, including our school improvement team, analyze student proficiency data (MEAP/NWEA/Common Formative Assessments) to make recommendations on strategies/activities to include in our SI Plan that will increase student achievement. Through this data analysis, staff determines areas of focus to include in the SI Plan to increase student achievement. This year, the SI Team has determined there is a need to continue Professional Development (building wide) on the collection and analysis of data. This PD will ensure teachers are able to not only collect assessment data, but they will also know how to retrieve that data for differentiated instruction within the classroom and to determine what needs to be done within the Multi-Tiered Support System (MTSS) to increase student achievement. MEAP scores determine whether or not our schoolwide program has been effective. At this time, large gaps occur between students proficient and the 85% proficiency goal. It has been determined P.D. is needed in the areas of student engagement and effectively using professional learning communities (PLCs) to increase student achievement. Parent surveys are given to obtain perceptions of parents.

RTI implemented in the lower elementary grades (staff members K-2 were trained in RTI) has increased student achievement in reading. Local assessment reading scores are improving because of the 'double dip' our lowest performing students are receiving (K-2). A 'double dip' in reading instruction includes a guided reading lesson and a second guided reading lesson the same day for our lowest performing students, provided by their classroom teacher. These 'double dipped' Tier I (classroom teacher provided) interventions are implemented K-2 as well as Tier II interventions for the lowest 20% of students that are not meeting grade level expectations. Therefore, students are receiving timely additional assistance based on student need (running records) in guided reading groups (reading lessons also include Math, Science, and Social Studies grade level expectations). Students scoring the lowest on local math assessments receive timely additional assistance based on current math performance on grade level expectations - at this time (Spring 2012) special focus areas are fractions, measurement, and numeracy. Timely additional assistance is provided in Tier I instruction by classroom teachers and by Tier II intervention staff for the very lowest performing students.

- Virtual assessment wall - all grade level teachers report reading scores of individual students by adding student reading levels to a Google docs document that all teachers and administrators have access to. This data is then used by grade level teams and as a whole staff to determine challenges that need to be addressed (and strengths) within our program to increase student achievement.

- MEAP proficiency of students with disabilities and economically disadvantaged students compared to

students without disabilities and/or not economically disadvantaged, provides subgroup gaps and strategies are therefore determined to increase student achievement (including co-teaching, intervention staff, and intervention strategies).

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?

Parents, staff, and students all complete surveys to provide perception data. The school improvement team (SIT) meets each year to revise the SDP/A, SIP Goals area, and our Process Rubrics based on results compiled from the perception data collected, achievement data analysis, and process/demographic data analysis. All staff members meet to analyze demographic, achievement, process, and perception data. The results of this data analysis are used by the SIT to determine revisions necessary in our SI Plan for our strengths, challenges, areas of focus, strategies and activities in all four content areas based on student proficiency. Revisions are made to our Process Rubrics, SDP/A and School Improvement Plan (SIP) by our SIT based on data analysis as an entire staff. Revisions to our SI Plan Goals/Objectives/Strategies/Activities are determined based on results of MEAP proficiency and demographics (collected from mischooldata.org) and local assessment data to increase student achievement.

- Virtual assessment wall results
- Analyzing MEAP
- Local assessment results compared to the plan
- Setting higher standards to achieve goals

Springport Elementary School Improvement Plan 2014-2015 August 27th, 2014

Overview

Plan Name

Springport Elementary School Improvement Plan 2014-2015 August 27th, 2014

Plan Description

August 27th, 2014 - Title IIA allocation adjusted.

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	85% of all students will be proficient in MATH by 2022	Objectives: 1 Strategies: 3 Activities: 16	Academic	\$64929
2	85% of all students will be proficient in WRITING by 2022	Objectives: 1 Strategies: 3 Activities: 15	Academic	\$106601
3	85% of all students will be proficient in READING by 2022	Objectives: 1 Strategies: 3 Activities: 16	Academic	\$106595

Goal 1: 85% of all students will be proficient in MATH by 2022

Measurable Objective 1:

A 12% increase of All Students will demonstrate a proficiency on State assessments of 50% in Mathematics by 06/05/2015 as measured by Grades 3-6 State Assessment..

Strategy 1:

Effective Instruction - Professional development and/or coaching support will be provided for staff to effectively implement Common Core in Math and Disciplinary Literacy. Teachers will implement appropriate use of standards and objectives to support student learning of Common Core.

Teachers will receive support in analyzing assessment data through PLTs and professional development to inform instruction.

Professional Development and/or coaching support will be provided on elements of effective instruction including lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management.

Research Cited: Allington, R. L. (2009). What really matters in response to intervention, research-based designs. Boston, MA: Allyn & Bacon.

Hattie, J. Visible learning for teachers:mazimizing impact on learning. New York, NY: Routledge, 2012. Print.

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DuFour, Richard. Learning by Doing: A Handbook for Professional Learning Communities at Work. 2nd ed. Bloomington, IN: Solution Tree, 2010. Print.

Jensen, Eric. Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement. Print.

Saphier, J., M. A. Haley-Speca, and R. R. Gower. The skillful teacher, building your teaching skills. 6th. Acton, MA: Research for Better Teaching, 2008. Print.

Buffum, A., M. Mattos, and C. Weber. Simplifying response to intervention: Four essential guiding principles. Bloomington, IN: Solution Tree, 2012. Print.

Marzano, R. J. What works in schools, translating research into action. Alexandria, VA: Association for Supervision & Curriculum Developme, 2003. Print.

NWEA

Tier: Tier 1

Activity - Implement Effective Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive PD and/or coaching (modeling, co-plan/co-teaching, observation and feedback) support in lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management,	Professional Learning	Tier 1	Monitor	06/07/2013	06/10/2016	\$300	Title II Part A	Building principals, Staff, Internal and External coaches.

Activity - Multi-Tiered System of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A common time will be established at each grade level for intervention by staff members. Interventions will include: extended learning opportunities, support for students not proficient and time for students needing additional practice. The school will employ intervention staff members to provide additional Tier II interventions in our multi-tiered system (MTSS) to students who are not achieving proficiency in math lessons in Tier I. Grade level WIN (What I Need) time blocks will be established to ensure all students receive support to move them forward. These staff members will work with small groups of students or one-on-one, including the areas of number and operations - grade level specific - to increase student achievement, including students with disabilities.	Academic Support Program	Tier 2	Implement	06/07/2013	06/10/2016	\$0	No Funding Required	Building Principal, Grade Level Teachers
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement differentiated instruction on a daily basis through a multi-tiered system of support (MTSS) to increase student achievement for all students, including students with disabilities. Areas of focus will be Numbers and Operations and Equivalent Fractions with additional connections to Science and Social Studies using graphs and tables. Work stations focusing on Equivalent Fractions and Numbers and Operations, along with Graphs and Tables (including Everyday Math games) will be set up for all students. Interventions will be provided to individual Tier II students, based on student performance/formative assessments and student need.	Direct Instruction	Tier 1	Implement	06/07/2013	06/10/2016	\$0	No Funding Required	Building Principal, Classroom Teachers
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide professional development to all staff. Teachers will receive professional development in performance assessments and number talks. This will include the use of companion documents.	Recruitment and Retention	Tier 1	Monitor	06/07/2013	06/10/2016	\$0	Title II Part A	Building Principal, Classroom Teachers
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer formative assessments in Math on a weekly basis to determine student performance and to adjust their instruction as needed. Two questions each week will be based on our building focus areas.	Direct Instruction	Tier 1	Implement	06/07/2013	06/10/2016	\$0	No Funding Required	Building Principal, Classroom Teachers
Activity - Professional Learning Teams (PLTs)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Springport Elementary School

Teachers will meet in PLTs (by grade level and/or across grade levels) twice a month to review implementation data and student work resulting from differentiated instruction. Results of data analysis/discussion will be used to drive classroom instruction, therefore increasing student achievement.	Professional Learning	Tier 1	Implement	06/07/2013	06/10/2016	\$0	No Funding Required	Building Principal, Content Area Team Leaders, Classroom Teachers
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Activity - Tier III Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will employ Special Education staff to collaborate with General Education staff to support students with disabilities within the general education classroom setting in Grades 4 and 5, using a co-teaching model to improve instructional effectiveness.	Academic Support Program	Tier 3	Monitor	06/07/2013	06/10/2016	\$0	No Funding Required	Building Principal, Special Education Staff, Classroom Teachers

Activity - Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will conduct walkthroughs on a monthly basis to collect implementation data for effective instruction.	Professional Learning	Tier 1	Monitor	06/07/2013	06/10/2016	\$0	No Funding Required	Building Principal

Activity - Professional Development - Math Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As funding permits, grade level representatives will participate in the Math Academy at the ISD. They will then provide training for all staff to implement math intervention strategies to support the needs of all students.	Academic Support Program	Tier 1	Implement	06/07/2013	06/10/2016	\$7350	Title II Part A	Building Principal, Teachers

Strategy 2:

Intervention Staff - General education and intervention staff members will work together to provide interventions in our multi-tiered system of support (MTSS) to all students. These staff members will work with small groups of students or one-to-one, specifically in the area of Number and Operations to increase student achievement, including students with disabilities.

Research Cited: Buffum, A., M. Mattos, and C. Weber. Simplifying response to intervention: Four essential guiding principles. Bloomington, IN: Solution Tree, 2012. Print.

DuFour, Richard. Learning by Doing: A Handbook for Professional Learning Communities at Work. 2nd ed. Bloomington, IN: Solution Tree, 2010. Print.

Tier: Tier 2

Activity - Intervention Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The school will employ intervention staff members to provide Tier II interventions in our multi-tiered system (MTSS) to students who are not achieving proficiency in math lessons in Tier I. These staff members will work with small groups of students or one-on-one, specifically in the areas of number and operations - grade level specific - to increase student achievement, including students with disabilities.	Academic Support Program	Tier 2	Implement	06/10/2013	06/10/2016	\$32177	Title I Part A	Building Principal, Classroom Teachers, Title I Staff
Activity - Professional Development (P.D.) in Math Differentiated Instruction Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional development (P.D.) in differentiated instruction teaching strategies (with special focus on: Numbers and Operations/Equivalent Fractions). P.D. will take place four times during the school year. As funding permits, additional consultants will provide P.D.	Professional Learning	Tier 1	Monitor	06/07/2013	06/10/2016	\$0	No Funding Required	Building Principal, Staff
Activity - At-Risk Intervention Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be employed to work with Tier II students through our Multi-Tiered System of Support (MTSS).	Academic Support Program	Tier 2	Implement	06/07/2013	06/10/2016	\$25002	Section 31a	Building Principal, Teachers, Counselor, Paraprofessionals
Activity - Additional At-Risk Intervention Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
If funding is available, staff will be employed to work with Tier II students through our Multi-Tiered System of Support (MTSS).	Academic Support Program	Tier 2	Implement	06/07/2013	06/10/2016	\$0	Section 31a	Building Principal

Strategy 3:

Intervention Strategies - Staff will implement intervention strategies within a multi-tiered system of support (MTSS) in Math to increase student achievement, including students with disabilities.

Research Cited: Allington, R.L. (2009). What really matters in response to intervention, research-based designs. Boston, MA: Allyn & Bacon.

Buffum, A., M. Mattos, and C. Weber. Simplifying response to intervention: Four essential guiding principles. Bloomington, IN: Solution Tree, 2012. Print.

DuFour, Richard. Learning by Doing: A Handbook for Professional Learning Communities at Work. 2nd ed. Bloomington, IN: Solution Tree, 2010. Print.

Tier: Tier 1

School Improvement Plan

Springport Elementary School

Activity - Common Assessments and Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will administer common assessments at each grade level and provide Tier II interventions as needed for students who are not proficient on the Tier I assessment.	Direct Instruction	Tier 1	Implement	06/07/2013	06/10/2016	\$0	No Funding Required	Classroom Teachers, Building Principal
Activity - Extended Day/Year Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
If funding permits, Extended Day or Extended Year Learning Opportunities will be made available to all students not proficient on the MEAP, NWEA, or other local assessments. Invitations to participate will be sent home with students, parent contact will be made through parent-teacher conferences, email, text messaging, letter sent home, or a phone call from the classroom teacher recommending the Extended Learning Opportunity.	Academic Support Program	Tier 2	Implement	06/11/2014	06/10/2016	\$0	Title I Part A	Building Principal, Classroom Teachers, Title I Staff
Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host two parent curriculum sessions during the school year to inform parents of the math curriculum and offer activities they can do with their children at home. The events will have make-it/take-it activities and copies of curriculum in a language/format parents can understand (both hardcopy and electronic options will be provided).	Parent Involvement	Tier 1	Monitor	06/07/2013	06/10/2016	\$100	Title I Part A	Building Principal, Title I Staff

Goal 2: 85% of all students will be proficient in WRITING by 2022

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency on State assessments of 46% in Writing in English Language Arts by 06/05/2015 as measured by Grades 3-6 State Assessment..

Strategy 1:

Effective Instruction - Teachers will implement differentiated instruction in writing lessons through a multi-tiered system of support (MTSS) to increase the achievement of all students, including students with disabilities.

Professional development and/or coaching support will be provided for staff to effectively implement Common Core and Disciplinary Literacy. Teachers will implement appropriate use of standards and objectives to support student learning of Common Core.

Teachers will receive professional development in analyzing assessment data (including MEAP and NWEA) to inform instruction.

Professional Development and/or coaching support will be provided on elements of effective instruction including lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management.

Research Cited: Allington, R. L. (2009). What really matters in response to intervention, research-based designs. Boston, MA: Allyn & Bacon.

Buffum, A., M. Mattos, and C. Weber. Simplifying response to intervention: Four essential guiding principles. Bloomington, IN: Solution Tree, 2012. Print.

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School Improvement Plan

Springport Elementary School

Tier: Tier 1

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

Springport Elementary School

<p>Teachers will implement differentiated writing instruction on a daily basis through a multi-tiered system of support (MTSS) to increase student achievement for all students, including students with disabilities. Teacher/student writing conferences will be conducted and Tier I differentiated writing instruction across all core content areas (with emphasis on science and social studies) will be provided based on student performance/need. Students not writing proficiently at Tier I will receive additional writing support from intervention staff members.</p> <p>Teachers will implement differentiated instruction on a daily basis through a multi-tiered system of support (MTSS) to increase student achievement for all students, including students with disabilities. Differentiated writing instruction will be provided to all students (special focus will be placed on informational text). Tier I: Writing - whole class profundity lessons (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand' and Writer's Workshop including Lucy Calkins and MAISA writing units that correlate with Common Core. - SCIENCE/SOCIAL STUDIES - MI GLCEs are taught whole group in general ed. classroom settings to all students (including Special Ed.). Battle Creek Science kits based on hands-on activities are utilized with science writing journals to be utilized. Social Studies Committee will review Common Core and develop appropriate writing lessons when published. Grade level vocabulary requirements will be taught before each unit begins in both Science and Social Studies. Tier II: WRITING - additional time support (small groups of students work together based on skill need), each classroom teacher meets with the lowest achieving students.</p> <p>Profundity lessons (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'; and Reading Recovery (grade one); and the school will provide training/strategies to parents to help support their child academically. SCIENCE/SOCIAL STUDIES - additional support in informational text and vocabulary is provided to students in small groups with intervention staff; Virtual Field Trips: Profundity (using graphic organizers</p>	Direct Instruction	Tier 1	Monitor	06/07/2013	06/10/2016	\$0	No Funding Required	Building Principal, Teachers
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School Improvement Plan

Springport Elementary School

<p>Trips; Profundity (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'; and the school will provide training/strategies to parents to help support their child academically. Tier III: READING/WRITING - IEPs; 1:1 and small grp instruction</p>								
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will administer formative writing assessments on a daily basis to determine student performance and to adjust/differentiate their instruction as needed across all core content areas (with emphasis on science and social studies).</p>	Direct Instruction	Tier 1	Implement	06/07/2013	06/10/2016	\$0	No Funding Required	Building Principal, Teachers
Activity - Multi-Tiered System of Support (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The school will implement a multi-tiered system (MTSS) for the redirection and positive behavior support of any student who is not productively learning in the classroom across all core content areas (with emphasis on science and social studies) . Discipline issues are addressed and documented in PowerSchool using a point system or rubric to determine behavior consequences. This rubric is documented in the handbooks.</p>	Academic Support Program	Tier 1	Implement	06/07/2013	06/10/2016	\$0	No Funding Required	Building Principal, Staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The school will provide professional development to all staff. Teachers will receive professional development to convert to Common Core. This will include the use of companion documents.</p>	Professional Learning	Tier 1	Implement	06/07/2013	06/10/2016	\$0	No Funding Required	Building Principal, Teachers
Activity - Professional Learning Teams (PLTs)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will meet in PLTs (by grade level and across grade levels) twice a month to review student writing, assessments, and data resulting from differentiated instruction within our Multi-Tiered System of Support (MTSS) reform model.</p>	Professional Learning	Tier 1	Implement	06/07/2013	06/10/2016	\$0	No Funding Required	Building Principal, Teachers

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Activity - Purchase Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
If funding becomes available - the school will purchase additional informational texts including titles within the content areas of Science and Social Studies (sets of 6 copies for guided reading/writing lessons) to use with Tier I and Tier II students in a multi-tiered system of support (MTSS).	Direct Instruction	Tier 1	Implement	06/07/2013	06/10/2016	\$0	Title I Part A	Building Principal, Title I Coordinator
Activity - Tier III Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will employ Special Education staff to collaborate with General Education staff to support students with disabilities within the general education classroom setting in Grades 4 and 5, using a co-teaching model to improve instructional effectiveness.	Direct Instruction	Tier 3	Monitor	06/07/2013	06/10/2016	\$0	No Funding Required	Building Principal, Classroom Teachers, Special Education Staff
Activity - Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Administrator will conduct walkthroughs on a monthly basis to collect implementation data for differentiated instruction within writing lessons in all core content areas.	Academic Support Program	Tier 1	Monitor	06/07/2013	06/10/2016	\$0	No Funding Required	Building Principal

Strategy 2:

Intervention Staff - The school will employ intervention staff members to provide Tier II writing interventions in our multi-tiered system of support (MTSS) to students who are not achieving proficiency in Tier I. These staff members will work with small groups of students or one-on-one, specifically in the areas of vocabulary, higher level questioning, and responding to informational text in writing to increase student achievement, including students with disabilities.

Research Cited: Allington, R. L. (2009). What really matters in response to intervention, research-based designs. Boston, MA: Allyn & Bacon.
Buffum, A., M. Mattos, and C. Weber. Simplifying response to intervention: Four essential guiding principles. Bloomington, IN: Solution Tree, 2012. Print.
Calkins, L., Ehrenworth, M., & Lehman, C. (2012). Pathways to the common core- accelerating achievement. Portsmouth, N.H.: Heinemann.
Carbo, M. (2007). Becoming a great teacher of reading. Thousand Oaks, CA: Corwin Press.

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Duke, N. K., & Bennett-Armistead, V. S. (2003). Reading & writing informational text in the primary grades. New York, NY: Teaching Resources.

Tier: Tier 1

SY 2014-2015

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School Improvement Plan

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Activity - Intervention Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will employ staff to work with students, specifically in the areas of vocabulary, higher level questioning, and responding to informational text in writing.	Academic Support Program	Tier 2	Implement	06/07/2013	06/10/2016	\$80843	Title I Part A	Building Principal, Title I Staff
Activity - At-Risk Intervention Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be employed to work with Tier II students through our Multi-Tiered System of Support (MTSS).	Academic Support Program	Tier 2	Monitor	06/07/2013	06/10/2016	\$25002	Section 31a	Building Principal, Counselor, Teachers, Paraprofessionals
Activity - Additional At-Risk Intervention Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
If funding is available, staff will be employed to work with Tier II students through our Multi-Tiered System of Support (MTSS).	Academic Support Program	Tier 1	Implement	06/07/2013	06/10/2016	\$0	Section 31a	Building Principal

Strategy 3:

Intervention Strategies - Staff will implement intervention strategies in our multi-tiered system of support (MTSS) in writing lessons during the 2013-2014 school year. Focus will be placed on responding to informational text reading to increase student achievement, including students with disabilities. Differentiated instruction within our Response to Intervention (RTI) reform model will be provided in Tier I and Tier II students will receive additional support from intervention staff.

Research Cited: Allington, R. L. (2009). What really matters in response to intervention, research-based designs. Boston, Buffum, A., M. Mattos, and C. Weber. Simplifying response to intervention: Four essential guiding principles. Bloomington, IN: Solution Tree, 2012. Print. Calkins, L., Ehrenworth, M., & Lehman, C. (2012). Pathways to the common core- accelerating achievement. Portsmouth, N.H.: Heinemann. MA: Allyn & Bacon. Carbo, M. (2007). Becoming a great teacher of reading. Thousand Oaks, CA: Corwin Press.

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Duke, N. K., & Bennett-Armistead, V. S. (2003). Reading & writing informational text in the primary grades. New York, NY: Teaching Resources.

Tier:

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Activity - Extended Day/Year Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As funding permits, Extended Day/Year Learning Opportunities will be made available to all students not proficient on the MEAP and/or local writing assessments. Invitations to participate will be sent home with students. Parent contact will be made through parent-teacher conferences, email, text messaging, letter sent home, or a phone call from the classroom teacher recommending the Extended Learning Opportunity.	Academic Support Program	Tier 2	Implement	06/11/2014	06/10/2016	\$0	Title I Part A	Building Principal, Teachers, Title I Staff
Activity - Guided Reading/Writing Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Guided writing instruction will be provided to all students. At first, new writing concepts/expectations will be modeled by the teacher, lessons to scaffold student learning will be provided with teacher working with students to practice the 'new' concept together, and lastly, the students will take responsibility by themselves of the learned task/concept. Tier II students will receive additional writing conferences with teacher.</p> <p>Guided Reading/Writing instruction will be provided to all students. Special focus will be placed on reading Science and Social Studies informational text and using higher order questioning/thinking skills to ensure all students are achieving to the best of their ability.</p>	Direct Instruction	Tier 1	Monitor	06/07/2013	06/10/2016	\$0	No Funding Required	Building Principal, Classroom Teachers
Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host two parent curriculum sessions during the school year to inform parents of the curriculum and offer activities they can do with their children at home. The events will have make-it/take-it activities and copies of curriculum in a language/format parents can understand (both hardcopy and electronic options will be provided).	Parent Involvement	Tier 1	Monitor	06/07/2013	06/10/2016	\$0	No Funding Required	Building Principal, Title I Coordinator
Activity - Professional Development - Writing Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional development provided by a literacy coach in teaching writing strategies using primarily informational text . P.D. will take place 2-3 times during the school year.	Academic Support Program	Tier 1	Implement	06/07/2013	06/10/2016	\$756	Title II Part A	Building Principal, Teachers

Goal 3: 85% of all students will be proficient in READING by 2022

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency on State assessments of 67% in English Language Arts by 06/05/2015 as measured by Grades 3-6 State Assessment..

Strategy 1:

Effective Instruction - Professional development and/or coaching support will be provided for staff to effectively implement Common Core and Disciplinary Literacy. Teachers will implement appropriate use of standards and objectives to support student learning of Common Core.

Teachers will receive professional development in analyzing assessment data (including MEAP and NWEA) to inform instruction.

Professional Development and/or coaching support will be provided on elements of effective instruction including lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management.

Research Cited: Allington, R. L. (2009). What really matters in response to intervention, research-based designs. Boston, MA: Allyn & Bacon.

Buffum, A., M. Mattos, and C. Weber. Simplifying response to intervention: Four essential guiding principles. Bloomington, IN: Solution Tree, 2012. Print.

Calkins, L., Ehrenworth, M., & Lehman, C. (2012). Pathways to the common core- accelerating achievement. Portsmouth, N.H.: Heinemann.

Hattie, J. Visible learning for teachers: maximizing impact on learning. New York, NY: Routledge, 2012. Print.

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Howard, T., Dresser, S. G., & Dunklee, D. R. (2011). Poverty is not a learning disability, equalizing opportunities for low ses students. Thousand Oaks, CA: Corwin Press.

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Jensen, Eric. Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement. Print.

Jensen, E. (2011). Teaching with poverty in mind, what being poor does to kids brains and what schools can do about it. Alexandria, VA: Assn for Supervision & Curriculum.

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Keene, E., & Zimmerman, S. (1997). Mosaic of thought, teaching comprehension in a reader's workshop. Portsmouth, NH: Heinemann.

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Schmoker, M. J. (2008). Results now, how we can achieve unprecedented improvements in teaching and learning. Alexandria, VA: Association for Supervision & Curriculum Developme.

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Tomlinson, C. A., Brimijoin, K., & Narvaez, L. (2008). The differentiated school, making revolutionary changes in teaching and learning. Alexandria, VA: ASCD.

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Tomlinson, C. A., & Eidson, C. C. (2003). Differentiation in practice: A resource guide for differentiating curriculum, grades k-5. Alexandria, VA: Association for Supervision & Curriculum Development.

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Carbo, M. (2007). Becoming a great teacher of reading. Thousand Oaks, CA: Corwin Press.

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Duke, N. K., & Bennett-Armistead, V. S. (2003). Reading & writing informational text in the primary grades. New York, NY: Teaching Resources.

Tier: Tier 1

Activity - Implement Effective Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will implement differentiated instruction on a daily basis through a multi-tiered system of support (MTSS) to increase student achievement for all students, including students with disabilities. Differentiated reading instruction will be provided to all students (special focus will be placed on informational text reading in Science/Social Studies) within Guided Reading lessons (groups determined by students' reading ability level). Tier I: READING - whole class profundity lessons (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'; guided reading (small grps of students working at ability level with classroom teacher); literacy circles; graphic organizers; pre-test assessments are given to determine student needs; embedded technology (includes Study Island, Accelerated Reader, Raz-Kids, PRO Reading, and Tumblebooks). - SCIENCE/SOCIAL STUDIES - MI GLCEs are taught whole group in general ed. classroom settings to all students (including Special Ed.). Battle Creek Science kits based on hands-on activities are utilized. Social Studies Committee will review Common Core and create units when published. Grade level vocabulary requirements will be taught before each unit begins in both Science and Social Studies. Tier II: READING - additional time support (small groups of students work together based on skill need), each classroom teacher meets with the lowest achieving students a second time for 20-30 minutes three to five times per week; small groups of students (Grades 3-5) are also pulled out for additional time support with intervention staff utilizing graphic organizers, My Sidewalks on Reading Street, Time for Kids, Profundity lessons (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'; and Reading Recovery (grade one); and the school will provide training/strategies to parents to help support their child academically. SCIENCE/SOCIAL STUDIES - additional support in informational text and vocabulary is provided to students in small groups with intervention staff; Virtual Field Trips; Profundity (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'; and the school will provide training/strategies to parents to help support their child academically. Tier III: READING/WRITING - IEPs: 1:1 and small grp instruction: Co-</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>06/07/2013</p>	<p>06/10/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Building Principal, Classroom Teachers</p>
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READING/WRITING - IEPs; 1:1 and small grp instruction; Co-Teaching; Additional Assistance includes Guided Reading Groups; Embedded Technology (includes ipads, Raz-Kids, Tumblebooks, Study Island, and Read Nat). SCI/SOC ST instruction is provided in general ed and support through co-teaching.								
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer formative assessments (including Science and Social Studies content areas) on a daily basis to determine student performance and to adjust their instruction as needed.	Direct Instruction	Tier 1	Implement	06/07/2013	06/10/2016	\$0	No Funding Required	Building Principal, Classroom Teachers
Activity - Multi-Tiered System of Support (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement a multi-tiered system (MTSS) for the redirection and positive behavior support of any student who is not productively learning in the classroom. Discipline issues are addressed and documented in PowerSchool using a point system or rubric to determine behavior consequences. This rubric is documented in the handbooks.	Academic Support Program	Tier 1	Implement	06/07/2013	06/10/2016	\$0	No Funding Required	Building Principal, Teachers, Paraprofessionals, Counselor
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide professional development to all staff. Teachers will receive professional development to convert to Common Core. This will include the use of companion documents (Cross Walk/MDE).	Professional Learning	Tier 1	Monitor	06/07/2013	06/10/2016	\$200	Title II Part A	Building Principal, Staff
Activity - Professional Learning Teams (PLTs)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in PLTs (by grade level and/or across grade levels) twice a month for a total of three hours to review implementation data and student work resulting from differentiated instruction. Results of data analysis/discussion will be used to drive classroom instruction, therefore increasing student achievement.	Professional Learning	Tier 1	Implement	06/07/2013	06/10/2016	\$0	No Funding Required	Building Principal, Content Area Team Leaders, Teachers
Activity - Purchase Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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If funding becomes available - the school will purchase additional informational texts including titles within the content areas of Science and Social Studies (sets of 6 copies for guided reading lessons) to use with Tier I and Tier II students in a multi-tiered system of support (MTSS).	Direct Instruction	Tier 1	Implement	06/07/2013	06/10/2016	\$0	Title I Part A	Building Principal, Title I Coordinator
Activity - Tier III Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will employ Special Education staff to collaborate with General Education staff to support students with disabilities within the general education classroom setting in Grades 4 and 5, using a co-teaching model to improve instructional effectiveness.	Academic Support Program	Tier 3	Monitor	06/07/2013	06/10/2016	\$0	No Funding Required	Building Principal, Special Education Staff, Classroom Teachers
Activity - Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will conduct walkthroughs on a monthly basis to collect implementation data for effective instruction.	Professional Learning	Tier 1	Monitor	06/07/2013	06/10/2016	\$0	No Funding Required	Building Principal

Strategy 2:

Intervention Staff - The school will employ intervention staff members to provide Tier II interventions in our multi-tiered system of support (MTSS) in reading to students who are not achieving proficiency in Tier I. These staff members will work with small groups of students or one-on-one specifically in the areas of reading and reading comprehension (focus will be in the areas of retell/summarize and compare/contrast) to increase student achievement for all students, including students with disabilities.

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Tier II:

READING - additional time support (small groups of students work together based on skill need), each classroom teacher meets with the lowest achieving students a second time for 20-30 minutes three to five times per week; small groups of students (Grades 3-5) are also pulled out for additional time support with intervention staff utilizing graphic organizers, My Sidewalks on Reading Street, Time for Kids, Profundity lessons (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'; PRO Reading, and Reading Recovery (grade one) including small group instruction; and the school will provide training/strategies to parents to help support their child academically.

SCIENCE/SOCIAL STUDIES - additional support in informational text and vocabulary is provided to students in small groups with intervention staff; Virtual Field Trips; Profundity (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'; and the school will provide training/strategies to parents to help support their child academically.

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Research Cited: Allington, R. L. (2009). What really matters in response to intervention, research-based designs. Boston, MA: Allyn & Bacon.
 Buffum, A., M. Mattos, and C. Weber. Simplifying response to intervention: Four essential guiding principles. Bloomington, IN: Solution Tree, 2012. Print.
 Calkins, L., Ehrenworth, M., & Lehman, C. (2012). Pathways to the common core- accelerating achievement. Portsmouth, N.H.: Heinemann.
 Carbo, M. (2007). Becoming a great teacher of reading. Thousand Oaks, CA: Corwin Press.

Duke, N. K., & Bennett-Armistead, V. S. (2003). Reading & writing informational text in the primary grades. New York, NY: Teaching Resources.

Tier: Tier 1

Activity - At-Risk Intervention Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be employed to work with Tier II students through our Multi-Tiered System of Support (MTSS).	Academic Support Program	Tier 2	Monitor	06/07/2013	06/10/2016	\$25002	Section 31a	Building Principal, Teachers, Counselor, Paraprofessionals

Activity - Intervention Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be employed to work with students specifically in the areas of reading informational text in all core content areas and reading comprehension strategies to increase student achievement.	Academic Support Program	Tier 2	Monitor	06/07/2013	06/10/2016	\$80843	Title I Part A	Building Principal, Title I Staff, Classroom Teachers

Activity - Professional Development in Reading Informational Text/Comprehension Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional development in teaching reading informational text strategies. Research based practices (includes Reading and Writing Informational Text) will be presented and strategies will be implemented within classrooms. Administration will monitor through walkthroughs to ensure implementation of strategies/practices learned. P.D. will take place 2-3 times during the school year.	Professional Learning	Tier 1	Monitor	06/07/2013	06/10/2016	\$500	Title II Part A	Building Principal, Staff

Activity - Additional At-Risk Intervention Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
If funding is available, staff will be employed to work with Tier II students through our Multi-Tiered System of Support (MTSS).	Academic Support Program	Tier 1	Implement	06/07/2013	06/10/2016	\$0	Section 31a	Building Principal

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Strategy 3:

Intervention Strategies - Staff will implement intervention strategies in our multi-tiered system of support (MTSS) in guided reading lessons during the 2012-2013 school year to increase student achievement for all students, including students with disabilities.

Research Cited: Allington, R. L. (2009). What really matters in response to intervention, research-based designs. Boston,

Buffum, A., M. Mattos, and C. Weber. Simplifying response to intervention: Four essential guiding principles. Bloomington, IN: Solution Tree, 2012. Print.

MA: Allyn & Bacon. Carbo, M. (2007). Becoming a great teacher of reading. Thousand Oaks, CA: Corwin Press.

Calkins, L., Ehrenworth, M., & Lehman, C. (2012). Pathways to the common core- accelerating achievement. Portsmouth, N.H.: Heinemann.

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Duke, N. K., & Bennett-Armistead, V. S. (2003). Reading & writing informational text in the primary grades. New York, NY: Teaching Resources.

Tier: Tier 1

Activity - Guided Reading Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guided Reading instruction will be provided to all students. Special focus will be placed on reading Science and Social Studies informational text and using higher order questioning/thinking skills. Tier II students will receive additional daily guided reading lessons to ensure all students are achieving to the best of their ability.	Direct Instruction	Tier 1	Monitor	06/07/2013	06/10/2016	\$0	No Funding Required	Building Principal, Classroom Teachers

Activity - Extended Day/Year Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
If funding becomes available, Extended Day/Year Learning Opportunities will be made available to all students not proficient on the MEAP, NWEA, or other local assessments. Invitations to participate will be sent home with students. Parent contact will be made through parent-teacher conferences, email, text messaging, letter sent home, or a phone call from the classroom teacher recommending the Extended Learning Opportunity.	Academic Support Program	Tier 2	Implement	06/11/2014	06/10/2016	\$0	Title I Part A	Building Principal, Teachers, Title I Staff

Activity - Professional Development in Teaching Reading Comprehension Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional development provided by a literacy coach in teaching reading informational text strategies. P.D. will take place 2-3 times during the school year.	Professional Learning	Tier 1	Monitor	06/07/2013	06/10/2016	\$0	No Funding Required	Building Principal, Staff

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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host two parent curriculum sessions during the school year to inform parents of the reading curriculum and offer activities they can do with their children at home. The events will have activities and copies of curriculum in a language/format parents can understand (both hardcopy and electronic options will be provided).	Parent Involvement	Tier 1	Monitor	06/07/2013	06/10/2016	\$50	Title I Part A	Building Principal, Title I Coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>Implement Effective Instruction</p>	<p>Teachers will implement differentiated instruction on a daily basis through a multi-tiered system of support (MTSS) to increase student achievement for all students, including students with disabilities. Differentiated reading instruction will be provided to all students (special focus will be placed on informational text reading in Science/Social Studies) within Guided Reading lessons (groups determined by students' reading ability level). Tier I: READING - whole class profundity lessons (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'; guided reading (small grps of students working at ability level with classroom teacher); literacy circles; graphic organizers; pre-test assessments are given to determine student needs; embedded technology (includes Study Island, Accelerated Reader, Raz-Kids, PRO Reading, and Tumblebooks). - SCIENCE/SOCIAL STUDIES - MI GLCEs are taught whole group in general ed. classroom settings to all students (including Special Ed.). Battle Creek Science kits based on hands-on activities are utilized. Social Studies Committee will review Common Core and create units when published. Grade level vocabulary requirements will be taught before each unit begins in both Science and Social Studies. Tier II: READING - additional time support (small groups of students work together based on skill need), each classroom teacher meets with the lowest achieving students a second time for 20-30 minutes three to five times per week; small groups of students (Grades 3-5) are also pulled out for additional time support with intervention staff utilizing graphic organizers, My Sidewalks on Reading Street, Time for Kids, Profundity lessons (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'; and Reading Recovery (grade one); and the school will provide training/strategies to parents to help support their child academically.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>06/07/2013</p>	<p>06/10/2016</p>	<p>\$0</p>	<p>Building Principal, Classroom Teachers</p>
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	<p>child academically. SCIENCE/SOCIAL STUDIES - additional support in informational text and vocabulary is provided to students in small groups with intervention staff; Virtual Field Trips; Profundity (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'; and the school will provide training/strategies to parents to help support their child academically. Tier III: READING/WRITING - IEPs; 1:1 and small grp instruction; Co-Teaching; Additional Assistance includes Guided Reading Groups; Embedded Technology (includes ipads, Raz-Kids, Tumblebooks, Study Island, and Read Nat). SCI/SOC ST instruction is provided in general ed and support through co-teaching.</p>							
Formative Assessment	Teachers will administer formative assessments in Math on a weekly basis to determine student performance and to adjust their instruction as needed. Two questions each week will be based on our building focus areas.	Direct Instruction	Tier 1	Implement	06/07/2013	06/10/2016	\$0	Building Principal, Classroom Teachers
Multi-Tiered System of Support (MTSS)	The school will implement a multi-tiered system (MTSS) for the redirection and positive behavior support of any student who is not productively learning in the classroom across all core content areas (with emphasis on science and social studies) . Discipline issues are addressed and documented in PowerSchool using a point system or rubric to determine behavior consequences. This rubric is documented in the handbooks.	Academic Support Program	Tier 1	Implement	06/07/2013	06/10/2016	\$0	Building Principal, Staff
Professional Development	The school will provide professional development to all staff. Teachers will receive professional development to convert to Common Core. This will include the use of companion documents.	Professional Learning	Tier 1	Implement	06/07/2013	06/10/2016	\$0	Building Principal, Teachers
Tier III Support	The school will employ Special Education staff to collaborate with General Education staff to support students with disabilities within the general education classroom setting in Grades 4 and 5, using a co-teaching model to improve instructional effectiveness.	Academic Support Program	Tier 3	Monitor	06/07/2013	06/10/2016	\$0	Building Principal, Special Education Staff, Classroom Teachers

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Guided Reading Lessons	Guided Reading instruction will be provided to all students. Special focus will be placed on reading Science and Social Studies informational text and using higher order questioning/thinking skills. Tier II students will receive additional daily guided reading lessons to ensure all students are achieving to the best of their ability.	Direct Instruction	Tier 1	Monitor	06/07/2013	06/10/2016	\$0	Building Principal, Classroom Teachers
Tier III Support	The school will employ Special Education staff to collaborate with General Education staff to support students with disabilities within the general education classroom setting in Grades 4 and 5, using a co-teaching model to improve instructional effectiveness.	Direct Instruction	Tier 3	Monitor	06/07/2013	06/10/2016	\$0	Building Principal, Classroom Teachers, Special Education Staff
Formative Assessment	Teachers will administer formative writing assessments on a daily basis to determine student performance and to adjust/differentiate their instruction as needed across all core content areas (with emphasis on science and social studies).	Direct Instruction	Tier 1	Implement	06/07/2013	06/10/2016	\$0	Building Principal, Teachers

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<p>Implement Effective Instruction</p>	<p>Teachers will implement differentiated writing instruction on a daily basis through a multi-tiered system of support (MTSS) to increase student achievement for all students, including students with disabilities. Teacher/student writing conferences will be conducted and Tier I differentiated writing instruction across all core content areas (with emphasis on science and social studies) will be provided based on student performance/need. Students not writing proficiently at Tier I will receive additional writing support from intervention staff members.</p> <p>Teachers will implement differentiated instruction on a daily basis through a multi-tiered system of support (MTSS) to increase student achievement for all students, including students with disabilities. Differentiated writing instruction will be provided to all students (special focus will be placed on informational text). Tier I: Writing - whole class profundity lessons (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand' and Writer's Workshop including Lucy Calkins and MAISA writing units that correlate with Common Core. - SCIENCE/SOCIAL STUDIES - MI GLCEs are taught whole group in general ed. classroom settings to all students (including Special Ed.). Battle Creek Science kits based on hands-on activities are utilized with science writing journals to be utilized. Social Studies Committee will review Common Core and develop appropriate writing lessons when published. Grade level vocabulary requirements will be taught before each unit begins in both Science and Social Studies. Tier II: WRITING - additional time support (small groups of students work together based on skill need), each classroom teacher meets with the lowest achieving students.</p> <p>Profundity lessons (using graphic organizers and</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>06/07/2013</p>	<p>06/10/2016</p>	<p>\$0</p>	<p>Building Principal, Teachers</p>
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	<p>Profundity lessons (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'; and Reading Recovery (grade one); and the school will provide training/strategies to parents to help support their child academically.</p> <p>SCIENCE/SOCIAL STUDIES - additional support in informational text and vocabulary is provided to students in small groups with intervention staff; Virtual Field Trips; Profundity (using graphic organizers and conversation about text to dig deeper for improved comprehension and to 'take a stand'; and the school will provide training/strategies to parents to help support their child academically.</p> <p>Tier III: READING/WRITING - IEPs; 1:1 and small grp instruction</p>							
Walkthroughs	Building Administrator will conduct walkthroughs on a monthly basis to collect implementation data for differentiated instruction within writing lessons in all core content areas.	Academic Support Program	Tier 1	Monitor	06/07/2013	06/10/2016	\$0	Building Principal
Common Assessments and Interventions	Classroom teachers will administer common assessments at each grade level and provide Tier II interventions as needed for students who are not proficient on the Tier I assessment.	Direct Instruction	Tier 1	Implement	06/07/2013	06/10/2016	\$0	Classroom Teachers, Building Principal
Professional Development (P.D.) in Math Differentiated Instruction Strategies	All staff will participate in professional development (P.D.) in differentiated instruction teaching strategies (with special focus on: Numbers and Operations/Equivalent Fractions). P.D. will take place four times during the school year. As funding permits, additional consultants will provide P.D.	Professional Learning	Tier 1	Monitor	06/07/2013	06/10/2016	\$0	Building Principal, Staff
Professional Learning Teams (PLTs)	Teachers will meet in PLTs (by grade level and across grade levels) twice a month to review student writing, assessments, and data resulting from differentiated instruction within our Multi-Tiered System of Support (MTSS) reform model.	Professional Learning	Tier 1	Implement	06/07/2013	06/10/2016	\$0	Building Principal, Teachers
Walkthroughs	Administrator will conduct walkthroughs on a monthly basis to collect implementation data for effective instruction.	Professional Learning	Tier 1	Monitor	06/07/2013	06/10/2016	\$0	Building Principal
Professional Learning Teams (PLTs)	Teachers will meet in PLTs (by grade level and/or across grade levels) twice a month for a total of three hours to review implementation data and student work resulting from differentiated instruction. Results of data analysis/discussion will be used to drive classroom instruction, therefore increasing student achievement.	Professional Learning	Tier 1	Implement	06/07/2013	06/10/2016	\$0	Building Principal, Content Area Team Leaders, Teachers

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Differentiated Instruction	Teachers will implement differentiated instruction on a daily basis through a multi-tiered system of support (MTSS) to increase student achievement for all students, including students with disabilities. Areas of focus will be Numbers and Operations and Equivalent Fractions with additional connections to Science and Social Studies using graphs and tables. Work stations focusing on Equivalent Fractions and Numbers and Operations, along with Graphs and Tables (including Everyday Math games) will be set up for all students. Interventions will be provided to individual Tier II students, based on student performance/formative assessments and student need.	Direct Instruction	Tier 1	Implement	06/07/2013	06/10/2016	\$0	Building Principal, Classroom Teachers
Professional Learning Teams (PLTs)	Teachers will meet in PLTs (by grade level and/or across grade levels) twice a month to review implementation data and student work resulting from differentiated instruction. Results of data analysis/discussion will be used to drive classroom instruction, therefore increasing student achievement.	Professional Learning	Tier 1	Implement	06/07/2013	06/10/2016	\$0	Building Principal, Content Area Team Leaders, Classroom Teachers
Guided Reading/Writing Lessons	Guided writing instruction will be provided to all students. At first, new writing concepts/expectations will be modeled by the teacher, lessons to scaffold student learning will be provided with teacher working with students to practice the 'new' concept together, and lastly, the students will take responsibility by themselves of the learned task/concept. Tier II students will receive additional writing conferences with teacher. Guided Reading/Writing instruction will be provided to all students. Special focus will be placed on reading Science and Social Studies informational text and using higher order questioning/thinking skills to ensure all students are achieving to the best of their ability.	Direct Instruction	Tier 1	Monitor	06/07/2013	06/10/2016	\$0	Building Principal, Classroom Teachers
Walkthroughs	Administrator will conduct walkthroughs on a monthly basis to collect implementation data for effective instruction.	Professional Learning	Tier 1	Monitor	06/07/2013	06/10/2016	\$0	Building Principal
Multi-Tiered System of Support (MTSS)	The school will implement a multi-tiered system (MTSS) for the redirection and positive behavior support of any student who is not productively learning in the classroom. Discipline issues are addressed and documented in PowerSchool using a point system or rubric to determine behavior consequences. This rubric is documented in the handbooks.	Academic Support Program	Tier 1	Implement	06/07/2013	06/10/2016	\$0	Building Principal, Teachers, Paraprofessionals, Counselor

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Tier III Support	The school will employ Special Education staff to collaborate with General Education staff to support students with disabilities within the general education classroom setting in Grades 4 and 5, using a co-teaching model to improve instructional effectiveness.	Academic Support Program	Tier 3	Monitor	06/07/2013	06/10/2016	\$0	Building Principal, Special Education Staff, Classroom Teachers
Formative Assessment	Teachers will administer formative assessments (including Science and Social Studies content areas) on a daily basis to determine student performance and to adjust their instruction as needed.	Direct Instruction	Tier 1	Implement	06/07/2013	06/10/2016	\$0	Building Principal, Classroom Teachers
Professional Development in Teaching Reading Comprehension Strategies	All staff will participate in professional development provided by a literacy coach in teaching reading informational text strategies. P.D. will take place 2-3 times during the school year.	Professional Learning	Tier 1	Monitor	06/07/2013	06/10/2016	\$0	Building Principal, Staff
Parent Involvement	The school will host two parent curriculum sessions during the school year to inform parents of the curriculum and offer activities they can do with their children at home. The events will have make-it/take-it activities and copies of curriculum in a language/format parents can understand (both hardcopy and electronic options will be provided).	Parent Involvement	Tier 1	Monitor	06/07/2013	06/10/2016	\$0	Building Principal, Title I Coordinator
Multi-Tiered System of Support	A common time will be established at each grade level for intervention by staff members. Interventions will include: extended learning opportunities, support for students not proficient and time for students needing additional practice. The school will employ intervention staff members to provide additional Tier II interventions in our multi-tiered system (MTSS) to students who are not achieving proficiency in math lessons in Tier I. Grade level WIN (What I Need) time blocks will be established to ensure all students receive support to move them forward. These staff members will work with small groups of students or one-on-one, including the areas of number and operations - grade level specific - to increase student achievement, including students with disabilities.	Academic Support Program	Tier 2	Implement	06/07/2013	06/10/2016	\$0	Building Principal, Grade Level Teachers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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At-Risk Intervention Staff	Staff will be employed to work with Tier II students through our Multi-Tiered System of Support (MTSS).	Academic Support Program	Tier 2	Implement	06/07/2013	06/10/2016	\$25002	Building Principal, Teachers, Counselor, Paraprofessionals
At-Risk Intervention Staff	Staff will be employed to work with Tier II students through our Multi-Tiered System of Support (MTSS).	Academic Support Program	Tier 2	Monitor	06/07/2013	06/10/2016	\$25002	Building Principal, Teachers, Counselor, Paraprofessionals
Additional At-Risk Intervention Staff	If funding is available, staff will be employed to work with Tier II students through our Multi-Tiered System of Support (MTSS).	Academic Support Program	Tier 1	Implement	06/07/2013	06/10/2016	\$0	Building Principal
At-Risk Intervention Staff	Staff will be employed to work with Tier II students through our Multi-Tiered System of Support (MTSS).	Academic Support Program	Tier 2	Monitor	06/07/2013	06/10/2016	\$25002	Building Principal, Counselor, Teachers, Paraprofessionals
Additional At-Risk Intervention Staff	If funding is available, staff will be employed to work with Tier II students through our Multi-Tiered System of Support (MTSS).	Academic Support Program	Tier 1	Implement	06/07/2013	06/10/2016	\$0	Building Principal
Additional At-Risk Intervention Staff	If funding is available, staff will be employed to work with Tier II students through our Multi-Tiered System of Support (MTSS).	Academic Support Program	Tier 2	Implement	06/07/2013	06/10/2016	\$0	Building Principal

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement Effective Instruction	Teachers will receive PD and/or coaching (modeling, co-plan/co-teaching, observation and feedback) support in lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management,	Professional Learning	Tier 1	Monitor	06/07/2013	06/10/2016	\$300	Building principals, Staff, Internal and External coaches.
Professional Development	The school will provide professional development to all staff. Teachers will receive professional development in performance assessments and number talks. This will include the use of companion documents.	Recruitment and Retention	Tier 1	Monitor	06/07/2013	06/10/2016	\$0	Building Principal, Classroom Teachers

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Professional Development - Math Academy	As funding permits, grade level representatives will participate in the Math Academy at the ISD. They will then provide training for all staff to implement math intervention strategies to support the needs of all students.	Academic Support Program	Tier 1	Implement	06/07/2013	06/10/2016	\$7350	Building Principal, Teachers
Professional Development	The school will provide professional development to all staff. Teachers will receive professional development to convert to Common Core. This will include the use of companion documents (Cross Walk/MDE).	Professional Learning	Tier 1	Monitor	06/07/2013	06/10/2016	\$200	Building Principal, Staff
Professional Development in Reading Informational Text/Comprehension Strategies	All staff will participate in professional development in teaching reading informational text strategies. Research based practices (includes Reading and Writing Informational Text) will be presented and strategies will be implemented within classrooms. Administration will monitor through walkthroughs to ensure implementation of strategies/practices learned. P.D. will take place 2-3 times during the school year.	Professional Learning	Tier 1	Monitor	06/07/2013	06/10/2016	\$500	Building Principal, Staff
Professional Development - Writing Strategies	All staff will participate in professional development provided by a literacy coach in teaching writing strategies using primarily informational text . P.D. will take place 2-3 times during the school year.	Academic Support Program	Tier 1	Implement	06/07/2013	06/10/2016	\$756	Building Principal, Teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Staff	Staff will be employed to work with students specifically in the areas of reading informational text in all core content areas and reading comprehension strategies to increase student achievement.	Academic Support Program	Tier 2	Monitor	06/07/2013	06/10/2016	\$80843	Building Principal, Title I Staff, Classroom Teachers
Parent Involvement	The school will host two parent curriculum sessions during the school year to inform parents of the math curriculum and offer activities they can do with their children at home. The events will have make-it/take-it activities and copies of curriculum in a language/format parents can understand (both hardcopy and electronic options will be provided).	Parent Involvement	Tier 1	Monitor	06/07/2013	06/10/2016	\$100	Building Principal, Title I Staff
Intervention Staff	The school will employ staff to work with students, specifically in the areas of vocabulary, higher level questioning, and responding to informational text in writing.	Academic Support Program	Tier 2	Implement	06/07/2013	06/10/2016	\$80843	Building Principal, Title I Staff

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Intervention Staff	The school will employ intervention staff members to provide Tier II interventions in our multi-tiered system (MTSS) to students who are not achieving proficiency in math lessons in Tier I. These staff members will work with small groups of students or one-on-one, specifically in the areas of number and operations - grade level specific - to increase student achievement, including students with disabilities.	Academic Support Program	Tier 2	Implement	06/10/2013	06/10/2016	\$32177	Building Principal, Classroom Teachers, Title I Staff
Extended Day/Year Learning Opportunities	As funding permits, Extended Day/Year Learning Opportunities will be made available to all students not proficient on the MEAP and/or local writing assessments. Invitations to participate will be sent home with students. Parent contact will be made through parent-teacher conferences, email, text messaging, letter sent home, or a phone call from the classroom teacher recommending the Extended Learning Opportunity.	Academic Support Program	Tier 2	Implement	06/11/2014	06/10/2016	\$0	Building Principal, Teachers, Title I Staff
Extended Day/Year Learning Opportunities	If funding permits, Extended Day or Extended Year Learning Opportunities will be made available to all students not proficient on the MEAP, NWEA, or other local assessments. Invitations to participate will be sent home with students, parent contact will be made through parent-teacher conferences, email, text messaging, letter sent home, or a phone call from the classroom teacher recommending the Extended Learning Opportunity.	Academic Support Program	Tier 2	Implement	06/11/2014	06/10/2016	\$0	Building Principal, Classroom Teachers, Title I Staff
Extended Day/Year Learning Opportunities	If funding becomes available, Extended Day/Year Learning Opportunities will be made available to all students not proficient on the MEAP, NWEA, or other local assessments. Invitations to participate will be sent home with students. Parent contact will be made through parent-teacher conferences, email, text messaging, letter sent home, or a phone call from the classroom teacher recommending the Extended Learning Opportunity.	Academic Support Program	Tier 2	Implement	06/11/2014	06/10/2016	\$0	Building Principal, Teachers, Title I Staff
Purchase Materials	If funding becomes available - the school will purchase additional informational texts including titles within the content areas of Science and Social Studies (sets of 6 copies for guided reading/writing lessons) to use with Tier I and Tier II students in a multi-tiered system of support (MTSS).	Direct Instruction	Tier 1	Implement	06/07/2013	06/10/2016	\$0	Building Principal, Title I Coordinator

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Purchase Materials	If funding becomes available - the school will purchase additional informational texts including titles within the content areas of Science and Social Studies (sets of 6 copies for guided reading lessons) to use with Tier I and Tier II students in a multi-tiered system of support (MTSS).	Direct Instruction	Tier 1	Implement	06/07/2013	06/10/2016	\$0	Building Principal, Title I Coordinator
Parent Involvement	The school will host two parent curriculum sessions during the school year to inform parents of the reading curriculum and offer activities they can do with their children at home. The events will have activities and copies of curriculum in a language/format parents can understand (both hardcopy and electronic options will be provided).	Parent Involvement	Tier 1	Monitor	06/07/2013	06/10/2016	\$50	Building Principal, Title I Coordinator