Program Evaluation

Columbia School District

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Program Evaluation Tool

Introduction

Evaluation of strategies, programs, and initiatives to accelerate achievement and close achievement gaps is a key step in the continuous school improvement process. In addition, all federal programs (Title I Part A, C, and D; Title II, and Title III) require annual evaluation, especially when federal and/or state funds are used to support such efforts. More importantly, evaluation represents good practice and will likely improve outcomes. The Program Evaluation Tool can be used both during implementation to make mid-course corrections as well as following implementation to identify why results turned out as they did and how to improve implementation that will lead to increased student achievement.

Strategy/ Program/ Initiative Description

What is the name of the strategy/ program/ initiative being evaluated?

Differentiation of curriculum elements is the initiative.

Differentiated instruction is the way in which a teacher anticipates and responds to a variety of students' needs in the classroom. To meet students' needs, teachers differentiate by modifying the content (what is being taught), the process (how it is taught) and the product (how students demonstrate their learning).

Provide a detailed description of the strategy/ program/ initiative being evaluated.

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content--what the student needs to learn or how the student will get access to the information; (2) process--activities in which the student engages in order to make sense of or master the content; (3) products--culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment--the way the classroom works and feels.

The population is K-12 students. Students will benefit from being assessed by an adaptive program. Columbia School District has selected to use iReady diagnostic program to assess the progress of students in reading and mathematics three times per year. The iReady diagnostic program gives teachers learning targets for each student. By using the toolbox and online resources, students are given differentiated lessons designed to increase student success. This program will begin in September 2017.

What is the need being addressed by the strategy/ program/ initiative?

At Columbia there are students who struggle in reading and mathematics, which contributes to a gap between the lowest 30% and the upper 70%. At each level, students will benefit from the iReady adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress shows whether students are on track to achieve end-of-year targets.

Columbia School District teachers differentiate instruction for students due to the achievement gaps evidenced through school data analysis. The Columbia Upper Elementary School has a rank of 73 based on the Statewide percentile ranking, and achievement gap percentile ranking of 15. This shows that while our scores are good, the achievement gap remains.

Columbia Central High School ranks at the 60th percentile on a statewide basis and 8 on the achievement gap. This achievement gap percentile ranking of 8 places us at the bottom of the state.

What is the reason for selecting the strategy/ program/ initiative including intended results?

Differentiation was selected due to the gap that exists in the assessment results at Columbia School District K-12. Our specific, measurable, achievable, realistic and time specific objectives. In order to appropriately differentiate learning opportunities, iReady Diagnostic detailing each student's abilities and areas of need. The information in these reports provide teachers with an action plan for individual and group

instruction customized to their placement levels. These online lessons provide a consistent best-practice lesson structure and build conceptual understanding. In addition to being engaging and fun for learners of all levels. Throughout the year, teachers and administrators will use the adaptive diagnostic results to focus on specific and measurable goals for each students. The diagnostics gives the target goals to assist students to achieve their goals according to a realistic timeline.

Cite the research supporting the strategy/ program/ initiative, including a brief summary of research findings and targeted population.

Differentiated instruction is the way in which a teacher anticipates and responds to a variety of students' needs in the classroom. To meet students' needs, teachers differentiate by modifying the content (what is being taught), the process (how it is taught) and the product (how students demonstrate their learning).

i-Ready® Diagnostic is built from the ground up to be true to the details, rigor, and intent of the Common Core. In order to connect the latest research with practical application in the classroom, iReady continues to evolve with guidance from expert advisers and a thorough research base. http://www.casamples.com/downloads/i-Ready_DiagnosticPositionPaper_090914.pdf

1) Readiness: What is the readiness for implementing the strategy/ program/ initiative?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, stakeholders are well-prepared to implement the program. They have read and can articulate the research foundation, and regularly use the terms in conversation with each other, students, and with parents. Staff, students and parents express a high level of interest in, support for and commitment to the program. Specific concerns have been identified and solutions have been planned/ implemented. Staff is able to seamlessly integrate the program within the context of other building/district initiatives.

Overall Rating: 2.0

Statement or Question:a) What is the evidence regarding stakeholder (staff/ students/ parents) understanding of the need as well as stakeholder ability to articulate the reason for the choice of the strategy/ program/ initiative?

Response:

- •Books/papers about the program
- •Staff surveys
- •School Improvement Plan elements
- •Professional development materials

What does the evidence show regarding stakeholder (staff/ students/ parents) understanding of the need as well as stakeholder ability to articulate the reason for the choice of the strategy /program/ initiative?

The evidence is in the form of surveys of staff and students, which helped to inform the continued usage of iReady diagnostic assessment program to help differentiate instruction and increase student success.

Statement or Question:b) What is the evidence regarding stakeholders (staff/ students/ parents) having a shared vision and strong commitment to the strategy/ program/ initiative?

Response:

- •Staff surveys
- •School Improvement Plan elements
- •Professional development materials
- •Conference/workshop attendance
- •Data collection plan; data analysis work

What does the evidence show regarding stakeholders (staff, parents, students) having a shared vision and strong commitment to the strategy/ program/ initiative?

The stakeholders from Columbia School District have a shared vision regarding differentiation of instruction for our student.The teachers and students are ready to fully implement the iReady diagnostic program including the online lessons and the teacher toolbox. The teachers will have a back-to-school professional development training to assist them in using the program. Results of the programs are shared with parents three times per year, with conversations during parent meetings and parent teacher conferences.

Statement or Question:c) What is the evidence regarding how stakeholder (staff, parents, students) concerns were identified and addressed?

Response:

- •School Improvement Plan elements
- •Professional development materials
- •Data collection plan; data analysis work
- •Stakeholder survey results

What is the evidence regarding how stakeholder (staff, parents, students) concerns were identified and addressed?

Concerns of teachers have been addressed through professional development. Teachers have experienced professional development, and will have additional professional development prior to returning to school in the fall. If parents have concerns, they are welcome to discuss their concerns with the principal and the teachers.

Statement or Question:d) What is the evidence regarding the ability of staff and administrators to integrate the strategy/ program/ initiative with existing work?

Response:

- •Staff surveys
- •School Improvement Plan elements
- •Stakeholder survey results

What does the evidence show regarding the ability of staff and administrators to integrate the strategy/ program/ initiative with existing work?

The program provides supplemental material to support teaching and learning in reading and mathematics. The results were especially positive at the third and fourth grade levels where student gains were significant on the iReady and the MStep.

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the readiness for implementing the strategy/ program/ initiative.	Some promising elements exist, but were mixed with major gaps in knowledge or confidence.	2

What action steps are needed to increase readiness to implement the strategy/ program/ initiative?

The action steps that are needed at Columbia School District involve additional professional development and the opportunity for continued coaching as they use the program to differentiate learning activities for their students.

2) Knowledge and Skills: Did staff and administrators have the knowledge and skills to implement the strategy/ program/ initiative?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, personnel are able to clearly articulate what successful implementation looks and sounds like and how specific practices will change as a result of its implementation. Staff and administrators can articulate specific outcomes and specific criteria for evaluation. Personnel can demonstrate their ability to apply the knowledge and skills required to successfully implement with fidelity, and professional learning opportunities are provided to address gaps in knowledge and skills.

Overall Rating: 2.0

Statement or Question:a) What is the evidence regarding staff and administrators' plan for how practice would change as a result of the strategy/ program/ initiative?

Response:

- •Staff surveys
- •Superintendent or administrator observations/walkthroughs
- •Professional learning agendas, sign-in sheets

What does the evidence show regarding staff and administrators' plan for how practice would change as a result of the strategy/ program/ initiative?

Continued implementation of the iReady adaptive diagnostic program including the toolbox and online program will allow teachers to improve their differentiation tactics for their students who are at various levels. The target goals will specifically address learning objectives for the students.

Statement or Question:b) What is the evidence regarding administrator knowledge of and ability to monitor and assess the effectiveness of the strategy/ program/ initiative?

Response:

- •Staff surveys
- •Superintendent or administrator observations/walkthroughs
- •Professional learning agendas, sign-in sheets

What does the evidence show regarding administrator knowledge of and ability to monitor and assess the effectiveness of the strategy/ program/ initiative?

The administrators have participated in the professional development and review of data that gives an overview of the iReady information.

Statement or Question:c) What is the evidence regarding the sufficiency of opportunities for staff to learn the knowledge and skills identified as essential (the non-negotiable or acceptable variations of the elements) to the strategy/ program/ initiative?

Response:

- •Staff surveys
- •Superintendent or administrator observations/ walkthroughs
- •Professional learning agendas, sign-in sheets

What does the evidence show regarding the sufficiency of opportunities for staff to learn the knowledge and skills identified as essential (the non-negotiable or acceptable variations of the elements) to the strategy/ program/ initiative?

Staff members will have the opportunity to continue to gain skills in differentiating and using the iReady program.

Statement or Question:d) What is the evidence regarding staff ability to apply the acquired knowledge and skills?

Response:

- •Staff surveys
- •Superintendent or administrator observations/walkthroughs
- •Professional learning agendas, sign-in sheets
- •Program simulations, administrator observations

What does the evidence show regarding staff ability to apply the acquired knowledge and skills?

Various grade level teachers have succeeded at different levels. The professional development will help support teachers who struggled in implementing the initiative.

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the participants' knowledge and skills to implement the strategy/ program/ initiative.	A solid start was documented, but many skill levels and much knowledge need to be acquired.	2

What action steps are needed to improve participants' knowledge and skills?

Teachers have benefited from conversations with other grade levels, their colleagues, their principals and through professional development provided by the iReady company.

3) Opportunity: Was there opportunity for high quality implementation of the strategy/ program/ initiative?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, building and district administrators provide significant support for project implementation. Sufficient funds have been allocated and continue to be managed by building principal and or program director. Adequate resources are available for full implementation including time for staff collaboration in various forms. Clearly defined structures/protocols are in place to collect and review formative implementation data.

Overall Rating: 2.0

Statement or Question:a) What is the evidence regarding the sufficiency of administrative support to achieve the intended results?

Response:

- •Action plans
- •Email correspondence
- •Logs, school schedules
- •Staff meeting results

What does the evidence show regarding the sufficiency of administrative support to achieve the intended results?

The administration is supportive of a focus on differentiation through the iReady diagnostic program and is evidenced by the dedication of financial resources in Title 1, the general fund and Title II professional development funds. Principals also provide support for teachers through release time for mentoring and coaching.

Statement or Question:b) What is the evidence regarding the sufficiency of opportunities for on-going professional learning, including modeling and coaching?

Response:

- •Budget sheets

What does the evidence show regarding the sufficiency of opportunities for on-going professional learning, including modeling and coaching?

Teachers received professional development, and will experience additional professional development this fall. While Columbia Schools provided teachers with some coaching, the opportunities for coaching and mentoring will be available as we return to school.

Statement or Question:c) What is the evidence regarding the sufficiency of resources - including financial, time and personnel - to achieve the intended results?

Response:

- Budget sheets

What does the evidence show regarding the sufficiency of resources - including financial, time, and personnel - to achieve the intended results?

The evidence reveals that while resources in time and materials, along with professional development, was good, teachers would benefit from additional professional development. In addition, release time for coaching nad mentoring must be provided.

Statement or Question:d) What is the evidence regarding the sufficiency of opportunities for staff collaboration to support implementation of the strategy/program/initiative?

Response:

- Focus group and/or anonymous surveys
- Budget sheets

What does the evidence show regarding the sufficiency of opportunities for staff collaboration to support implementation of the strategy/ program/ initiative?

Staff collaboration was positive within grade levels. This fall we will begin to emphasize cross grade level collaboration.

Statement or Question:e) What is the evidence regarding structures being in place to collect and review implementation data?
Response:

- Budget sheets

What does the evidence show regarding structures being in place to collect and review implementation data?

The implementation data was achieved through staff surveys and grade level results. Teachers and principals have reviewed all of the data and planned form improvement.

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the opportunity for high quality implementation.	Basic resources and opportunities were available, but significant gaps need to be filled.	2

What action steps are needed to ensure opportunity for high quality implementation?

Teachers must access professional development. Principals must assist teachers by providing additional coaching and mentoring. Teachers must designate time during the day to provide opportunities for students to access the online program and use the teacher toolbox.

4) Implementation with Fidelity: Was the strategy/ program/ initiative being implemented as intended?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, all personnel involved in the program implement the strategies with fidelity according to the research, carrying out responsibilities by their proposed timelines. They use clearly defined protocols to collect and review formative implementation data to identify unintended consequences. Program leaders consider adjustments guided by implementation data while maintaining the integrity of results.

Overall Rating: 3.0

Statement or Question:a) What is the evidence regarding a process being in place to monitor fidelity of implementation of the non-negotiable or acceptable variations of the elements of the strategy/ program/ initiative, including timelines and responsibilities?

Response:

- •Principal's walkthroughs
- •Number of staff implementing with fidelity
- •Surveys
- •Record of funds used

What does the evidence show regarding the fidelity of implementation of the non-negotiable or acceptable variations of the elements of the strategy/ program/ initiative, including timelines and responsibilities?

The evidence shows that some grade levels designated appropriate time to use the differentiation strategies through the iReady teacher toolbox and online learning program, other grade levels must increase the usage of the program to give their students an increased opportunity to succeed.

Statement or Question:b) What is the evidence regarding positive or negative unintended consequences that may have occurred, if any?

Response:

- •Principal's walkthroughs
- •Collegial observations/visits

What does the evidence show regarding positive or negative unintended consequences that may have occurred, if any?

The results show that MStep results increased with a positive correlation to the iReady program successful implementation.

Statement or Question:c) What do implementation data and student achievement results suggest for implementing/modifying the strategy/ program/ initiative?

Response:

- •Principal's walkthroughs

•Surveys

How might these affect the integrity of the results?

Teachers must access professional development. Principals must assist teachers by providing additional coaching and mentoring. Teachers must designate time during the day to provide opportunities for students to access the online program and use the teacher toolbox.

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the fidelity of high quality implementation.	Critical elements have been implemented, but work on consistency and depth remains.	3

What action steps are needed to ensure faithful implementation of program plans?

The action steps include: access to professional development for teachers. Assistance for teachers in the form of coaching and mentoring. Time for students to access the online program, and for teachers to use the toolbox.

Impact: What was the impact of the strategy/ program/ initiative on students?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, the school's achievement results on state or district wide assessments meet proficiency standards. Achievement gaps between each of the relevant subgroups and their counterparts have been narrowed as proposed in the School Improvement Plan's measurable objectives. Interim assessment results indicate progress toward proficiency for all students to the satisfaction of all stakeholders.

a) What is the evidence and what does it show regarding achievement of the measurable objective for all students when compared to baseline state and local data?

The evidence shows a positive correlation.

b) What is the evidence and what does it show regarding achievement of the measurable objective for subgroups and their counterparts when compared to baseline state and local data?

The grade levels that had the greatest increase in scores, also used the program with fidelity.

c) What is the evidence and what does it show regarding stakeholder (staff/ students/ parents) satisfaction with the results?

While parents, staff, and students are pleased, administrators and teachers are interested in continuing to increase the achievement of student learning objectives through adherence to the program.

	Statement or Question	Response	Rating
	d) Were the objectives for this strategy/ program/ initiative met?	Yes	N/A

Impact Conclusion

Statement or Question: Should the strategy/ program/ initiative be continued or institutionalized?
Response:

•Yes

a) What is the evidence and what does it say regarding whether this was the right strategy/ program/ initiative to meet your needs?

The assessment scores have continued to increase. The evidence shows that the iReady program provides teachers with the ability to differentiate learning activities for students.

b) What is the evidence and what does it say regarding whether the benefits of the strategy/ program/ initiative are sufficient to justify the resources it requires?

Increases in student growth were larger based upon the time designated by the various grade levels. There is a positive correlation between increase in iReady scores and MStep results.

c) What adjustments, if any, might increase its impact while maintaining its integrity?

Teachers will work on the program target goals with their students on a daily basis. They will use the teacher toolbox and the online program with fidelity.

d) What is needed to maintain momentum?
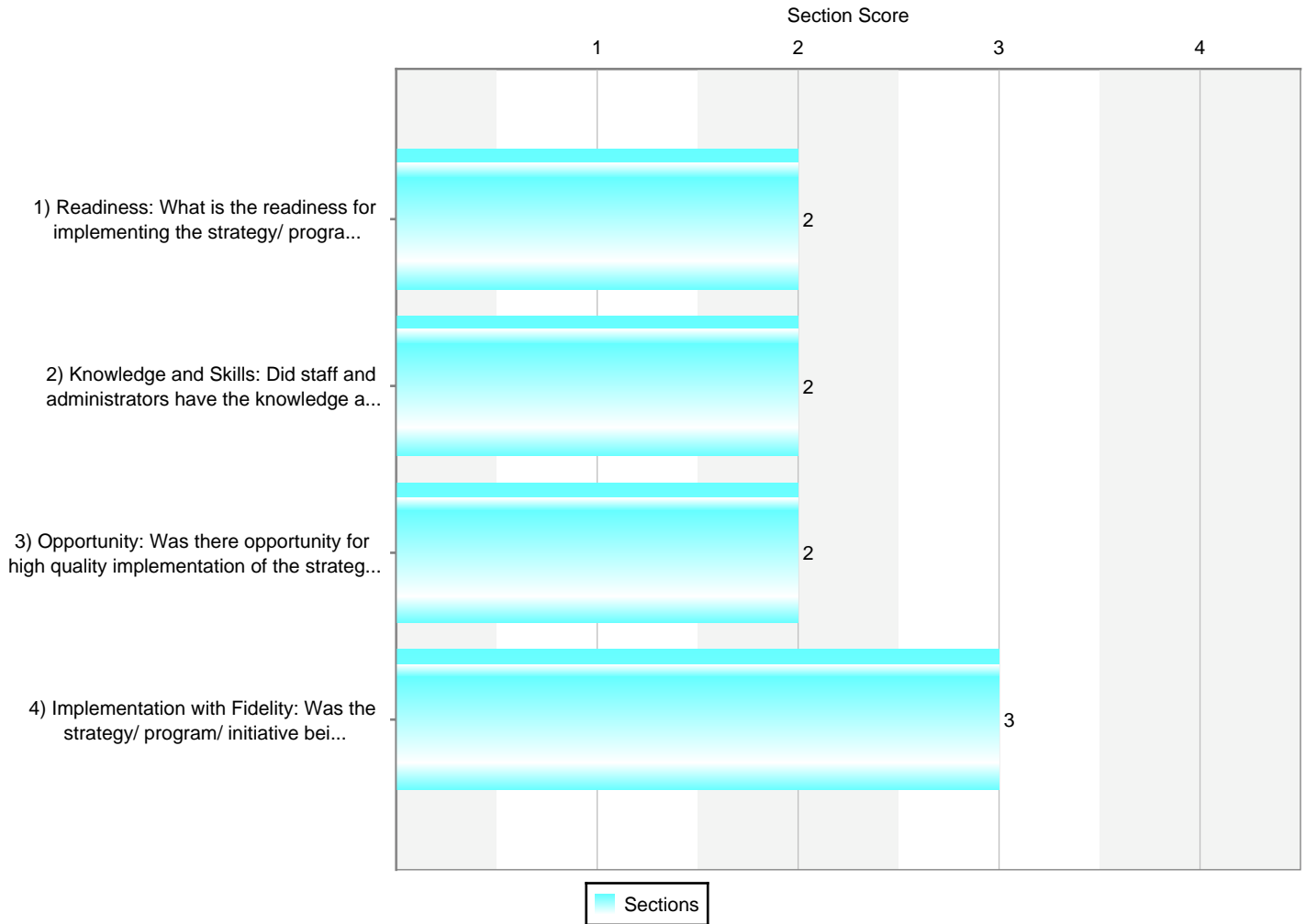
The positive correlation with increased time and focus on target goals will assist in increasing momentum.

e) How might these results inform the School/District Improvement Plan?

The Columbia School District has seen a positive correlation between time on task. iReady scores and MStep scores, continued use of the program and increase in time on task should increased scores.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

1) Readiness: What is the readiness for implementing the strategy/ progra... **2**

2) Knowledge and Skills: Did staff and administrators have the knowledge a... **2**

3) Opportunity: Was there opportunity for high quality implementation of the strateg... **2**

4) Implementation with Fidelity: Was the strategy/ program/ initiative bei... **3**

Sections

Title I Schoolwide Diagnostic

Columbia Elementary School

Columbia School District

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Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment is conducted yearly by the entire staff. At multiple staff and school improvement meetings, we acknowledged our school's strength and weaknesses as compared to the National level on I-Ready, subsets within I-Ready in both reading and math. Local assessment results were compared from beginning of the year to end of the year to identify strengths and weaknesses. Specific standards were identified for improvement in student achievement and meeting challenging academic standards including subgroups. In addition, results of parent, student, and staff surveys were reviewed and needs were recognized.

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

Student Achievement Data examined: Columbia Elementary School (CES) staff uses both local and state student achievement results to monitor student progress, identify students needing supplemental support, and assist teachers in planning instruction.

Demographics (2017-2018)

Asian<1%

African American <1%

Hispanic 5.6%

American Indian/Alaskan Native <1%

Caucasian 89%

Free and Reduced Lunch 49%

Special Education 10%

Female 47%

Male 53%

Early intervention strategies are implemented across all grade levels.

1) Assessment Measures Used to gather annual data include: PALS (K and Young 5's), Fountas and Pinnell (K-2), district math assessments (SWAT) (K-2), I-ready online diagnostic (K-2), Scientific Process, Engineering Process and local assessments.

Student Achievement Results I ready online diagnostic concluded: In grades K-2, phonics tends to be a weak area with 37% of students below grade level. Another below grade level skill includes comprehension. In Math, an area of weakness is the skill area of numbers and operations. An average of 41% of the students fell below grade.

The School Process Rubrics 40 School Performance Indicators were examined and reviewed. Columbia Elementary staff identified and documented the evidence for the level of achievement on each Key Characteristic. This self-assessment helped CES identify areas of strengths schod opportunities for improvement. The results are as follows: in 35/40 implemented and 5/40 partially implemented. Partially implemented areas were identified in limited curriculum alignment across the district and district level planning with data input, and parent involvement on school improvement committees. Even though programs are in place, these are areas for identifiable improvement. In conclusion, core curriculum areas of Science and Social Studies lack support materials for teaching. .

Perceptions:

A comprehensive needs assessment was completed including a survey of parents, staff and students.

During the 2018-19 school year, a parent survey was examined to evaluate parent perceptions. Results indicate that parents over-all agree or strongly agree that the school has established goals for learning, has high expectations, and agree that their student likes coming to school.   Areas for improvement include: considering parent opinions when planning ways to improve the school and better communication with parents especially with the use of the auto call system or social media was identified as a weak spots In general, we would like to see more parents taking part in the survey as we only had 148 people take test so that could represent even fewer families as both father and mother could take the test.

To future support continued parent involvement and encourage increased involvement on the CES School Improvement Team, the Parent Involvement Policy will continue to be reviewed with parents and supported by staff.

In addition, Columbia Elementary School will provide timely information through:
- Annual Title 1 meeting
- Curriculum Nights (childcare provided)***
- Parent conferences (additional conferences upon parent request)
- School/Classroom Newsletters/District Newsletters/District E-Letter
- Progress Reports and Report Cards
- District Web Site - Policy and Compact available on website
- Reading Recovery Parent Conferences will continue to support parent involvement in early literacy by meeting with the Reading Recovery Specialist to review the intervention program and discuss students progress thus far.
- Transition to Kindergarten Program - Parent awareness evening and coordination with day cares and preschools to educate all involved about kindergarten expectations
- Parent Workshops (childcare provided)
- Home Visits for preschool
- Daily Take Home Folders
- Telephone Calls/E-mail correspondence
- Parent-Student Handbook

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

The school goals are highly connected to the needs assessment. After analyzing the needs assessment, goals were chosen to portray the priority needs of our school. Goals will be selected in the areas of Science, math, reading and social/emotional as these were areas where we found weaknesses. Additionally, we are adding an organizational goal relating to social emotional growth of students.

The goals portray an analysis of multiple types of data because data from the I-ready test, local assessment math and science assessments, Star Reading, Fountas and Pinnell running records, and student behavior reports were analyzed, The goals were chosen based on the priority needs found in this data.

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?

Our Science goal addresses the needs of the whole school population by requiring hands-on experiments at ALL grades and a school-wide goal of ALL students being able to identify the Engineering process.Identified special education students will receive additional support in Science from the special education teachers and staff.

Our Reading goal addresses the needs of the whole school population by requiring a literacy rich environment in every classroom, teachers incorporate Daily 5, and daily guided leveled reading. Identified special education students will receive additional support in Reading from the special education teachers and staff. In addition, children who are disadvantaged can receive Reading Recovery, literacy groups, Brooklyn Buddies, interventionist services at the kindergarten level and small group instruction with a highly qualified teacher. An interventionist was added at second grade being the Fall 2017.

Our Math goal addresses the needs of the whole school population by requiring hands-on differentiation in all classrooms. Identified special education students will receive additional support in Math from the special education teachers and staff.

Component 2: Schoolwide Reform Strategies

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

Strategies that help all students reach the State's standards include Guiding Reading, writing workshop, use of differentiated instruction including math manipulatives and problem solving strategies in math, teaching Informational reading strategies, and conducting science experiments to learn the scientific process in Science and STEM activities to learn the Engineering process.

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).

Methods and strategies that increase the quality and quantity of instructions include at-risk interventions, RTI, best practices, technology and differentiated instruction including special education support, online games and programs, hands-on manipulative use, science experiments, STEM activities, Daily 5 reading, writers workshop and math workshop. These increase the quality of instruction because teachers are able to work with differentiated groups to ensure skill growth. Working with small groups allows the teacher to give more time and repeated instruction to the struggling students.

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

Findings in the needs assessment align with research-based strategies such as Best Practices in Teaching, At-Risk Interventions, Differentiated Instruction and Technology in Instruction because these strategies help all of our students meet the academic standards in the areas that are needed most. Differentiated instruction allows us to meet the differing needs of our students.

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.

Strategies that provide students with the most instructional support include RTI, Guided Reading, Differentiated Instruction and Technology Instruction. Activities include Guided reading lessons more frequently, Special Education support for identified students, online computer programs which give students extra practice on needed skills as well as access to practice at home, hands-on manipulatives which address different types of learners, and RTI strategies in the classroom to give more teacher time to those who need it most.

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

Local assessments in math, running records in guided reading, and online i-ready assessments in both reading and math are analyzed at

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the end of the first and second trimester to determine if students are making adequate progress or are in need of additional interventions. Additionally our skills based report cards are used which determines specific skills which are lacking. We have implemented a student intervention team meeting to discuss students who are struggling and possible interventions for teachers to try. The next month teachers return to the team and report how the student is achieving and changes are made to the interventions if necessary. Students who continue to struggle despite level 1 and level 2 RTI are referred to the Special Education process

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

This year we had one teacher leave to go to another building in our district, two teachers change grade levels and come to our building from Upper Elementary Building, and two teachers and the principal retire.

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

Columbia Elementay has no open teaching positions. There is an extremely low teacher turnover rate.

100% of our teaching staff is highly qualified according to state and federal guidelines.

23.5 Highly Qualified Teachers:

Number of Yrs at Columbia Elementary School (CES)

0-5 yrs taught: 4

6-10 yrs taught: 6

11-15 yrs taught:7

15-20 yrs taught:2

Over 20 years:5

Highly Qualified Teachers:

Classroom Teacher Professional Degrees

B.A./B.S.

11

Master's Degree

10

Ed. Specialist

0

Ph.D

0

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

Columbia Elementary School has implemented the following initiatives to attract and retain high quality teachers:

*encourages teacher involvement in the school improvement process

*provides professional development to support teaching and learning

*teachers are included in the decision making process

*teacher leadership is highly encouraged and supported

*strong parent involvement

*building level new teacher mentorship

*provides extended day programs to support student learning ie: Reading Recovery,Brooklyn
Buddies etc.

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

There are several initiatives utilized by Columbia School District that may attract and retain highly qualified teachers.

The Columbia School District:

*is located in a rural area within a multitude of inland lakes and plenty of recreactional opportunities.

*offers a safe and secure working environment for all staff members.

*offers competitive salary and benefit packages.

*provides ongoing professional development opportunities to enhance instruction and support teachers.

*encourages pre-service and student teachers from local colleges and universities to be mentored by our experienced staff.

*teachers are included in making decisions about district level curriculum.

*teachers are assigned a mentor within the building for two to five years to offer support and guidance

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

NA

Component 5: High Quality and Ongoing Professional Development

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

The specific professional development activities must be included as activities under the Goals section. District professional development activities that align to the school's comprehensive needs assessment and School wide Reform Model should also be included in the school-level activities section. Staff will receive professional development in the areas social/emotional health, PBIS, STEM/STEAM, CPI, CPR

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

Professional Development is offered to teachers and staff before school starts in August and throughout the year during teacher in service days and workshops. We offer refresher courses in embedded programs after a few years such as refresher in phonics instruction, technology, i-Ready or school improvement process.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	No, our building submits requests for professional development to the district level. Building level requests are included in the district level 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 clearly involved in the design of the School-Parent Compact. The school-wide plan school improvement planning days happen during the day which makes it challenging to have parents attend.   We have very little parent involvement in the school improvement process, but are always looking for ways to encourage parent involvement. This is one area that we are only at partially proficient on the ED YES report. In the past we had parents involved but as their children transitioned to other buildings or as the meeting times changed, parent participation has dropped off.

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

Interested parents will take part in the monthly PTO meetings and are given the chance to voice their opinions when they are in the building, attending events, or during the survey.
In response to the needs expressed through parent surveys, CES staff will provide several whole school parent involvement activities that the school improvement team has determined beneficial to those parents. Next year, we will make a better effort to involve parents.especially in the areas of science and reading.

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

Columbia Elementary School will ensure the involvement of parents in planning and reviewing the School-Wide Title 1 program by:
- Reviewing and distributing School-Parent Compacts at the beginning of each school year.
- Conducting a Parent Survey at Parent Teacher conferences for all parents which includes questions regarding the Title 1 program
Acting on these suggestions made by stakeholders as appropriate.
- Reviewing and revising the Parent Involvement Policy to incorporate suggestions based on the Parent Survey results
- Holding a Title 1 meeting at flexible times during conferences to review the Title 1 program, parent involvement policy and ask for suggestions for improvement.
- Review Title 1 survey related results at the building school improvement meeting. These suggestions will be used to revise the parent school compact and parent involvement policy.
- Expanding all avenues of communication with parents (school newsletter, classroom newsletters, district publications, website, CES FB page and Honeywell Instant Alert System) to increase parent involvement in the School-Title 1 program

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		

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

Columbia Elementary School offers training and materials to parents through the following events and

activities:

- Transition to Kindergarten Parent Night (childcare provided)

- Kindergarten Spring Orientation Day

- Parent Literacy Workshops (childcare provided)

- Kindergarten Literacy Packets provided for incoming kindergarteners given to parents at Kindergarten

Orientation and Registration

- Provide lists of community resources to individual parents and assistance in accessing these resources, as needed

- Weekly school newsletters/Classroom newsletters/District publications

- District Website Parent Links - provides parents with materials and resources to help their child achieve

success

-Educate teachers, Title 1 staff and principals regarding the value of parent involvement, ways to

communicate effectively with parents, and implementation of parent programs: 1118 (e) (3)

- Columbia Elementary School values and respects parent involvement in the school community. Parent

involvement will be part of the professional development plan. Staff will attend workshops and implement

new ideas for effective parent communication. When situations occur that involve students or the welfare of the entire school community,

parents are always the first point of contact. District will in-service teachers on how to utilize district website to post classroom web pages.

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

-Columbia Elementary School will work to coordinate programs to ensure success for all:

- Transition to Kindergarten: activities to educate preschool parents, daycares and community stakeholders on Kindergarten expectations

- GSRP-Great Start Readiness Program: Preschool program located in our district that prepares students

for Kindergarten expectations

- Brooklyn Buddies Reading Volunteer Program

- PTO

-Book Bingo Night

- Preschool Visit: Preschoolers and their parents invited to tour the Columbia Pre-school Program

- Head Start partnership with Jackson County Community Action Agency

Inform parents of school and parent programs in a timely and practical format in a language they can

understand: 1118 (e) (5)

To ensure that all parents are informed in a timely and user-friendly manner, Columbia Elementary will

provide:

- Daily Take Home Communication Folders

- School Newsletter/Classroom Newsletters/District Newsletters written in a language parents can

understand

- Bilingual or deaf interpreter, as needed for all parent contacts

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

Parents will be encouraged to complete a Parent Survey, to evaluate the effectiveness of programs, activities, and meetings that they attend

at the school.

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

The school improvement committee evaluated the effectiveness of the school-wide programs by analyzing the Parent Title 1 Surveys. It was determined that parents are generally over-all satisfied with the programs provided. These comments/results will help drive next year's school-wide improvement plan. Since parents are satisfied with the interventions provided and student progress is indicated, we will continue with the same interventions. However, in the future if it is determined that parents are dissatisfied, then interventions will be re-evaluated. By continually requesting parental input, parent involvement will increase which in turn positively affects student learning.

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

Parents and staff worked together to create the compact that outlines the responsibilities of parents, students, teachers, and administrators. The compact is discussed annually at parent/teacher conferences. A review of the previous plan was done at parent involvement planning meetings. Parents and staff worked together to revise the plan to include all of the required components. This compact will be reviewed, updated, and revised annually by a team of parents, staff members, and administration during a regularly scheduled school improvement meeting.

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

The parent compact is reviewed at elementary parent teacher conferences if issues have developed. The teacher and parent(s) communicate about the student's behavior/academic achievement at home and school in order to achieve the child's maximum potential. Parents are reminded about the ways they are expected to support their child's academic and social growth.

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

Columbia Elementary School does not have middle school or high school level students.

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

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

Columbia Elementary has a strong commitment to assist all parents in understanding the Common Core Standards and NGSS required by the state. The staff will convey information on various aspects of education. Parents will be taught to understand local and state assessment data in family friendly language during our Open House and Parent Nights, where they will also be provided with curriculum guides and information to help their child. In order to better monitor their child's progress, the ability to understand state assessment data, comprehend local assessments (I-Ready reports, progress reports, SWAT results and report cards), and Power School, information will be provided in family friendly language and accommodations provided as needed.

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?

Columbia preschool has a plan to connect with the kindergarten classrooms by visiting the classrooms, participating in group activities, and touring the elementary school at least 3 times a year. Preschoolers attend assemblies, book fairs, after school family programs, and receive Columbia Elementary School and PTO newsletters. Individual preschool teachers met with Kindergarten teachers to coordinate and align exceptions.

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?

Columbia Elementary Kindergarten teachers work with Columbia preschool teachers to develop a plan for kindergarten readiness. Preschool teachers attend inservices and workshops with the elementary teachers. Columbia preschool teachers attend 5 or more conferences per year that pertain to developing Kindergarten readiness skills. The preschool parents are provided with information on Kindergarten readiness skills through informational packets,open houses, a developmentally appropriate preschool report card with clearly defined kindergarten readiness skills, weekly newsletters, and training opportunities throughout the community as well as our CES literacy night. Parents are invited to a kindergarten informational meeting and a kindergarten meet and greet they attend with their child where they meet the kindergarten teachers, tour the classrooms, and participate in kindergarten preparedness activities.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers are involved in the decision-making process regarding assessments; teams of teachers decide the timing, scoring, and process of analyzing assessments, as well as modification of their instruction using the results of that analysis. Teachers use scheduled common planning time, to meet with colleagues to review assessment data and evaluate students for further interventions.

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

Teachers are involved in data analysis activities during common planning time, district and building school improvement activities, and other professional development meetings. The ISD also provides ongoing inservice trainings that support data analysis as it relates to 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.

Columbia Elementary School has a process in place to identify students experiencing difficulty mastering
Michigan's academic achievement standards at an advanced or proficient level. Timely, effective, additional assistance is provided to aid these students as well as to enrich and accelerate their learning. First, teachers identify students who are struggling to meet the Grade Level Content Expectations/Common Core Standards in all four core areas. Next, teachers implement research based differentiated instructional strategies and interventions to meet student needs and document their findings. Using the RTI model, teachers determine which research-based intervention strategies to implement. If significant progress is not made in a timely manner, the teacher attend Student Intervention meeting to discuss progress and intervention ideas with staff. Monthly meetings revisit each brought to the team. Then, if appropriate and timely progress is not made, the teacher requests a formal Child Study Team meeting. It is then determined by the Child Study Team if further testing, additional meetings or supplementary strategies are necessary for student success. Local, state and classroom assessments data, as well as, teacher recommendations are utilized to target students for interventions. All content areas are considered as outlined below:

Reading

Grade Span: K-2

Measures to define student achievement deficits and who are given support through RTI interventions in the classroom through Title I or Special Education services: Report cards (scores of 1 or 2),Fountas & Pinnell (2 or more levels below) Star Reading (.5 or more below grade level), classroom assessments (students performing 60% or below on grade level assessments)

Writing

Grade Span: K-2

Measures to define student achievement deficits and who are given support through RTI interventions in the classroom through Title I or Special Education services: MLPP rubric for grades K-1 (scoring below proficiency), rubric for grades 2(scoring below proficiency)

Math

Grade Span: K-2

Measures to define student achievement deficits and who are given support through RTI interventions in the classroom through Title I or Special Education services: State Assessment(scoring below proficiency), SWAT (scoring below grade level benchmarks), Report cards (score of 1 or 2), classroom assessments (60% or less)

Science

Grade Span: K-2

Measures to define student achievement deficits and who are given support through RTI interventions in the classroom through Title I or Special Education services: classroom assessments (scoring 60% or below) and report cards (scoring a 1 and 2).

Social Studies

Grade Span: K-2

Measures to define student achievement deficits and who are given support through RTI interventions in the classroom through Title I or Special Education services:: classroom assessments (scoring 60% or below) and report cards (scoring a 1 or 2)

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?

Below is a breakout of interventions provided in and out of school (extended time) for each content area. When referring to RTI assistance, all staff provides support. Differentiated instruction is integrated into all classrooms and specific strategies are determined by assessment driven data. The Brooklyn Buddies and Reading Recovery Programs as well as Special Education provide interventions based on specific needs. Any students not meeting standards is given additional support and instruction on a daily basis either through in school or extended day interventions.

English Language Arts:

Reading

Grade Span: K-2

Measures to define student achievement gaps: Brooklyn Buddies Reports, Reading Recovery, Fountas & Pinnell for K-2, local assessments

-In-school Interventions: In all classrooms implement research based reading strategies, differentiated instruction, guided reading and leveled groups and Accelerated Reader.

-Extended Day Interventions: Brooklyn Buddies, Reading Recovery/Literacy Groups(Grades 1-2), Kindergarten readiness bags,March is Reading Month, Meet the Author, classroom websites and conferences, take home books to encourage home support

Writing

Grade Span: K-2

Measures to define student achievement gaps: MLPP rubric for grades K-2, and local assessments

-In-school Interventions: In all classrooms, teachers will use best practice in writing instruction and

differentiated instruction across all content areas including writer's workshop, writing blocks, and Write Steps to meet the individual needs of each student. Teachers will supplement as needed with Calkins, Collins and 6+1 Traits. Writing will also be supported by using small group work, taped readings, extra practice and using examples of proficient writing.

-Extended Day Interventions: Awesome Author, Meet the Author, curriculum night, literacy-parent night

Math

Grade Span: K-2

Measures to define student achievement gaps Accelerated Math, local assessments

-In-school Interventions: In all classrooms implement research based math strategies and differentiated instruction to meet individual needs of each student, Brooklyn Buddies, technology based instructional materials and equipment, para-pro support, Accelerated Math

Science

Grade Span: K-2

Measures to define student achievement gaps: classroom assessments, State Assessment results

-In-school Interventions: In all classrooms implement differentiated instruction and strategies to meet the learning needs of all students. Support informational reading strategies across the curriculum, extended learning opportunities, use of technologically based websites to expand learning

-Extended Day Interventions: Field Trips, curriculum nights, Science Night

Social Studies

Grade Span: K-2

Measures to define student achievement gaps: classroom assessments, State Assessment results

-In-school Interventions: In all classrooms implement differentiated instruction and strategies to meet the learning needs of all students. Support informational reading strategies across the curriculum, extended learning opportunities, use of technologically based websites to expand learning

-Extended Day Interventions: Field Trips, curriculum nights

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

Student's individual needs are being addressed through At-Risk interventions, RTI strategies in the classroom, and differentiated instruction including Daily 5/CAFE, math and writer's workshop, online technology, accelerated reader and guided reading. Students are supported and taught at their individual level through these programs.

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.

All of the following programs and resources are coordinated and integrated toward the achievement of Columbia Elementary school-wide goals. Columbia Elementary coordinates and integrates funds from the General Fund, Title IA, Title IIA, Safe and Drug Free Fund, GSRP, and the parent/teacher organization. These funds will be utilized to provide staff, parents, and students with the support necessary for the attainment of our educational goals.

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.

Columbia Elementary has a variety of programs coordinated for violence prevention such as Nurtured Heart, The Bucket Filling program (is aprogram based off the educational programs of Merrill Lundgren for positive social interaction), anti-bullying programs, and character education ("Be a Champion"). Columbia School District implemented a coordinated school health initiative which CES has adopted. CES promotes early literacy by providing preschool and early childhood literacy Saturdays which promotes literacy for children from birth to five years of age. This program is funded by Title 1 and GSRP.

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.

Our program and resources are coordinated and integrated toward the achievement of school-wide goals. Columbia Elementary has a number of federal, state and local programs and services that are coordinated and integrated into our school to support eligible Title I, Part A students. We have a reading intervention program called Brooklyn Buddies which focuses reading and provides one on-one tutoring. Reading Recovery is provided to identified first and second graders. Our local programs receive support from JCISD that provide assistance with: curriculum development, data analysis, professional development, and the after school tutoring/enrichment and assistance with food and clothing. The building uses funds from the following sources: general fund, building fundraisers, local organizations/businesses,Title I, Title IIA, GSRP, Safe and Drug Free Schools, McKinney-Vento funds as well as support from the Jackson County Intermediate School District to support the schoolwide program and our initiatives in the SIP.

1. Comprehensive Needs Assessment

a. General Fund (School Improvement Release Time)

2. Schoolwide Reform Strategies

a. Title IIA (Nurtured Heart Professional Development)

b. Title IA (RTI and intervention strategies)

c. General Fund (Differentiation in gen ed classroom)

3. Highly Qualified Staff

a. General Fund (salaries)

b. Title IIA (Professional Development)

4. Attract and Retain Highly Qualified Staff

a. General Fund (salaries and tuition reimbursement)

5. Professional Development

a. Title IIA (conference costs)

6. Parental Involvement

a. General Fund

b. Title IA

c. Parent Teacher Organization

7. Preschool Transition

a. GSRP (State funded preschool program)

b. General Fund (tuition based preschool)

8. Assessment Decisions

a. General Fund (County Wide Common Assessment)

9. Timely and Additional Assistance

a. General Fund

b. Title IA

c. Special Education Services provided through Jackson County ISD

10.Coordination and Integration of Federal, State and Local Resources

a. Jackson County Health Department

b. Child Nutrition by food service director

c. Title IA

d. Title IIA

e. McKinney Vento

Evaluation:

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

Our SIT annually evaluates the implementation of, and results achieved by, the school wide program. This evaluation will be data-driven utilizing the State's annual assessment and other indicators of academic achievement: the State Assessment,SPR40, survey data, and local assessments.

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.

Our SIT annually evaluates the implementation of, and results achieved by, the school wide program. This evaluation will be data-driven utilizing the State's annual assessment and other indicators of academic achievement: the State Assessment,SPR40, survey data, and local assessments.

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.

This annual evaluation process will be used to determine if the school wide program was effective in increasing the achievement of all students, especially those who have been furthest from achieving the standards.

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?

The school improvement team will facilitate the revision of the plan as necessary based on the results of the evaluation to ensure continuous improvement of students in the school-wide program. The school improvement team will collaborate with the staff to dissaggregate the data on state and local assessments and then use the RTI process to implement the revisions as necessary. Increasing student achievement is our primary concern. At staff meetings, parent teacher conferences, curriculum meetings, and school board meetings, all stakeholders have the opportunity to share ideas and make suggestions to alter the plan

District School Improvement Plan

Columbia School District

Dr. Pamela Campbell, Superintendent
11775 Hewitt Rd
Brooklyn, MI 49230-8961

TABLE OF CONTENTS

Overview

Plan Name

District School Improvement Plan

Plan Description

District School Improvement Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Columbia Elementary, Middle and High Schools will become proficient in mathematics.	Objectives: 1 Strategies: 1 Activities: 4	Academic	$44500
2	All students at Columbia Schools will become proficient in reading	Objectives: 1 Strategies: 1 Activities: 7	Academic	$207000
3	All students will increase their proficiency in writing.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$50000
4	All students at Columbia Elementary and Middle Schools will become proficient in science.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$9000

Goal 1: All students at Columbia Elementary, Middle and High Schools will become proficient in mathematics.

Measurable Objective 1:

51% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in computation in Mathematics by 05/15/2014 as measured by performance on online assessments.

Strategy 1:

At Risk Intervention - Students will become engaged through outreach programs after school working directly with teachers.

Category:

Research Cited: Garrett, R. (2008) Education.com A study of 35 afterschool programs concluded that students who participated in afterschool programs were far above their peers.

Tier:

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in effective mathematics instruction designed to increase student learning. Schools: Columbia Central Middle School, Columbia Elementary School	Professional Learning			08/19/2013	05/15/2014	$18000	Title II Part A	Proncipals

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

Students at the high school level will work with teachers in an afterschool program to increase their mathematics computation skills. Schools: Columbia Central High School, Columbia Alternative Education	Academic Support Program			09/03/2013	06/06/2014	$13000	Section 31a	Principals

Activity - Family Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The elementary and middle school will each hold a Family Math Night to increase parental involvement. Schools: Columbia Upper Elementary School, Columbia Elementary School	Parent Involvement			09/03/2013	06/06/2014	$3500	Title I Schoolwide	Principal

Activity - Small Group Math support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parapros will deliver small group and one to one math support designed to raise the level of accuracy in mathematics computation. Schools: Columbia Elementary School	Tutoring			08/26/2013	06/06/2014	$10000	Title I Schoolwide	Principal, parapro

Goal 2: All students at Columbia Schools will become proficient in reading

Measurable Objective 1:

51% of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade students will demonstrate a proficiency in reading comprehension in English Language Arts by 05/15/2014 as measured by performance on online assessments.

Strategy 1:

At Risk Intervention - Students will participate in an afterschool program designed to increase reading comprehension.

Category:

Research Cited: Garrett, R. (2008). Education.com In a study of 35 afterschool programs students who participated showed a greater increase in academic proficiency.

Tier:

Activity - Afterschool programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with students in an afterschool program designed to increase reading comprehension. Schools: Columbia Central Middle School, Columbia Elementary School	Academic Support Program			09/03/2013	06/06/2014	$20000	Title I Part A	Principals

Activity - Afterschool programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Columbia Central and Options High School teachers will work with students afterschool with a goal of increasing their proficiency in reading. Schools: Columbia Central High School, Columbia Alternative Education	Academic Support Program			09/03/2013	06/06/2014	$15000	Section 31a	Principal

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

The middle and elementary schools will incorporate literacy activities to increase parent involvement (Literacy events, Awesome Author) Schools: Columbia Upper Elementary School, Columbia Elementary School	Parent Involvement			09/03/2013	06/06/2014	$5000	Title I Schoolwide	Principal

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery program will be at the elementary level. Schools: Columbia Elementary School	Tutoring			08/26/2013	06/06/2014	$65000	Title I Schoolwide	Principal, Reading Recovery teacher

Activity - Small Group Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parapros will work with small group instruction and one to one tutoring using strategies proven to increase literacy levels. Schools: Columbia Elementary School	Tutoring			08/26/2013	06/06/2014	$19000	Title I Schoolwide	Principal

Activity - Literacy coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parapros will work one to one or in small groups in increase the level of literacy in elementary children,. Schools: Columbia Elementary School	Tutoring			08/26/2013	06/06/2014	$58000	Section 31a	Principal, parapros

Activity - Buddy Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community members will work with students in a ont-to-one program to increase literacy in elementary students. Schools: Columbia Elementary School	Tutoring			08/26/2013	06/06/2014	$25000	Title I Schoolwide	Principal/Buddy Reading Director

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

Measurable Objective 1:

51% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/06/2014 as measured by increase in proficiency online assessment..

Strategy 1:

Technology and Instruction in Writing - Students will participate in online activities designed to increase proficiency in writing across the curriculum.

Category:

Research Cited: Keathley, C. (2012). Increase writing through parallel instruction.

Tier:

Activity - ABC room program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The middle and elementary schools will have an ABC room program for students who need tutoring in writing across the curriculum. Schools: Columbia Upper Elementary School, Columbia Elementary School	Tutoring			08/26/2013	06/06/2014	$40000	Title I Schoolwide	Principals/parapros

Activity - Software	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use software to assist in the increase in writing proficiency,. Schools: All Schools	Technology			08/26/2013	06/06/2014	$10000	Section 31a	Principal

Goal 4: All students at Columbia Elementary and Middle Schools will become proficient in science.

Measurable Objective 1:

A 29% increase of Third and Fourth grade students will demonstrate a proficiency in comprehension in Science by 06/06/2014 as measured by online assessment.

Strategy 1:

At Risk Intervention - Engage students in scientific research through afterschool program.

Category:

Research Cited: Garrett, R (2008) Afterschool programs increase student learning.

Tier:

Activity - Afterschool programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend afterschool programs designed to increase understanding. Schools: All Schools	Tutoring			08/26/2013	06/06/2014	$5000	Section 31a	Principal

Activity - Science Research Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engage community members, parents and students in a science reseach night Schools: Columbia Upper Elementary School	Community Engagement			08/26/2013	06/06/2014	$4000	Section 31a	Principal/science teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Afterschool programs	Students at the high school level will work with teachers in an afterschool program to increase their mathematics computation skills.	Academic Support Program			09/03/2013	06/06/2014	$13000	Principals
Literacy coaching	Parapros will work one to one or in small groups in increase the level of literacy in elementary children,.	Tutoring			08/26/2013	06/06/2014	$58000	Principal, parapros
Afterschool programs	Students will attend afterschool programs designed to increase understanding.	Tutoring			08/26/2013	06/06/2014	$5000	Principal
Software	Students will use software to assist in the increase in writing proficiency,.	Technology			08/26/2013	06/06/2014	$10000	Principal
Science Research Night	Engage community members, parents and students in a science reseach night	Community Engagement			08/26/2013	06/06/2014	$4000	Principal/science teachers
Afterschool programs	Columbia Central and Options High School teachers will work with students afterschool with a goal of increasing their proficiency in reading.	Academic Support Program			09/03/2013	06/06/2014	$15000	Principal

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery	Reading Recovery program will be at the elementary level.	Tutoring			08/26/2013	06/06/2014	$65000	Principal, Reading Recovery teacher
Literacy Activities	The middle and elementary schools will incorporate literacy activities to increase parent involvement (Literacy events, Awesome Author)	Parent Involvement			09/03/2013	06/06/2014	$5000	Principal
ABC room program	The middle and elementary schools will have an ABC room program for students who need tutoring in writing across the curriculum.	Tutoring			08/26/2013	06/06/2014	$40000	Principals/parapros

Buddy Reading Program	Community members will work with students in a ont-to-one program to increase literacy in elementary students.	Tutoring			08/26/2013	06/06/2014	$25000	Principal/Buddy Reading Director
Family Math Night	The elementary and middle school will each hold a Family Math Night to increase parental involvement.	Parent Involvement			09/03/2013	06/06/2014	$3500	Principal
Small Group Literacy	Parapros will work with small group instruction and one to one tutoring using strategies proven to increase literacy levels.	Tutoring			08/26/2013	06/06/2014	$19000	Principal
Small Group Math support	Parapros will deliver small group and one to one math support designed to raise the level of accuracy in mathematics computation.	Tutoring			08/26/2013	06/06/2014	$10000	Principal, parapro

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Afterschool programs	Teachers will work with students in an afterschool program designed to increase reading comprehension.	Academic Support Program			09/03/2013	06/06/2014	$20000	Principals

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training	Teachers will receive training in effective mathematics instruction designed to increase student learning.	Professional Learning			08/19/2013	05/15/2014	$18000	Proncipals

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Software	Students will use software to assist in the increase in writing proficiency,.	Technology			08/26/2013	06/06/2014	$10000	Principal
Afterschool programs	Students will attend afterschool programs designed to increase understanding.	Tutoring			08/26/2013	06/06/2014	$5000	Principal

Columbia Upper Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Math Night	The elementary and middle school will each hold a Family Math Night to increase parental involvement.	Parent Involvement			09/03/2013	06/06/2014	$3500	Principal
Literacy Activities	The middle and elementary schools will incorporate literacy activities to increase parent involvement (Literacy events, Awesome Author)	Parent Involvement			09/03/2013	06/06/2014	$5000	Principal
ABC room program	The middle and elementary schools will have an ABC room program for students who need tutoring in writing across the curriculum.	Tutoring			08/26/2013	06/06/2014	$40000	Principals/parapros
Science Research Night	Engage community members, parents and students in a science reseach night	Community Engagement			08/26/2013	06/06/2014	$4000	Principal/science teachers

Columbia Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training	Teachers will receive training in effective mathematics instruction designed to increase student learning.	Professional Learning			08/19/2013	05/15/2014	$18000	Proncipals
Afterschool programs	Teachers will work with students in an afterschool program designed to increase reading comprehension.	Academic Support Program			09/03/2013	06/06/2014	$20000	Principals

District School Improvement Plan
Columbia School District

Family Math Night	The elementary and middle school will each hold a Family Math Night to increase parental involvement.	Parent Involvement			09/03/2013	06/06/2014	$3500	Principal
Literacy Activities	The middle and elementary schools will incorporate literacy activities to increase parent involvement (Literacy events, Awesome Author)	Parent Involvement			09/03/2013	06/06/2014	$5000	Principal
Reading Recovery	Reading Recovery program will be at the elementary level.	Tutoring			08/26/2013	06/06/2014	$65000	Principal, Reading Recovery teacher
Small Group Literacy	Parapros will work with small group instruction and one to one tutoring using strategies proven to increase literacy levels.	Tutoring			08/26/2013	06/06/2014	$19000	Principal
Literacy coaching	Parapros will work one to one or in small groups in increase the level of literacy in elementary children,.	Tutoring			08/26/2013	06/06/2014	$58000	Principal, parapros
Small Group Math support	Parapros will deliver small group and one to one math support designed to raise the level of accuracy in mathematics computation.	Tutoring			08/26/2013	06/06/2014	$10000	Principal, parapro
ABC room program	The middle and elementary schools will have an ABC room program for students who need tutoring in writing across the curriculum.	Tutoring			08/26/2013	06/06/2014	$40000	Principals/parapros
Buddy Reading Program	Community members will work with students in a ont-to-one program to increase literacy in elementary students.	Tutoring			08/26/2013	06/06/2014	$25000	Principal/Buddy Reading Director

Columbia Central Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training	Teachers will receive training in effective mathematics instruction designed to increase student learning.	Professional Learning			08/19/2013	05/15/2014	$18000	Proncipals
Afterschool programs	Teachers will work with students in an afterschool program designed to increase reading comprehension.	Academic Support Program			09/03/2013	06/06/2014	$20000	Principals

Columbia Central High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Afterschool programs	Columbia Central and Options High School teachers will work with students afterschool with a goal of increasing their proficiency in reading.	Academic Support Program			09/03/2013	06/06/2014	$15000	Principal

| Afterschool programs | Students at the high school level will work with teachers in an afterschool program to increase their mathematics computation skills. | Academic Support Program | | | 09/03/2013 | 06/06/2014 | $13000 | Principals |

Columbia Alternative Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Afterschool programs	Columbia Central and Options High School teachers will work with students afterschool with a goal of increasing their proficiency in reading.	Academic Support Program			09/03/2013	06/06/2014	$15000	Principal
Afterschool programs	Students at the high school level will work with teachers in an afterschool program to increase their mathematics computation skills.	Academic Support Program			09/03/2013	06/06/2014	$13000	Principals

School Improvement Plan

Columbia Alternative Education

Columbia School District

Mrs. Lisa Klink
4460 NORTH LAKE RD
CLARKLAKE, MI 49234-9694

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

School Improvement Plan 2018-2019

Overview

Plan Name

School Improvement Plan 2018-2019

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will increase proficiency in science.	Objectives: 3 Strategies: 4 Activities: 6	Academic	$700
2	All students will increase proficiency in math.	Objectives: 2 Strategies: 4 Activities: 4	Academic	$500
3	All students will increase proficiency in informational reading.	Objectives: 2 Strategies: 3 Activities: 4	Academic	$296
4	The graduation rate at Columbia Options High School will increase.	Objectives: 3 Strategies: 4 Activities: 4	Organizational	$500

Goal 1: All students will increase proficiency in science.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior by earning a minimum final grade of 60% or higher in Science by 06/07/2019 as measured by semester grades..

Strategy 1:

Cross Curricular Activities - Cross curricular activities will be used to engage students.

Category: Science

Tier: Tier 1

Activity - Lockout Boxes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lockout Boxes will be used at least once per term in active learning to peek student engagement.	Materials, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/07/2019	$0	General Fund	Phillip Timmerman

Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two trips to Eastern Michigan University One trip to the Extracorporeal Life Support (ECLS) Research Laboratory	Field Trip	Tier 1		08/22/2018	06/07/2019	$500	General Fund	Philip Timmerman

Measurable Objective 2:

A 100% increase of All Students will demonstrate a proficiency in Structure and Function in the Biological Sciences in Science by 06/07/2019 as measured by demonstration of model building and explanation of structure and function.

Strategy 1:

Student-led Assessment Design - Students will develop assessment based on pre-assessment and state standards.

Category: Science

Research Cited: Heidi Andrade & Anna Valtcheva (2009) Promoting Learning and Achievement Through Self-Assessment, Theory Into Practice, 48:1, 12-19, DOI:

10.1080/00405840802577544

Tier: Tier 1

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

The teacher will provide feedback on pre-assessments to help students determine areas of focus for project based learning.	Academic Support Program	Tier 1	Implement	08/22/2018	06/07/2019	$0	No Funding Required	To develop standard based pre-assessment to guide student learning.

Activity - Student Co-Developed Rubric	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students co-develop project rubrics based on formative assessment given throughout the unit of learning. The formative assessments provide categories on the rubrics.	Curriculum Development	Tier 1	Evaluate	08/22/2018	06/07/2019	$0	No Funding Required	Teachers will provide in class time to reflect on formative assessment to help provide the foundation for student lead rubrics.

Measurable Objective 3:

100% of All Students will achieve college and career readiness by explaining/demonstrating a body of work at the end of term in Science by 06/07/2019 as measured by presenting and explaining what the student has learned/can do now that they have completed the semester of learning. .

Strategy 1:

Assessment record/reflection - The students will reflect on all assessment and record results in an electronic portfolio.

Category: Science

Research Cited: Graham A Martin & Jeremy M Double (2006) Developing Higher Education Teaching Skills Through Peer Observation and Collaborative Reflection,

Innovations in Education and Training International, 35:2, 161-170, DOI: 10.1080/1355800980350210

Tier: Tier 1

Activity - Assessment reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop an online portfolio by reflecting/recording all assessment.	Technology	Tier 1	Monitor	08/22/2018	06/07/2019	$0	No Funding Required	Science Staff

Strategy 2:

Demonstration of Learning - Demonstrate how science systems work through the development and presentation of portfolio. The students will develop a portfolio using other strategies and present their portfolios to their peers and parents what they have learned and done through the term.

Category: Science

Research Cited: C Porter, J Cleland - 1995 - The Portfolio as a Learning Strategy

Tier: Tier 1

Activity - Portfolio Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students will invite their gardens to witness evidence of their learning. The students will describe/demonstrate models or other projects that they worked on in a particular term. The students will make dinner for peers and parents when they come to observe their presentations of student portfolios.	Direct Instruction	Tier 1	Evaluate	08/22/2018	06/07/2019	$200	General Fund	Science staff

Goal 2: All students will increase proficiency in math.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by increasing 15 points in overall mathematical score in Mathematics by 06/07/2019 as measured by the iReady assessment..

Strategy 1:

The use of grahing calculator technology - Students will be instructed to use graphing calculator technology to aid in solving mathematical problems.

Category: Mathematics

Research Cited: Zarzycki, P. (2000). Thinking mathematically with technology. International Journal of Computer Algebra in Mathematics Education, 7, 181-192.

Tier: Tier 1

Activity - Intersection of lines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use graphing calculators to graph algebraic functions and analyze the intersection of them.	Career Preparation /Orientation	Tier 1	Implement	08/22/2018	06/07/2019	$0	No Funding Required	Mathematics staff

Strategy 2:

Application/Modeling of algebraic functions - Pattern recognition, sequencing and linear functions will be used to show relationships to life, work and decision making.

Category: Mathematics

Research Cited: Cramer, K., (2001) Using Models to Build Middle-Grade Students' Understanding of Functions. Mathematics Teaching in the Middle School. 6 (5), .

Tier: Tier 1

Activity - PowerPoint Modeling Project	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will design and display a visual representation of a real world representation of a function with supporting data.	Technology	Tier 1	Getting Ready	08/22/2018	06/07/2019	$0	Other	teacher

Measurable Objective 2:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate student proficiency (pass rate) by earning a minimum of 60% or more in Mathematics by 06/07/2019 as measured by end of semester grades..

Strategy 1:

Cooperative Learning - Teachers will integrate cooperative learning activities in combination with project-based learning.

Category: Mathematics

Tier: Tier 1

Activity - Teacher Training on Integrating Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All building teachers will attend Kagen Professional development sessions that will teach them strategies for integrating cooperative learning into the curriculum.	Professional Learning	Tier 1	Getting Ready	08/22/2018	06/07/2019	$500	Other	The school district is coordinating the Kagen training. All building teachers will attend.

Strategy 2:

Student data collection/recording - Students will be required to designed an electronic data base to record all assignments and grades. The process of entering grades

will provide ownership of these grades to the students.

Category: Mathematics

Research Cited:

ASCD Educational Leadership - December 2009/January 2010 | Volume 67 | Number 4

Health and Learning Pages 86-87

Tier: Tier 1

Activity - Creation of database	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will design and implement an electronic database in which they will record all assignments and scores.	Academic Support Program	Tier 1	Getting Ready	08/22/2018	06/07/2019	$0	No Funding Required	All instructional staff

Goal 3: All students will increase proficiency in informational reading.

Measurable Objective 1:

90% of All Students will increase student growth by increasing 15 points in Reading by 06/07/2019 as measured by the iReady summative assessment..

(shared) Strategy 1:

Reading UNRAAVEL - All teachers will implement Reading URAAVEL, an 8 step reading comprehension method that helps learners break down long reading

passages in a manner that makes them much easier to understand.

Category: English/Language Arts

Research Cited: "Data, Results and Letters of Testimony." Larry Bell. N.p., n.d. Web. 27 June 2014. <http://www.larry-bell.com/data-results-and-letters-of-testimony/>.

Tier: Tier 1

Activity - Display Reading UNRAAVEL poster	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To reinforce the Reading UNRAAVEL strategy in all content areas and all classrooms, Reading UNRAAVEL posters will be displayed in all classrooms.	Materials	Tier 1	Getting Ready	08/22/2018	06/07/2019	$12	Section 31a	Building principal

Strategy 2:

Vocabulary Focus - Graphic and Semantic Organizers

Educators will support learning of vocabulary through the use of Graphic Organizers. Following Allan Paivio's theory of dual coding, humans process information in both

visual and verbal form. By regular use of Graphic organizers in the classroom educators will support students reading growth across all Curricula. Both paper and

technological programs like Doodles will be utilized.

Category: English/Language Arts

Research Cited: Archer, A. L., Gleason, M. M., & Vachon, V. L. (2003). Decoding and fluency:

Foundation skills for struggling older readers. Learning Disability

Quarterly, 26, 89–101.

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). Bringing words to life:

Robust vocabulary instruction. New York: Guilford.

Guthrie, J. T., & Humenick, N. M. (2004). Motivating students to read:

Evidence for classroom practices that increase reading motivation and

achievement. In P. McCardle & V. Chhabra (Eds.), The voice of evidence

in reading research (pp. 329–354). Baltimore: Brookes.

Tier: Tier 1

Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Graphic Organizers in class to support student informational reading.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/07/2019	$100	General Fund	Instructional Staff

Measurable Objective 2:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by showing a 15 point increase in student scores in Reading by 06/08/2018 as measured by iReady.

Strategy 1:

"12 Powerful Words" - All staff will teach and promote "12 Powerful Words" within their classrooms. A nationally-recognized educational consultant and author, has

identified 12 words that are commonly used on standardized tests and that cause students difficulty when they encounter them. These words can confuse students and

result in wrong answers when the student may have known the information. Research shows that incorporating these words into students' daily lives will boost their

academic achievement.

Category: Other - All classrooms

Research Cited: "Data, Results and Letters of Testimony." Larry Bell. N.p., n.d. Web. 27 June 2014. <http://www.larry-bell.com/data-results-and-letters-of-testimony/>.

Tier: Tier 1

Activity - Teacher Training on Closing the Achievement Gap	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One staff person will learn research based strategies that will focus on closing the achievement gap and improving student performance on state summative tests. The teacher will then come back and train the rest of the staff to incorporate the strategies into their classroom.	Professional Learning	Tier 1	Monitor	08/23/2017	06/08/2018	$172	Section 31a	Lisa Klink

Activity - Display 12 Powerful Word Poster in all classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To reinforce the instruction of the 12 Powerful Word strategy in all classes, each teacher will display the "12 Powerful Word" strategy.	Materials	Tier 1	Getting Ready	08/23/2017	06/08/2018	$12	Section 31a	Building Principal

(shared) Strategy 2:

Reading UNRAAVEL - All teachers will implement Reading URAAVEL, an 8 step reading comprehension method that helps learners break down long reading passages in a manner that makes them much easier to understand.

Category: English/Language Arts

Research Cited: "Data, Results and Letters of Testimony." Larry Bell. N.p., n.d. Web. 27 June 2014. <http://www.larry-bell.com/data-results-and-letters-of-testimony/>.

Tier: Tier 1

Activity - Display Reading UNRAAVEL poster	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To reinforce the Reading UNRAAVEL strategy in all content areas and all classrooms, Reading UNRAAVEL posters will be displayed in all classrooms.	Materials	Tier 1	Getting Ready	08/22/2018	06/07/2019	$12	Section 31a	Building principal

Goal 4: The graduation rate at Columbia Options High School will increase.

Measurable Objective 1:

collaborate to increase the average weekly login rate attendance rate by 10% by 06/07/2019 as measured by attendance records in Odysseyware..

(shared) Strategy 1:

Mentor Teams - Each student will be assigned a teacher mentor. Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Research indicates that students report that having a person at school who is checking up on them, gives the sense that someone cares and motivates them to come to school.

Category: School Culture

Research Cited: Fifteen Effective Strategies for Improving Student Attendance and Truancy. Rep. Clemson: National Dropout Prevention Center, 2005. Print.

Tier: Tier 1

Activity - Monthly Mentor Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student will meet with their assigned teacher mentor at least once a month.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/22/2018	06/07/2019	$0	Section 31a	Lisa Klink and all certified teaching staff.

Strategy 2:

2-Way Weekly Communication - Staff will provide two-way weekly communication with all online students to review progress.

Category: Learning Support Systems

Tier: Tier 1

Activity - Weekly Progress Grades	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All online instructors will provide weekly progress grade to increase student awareness of instructor engagement.	Academic Support Program	Tier 2	Implement	08/22/2018	06/07/2019	$0	General Fund	All online instructors.

Measurable Objective 2:

collaborate to decrease the dropout rate by 5% by 06/07/2019 as measured by data in Powerschool..

(shared) Strategy 1:

Mentor Teams - Each student will be assigned a teacher mentor. Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Research indicates that students report that having a person at school who is checking up on them, gives the sense that someone cares and motivates them to come to school.

Category: School Culture

Research Cited: Fifteen Effective Strategies for Improving Student Attendance and Truancy. Rep. Clemson: National Dropout Prevention Center, 2005. Print.

Tier: Tier 1

Activity - Monthly Mentor Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student will meet with their assigned teacher mentor at least once a month.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/22/2018	06/07/2019	$0	Section 31a	Lisa Klink and all certified teaching staff.

Strategy 2:

Team Building - Staff will plan, implement, and participate in team building activities with students once every 6-week term.

Category: School Culture

Tier: Tier 1

Activity - Outdoor Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and staff will visit Kimball Camp to participate in team building activities.	Field Trip	Tier 1	Getting Ready	08/22/2018	06/07/2019	$500	General Fund	Principal, Lisa Klink; All teaching staff

Measurable Objective 3:

collaborate to decrease discipline referrals by 5% by 06/07/2019 as measured by Powerschool data.

Strategy 1:

Staff meetings - The staff will meet once a month to discuss students and discuss intervention strategies.

Category: Learning Support Systems

Tier: Tier 1

Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will log emails and phone calls on a weekly/daily basis with families for positive and negative events.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/22/2018	06/07/2019	$0	Section 31a	Principal, secretary, all teaching staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PowerPoint Modeling Project	Students will design and display a visual representation of a real world representation of a function with supporting data.	Technology	Tier 1	Getting Ready	08/22/2018	06/07/2019	$0	teacher
Teacher Training on Integrating Cooperative Learning	All building teachers will attend Kagen Professional development sessions that will teach them strategies for integrating cooperative learning into the curriculum.	Professional Learning	Tier 1	Getting Ready	08/22/2018	06/07/2019	$500	The school district is coordinating the Kagen training. All building teachers will attend.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Lockout Boxes	Lockout Boxes will be used at least once per term in active learning to peek student engagement.	Materials, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/07/2019	$0	Phillip Timmerman
Outdoor Education	Students and staff will visit Kimball Camp to participate in team building activities.	Field Trip	Tier 1	Getting Ready	08/22/2018	06/07/2019	$500	Principal, Lisa Klink; All teaching staff
Graphic Organizers	Using Graphic Organizers in class to support student informational reading.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/07/2019	$100	Instructional Staff
Weekly Progress Grades	All online instructors will provide weekly progress grade to increase student awareness of instructor engagement.	Academic Support Program	Tier 2	Implement	08/22/2018	06/07/2019	$0	All online instructors.

Portfolio Development	The students will invite their gardens to witness evidence of their learning. The students will describe/demonstrate models or other projects that they worked on in a particular term. The students will make dinner for peers and parents when they come to observe their presentations of student portfolios.	Direct Instruction	Tier 1	Evaluate	08/22/2018	06/07/2019	$200	Science staff
Field Trips	Two trips to Eastern Michigan University One trip to the Extracorporeal Life Support (ECLS) Research Laboratory	Field Trip	Tier 1		08/22/2018	06/07/2019	$500	Philip Timmerman

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Co-Developed Rubric	Students co-develop project rubrics based on formative assessment given throughout the unit of learning. The formative assessments provide categories on the rubrics.	Curriculum Development	Tier 1	Evaluate	08/22/2018	06/07/2019	$0	Teachers will provide in class time to reflect on formative assessment to help provide the foundation for student lead rubrics.
Self-Assessment	The teacher will provide feedback on pre-assessments to help students determine areas of focus for project based learning.	Academic Support Program	Tier 1	Implement	08/22/2018	06/07/2019	$0	To develop standard based pre-assessment to guide student learning.
Creation of database	Students will design and implement an electronic database in which they will record all assignments and scores.	Academic Support Program	Tier 1	Getting Ready	08/22/2018	06/07/2019	$0	All instructional staff
Intersection of lines	Students will use graphing calculators to graph algebraic functions and analyze the intersection of them.	Career Preparation /Orientation	Tier 1	Implement	08/22/2018	06/07/2019	$0	Mathematics staff
Assessment reflection	Students will develop an online portfolio by reflecting/recording all assessment.	Technology	Tier 1	Monitor	08/22/2018	06/07/2019	$0	Science Staff

Section 31a

School Improvement Plan

Columbia Alternative Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Display 12 Powerful Word Poster in all classrooms	To reinforce the instruction of the 12 Powerful Word strategy in all classes, each teacher will display the "12 Powerful Word" strategy.	Materials	Tier 1	Getting Ready	08/23/2017	06/08/2018	$12	Building Principal
Monthly Mentor Meeting	Each student will meet with their assigned teacher mentor at least once a month.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/22/2018	06/07/2019	$0	Lisa Klink and all certified teaching staff.
Teacher Training on Closing the Achievement Gap	One staff person will learn research based strategies that will focus on closing the achievement gap and improving student performance on state summative tests. The teacher will then come back and train the rest of the staff to incorporate the strategies into their classroom.	Professional Learning	Tier 1	Monitor	08/23/2017	06/08/2018	$172	Lisa Klink
Communication	All staff will log emails and phone calls on a weekly/daily basis with families for positive and negative events.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/22/2018	06/07/2019	$0	Principal, secretary, all teaching staff
Display Reading UNRAAVEL poster	To reinforce the Reading UNRAAVEL strategy in all content areas and all classrooms, Reading UNRAAVEL posters will be displayed in all classrooms.	Materials	Tier 1	Getting Ready	08/22/2018	06/07/2019	$12	Building principal

School Improvement Plan

Columbia Upper Elementary School

Columbia School District

Ms. Jennifer Van Wagnen
321 SCHOOL ST
BROOKLYN, MI 49230-8504

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2018-2019 School Improvement Plan

Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	All Jackson County Superintendents have decided to use ASSIST for the 207/2018 school year as the platform to use for reporting	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment is conducted bi-yearly and/or yearly by the entire staff, students and parent representatives. Local and state assessment data was reviewed. We acknowledged our school's strengths and weaknesses as compared to the state level. Specific standards were identified for improvement of student achievement and meeting challenging academic standards including subgroups. The School Process Rubric of 40 indicators was analyzed. This report indicated CUES as an implemented or exemplary school in all areas except the following: the systematic gathering of multiple sources of evidence to monitor student achievement, developing structures and processes to support shared leadership in which all staff has collective responsibility for student learning, and the policies, procedures and systems for the generation, collection, storage and retrieval of all data.

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

Surveys of the staff indicated a need for an intervention specialist in Math and Reading. Surveys of students, staff, and parents agreed that we are providing highly effective teachers and a quality education. Parents and students felt that connecting a relationship between what is being taught and his/her everyday life could be improved. Students expressed they would like more choices in what they learn. Students would also like to be recognized for their efforts and accomplishments. Students also pointed out that they want to be challenged more. Students overall felt safe and that their teachers and principals cared for them.

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

As a result of the continued identified need for technology CUES now has 1:1 Chromebooks and devices to enhance learning in the digital world. Teachers have had a variety of technology Professional Development dates. To help students see a relationship between what is being taught and his/her daily life, CUES is embracing the concept of Project Based Learning with an integration of technology. We remain connected with our local community, using an online newsletter, a weekly update from the building principal, multi-use of Social Media, teacher classroom websites/newsletters and other technology-based communication.

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?

Our three goals for student improvement directly address the areas that we determined necessary based on the assessment data for M-Step 2015-2016, our 2016-2017 i-Ready data and local classroom assessment data. The staff also used STAR Reading and Math to direct student improvement in specific content areas.

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 of our strategies are developed to address the needs of a variety of learning styles. When several learning styles are engaged, the level of student achievement rises. As a staff, we use "I Can..." statements to help students understand what is expected as a learned goal along with teachers being well versed in differentiated instruction.

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).

All of the strategies were carefully selected to be based on research and best practices.

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

All of our strategies were chosen based on research and best practices. Strategies that were not successful were eliminated from the previous year's plan.

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.

1. We will continue Math and implement Reading (ELA) after school intervention program to work with our students identified as Title One. Support will be research based to support students practice and remediation of necessary Common Core skills. This program will implement ELA and continue Math standards.
2. We will introduce writing across every curriculum to include narrative, informational, explanatory, opinion, and argumentative using Project Based Learning instructional strategies.
3. We will continue to integrate the Battle Creek Science Kits in the third-sixth grade to address science standards while reading and writing across the curriculum. We will also hold a hands-on science evening for our students pre k-6.
4. We will offer an after-school STEM program to include academic games and robotics.
5. Various tools will assist with support math and language arts instruction.

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

All of our strategies were chosen based on research and best practices. Strategies that were not successful were eliminated from the previous year's plan. i-Ready will provide individualized instruction along with diagnostic testing for our students. This will give staff the opportunity to continually review data on students progress and identify learning needs.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

We hired two new teachers for the 2016/2017 school year. We will be adding an additional Special Education teacher this school year.

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

With a teaching staff of 25 teachers, we have 5 teachers with 0-2 years, 7 teachers from 3-7 years, 6 teachers from 8-15 years, 7 teachers with more than 15 years. This is based on their years with the Columbia School District. These numbers include new teachers recently hired as of June 2017.

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

Columbia Upper Elementary school utilizes the Nurtured Heart Approach to enhance our school climate. Outside visitors are impressed with the ease of use and acceptance by students and staff. This results in greater classroom control with clear, consistent rules and consequences. We will continue to implement this int he 2017/2018 school year.

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

There are several initiatives utilized by Columbia School District that may attract and retain highly qualified teachers.
The Columbia School District:
*is located in a rural area within a multitude of inland lakes and plenty of recreational opportunities.
*offers a safe and secure working environment for all staff members.
*offers a competitive salary and benefit packages.
*provides ongoing professional development opportunities to enhance instruction and support teachers.
*offers a competitive salary and benefit packages.
*encourages pre-service and student teachers from local colleges and universities to be mentored by our experienced staff.
*teachers are included in the decision-making process about district level curriculum.
*teachers are assigned a mentor within the building for two to five years to offer support and guidance.

The district consistently scores above most of the county schools in state testing. Our high school was in the top 50 schools for graduation rate.

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?

None

Component 5: High Quality and Ongoing Professional Development

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

We are focusing on integrating effective small group for inventions purposes in both math and reading this school year. We will engage in the Kagan Professional Development training to further understand strategies for effective small groups. Also, CUES have implemented a Professional Learning Community for staff to visit and learn from peers in the education profession. Our professional development plan will include i-Ready intervention diagnosis and PLC's to further integrate the i-Ready program effectively.

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

Technology is continually changing the course of education which therefore provides a need for additional training. Our staff is eager to utilize the most updated programs available for the classroom. With the use of the Nurtured Heart Approach and continual professional development to address these issues, the teachers and staff are able to work toward the elimination of undesirable behaviors.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Copy attached PD Plan	CUES 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 involved in the development of the School Improvement Plan. They served as active members on our yearly school improvement team. Additionally, through email and phone conversations their presence is requested at our meetings. Parents assisted in the development of our School-Parent Compact.

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

Parents are involved in the program implementation through building school improvement team, parent survey, Title I meetings, and PTO meetings. Teachers and the principal communicate through websites, emails, newsletters and phone calls to notify parents student achievement data and of important events.

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

Columbia Upper Elementary will involve parents in planning and reviewing the School-Wide Title 1 Program by:
*Reviewing the School-Parent compact.
*Participation and positive feedback from parents were used by the School Improvement Team to determine the value of all programs and events.
*Parents are formally and informally surveyed throughout the year.
*Parents are provided numerous opportunities to offer suggestions regularly in School Improvement Meetings, PTO meetings, participation in Parent-Teacher conferences and Title I meetings.
*Expanding all avenues of communication with parents (school newsletter, classroom newsletters, district publications, website and Honeywell Instant Alert System) to increase parent involvement in School-Title 1 program.

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	The school has a Title 1 Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)	CUES TITLE 1 Parent Involvement Policy

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

School Improvement Policy Development: Parents were an integral part in the development of our plan. In building an effective home-school partnership and in compliance with Section 1118 of No Child Left Behind (2001), Columbia Upper Elementary School will provide the training and materials through the following events:

- Third Grade Transition Ice Cream Social and school tour

- Parent Workshops

-Counseling resources for academic, social and emotional support for students and parents.

- Provide lists of community resources to individual parents and assistance in accessing these resources, as needed

- Weekly school newsletters/Classroom newsletters/District publications

- District Website Parent Links - provides parents with materials and resources to help their child achieve success

-Educate teachers, Title 1 staff and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs: 1118 (e) (3)

- Columbia Upper Elementary School values and respects parent involvement in the school community. Parent involvement will be part of the professional development plan. Staff will attend workshops and implement new ideas for effective parent communication. When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact. The district will in-service teachers on how to utilize district website to post classroom web pages.

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

Columbia Upper Elementary School will work to coordinate programs to ensure success for all:

- Transition to third grade: activities to educate parents about 3-6 building and curriculum, community stakeholders expectations

-Math and Reading Intervention for Title 1 students

-STEM after school program including robotics, Lego's and academic games

- Eagle Eye Picture Rally

- PTO

- 6th-grade transition program to the junior high: Students tour the building while learning about new expectations

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

To ensure that all parents are informed in a timely and user-friendly manner, Columbia Upper Elementary will provide:

- Daily Take Home Communication Folders

- School Newsletter/Classroom Newsletters/District Newsletters written in a language parents can understand

- Bilingual or deaf interpreter, as needed for all parent contacts

-Genius Hour

-Project Based LEarning Community Night

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

Parents will be encouraged to complete a Parents Satisfaction Survey to evaluate the effectiveness of each program, activity and meeting that they attend at school.

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

The results from the Parent Survey are reviewed every year by our School Improvement Team. Adjustments are made to our school- wide plan as necessary from the suggestions of parents and the achievement outcomes of our students.

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

Parents and staff worked together to create the compact that outlines the responsibilities of parents, students, teachers, and administrators. The compact is discussed annually at parent/teacher conferences. A review of the previous plan was done at parent involvement planning meetings. Parents and staff worked together to revise the plan to include all of the required components. This compact will be reviewed, updated, and revised annually by a team of parents, staff members, and administration during a regularly scheduled school improvement meeting.

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

The parent compact is reviewed at elementary parent teacher conferences. The teacher and parent(s) communicate about the student's behavior/academic achievement at home and school in order to achieve the child's maximum potential.

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

Students are provided building specific parent compacts for those who attend middle school grades.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	See attachment	CUES Student Parent Compact

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

Columbia Upper Elementary has a strong commitment to assist all parents in understanding the Common Core Standards required by the state. The staff will convey information on various aspects of education. Parents will be taught to understand local and state assessment data in family friendly language during our Open House and Curriculum Nights, where they will also be provided with curriculum guides. In order to better monitor their child's progress, the ability to understand state assessment data, comprehend local assessments (Star Reading reports, progress reports, i-Ready results and report cards),and PowerSchool, information will be provided in family friendly language and accommodations provided as needed.

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?

Our preschool and Kindergarten programs are located across the campus in our Pre K-2 building. This affords many opportunities for our upper elementary students to interact with the preschool and Kindergarten age children. Several teachers have developed lesson plans that include these children, such as Language Arts classes creating books to read to the preschoolers and Science classes that demonstrate experiments to the preschool children. Preschool and Kindergarten students also attend assemblies, book fairs and after school family 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?

N/A

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers are directly involved in the decision making process of school-based academic assessments. Every teacher serves on an academic committee that reports directly to the School Improvement Team. This year our teachers have common planing time to meet with colleagues, review assessment data and evaluate students for further interventions.

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

Data is collected and reviewed based on the time tables created by each department (academic committee). The ISD also provides ongoing in service training that support data analysis as it relates to 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.

Columbia Upper Elementary School has a process in place to identify students experiencing difficulty mastering Michigan's academic achievement standards at an advanced or proficient level. Timely, effective, additional assistance is provided to aid these students as well as to enrich and accelerate their learning. First, teachers identify students who are struggling to meet the Grade Level Content Expectations/Common Core Standards in all four core areas. Next, teachers implement research-based differentiated instructional strategies and interventions to meet student needs and document their findings. At the Student Assisted Team Meetings, teachers determine which research-based intervention strategies to implement. If significant progress is not made in a timely manner, the teacher attend a monthly meeting to discuss progress and work with Special Education staff. Monthly meetings revisit each student that is brought to the team. Then, if appropriate and timely progress is not made, the teacher requests a formal Child Study Team meeting. It is then determined by the Child Study Team if further testing, additional meetings or supplementary strategies are necessary for student success. Local, state and classroom assessments data, as well as, teacher recommendations are utilized to target students for interventions. All content areas are considered as outlined below:

Reading

Grade Span: 3-6

Measures to define student achievement deficits and who are given support through interventions in the classroom through Title I or Special Education services: Student Report Cards (scores a D or below or needs improvement), State Assessment (3-6), i-Ready data (a year or more below grade level) classroom assessments (students performing 60% or below on grade level assessments)

Writing

Grade Span: 3-6

Measures to define student achievement deficits and who are given support through interventions in the classroom through Title I or Special Education services: State assessment rubric for grades 3-6 (scoring below proficiency), and local assessments use the Grade Level rubric for 3-6.

Math

Grade Span: 3-6

Measures to define student achievement deficits and who are given support through interventions in the classroom through Title I or Special Education services: State Assessment(scoring below proficiency), Report cards (a D or below or needs improvement), classroom assessments (a D or below or needs improvement), i-Ready data(a year or more below grade level).

Science

Grade Span: 3-6

Measures to define student achievement deficits and who are given support through interventions in the classroom through Title I or Special Education services: classroom assessments (scoring 60% or below) and report cards (scoring a D or below or needs improvement).

Social Studies

Grade Span: 3-6

Measures to define student achievement deficits and who are given support through interventions in the classroom through Title I or Special Education services:: classroom assessments (scoring 60% or below) and report cards (scoring a D or below or needs improvement)

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?

Below is a breakout of interventions provided in and out of school (extended time) for each content area. When referring to intervention assistance, all staff provides support. Differentiated instruction is integrated into all classrooms and specific strategies are determined by assessment driven data. The i-Ready Instructional Program, Math and Reading Interventionist and classroom teacher and aide support as well as Special Education provide interventions based on specific needs. Any students not meeting standards is given additional support and instruction on a daily basis either through in school or extended day interventions.

English Language Arts:

Reading

Grade Span: 3-6

Measures to define student achievement gaps: State assessment data, i-Ready data, i-Ready Diagnostic data, grade level rubric writing assessments.

-In-school Interventions: In all classrooms implement research based reading strategies, differentiated instruction, guided reading and leveled groups and STAR Reader.

-Extended Day Interventions: Parent School Connection Night, I-ready individualize instruction, March is Reading Month, Meet the Author, curriculum night, classroom websites and conferences.

Writing

Grade Span: 3-6

Measures to define student achievement gaps: In-school Interventions: In all classrooms, teachers will use best practice in writing instruction and differentiated instruction across all content areas including writer's workshop, writing blocks to meet the individual needs of each student. Teachers will supplement as needed with Calkins, Collins and 6+1 Traits. Writing will also be supported by using small group work, taped readings, extra practice and using examples of proficient writing.

-Extended Day Interventions: Awesome Author, Meet the Author, curriculum night, literacy-parent night

Math

Grade Span: 3-6

Measures to define student achievement gaps STAR Math, state assessment data and i-Ready diagnostic data, common assessments

-In-school Interventions: In all classrooms implement research based math strategies and differentiated instruction to meet individual needs of each student, Math Interventionist to work with identified students, technology based instructional materials and equipment, para-pro support, Accelerated Math, i-ready individualized instruction, Summer Math Academy focusing on Math games and basic math skills for students in 4-6 grades as well as Robotics. In addition, we have an after school math program.

Science

Grade Span: 3-6

Measures to define student achievement gaps: classroom assessments, State Assessment results

-In-school Interventions: In all classrooms implement differentiated instruction and strategies to meet the learning needs of all students. Support informational reading strategies across the curriculum, extended learning opportunities, use of technologically based websites to expand learning

-Extended Day Interventions: Field Trips, curriculum nights, Science Night, Project Based Learning Night, school garden.

Social Studies

Grade Span: 3-6

Measures to define student achievement gaps: classroom assessments, State Assessment results, common assessments

-In-school Interventions: In all classrooms implement differentiated instruction and strategies to meet the learning needs of all students. Support informational reading strategies across the curriculum, extended learning opportunities, use of technologically based websites to expand learning

-Extended Day Interventions: Field Trips, curriculum night, Project Based Learning nights.

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

Student's individual needs are being addressed through At-Risk interventions, RTI strategies in the classroom, and differentiated instruction including small group, math and writer's workshop, online technology, accelerated reader and accelerated math and guided reading. Students are supported and taught at their individual level through these programs.

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.

Our School Improvement Team creates strategies based on best educational practices to make improvements. We identify our strengths and weaknesses and incorporate necessary changes across the grade levels. All assessments given as well as constant communication with staff help to make necessary adjustments to teaching strategies and identify weak areas of the curriculum.

At staff meetings, District School Improvement meetings, Parent-Teacher conferences, Title I meetings and school board meetings, all stakeholders have the opportunity to share ideas and make suggestions to alter the plan. Our building coordinates and integrates from the General Fund, Title IA, Title IIA, Homeless, At-Risk and the parent/teacher organization.

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.

Our school will use resources requested under Title I, Part A and from other sources to meet the goals selected in our school improvement plan. In our SIP, Evidence-Based Instructional Materials and services have been selected to support our school wide plan components. These include high quality on-going professional development, student achievement support: instructional materials, technology, staffing, programs, field trips and parent involvement.

1. Comprehensive Needs Assessment
a. General Fund
2. Schoolwide Reform Strategies
a. General Fund
b. Title IA
3. Highly Qualified Staff

a. General Fund
b. Title IIA
4. Attract and Retain Highly Qualified Staff
a. General Fund
5. Professional Development
a. Title IIA
6. Parental Involvement
a. General Fund
b. Title IA
c. Parent Teacher Organization
7. Preschool Transition -N/A
8. Assessment Decisions

a. General Fund (County-wide common assessments)

9. Timely and Additional Assistance

a. General Fund (Nurtured Heart training)

b. Title IA (School Improvement Strategies)

c. Special Education Services through JCISD

10. Coordination and Integration of Federal, State and Local Resources

a. Jackson County Health Department

b. Title IA

c. Title IIA

d. Section 31a

e. General Fund

f. McKinney Vento

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.

Columbia Central Upper Elementary School's federal, state and local programs provide vital services to our students and parents. These services are coordinated and integrated into our school to support eligible Title I, Part A students.

Violence Prevention Programs:
*Anti-Bullying classroom guidance lessons at all grade levels
*Anti-Bullying Rubric for discipline action adopted
*Michigan Health Model curriculum taught at each grade level

Nutrition Programs:
*Board adopted School Nutrition Guidelines for the district
*Food service abides by the Federal Nutrition Guidelines
*5th & 6th Grade Running Club
*Brain Breaks Program
Project Healthy Schools
*School Wide Garden

Housing Programs:
*Homeless funds available to those meeting criteria

Job Training:
*Mentor teacher program required for non-tenured teachers
*Students attend field trips and work with the credit union for real life application of their skills
*The Parent Teacher Organization provides support to classrooms and students by raising funds for field trips, classroom activities, and school events.

Evaluation:

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

Annually, we evaluate the implementation of, and results achieved by the SIP, using data from the State's annual assessments and other indicators of academic achievement. Our entire staff, in conjunction with our parents who are members of the School Improvement Committee are involved in data analysis of formative and summative classroom assessments, M-STEP and i-Ready Diagnostic Data. We utilize the perception data from our parents, staff and students surveys. We use pre and post tests to determine if our specific strategies have impacted learning. The use of data is embedded in our decision making process and the assessment of the effectiveness of our instruction. This occurs at regular school improvement meetings, during professional development days targeted for collaboration, and grade level/content area meetings. We then discuss strengths and weaknesses and establish a plan for improvement.

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.

The School Improvement Team reviews the State's annual assessments when they become available. This data, along with grade level department assessments, are used to develop and revise curriculum. Additionally, this data provides us with the information needed to target specific areas needed for students who are not proficient in reading, writing, math, social studies and/or science.

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

The data collected allows us to follow the specific achievement of students who are furthest from the target set by the State and our district. If the increase is not what we had hoped for, we look at what has been done and what changes need to be made for each student.

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?

The school improvement team will facilitate the revision of the plan as necessary based on the results of the evaluation to ensure continuous improvement of students in the school-wide program. The school improvement team will collaborate with the staff to dissaggregate the data on state and local assessments and then use the RTI process to implement the revisions as necessary. Increasing student achievement is our primary concern. At staff meetings, parent teacher conferences, curriculum council meetings, and school board meetings, all stakeholders have the opportunity to share ideas and make suggestions to alter the plan

2018-2019 School Improvement Plan

Overview

Plan Name

2018-2019 School Improvement Plan

Plan Description

2019 Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Columbia Upper Elementary School 3-6 will show growth in Reading.	Objectives: 2 Strategies: 4 Activities: 6	Academic	$56860
2	All students in Columbia Upper Elementary School will show growth in Science.	Objectives: 1 Strategies: 3 Activities: 6	Academic	$18223
3	All students at Columbia Upper Elementary School 3-6 will show growth in Math.	Objectives: 1 Strategies: 3 Activities: 3	Academic	$0

Goal 1: All students at Columbia Upper Elementary School 3-6 will show growth in Reading.

Measurable Objective 1:

100% of All Students will demonstrate student proficiency (pass rate)   increasing from 3rd grade 60% to 63%, 4th grade 67% to 70%, 5th grade 66% to 69%, 6th 63% to 66% in English Language Arts by 06/07/2019 as measured by an increase of 3% per year on the M-Step..

Strategy 1:

Small Group Reading Instruction - All teachers will incorporate small group reading instruction. Evaluation of success will be an improvement in State Standardized

testing and local assessments. Monitoring will include professional development, as needed, lesson plans, grade level team meetings, and observations.

Category: English/Language Arts

Research Cited: Ford, M. P. 2005. Differentiation through Flexible Grouping: Successfully Reaching All

Readers. Naperville, IL: Learning Point Associates.

Tier: Tier 1

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be asked to help with the home to school connection with reading with their student at home. Parents can see updates on their students reading progress by looking at Power School, emailing and talking to parents, looking at weekly Accelerated Reading and STAR reading updates. Parents will receive per trimester, the i Ready reading report which shows their growth from each testing window.	Parent Involvement	Tier 1	Implement	08/22/2018	06/07/2019	$1360	Title I Part A	All staff and administration.

Activity - Counseling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counseling services will be provided to students 5 hours of the day to support the academic needs of our at-risk students. Students will be helped with implementing study skills, organizational skills, stress management, academic independence as these skills relate to reading groups.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/23/2017	06/06/2018	$14000	Title I Part A	Administration

Strategy 2:

Using Vocabulary in context - Each teacher will use the six steps to implement the academic vocabulary for each content area.

Category: English/Language Arts

Research Cited: Marzano, R. J. (2004). Building background knowledge

for academic achievement: Research on what works in

schools. Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Study Island for Science and Social Studies to teach vocabulary in those content areas.	Academic Support Program, Supplemental Materials, Materials, Teacher Collaboration, Technology	Tier 1	Getting Ready	08/22/2018	06/07/2019	$8500	General Fund	All teaching staff and administration

Strategy 3:

Students tracking their own growth in Reading - Each student will review and track their own growth. Using digital portfolios students will track their progress and display their work in digital portfolios. Digital portfolios will be done in each individual classroom as well as in Technology Class.

Category: English/Language Arts

Research Cited: Kirkpatrick, J., T. Renner, L. Kanae, and K. Goya. 2007. Values-driven ePortfolio journey. Final report, Kapi'olani Community College, University of Hawai'i.

Tier: Tier 1

Activity - Digital Portfolios	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use digital portfolios to demonstrate work and show growth from year to year.	Academic Support Program, Supplemental Materials, Community Engagement, Teacher Collaboration, Technology, Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/23/2018	06/07/2019	$0	No Funding Required	All teaching staff and Administration

Measurable Objective 2:

100% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency by moving from 60% of students at grade level to 70% in English Language Arts by 06/07/2019 as measured by i-ready..

Strategy 1:

Reading Instruction - The i-Ready instruction program will be used both as an assessment of student progress and as a method of identifying individual student areas

of need. Teachers will pull students into small reading groups.

Category: English/Language Arts

Research Cited: Opitz, M. F., and M. P. Ford. 2001. Reaching Readers: Flexible and Innovative Strategies

for Guided Reading. Portsmouth, NH: Heinemann.

————. 2008. Do-able Differentiation: Varying Groups, Texts, and Supports to Reach

Readers. Portsmouth, NH: Heinemann.

Tier: Tier 1

Activity - i-Ready Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-6 will continue to use the i-Ready Instructional Programs. Students will be assessed progressively three times per year. The assessment will lead to students participating in individualized practice on common core standards. Teachers will monitor students progress and recommend a level change in small groups as needed. Teachers will use i-Ready Instructional program including the teacher toolkit, diagnostic, and the individualized student instruction.	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 1	Implement	08/23/2017	06/06/2018	$5000	Title I Part A	All Columbia Central 3-6 staff and administration.

Activity - Lucy Caulkins Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the Lucy Caulkins reading curriculum for reading instruction for grades 3-6. Certain teachers will be piloting the program in 2018-2019.	Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning, Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/07/2019	$28000	General Fund	Chosen Staff and Administration

Goal 2: All students in Columbia Upper Elementary School will show growth in Science.

Measurable Objective 1:

100% of Third, Fourth, Fifth and Sixth grade students will increase student growth by improving scores in Science by 06/07/2019 as measured by the learning targets that will be created by all teachers in grades 3-6..

Strategy 1:

Using vocabulary in context in Science - By students increasing their vocabulary about aspects of Life Science, Earth Science, & Physical Science, all students will have a solid foundation for further growth in Science.   Teachers will introduce new content specific vocabulary at the beginning of each lesson. A pretest and posttest will be provided on these vocabulary terms in the context of their unit.   This data will be shared with grade level teachers to track vocabulary knowledge and progress.

Category: Science

Research Cited: Fisher, D., Frey, N., & Lapp, D. (2008). Shared readings, modeling comprehension, vocabulary, text structures, and text features for older readers. The Reading Teacher, 61(7), 548–556.

Tier: Tier 1

Activity - Develop Content Specific Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in vocabulary development games and learning tasks weekly to increase usage and knowledge of these terms.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/07/2019	$0	No Funding Required	Classroom Teachers

Activity - Battle Creek Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will maintain the use of the Battle Creek Science Kits for grades 3-6. Students will be placed in leveled reading groups to read non-fiction science materials to help increase the knowledge of science concepts while increasing reading skills.	Supplemental Materials, Curriculum Development, Direct Instruction	Tier 1		08/22/2018	06/06/2019	$5000	Title I Part A	All teachers and administration

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

| Students in grade 6 will attend Kimball Camp. They will experience a hands-on learning program that uses experiential strategies in an outdoor educational setting involving all disciplines of science. The students will reflect on their experiences during their project-based learning activities. Students prepare for camp by reading books, reviewing vocabulary, and studying about the ecosystems they will see while at the camp. | Field Trip, Academic Support Program | Tier 1 | Implement | 08/23/2018 | 06/06/2019 | $7023 | Title I Part A | All 6th grade teachers and administration |

Activity - Battle Creek Kit PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who deliver Battle Creek Kits will engage in appropriate PD.	Professional Learning	Tier 1	Implement	08/22/2018	06/07/2019	$1200	Title I Part A	Staff and Administration

Strategy 2:

Students tracking their own growth in Science - Students will use digital portfolios to show growth and display progress in Science.

Category: Science

Research Cited: Kirkpatrick, J., T. Renner, L. Kanae, and K. Goya. 2007. Values-driven ePortfolio journey. Final report, Kapi'olani Community College, University of Hawai'i.

Tier: Tier 1

Activity - Digital Portfolios	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use digital portfolios to display their work and show growth in Science.	Academic Support Program, Teacher Collaboration, Technology, Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/07/2019	$0	No Funding Required	Teachers, administrator

Strategy 3:

Small Group Instruction - All teachers will incorporate small group instruction evaluation of success will be an improvement in state standardized testing and local assessments. Monitoring will include PD as needed, lesson plans, grade level team meeting and observations.

Category: Science

Research Cited: Ford, M.P. 2005. DIfferentiation Through Flexible Grouping: Successfully Reaching all Readers. Naperville, IL; Learning Point Associates.

Tier: Tier 1

Activity - Hands On Science Investigation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the Battle Creek Science Kits, teachers will use the materials to instruct the students in small groups while using hands on investigations for science.	Academic Support Program, Supplemental Materials, Teacher Collaboration	Tier 1	Implement	08/22/2018	06/07/2019	$5000	Title I Part A	All teachers and Administration

Goal 3: All students at Columbia Upper Elementary School 3-6 will show growth in Math.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in math. in Mathematics by 06/07/2019 as measured by i-Ready, STAR Math, and MSTEP (State Standardized Testing).

Strategy 1:

Small Group Instruction - Teachers and paraprofessionals will meet small groups of students underachieving in math from each class for a minimum of 2-3 times per week in Math. In the small groups, they will work on such items as strategies/problem solving, strategies with lessons and work on the occasional written response with explanations.

Category: Mathematics

Research Cited: Thomas M. Smith, Paul Cobb, Dale C. Farran, David S. Cordray, and Charles Munter American Educational Research Journal, April 2013; Evaluating Math Recovery: Assessing the Causal Impact of a Diagnostic Tutoring Program on Student Achievement vol. 50, 2: pp. 397-428., first published on December 20, 2012

Tier: Tier 1

Activity - Math Technology/Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All teachers, grades 3-6, will utilize various types of technology, math games, such as, Interactive Boards, Prodigy on Chromebooks, and I-Ready technology to teach the hands-on learner math skills. By using hands-on methods, students who have difficulties in many math concepts such as, number sense and fractions can learn the concepts in a differentiated setting. With the use of technology and multiple manipulatives, students will be a part of a highly engaged classroom. The fidelity of the usage of math technology will be monitored through walkthroughs.	Academic Support Program, Supplemental Materials, Technology	Tier 1	Monitor	08/22/2018	06/07/2019	$0	No Funding Required	Teacher, Paraprofessionals, Administration

Strategy 2:

Students tracking their own growth in Math - Students will track their own progress and standards in a digital portfolio from year to year.

Category: Mathematics

Research Cited: Kirkpatrick, J., T. Renner, L. Kanae, and K. Goya. 2007. Values-driven ePortfolio journey. Final report, Kapi'olani Community College, University of Hawai'i.

Tier: Tier 1

Activity - Digital Portfolios	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use digital portfolios to track their progress throughout the year and from grade level to grade level.	Parent Involvement, Academic Support Program, Community Engagement, Teacher Collaboration, Technology	Tier 1	Getting Ready	08/22/2018	06/07/2019	$0	No Funding Required	All teachers and Administration

Strategy 3:

Using Vocabulary in context in Math - By students increasing their lesson specific vocabulary about aspects of math. All students will have a solid foundation for further growth in Math. Teachers will introduce new content specific vocabulary at the beginning of each lesson. A pretest and posttest will be provided on these vocabulary terms in the context of their unit. This data will be shared with grade level teachers to track vocabulary knowledge and progress. Teachers will work on vocabulary 15 mins. 3-4 times a week of explicit instruction, also incorporate Word work 15 min. 3-4 times a week.

Category: Mathematics

Research Cited: Fisher, D., Frey, N., & Lapp, D. (2008). Shared readings, modeling comprehension, vocabulary, text structures, and text features for older readers. The Reading Teacher, 61(7), 548–556.

Tier: Tier 1

Activity - Math Specific Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in vocabulary development games and learning tasks weekly to increase usage and knowledge of these terms. Using different technology tools such as Quizlet, and flashcards to review and develop a stronger math vocabulary.	Academic Support Program, Supplemental Materials, Teacher Collaboration, Technology, Curriculum Development	Tier 1		08/22/2018	06/07/2019	$0	No Funding Required	Teachers and Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Using Study Island for Science and Social Studies to teach vocabulary in those content areas.	Academic Support Program, Supplemental Materials, Materials, Teacher Collaboration, Technology	Tier 1	Getting Ready	08/22/2018	06/07/2019	$8500	All teaching staff and administration
Lucy Caulkins Program	Using the Lucy Caulkins reading curriculum for reading instruction for grades 3-6. Certain teachers will be piloting the program in 2018-2019.	Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning, Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/07/2019	$28000	Chosen Staff and Administration

Title I Part A

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

i-Ready Instruction	Students in grades 3-6 will continue to use the i-Ready Instructional Programs. Students will be assessed progressively three times per year. The assessment will lead to students participating in individualized practice on common core standards. Teachers will monitor students progress and recommend a level change in small groups as needed. Teachers will use i-Ready Instructional program including the teacher toolkit, diagnostic, and the individualized student instruction.	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 1	Implement	08/23/2017	06/06/2018	$5000	All Columbia Central 3-6 staff and administration.
Battle Creek Kits	We will maintain the use of the Battle Creek Science Kits for grades 3-6. Students will be placed in leveled reading groups to read non-fiction science materials to help increase the knowledge of science concepts while increasing reading skills.	Supplemental Materials, Curriculum Development, Direct Instruction	Tier 1		08/22/2018	06/06/2019	$5000	All teachers and administration
Battle Creek Kit PD	Teachers who deliver Battle Creek Kits will engage in appropriate PD.	Professional Learning	Tier 1	Implement	08/22/2018	06/07/2019	$1200	Staff and Administration
Parent Involvement	Parents will be asked to help with the home to school connection with reading with their student at home. Parents can see updates on their students reading progress by looking at Power School, emailing and talking to parents, looking at weekly Accelerated Reading and STAR reading updates. Parents will receive per trimester, the i Ready reading report which shows their growth from each testing window.	Parent Involvement	Tier 1	Implement	08/22/2018	06/07/2019	$1360	All staff and administration.
Hands On Science Investigation	Using the Battle Creek Science Kits, teachers will use the materials to instruct the students in small groups while using hands on investigations for science.	Academic Support Program, Supplemental Materials, Teacher Collaboration	Tier 1	Implement	08/22/2018	06/07/2019	$5000	All teachers and Administration
Counseling	Counseling services will be provided to students 5 hours of the day to support the academic needs of our at-risk students. Students will be helped with implementing study skills, organizational skills, stress management, academic independence as these skills relate to reading groups.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/23/2017	06/06/2018	$14000	Administration

| Kimball Camp | Students in grade 6 will attend Kimball Camp. They will experience a hands-on learning program that uses experiential strategies in an outdoor educational setting involving all disciplines of science. The students will reflect on their experiences during their project-based learning activities. Students prepare for camp by reading books, reviewing vocabulary, and studying about the ecosystems they will see while at the camp. | Field Trip, Academic Support Program | Tier 1 | Implement | 08/23/2018 | 06/06/2019 | $7023 | All 6th grade teachers and administration |

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Develop Content Specific Vocabulary	Students will participate in vocabulary development games and learning tasks weekly to increase usage and knowledge of these terms.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/07/2019	$0	Classroom Teachers
Digital Portfolios	Students will use digital portfolios to display their work and show growth in Science.	Academic Support Program, Teacher Collaboration, Technology, Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/07/2019	$0	Teachers, administrator
Math Specific Vocabulary	Students will participate in vocabulary development games and learning tasks weekly to increase usage and knowledge of these terms. Using different technology tools such as Quizlet, and flashcards to review and develop a stronger math vocabulary.	Academic Support Program, Supplemental Materials, Teacher Collaboration, Technology, Curriculum Development	Tier 1		08/22/2018	06/07/2019	$0	Teachers and Administration

Digital Portfolios	Students will use digital portfolios to track their progress throughout the year and from grade level to grade level.	Parent Involvement, Academic Support Program, Community Engagement, Teacher Collaboration, Technology	Tier 1	Getting Ready	08/22/2018	06/07/2019	$0	All teachers and Administration
Digital Portfolios	Students will use digital portfolios to demonstrate work and show growth from year to year.	Academic Support Program, Supplemental Materials, Community Engagement, Teacher Collaboration, Technology, Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/23/2018	06/07/2019	$0	All teaching staff and Administration
Math Technology/Games	All teachers, grades 3-6, will utilize various types of technology, math games, such as, Interactive Boards, Prodigy on Chromebooks, and I-Ready technology to teach the hands-on learner math skills. By using hands-on methods, students who have difficulties in many math concepts such as, number sense and fractions can learn the concepts in a differentiated setting. With the use of technology and multiple manipulatives, students will be a part of a highly engaged classroom. The fidelity of the usage of math technology will be monitored through walkthroughs.	Academic Support Program, Supplemental Materials, Technology	Tier 1	Monitor	08/22/2018	06/07/2019	$0	Teacher, Paraprofessionals, Administration

School Improvement Plan

Columbia Central High School

Columbia School District

Christi O'Neil
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BROOKLYN, MI 49230-8961

TABLE OF CONTENTS

Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Jackson County agreed we would use Assist.	

2018-2019 Columbia Central Jr./Sr. High School School Improvement Plan

Overview

Plan Name

2018-2019 Columbia Central Jr./Sr. High School School Improvement Plan

Plan Description

2018-2019

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Columbia Central Junior/ Senior High School will increase proficiency in reading.	Objectives: 3 Strategies: 4 Activities: 4	Academic	$12000
2	All students at Columbia Central Jr./Sr. High School will increase proficiency in math.	Objectives: 3 Strategies: 6 Activities: 6	Academic	$1850
3	All students at Columbia Central High School will increase proficiency in writing.	Objectives: 3 Strategies: 3 Activities: 4	Academic	$2000
4	All students at Columbia Central Jr./Sr. High School demonstrate improved attendance.	Objectives: 1 Strategies: 3 Activities: 4	Academic	$500

Goal 1: All students at Columbia Central Junior/ Senior High School will increase proficiency in reading.

Measurable Objective 1:

100% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Bottom 30%, White, Economically Disadvantaged, Hispanic or Latino, Homeless and Students with Disabilities students will achieve college and career readiness by moving from 30% to 34% in Reading/Writing in Reading by 06/06/2019 as measured by the SAT assessment..

Strategy 1:

Small Group Instruction - Teachers will need to implement small group learning at least 3 times each week as an instructional strategy.

Category: Learning Support Systems

Research Cited: Marzano, Robert. Classroom Instruction that Works. Alexandria, VA: ASCD, 2001. Print.

Tier: Tier 1

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be involved in small group activities at least 3 times each week.	Academic Support Program	Tier 1	Getting Ready	08/23/2017	06/07/2019	$0	No Funding Required	All staff is responsible.

Strategy 2:

Academic Recovery & Make Up Hours - Students struggling with academics or attendance will be given an opportunity on Saturdays to get extra help, complete missing work, and earn eligible make up hours throughout the school year.

Category: Career and College Ready

Research Cited: Lauer, Patricia A., Akiba, Motoko, et al (2004) The Effectiveness of Out-of-School-Time Strategies in Assisting Low-Achieving Students in Reading and Mathematics: A Research Synthesis

Tier: Tier 2

Activity - Saturday Academic Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students struggling with academics or attendance will attend Saturday Academic Recovery in order to get extra help on work, complete missed work, and earn eligible make up hours. Teachers and staff will be present to work with students. Necessary materials will be provided by teachers. | Academic Support Program | Tier 2 | Implement | 08/22/2018 | 06/07/2019 | $12000 | Section 31a | 4 teachers or staff personal to be present for 4 hours every other Saturday during the school year (18 wks) |

Measurable Objective 2:

100% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will achieve college and career readiness by moving from 30% to 34% in Reading by 06/07/2019 as measured by SAT Reading..

Strategy 1:

Student Growth Tracking - All students will keep track of their scores themselves and track their own growth toward a clear and established learning target. We will

decide as a department how this will look for each subject area.

Category: Learning Support Systems

Research Cited: Hattie, John. Visible Learning. Abington: ASCD, 2009. Print.

Tier: Tier 1

Activity - Student Growth Tracking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will track their own growth related to clear and established learning target goals.	Academic Support Program	Tier 1	Getting Ready	08/23/2017	06/07/2019	$0	No Funding Required	All teachers will be responsible.

Measurable Objective 3:

100% of Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency from 46% to 50% on the MSTEP in Reading by 06/07/2019 as measured by ELA MSTEP.

Strategy 1:

Vocabulary in Context - Students will be engaged in instructional strategies to develop an understanding of vocabulary in context of their curriculum. Departments will

select appropriate vocabulary lists to implement. These lists will also be posted in the classrooms. Students will be assessed on their understanding of their definitions

in each unit of study. Staff will integrate the use of the vocabulary in their instruction and on assessments.

Category: Learning Support Systems

Research Cited: Nagy, W. (2005). Why vocabulary instruction needs to be long-term and comprehensive. In E. H. Hiebert and M. L. Kamil (Eds.), Teaching and

learning vocabulary: Bringing research to practice (pp. 27–44). Mahwah, NJ: Lawrence Erlbaum. Retrieved August 18, 2009, from PsycINFO database. Nash, H., &

Snowling, M. (2006, May 1). Teaching new words to children with poor existing vocabulary knowledge: A controlled evaluation of the definition and context methods.
International Journal of Language and Communication Disorders, 41(3), 335–354. (ERIC Document Reproduction Service No. EJ747456). Retrieved August 18, 2009,
from ERIC database.

Tier: Tier 1

Activity - Vocabulary in Context	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the first curriculum meeting this school year, the lists will be created and the posters will be developed. This will be monitored by unit assessments and discussion in curriculum meetings.	Academic Support Program	Tier 1	Getting Ready	08/23/2017	06/07/2019	$0	No Funding Required	All staff is responsible.

Goal 2: All students at Columbia Central Jr./Sr. High School will increase proficiency in math.

Measurable Objective 1:

100% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency by moving from 12% to 16% in college readiness in Mathematics by 06/07/2019 as measured by SAT.

Strategy 1:

Small Group Instruction - All teachers will implement small group instruction within their content areas three times per week throughout the year.

Category: Mathematics

Tier: Tier 1

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement small group work within their content areas 3 times per week.	Academic Support Program	Tier 1	Implement	08/24/2016	06/07/2019	$0	General Fund	All teachers

Strategy 2:

After School Math Lab - Teachers will provide 45 minutes of instructional time, with an additional 15 minutes of prep time allotted after school.

Category: Mathematics

Research Cited: Failure is NOT an Option, by Alan M. Blankstein, 2004

Tier: Tier 3

School Improvement Plan
Columbia Central High School

Activity - After School Math Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide 45 minutes of instructional time with an additional 15 minutes of prep time allotted after school.	Academic Support Program	Tier 3	Monitor	08/24/2016	06/07/2019	$1500	Section 31a	All teachers

Measurable Objective 2:

28% of Seventh and Eighth grade students will demonstrate a proficiency in concepts in Mathematics by 06/07/2019 as measured by M-Step Assessment.

Strategy 1:

I-Ready - 7th and 8th grade students will be tested on I-Ready 3 times per year.

Category: Mathematics

Research Cited: Educational Reach Institute of America, i-Ready/Ready Blended Efficacy Study, Report Number 501, November 2014

Tier: Tier 1

Activity - I-Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed using I-Ready 3 times per year	Academic Support Program	Tier 1	Monitor	08/24/2016	06/07/2019	$0	Other	7th and 8th grade teachers

Measurable Objective 3:

100% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will increase student growth by 5% in Mathematics by 06/07/2019 as measured by local assessments.

Strategy 1:

Track own growth - All students will track their own growth related to a clear and established learning target.

Category: Mathematics

Research Cited: Hattie, John. Visible Learning. Abington: ASCD, 2009. Print.

Tier: Tier 1

Activity - Track own growth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will track their own growth with a clear and established learning goal.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/24/2016	06/07/2019	$0	Other	All teachers

Strategy 2:

BCMCS - Teachers will use BCMCS kits to support the connection between math and science. Teachers will use consumable kits to gather data to support this

connection.

Category: Mathematics

Tier: Tier 1

Activity - BCMCS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use BCMCS kits to support the connections between math and science. The teachers will use consumable kits to gather data to support this connection.	Direct Instruction	Tier 1	Monitor	08/24/2016	06/07/2019	$350	Title II Part A	7th grade science and math teachers.

Strategy 3:

Department Collaboration - Department collaboration will be used to review local and standardized state assessment data to identify students not meeting proficiency

levels.

Category: Mathematics

Research Cited: Rick and Becky DuFour, Professional Learning Communities, 1999

Tier: Tier 1

Activity - Department Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department collaboration will be used to review local and standardized state assessment data to identify students not meeting proficiency levels.	Academic Support Program	Tier 1	Monitor	08/24/2016	06/07/2019	$0	Other	All teachers

Goal 3: All students at Columbia Central High School will increase proficiency in writing.

Measurable Objective 1:

100% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will increase student growth by improving from 31% to 35% of Career and College Readiness in Writing by 06/07/2019 as measured by the SAT.

Strategy 1:

Small Group Instruction - All teachers will incorporate small group instruction within their content area 3 times each week throughout the school year as an instructional

strategy.

Category: Learning Support Systems

Research Cited: Marzano, Robert. Classroom Instruction that Works. Alexandria, VA: ASCD, 2001. Print.

Tier: Tier 1

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement small group instruction within their content area 3 times each week throughout the school year.	Academic Support Program	Tier 1	Implement	08/24/2016	06/07/2019	$0	General Fund	All teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will need to be offered to relate to each of these categories: 1) Small Group Instruction 2) Student Growth Tracking 3) Vocabulary in Context	Professional Learning	Tier 1	Getting Ready	08/24/2016	06/07/2019	$2000	Title II Part A	All teachers

Measurable Objective 2:

100% of Seventh and Eighth grade students will increase student growth by showing increased achievement from 46% to 50% achievement in Social Studies and Science in Writing by 06/07/2019 as measured by the ELA M-Step test.

Strategy 1:

Student Growth Tracking - All students will track their own growth related to a clear and established learning target through essay writing.

Category: Learning Support Systems

Research Cited: Hattie, John. Visible Learning. Abington: ASCD, 2009. Print.

Tier: Tier 1

Activity - Student Growth Tracking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will track their own growth related to a clear and established learning target through essay writing.	Academic Support Program	Tier 1	Getting Ready	08/24/2016	06/07/2019	$0	No Funding Required	All teachers

Measurable Objective 3:

100% of Tenth grade students will demonstrate a proficiency by achieving a growth from 26% to 30% of Career and College Readiness with SAT style writings in Writing by 06/07/2019 as measured by SAT Style Rubrics.

Strategy 1:

Vocabulary in Context - Students will be engaged in instructional strategies to develop an understanding of vocabulary in context of their curriculum. Departments will select appropriate vocabulary lists to implement. These lists will also be posted in the classrooms. Students will be assessed for their understanding of their definitions in each unit of study. Staff will integrate the use of the vocabulary in their instruction and on assessments.

Category: Learning Support Systems

Research Cited: Nagy, W. (2005). Why vocabulary instruction needs to be long-term and comprehensive. In E. H. Hiebert and M. L. Kamil (Eds.), Teaching and learning vocabulary: Bringing research to practice (pp. 27–44). Mahwah, NJ: Lawrence Erlbaum. Retrieved August 18, 2009, from PsycINFO database. Nash, H., &

Snowling, M. (2006, May 1). Teaching new words to children with poor existing vocabulary knowledge: A controlled evaluation of the definition and context methods. International Journal of Language and Communication Disorders, 41(3), 335–354. (ERIC Document Reproduction Service No. EJ747456). Retrieved August 18, 2009, from ERIC database.

Tier: Tier 1

Activity - Vocabulary in Context	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be engaged in long term and comprehensive vocabulary strategies. At the first curriculum meeting this school year, the lists will be created and the posters will be developed. This will be monitored by unit assessments and discussion in curriculum meetings.	Academic Support Program	Tier 1	Getting Ready	08/24/2016	06/07/2019	$0	General Fund	All teachers

Goal 4: All students at Columbia Central Jr./Sr. High School demonstrate improved attendance.

Measurable Objective 1:

100% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will increase student growth by increasing the amount of students who have 3 absences or less in Mathematics by 06/07/2019 as measured by PowerSchool attendance data (in all subject areas).

Strategy 1:

Exam Incentive - Students who earn three of fewer absences are eligible to by exempt from a final exam in the particular subject.

Category: School Culture

Research Cited: Every School Days Counts: the Forum Guide to Collecting and Using Attendance Data, National Center for Educational Statistics 2009-804, February 2009

Tier: Tier 1

Activity - Exam Incentive	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are responsible for tracking their attendance data on a regular basis. Students are notified through PowerSchool and the Attendance Secretary on their progress.	Behavioral Support Program	Tier 1		08/22/2018	06/07/2019	$0	No Funding Required	Teachers and Attendance Secretary

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

| Administrator and Attendance Secretary will hold class meetings four times a year to discuss the progress and encourage students to achieve positive attendance. | Behavioral Support Program | Tier 1 | | 08/22/2018 | 06/07/2019 | $0 | No Funding Required | Administrator and Attendance Secretary |

Strategy 2:

Employability Grade - All students will receive an employability grade in all classes.

Category: School Culture

Research Cited: National Educational Center for Statistics (necs.ed.gov)

Tier: Tier 1

Activity - Employability Grade	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The employability grade will be based on a rubric that measures: - Personal Management - Adaptability - Communication - Teamwork & Collaboration	Behavioral Support Program, Academic Support Program, Career Preparation /Orientation	Tier 1	Implement	08/22/2018	06/07/2019	$0	No Funding Required	All teachers.

Strategy 3:

Reinforcing Positive Attendance - Counselor will identify students who have four to ten absences in a class period. Mindful strategies will be integrated through counseling sessions.

Category: School Culture

Research Cited: Semple R., Droughtman V. Ann Reid M.A. Mindfulness Goes to School: Things Learned So Far From Research and Real-World Experiences. Psychol, 2017 Jan 54(1): 29-52.

Tier: Tier 2

Activity - Mindfulness Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselor will work with individual students on mindfulness strategies.	Behavioral Support Program	Tier 3	Getting Ready	08/22/2018	06/07/2019	$500	Section 32e	Counselor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
BCMCS	Teachers will use BCMCS kits to support the connections between math and science. The teachers will use consumable kits to gather data to support this connection.	Direct Instruction	Tier 1	Monitor	08/24/2016	06/07/2019	$350	7th grade science and math teachers.
Professional Development	Professional Development will need to be offered to relate to each of these categories: 1) Small Group Instruction 2) Student Growth Tracking 3) Vocabulary in Context	Professional Learning	Tier 1	Getting Ready	08/24/2016	06/07/2019	$2000	All teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocabulary in Context	Students will be engaged in long term and comprehensive vocabulary strategies. At the first curriculum meeting this school year, the lists will be created and the posters will be developed. This will be monitored by unit assessments and discussion in curriculum meetings.	Academic Support Program	Tier 1	Getting Ready	08/24/2016	06/07/2019	$0	All teachers
Small Group Instruction	All teachers will implement small group work within their content areas 3 times per week.	Academic Support Program	Tier 1	Implement	08/24/2016	06/07/2019	$0	All teachers
Small Group Instruction	All teachers will implement small group instruction within their content area 3 times each week throughout the school year.	Academic Support Program	Tier 1	Implement	08/24/2016	06/07/2019	$0	All teachers

No Funding Required

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

Exam Incentive	Teachers are responsible for tracking their attendance data on a regular basis. Students are notified through PowerSchool and the Attendance Secretary on their progress.	Behavioral Support Program	Tier 1		08/22/2018	06/07/2019	$0	Teachers and Attendance Secretary
Class Meetings	Administrator and Attendance Secretary will hold class meetings four times a year to discuss the progress and encourage students to achieve positive attendance.	Behavioral Support Program	Tier 1		08/22/2018	06/07/2019	$0	Administrator and Attendance Secretary
Vocabulary in Context	At the first curriculum meeting this school year, the lists will be created and the posters will be developed. This will be monitored by unit assessments and discussion in curriculum meetings.	Academic Support Program	Tier 1	Getting Ready	08/23/2017	06/07/2019	$0	All staff is responsible.
Small Group Instruction	Students will be involved in small group activities at least 3 times each week.	Academic Support Program	Tier 1	Getting Ready	08/23/2017	06/07/2019	$0	All staff is responsible.
Employability Grade	The employability grade will be based on a rubric that measures: - Personal Management - Adaptability - Communication - Teamwork & Collaboration	Behavioral Support Program, Academic Support Program, Career Preparation /Orientation	Tier 1	Implement	08/22/2018	06/07/2019	$0	All teachers.
Student Growth Tracking	Students will track their own growth related to a clear and established learning target through essay writing.	Academic Support Program	Tier 1	Getting Ready	08/24/2016	06/07/2019	$0	All teachers
Student Growth Tracking	Students will track their own growth related to clear and established learning target goals.	Academic Support Program	Tier 1	Getting Ready	08/23/2017	06/07/2019	$0	All teachers will be responsible.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Department Collaboration	Department collaboration will be used to review local and standardized state assessment data to identify students not meeting proficiency levels.	Academic Support Program	Tier 1	Monitor	08/24/2016	06/07/2019	$0	All teachers
Track own growth	All students will track their own growth with a clear and established learning goal.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/24/2016	06/07/2019	$0	All teachers

I-Ready	Students will be assessed using I-Ready 3 times per year	Academic Support Program	Tier 1	Monitor	08/24/2016	06/07/2019	$0	7th and 8th grade teachers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Math Lab	Teachers will provide 45 minutes of instructional time with an additional 15 minutes of prep time allotted after school.	Academic Support Program	Tier 3	Monitor	08/24/2016	06/07/2019	$1500	All teachers
Saturday Academic Recovery	Students struggling with academics or attendance will attend Saturday Academic Recovery in order to get extra help on work, complete missed work, and earn eligible make up hours. Teachers and staff will be present to work with students. Necessary materials will be provided by teachers.	Academic Support Program	Tier 2	Implement	08/22/2018	06/07/2019	$12000	4 teachers or staff personal to be present for 4 hours every other Saturday during the school year (18 wks)

Section 32e

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Mindfulness Strategies	Counselor will work with individual students on mindfulness strategies.	Behavioral Support Program	Tier 3	Getting Ready	08/22/2018	06/07/2019	$500	Counselor

School Improvement Plan 2018-2019

Columbia Elementary School

Columbia School District

Trudy Wright
320 SCHOOL ST
BROOKLYN, MI 49230-8504

TABLE OF CONTENTS

Overview

Plan Name

School Improvement Plan 2018-2019

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Columbia Central Elementary School will be proficient in Math.	Objectives: 3 Strategies: 2 Activities: 9	Academic	$13000
2	All students at Columbia Central Elementary will be proficient in Reading.	Objectives: 4 Strategies: 4 Activities: 14	Academic	$130350
3	All students at Columbia Central Elementary School will be proficient in Science.	Objectives: 3 Strategies: 2 Activities: 10	Academic	$4700
4	All students at Columbia Elementary will Improve their healthy eating habits aligned to the tenets of the ASCD Whole School, Whole Community, Whole Child Initiative (WSCC)	Objectives: 1 Strategies: 1 Activities: 3	Academic	$0
5	All students at Columbia Elementary will improve their Social and Emotional learning aligned with the tenets of the ASCD Whole School, Whole Community, Whole Child Initiative (WSCC)	Objectives: 1 Strategies: 1 Activities: 4	Academic	$3150

Goal 1: All students at Columbia Central Elementary School will be proficient in Math.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by 85% of the students reaching grade level expectation or making 9 months growth in Mathematics by 06/03/2019 as measured by the scores on the i-Ready Assessment.

(shared) Strategy 1:

Engaging Students in Mathematics - Students will participate in a hands-on interactive instructional model for differentiated math instruction daily.

Category: Mathematics

Research Cited: Frost, Frederica, "Promoting Reform in Mathematics Education: Project Prime" (2012): 52.,. Print.

Tier: Tier 1

Activity - Math Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write in math journals in all grade levels weekly. We will use grade level template and journals will be reviewed on monthly basis at grade level team meetings.	Direct Instruction	Tier 1	Implement	08/22/2018	06/03/2019	$0	General Fund	Math committee

Activity - Math Literature	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will listen to math literature to connect learning with daily lessons. Teachers will use the math library to acquire necessary materials in lesson planning. Lesson plans are submitted to administrator weekly.	Curriculum Development	Tier 1	Monitor	08/22/2018	06/03/2019	$0	No Funding Required	CES staff

Activity - i-Ready Teacher toolkit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use material developed from the teacher tool-kit in daily instruction as reflected in daily lesson planning. Lesson plans are submitted weekly. i-Ready teacher toolkit is a research based classroom program that aides teachers to address diverse needs of each student.	Direct Instruction	Tier 1	Monitor	08/22/2018	06/03/2019	$3000	Title I Schoolwide	Trudy Wright

Activity - i-Ready Diagnostic & Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students use the iready online guided lessons which are leveled and individualized per student need on a weekly basis. Teachers will monitor student results weekly and adjust instruction accordingly. | Supplemental Materials, Technology | Tier 1 | Monitor | 08/22/2018 | 06/03/2019 | $7500 | Title I Schoolwide | Trudy Wright |

Activity - Engaging parents, community and school staff to work together	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will integrate activities they acquire at Family Night with their students at home. During parent/teacher conferences and fall open house provide parents with supporting materials/math games to utilize at home.	Community Engagement	Tier 1		08/22/2018	06/03/2019	$500	Title I Schoolwide	CES staff and Principal

Activity - Parent Home Connection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Smore Newsletter	Parent Involvement	Tier 1		08/22/2018	06/03/2019	$0	Other	CES Staff

Measurable Objective 2:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by 85% of the students reaching grade level expectation in Mathematics by 06/03/2019 as measured by the SWAT assessment.

(shared) Strategy 1:

Engaging Students in Mathematics - Students will participate in a hands-on interactive instructional model for differentiated math instruction daily.

Category: Mathematics

Research Cited: Frost, Frederica, "Promoting Reform in Mathematics Education: Project Prime" (2012): 52.,. Print.

Tier: Tier 1

Activity - Math Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write in math journals in all grade levels weekly. We will use grade level template and journals will be reviewed on monthly basis at grade level team meetings.	Direct Instruction	Tier 1	Implement	08/22/2018	06/03/2019	$0	General Fund	Math committee

Activity - Math Literature	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will listen to math literature to connect learning with daily lessons. Teachers will use the math library to acquire necessary materials in lesson planning. Lesson plans are submitted to administrator weekly.	Curriculum Development	Tier 1	Monitor	08/22/2018	06/03/2019	$0	No Funding Required	CES staff

Activity - i-Ready Teacher toolkit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use material developed from the teacher tool-kit in daily instruction as reflected in daily lesson planning. Lesson plans are submitted weekly. i-Ready teacher toolkit is a research based classroom program that aides teachers to address diverse needs of each student.	Direct Instruction	Tier 1	Monitor	08/22/2018	06/03/2019	$3000	Title I Schoolwide	Trudy Wright

Activity - i-Ready Diagnostic & Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students use the iready online guided lessons which are leveled and individualized per student need on a weekly basis. Teachers will monitor student results weekly and adjust instruction accordingly.	Supplemental Materials, Technology	Tier 1	Monitor	08/22/2018	06/03/2019	$7500	Title I Schoolwide	Trudy Wright

Activity - Engaging parents, community and school staff to work together	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will integrate activities they acquire at Family Night with their students at home. During parent/teacher conferences and fall open house provide parents with supporting materials/math games to utilize at home.	Community Engagement	Tier 1		08/22/2018	06/03/2019	$500	Title I Schoolwide	CES staff and Principal

Activity - Parent Home Connection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Smore Newsletter	Parent Involvement	Tier 1		08/22/2018	06/03/2019	$0	Other	CES Staff

Measurable Objective 3:

85% of All Students will demonstrate a proficiency in addition and subtraction fact fluency in Mathematics by 06/03/2019 as measured by grade level assessments, administered by grade levels according to grade level expectations..

Strategy 1:

All students at Columbia Central Elementary School will be proficient in Math fluency. - Students will participate in a hands-on interactive instructional model for

differentiated math instruction daily.

Category: Mathematics

Research Cited: Cognitively Guided Instruction: A Research-Based Teacher Professional Development Program for Elementary School Mathematics. Research Report.

TP Carpenter, E Fennema, ML Franke, L Levi… - 2000 - ERIC

Tier: Tier 1

Activity - Differentiated math games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated games played within the classroom.	Supplemental Materials	Tier 1	Monitor	08/22/2018	06/03/2019	$200	No Funding Required, Title I Schoolwide	Classroom teacher

Activity - math month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Month to encourage math fact/numeracy by providing weekly incentives for meeting grade level math goals.	Academic Support Program, Materials	Tier 1	Implement	08/22/2018	06/03/2019	$800	Title I Part A	math committee

Activity - Math Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide supplemental math materials to assist teachers with number talk.	Supplemental Materials	Tier 1	Getting Ready	08/22/2018	06/03/2019	$1000	Title I Schoolwide	CES Staff

Goal 2: All students at Columbia Central Elementary will be proficient in Reading.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of 85% of students reaching grade level expectations or making 9 months growth in English Language Arts by 06/03/2019 as measured by the scores on the i-Ready Assessment.

(shared) Strategy 1:

Guided Reading - Teachers will implement explicit small group instruction three to five times per week using Guided Reading Strategies, and utilize formative and

observational results to differentiate further instruction. Bottom tier students will receive small group instruction a minimum of five times per week.

Category: English/Language Arts

Research Cited: Pinnell, Gay Su and Fountas, Irene C. "Research Base for Guided REading as an Instructional Approach. "Scholastic, n.d. web. 16 June 2014.

Tier: Tier 1

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

| Students will receive additional direct instruction on informational text features at least once per month during guided reading lessons. | Direct Instruction | Tier 1 | Monitor | 08/22/2018 | 06/03/2019 | $0 | No Funding Required | CES Teachers and Reading Intervention Staff |

Activity - i-Ready Teacher Toolkit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use materials and interactive lessons two or more times per month in whole group instruction. Teachers will support student needs for intervention using the I-ReadyTeacher Toolkit Tools for Instruction lessons as needed each week.	Direct Instruction	Tier 1	Monitor	08/22/2018	06/03/2019	$3000	Title I Schoolwide	Trudy Wright

Activity - i-Ready Diagnostic & Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in online differentiated instruction two times per week for 30 minutes a session using the I-Ready Diagnostic and Instruction program.	Supplemental Materials	Tier 1	Monitor	08/22/2018	06/03/2019	$7500	Title I Schoolwide	Trudy Wright/ Administration

Activity - Raz-Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will listen to, read, and measure comprehension of leveled fiction and informational text using the online reading program Raz-Kids at least once per week.	Supplemental Materials, Technology	Tier 1	Monitor	08/22/2018	06/03/2019	$1300	Title I Schoolwide	Trudy Wright

Strategy 2:

At Risk - Teachers and staff will provide parent education programs and support staff. Through the MTSS process students will be identified using formal and informal assessments three times yearly. Students will be provided at risk interventions and support for reading based on these results.

Category: English/Language Arts

Research Cited: The Highly Engaged Classroom, Robert Marzano, Debra Pickering, Tammy Heflebower (2001) Best Practices Third Edition, Zemelman, Daniels & Hyde (2005)

Tier: Tier 2

Activity - Extended Day Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Parents and students will be educated during parent teacher conferences and through classroom websites. After school and evening programs include Book Bingo, Kindergarten Readiness take home bags, Family Night, and K-2 Baggie Books. | Academic Support Program | Tier 2 | Implement | 08/22/2018 | 06/03/2019 | $2000 | Title I Part A | CES Staff, Reading Committee, Trudy Wright |

Activity - Literacy Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided access to Reading Recovery, Literacy Groups and Brooklyn Buddies support as needed, based on formal and informal assessments administered by teachers and support staff.	Academic Support Program	Tier 2	Implement	08/22/2018	06/03/2019	$112000	Title I Part A	Grade Level Teachers and Reading Support Staff

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Smore Program will be available to teachers for parent education and communication.	Parent Involvement	Tier 1	Getting Ready	08/22/2018	06/03/2019	$0	Other	Trudy Wright

Activity - Library Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase volume of lower level texts available in the library for student checkout. Book selection is limited and outdated.	Supplemental Materials	Tier 1	Getting Ready	08/22/2018	06/03/2019	$2000	General Fund	Administration, Principal, Reading Committee

Activity - March is Reading Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a month of activities, authors or assemblies, and incentives for students during March is Reading Month.	Other - Incentives for Reading Month	Tier 1	Implement	08/22/2018	06/03/2019	$2000	Other	Principal, Reading Committee

Measurable Objective 2:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by 85% of students reading at or above grade level or making 9 months growth in guided reading levels in English Language Arts by 06/03/2016 as measured by Fountas and Pinnell running records.

(shared) Strategy 1:

Guided Reading - Teachers will implement explicit small group instruction three to five times per week using Guided Reading Strategies, and utilize formative and observational results to differentiate further instruction. Bottom tier students will receive small group instruction a minimum of five times per week.

Category: English/Language Arts

Research Cited: Pinnell, Gay Su and Fountas, Irene C. "Research Base for Guided REading as an Instructional Approach. "Scholastic, n.d. web. 16 June 2014.

Tier: Tier 1

Activity - Nonfiction Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive additional direct instruction on informational text features at least once per month during guided reading lessons.	Direct Instruction	Tier 1	Monitor	08/22/2018	06/03/2019	$0	No Funding Required	CES Teachers and Reading Intervention Staff

Activity - i-Ready Teacher Toolkit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use materials and interactive lessons two or more times per month in whole group instruction. Teachers will support student needs for intervention using the I-ReadyTeacher Toolkit Tools for Instruction lessons as needed each week.	Direct Instruction	Tier 1	Monitor	08/22/2018	06/03/2019	$3000	Title I Schoolwide	Trudy Wright

Activity - i-Ready Diagnostic & Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in online differentiated instruction two times per week for 30 minutes a session using the I-Ready Diagnostic and Instruction program.	Supplemental Materials	Tier 1	Monitor	08/22/2018	06/03/2019	$7500	Title I Schoolwide	Trudy Wright/ Administration

Activity - Raz-Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will listen to, read, and measure comprehension of leveled fiction and informational text using the online reading program Raz-Kids at least once per week.	Supplemental Materials, Technology	Tier 1	Monitor	08/22/2018	06/03/2019	$1300	Title I Schoolwide	Trudy Wright

Measurable Objective 3:

85% of Kindergarten, First and Second grade students will demonstrate a proficiency by demonstrating phonics skills at or above grade level, or making 9 months growth, in phonics in Reading by 06/03/2019 as measured by the I-Ready Reading Assessment subcategory of Phonics.

Strategy 1:

Phonics Talk - Teachers will implement explicit whole group phonics instruction 3-5 times per week, and utilize formative and observational results to differentiate

further instruction.

Category: English/Language Arts

Research Cited: Foorman, B. R. (1995). Research on "The great debate": Code-oriented versus whole language approaches to reading instruction. School Psychology

Review, 24, 376-392.

Tier: Tier 1

Activity - Making Words	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the process of making words using manipulative to substitute sounds in known words to make new words.	Direct Instruction	Tier 1	Implement	08/22/2018	06/03/2019	$200	Title I Part A	Trudy Wright

Activity - Phonics Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize hands-on phonics manipulatives to sort, categorize, and play games that increase exposure to, and practice of, phonics skills.	Supplemental Materials	Tier 1	Implement	08/22/2018	06/03/2019	$200	Title I Part A	Trudy Wright and Reading Committee

Activity - Kinesthetic Phonics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use kinesthetic movement and song to learn and practice phonics skills.	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2018	06/03/2019	$150	Title II Part A	Trudy Wright and Reading Committee

Measurable Objective 4:

85% of Kindergarten, First and Second grade students will demonstrate a proficiency on grade level sight word list in Reading by 06/03/2019 as measured by 100% accuracy on the assessment.

Strategy 1:

Sight Word Instruction - Effective sight word instruction will improve a students overall reading abilities. Studies suggest that all elementary need to provide students

with a literacy rich environment, sight word instruction, and daily practice through the use of literacy centers and activities.

Category: English/Language Arts

Research Cited: "Chapter 6: Study 2: The Effects of Training Phonological Processing Abilities on Word Reading and Reading Fluency: A Quasi-experimental

Approach 173." Phonological Processing Abilities and Reading Competence (n.d.): n. pag. Web.

Tier: Tier 1

Activity - Sight Word Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take a post test on grade level sight word list. Students who score 100% will be considered proficient.	Direct Instruction	Tier 1	Monitor	08/22/2018	06/03/2019	$0	No Funding Required	Reading Committee

Activity - IReady Teacher Toolkit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use materials in interactive lessons two or more times per month in whole group instruction. Teachers will support student needs for intervention using the IReady Teacher Toolkit.	Direct Instruction	Tier 1	Implement	08/22/2018	06/03/2019	$0	No Funding Required	Trudy Wright

Goal 3: All students at Columbia Central Elementary School will be proficient in Science.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by a 85% building pass rate in Science by 06/01/2018 as measured by the Plant Post Test.

(shared) Strategy 1:

Science Pedagogy - All teachers will use Inquiry based learning for teaching Next Generation Science Standards for a minimum of once per trimester. Science

education will focus on a student-centered learning environment where all students will engage in questioning, problem solving, collaboration, and hands-on learning.

Category: Science

Research Cited: Gross, P. R. (2012, February 16). New Research reinforces the need for next generation science standards. Retrieved May 3, 2106, from

http://www.nextgenscience.org/news/new-research-reinforces-need-next-generation-science-standards

Tier: Tier 1

Activity - Non-Fiction Science Literature and Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have Science Magazines (National Geographic) for reading and research. Students will write about Science when appropriate.	Supplemental Materials	Tier 1	Implement	08/22/2018	06/03/2019	$1800	Title I Part A	Deb Powell and Science Committee

Activity - Scientific Process Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take a pre-test and post-test on the scientific process. Students with 100% will be considered proficient.	Direct Instruction	Tier 1	Monitor	08/22/2018	06/03/2019	$0	No Funding Required	Science Committee

Activity - Guided Reading Science Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read science books during guided reading.	Direct Instruction	Tier 1	Implement	08/22/2018	06/03/2019	$0	No Funding Required	School Improvement Committees

Activity - Science Experiments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the use of Science manipulatives/activities/experiments, including at least one hands-on activity in each Science Area for their grade level (3 or 4 activities per year minimum).	Direct Instruction	Tier 1	Implement	08/22/2018	06/03/2019	$900	Title I Part A	CES Teachers

Activity - Cranbook Sience on the Go	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in science activities and experiments provided by Cranbrook in a traveling fieldtrip experience.	Direct Instruction	Tier 1	Implement	08/22/2018	06/03/2019	$1500	Title I Part A	Science Committee

Activity - Engage parents, community, and school staff to work together	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students, teachers, parents, the community, and school will work together during Cranbrook Science Night, conferences, and classroom websites.	Community Engagement	Tier 2	Implement	08/22/2018	06/03/2019	$0	No Funding Required	Deb Powell & Science Committee

Activity - Mystery Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mystery Science will support the NGSS standards for each grade level.	Academic Support Program	Tier 1	Implement	08/22/2018	06/03/2019	$500	Title I Part A	CES Teachers

Measurable Objective 2:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on local scientific process assessment in Science by 06/01/2018 as measured by 100% accuracy on the assessment.

(shared) Strategy 1:

Science Pedagogy - All teachers will use Inquiry based learning for teaching Next Generation Science Standards for a minimum of once per trimester. Science

education will focus on a student-centered learning environment where all students will engage in questioning, problem solving, collaboration, and hands-on learning.

Category: Science

Research Cited: Gross, P. R. (2012, February 16). New Research reinforces the need for next generation science standards. Retrieved May 3, 2106, from http://www.nextgenscience.org/news/new-research-reinforces-need-next-generation-science-standards

Tier: Tier 1

Activity - Non-Fiction Science Literature and Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have Science Magazines (National Geographic) for reading and research. Students will write about Science when appropriate.	Supplemental Materials	Tier 1	Implement	08/22/2018	06/03/2019	$1800	Title I Part A	Deb Powell and Science Committee

Activity - Scientific Process Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take a pre-test and post-test on the scientific process. Students with 100% will be considered proficient.	Direct Instruction	Tier 1	Monitor	08/22/2018	06/03/2019	$0	No Funding Required	Science Committee

Activity - Guided Reading Science Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read science books during guided reading.	Direct Instruction	Tier 1	Implement	08/22/2018	06/03/2019	$0	No Funding Required	School Improvement Committees

Activity - Science Experiments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the use of Science manipulatives/activities/experiments, including at least one hands-on activity in each Science Area for their grade level (3 or 4 activities per year minimum).	Direct Instruction	Tier 1	Implement	08/22/2018	06/03/2019	$900	Title I Part A	CES Teachers

Activity - Cranbook Sience on the Go	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in science activities and experiments provided by Cranbrook in a traveling fieldtrip experience.	Direct Instruction	Tier 1	Implement	08/22/2018	06/03/2019	$1500	Title I Part A	Science Committee

Activity - Engage parents, community, and school staff to work together	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students, teachers, parents, the community, and school will work together during Cranbrook Science Night, conferences, and classroom websites.	Community Engageme nt	Tier 2	Implement	08/22/2018	06/03/2019	$0	No Funding Required	Deb Powell & Science Committee

Activity - Mystery Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Mystery Science will support the NGSS standards for each grade level.	Academic Support Program	Tier 1	Implement	08/22/2018	06/03/2019	$500	Title I Part A	CES Teachers

Measurable Objective 3:

85% of Kindergarten, First and Second grade students will demonstrate a proficiency on local engineering process assessment in Science by 06/01/2018 as measured by 100% accuracy on the assessment.

Strategy 1:

Engage in Engineering Design - All teachers will teach the Engineering Design Process using STEM activities for a minimum of one time per Trimester. Science

education will focus on student centered learning environment where all students will engage in questioning, problem solving, collaboration, and hand on learning.

Category: Science

Research Cited: "Read "Next Generation Science Standards: For States, By States" at NAP.edu." National Academies Press: OpenBook. N.p., n.d. Web. 14 June

2017.

Tier: Tier 1

Activity - Engineering Process Design Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Students will take a pre-test and post-test on the Engineering Design Process. Students who score 100% will be considered proficient.	Direct Instruction	Tier 1	Monitor	08/22/2018	06/03/2019	$0	Title I Part A	Science Committee

Activity - STEM Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers will implement the use of STEM activities including at least one experiment in each Science Area for their grade levels (3 or 4 experiments per year minimum)	Direct Instruction	Tier 1	Implement	08/22/2018	06/03/2019	$0	Title I Part A	Science Committee

Activity - Cranbrook Science on the Go	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Students will participate in science activities and experiments provided by Cranbrook Science Institute in a traveling field trip experience	Direct Instruction	Tier 1	Implement	08/22/2018	06/03/2019	$0	Title I Part A	Principal, Science Committee

Goal 4: All students at Columbia Elementary will Improve their healthy eating habits aligned to the tenets of the ASCD Whole School, Whole Community, Whole Child Initiative (WSCC)

Measurable Objective 1:

100% of All Students will demonstrate a behavior by implementing healthy eating habits from the Healthy School Action Tool (HSAT) in Health/Physical Education by 03/30/2018 as measured by the Healthy Eating Topic Area Assessment Improvement of 4 to 7 points .

Strategy 1:

Health & Nutrition Curriculum - MSU extension instructor will implement an heath progam which addresses the needs of the whole child, taking into account the developmental and health needs (physical, mental, and emotional) that impact learning. They will complete an implementation log for the nutritional lessons after lessons are taught.

Category: School Culture

Research Cited: Centers for Disease Control and Prevention: Health and Academic Achievement, http://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf

Tier: Tier 1

Activity - Healthy Eating Habits curriuculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in the essential components of the Michigan Model for Health curriculum that target healthy eating habits for good nutrition.	Direct Instruction	Tier 2	Implement	08/22/2018	06/03/2019	$0	No Funding Required	All teachers

Activity - Nutrition integrated into all aspects of curriuculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Nutrition Instruction will be included in Art, Technology, Physical Education, and Music. Nutrition and healthy habit books will be highlighted in the library.	Direct Instruction	Tier 1		08/22/2018	06/03/2019	$0	No Funding Required	Teachers

Activity - Family Homework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family homework and/or parent letters in the area of nutrition will be sent home by classroom teachers and healthy habit tips will be included in the school newsletter, school Facebook page or website.	Parent Involvement	Tier 1	Implement	08/22/2018	06/03/2019	$0	No Funding Required	Teachers and Principal

Goal 5: All students at Columbia Elementary will improve their Social and Emotional learning aligned with the tenets of the ASCD Whole School, Whole Community, Whole Child Initiative (WSCC)

Measurable Objective 1:

100% of All Students will demonstrate a behavior by demonstrating student engagement in social and emotional strategies in Health/Physical Education by 05/25/2018 as measured by a reduction in reported behavioral incidents by at least 25% from fall 2017 to Spring 2018.

Strategy 1:

SEL Competencies - Teachers will address the needs of all learners by implementing the Social and Emotional Learning Competencies which address the needs of the whole child and increase student engagement in social and emotional learning.

Category: Learning Support Systems

Research Cited: When Schools Focus on the Development of the Whole Child, Utilizing SEL Standards to Guide Instuction and Interactions With Students, Academic Achievment Improves, as Well as the Skills Needed for College and Career. Collaborative for Academic, Social, and Emotional Learning (2015). Social and Emotional Learning Core Competencies. Chicago, IL: Author. Retrieved from http://www.casel.org/social-and-emotional-learning/core-competencies/

Tier: Tier 1

Activity - Social Emotional based school wide program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will participate in a school wide presentation that introduces and promotes social emotional objectives.	Behavioral Support Program	Tier 1	Getting Ready	08/22/2018	06/03/2019	$650	Other	Grant Coordinator

Activity - Family Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Informational Family Night including a healthy dinner to familarize them with the school support services, SEL strategies that can be used at home to reinforce what is learned at school, family craft around the Whole Child and healthy living.	Parent Involvement	Tier 1	Implement	08/22/2018	06/03/2019	$1000	Other	Teachers, Principal, grant coordinator

Activity - Parent Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will take a perception survey	Parent Involvement	Tier 1	Implement	08/22/2018	06/03/2019	$0	No Funding Required	Principal and teachers

Activity - Smore's Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Smore program will be available to teachers for parent education and communication	Parent Involvement	Tier 1	Getting Ready	08/22/2018	06/03/2019	$1500	Other	Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
March is Reading Month	Provide a month of activities, authors or assemblies, and incentives for students during March is Reading Month.	Other - Incentives for Reading Month	Tier 1	Implement	08/22/2018	06/03/2019	$2000	Principal, Reading Committee
Smore's Newsletter	The Smore program will be available to teachers for parent education and communication	Parent Involvement	Tier 1	Getting Ready	08/22/2018	06/03/2019	$1500	Principal
Parent Communication	The Smore Program will be available to teachers for parent education and communication.	Parent Involvement	Tier 1	Getting Ready	08/22/2018	06/03/2019	$0	Trudy Wright
Family Night	Informational Family Night including a healthy dinner to familarize them with the school support services, SEL strategies that can be used at home to reinforce what is learned at school, family craft around the Whole Child and healthy living.	Parent Involvement	Tier 1	Implement	08/22/2018	06/03/2019	$1000	Teachers, Principal, grant coordinator
Parent Home Connection	Smore Newsletter	Parent Involvement	Tier 1		08/22/2018	06/03/2019	$0	CES Staff
Social Emotional based school wide program	Students and teachers will participate in a school wide presentation that introduces and promotes social emotional objectives.	Behavioral Support Program	Tier 1	Getting Ready	08/22/2018	06/03/2019	$650	Grant Coordinator

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
i-Ready Diagnostic & Instruction	Students use the iready online guided lessons which are leveled and individualized per student need on a weekly basis. Teachers will monitor student results weekly and adjust instruction accordingly.	Supplemental Materials, Technology	Tier 1	Monitor	08/22/2018	06/03/2019	$7500	Trudy Wright
Differentiated math games	Differentiated games played within the classroom.	Supplemental Materials	Tier 1	Monitor	08/22/2018	06/03/2019	$200	Classroom teacher

Raz-Kids	Students will listen to, read, and measure comprehension of leveled fiction and informational text using the online reading program Raz-Kids at least once per week.	Supplemental Materials, Technology	Tier 1	Monitor	08/22/2018	06/03/2019	$1300	Trudy Wright
Engaging parents, community and school staff to work together	Parents will integrate activities they acquire at Family Night with their students at home. During parent/teacher conferences and fall open house provide parents with supporting materials/math games to utilize at home.	Community Engagement	Tier 1		08/22/2018	06/03/2019	$500	CES staff and Principal
i-Ready Teacher toolkit	Students will use material developed from the teacher tool-kit in daily instruction as reflected in daily lesson planning. Lesson plans are submitted weekly. i-Ready teacher toolkit is a research based classroom program that aides teachers to address diverse needs of each student.	Direct Instruction	Tier 1	Monitor	08/22/2018	06/03/2019	$3000	Trudy Wright
i-Ready Diagnostic & Instruction	Students will engage in online differentiated instruction two times per week for 30 minutes a session using the I-Ready Diagnostic and Instruction program.	Supplemental Materials	Tier 1	Monitor	08/22/2018	06/03/2019	$7500	Trudy Wright/ Administration
Math Supplies	Provide supplemental math materials to assist teachers with number talk.	Supplemental Materials	Tier 1	Getting Ready	08/22/2018	06/03/2019	$1000	CES Staff
i-Ready Teacher Toolkit	Students will use materials and interactive lessons two or more times per month in whole group instruction. Teachers will support student needs for intervention using the I-ReadyTeacher Toolkit Tools for Instruction lessons as needed each week.	Direct Instruction	Tier 1	Monitor	08/22/2018	06/03/2019	$3000	Trudy Wright

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Kinesthetic Phonics	Students will use kinesthetic movement and song to learn and practice phonics skills.	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2018	06/03/2019	$150	Trudy Wright and Reading Committee

General Fund

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

Library Books	Increase volume of lower level texts available in the library for student checkout. Book selection is limited and outdated.	Supplemental Materials	Tier 1	Getting Ready	08/22/2018	06/03/2019	$2000	Administration, Principal, Reading Committee
Math Journals	Students will write in math journals in all grade levels weekly. We will use grade level template and journals will be reviewed on monthly basis at grade level team meetings.	Direct Instruction	Tier 1	Implement	08/22/2018	06/03/2019	$0	Math committee

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Healthy Eating Habits curriuculum	Students will participate in the essential components of the Michigan Model for Health curriculum that target healthy eating habits for good nutrition.	Direct Instruction	Tier 2	Implement	08/22/2018	06/03/2019	$0	All teachers
Sight Word Assessment	Students will take a post test on grade level sight word list. Students who score 100% will be considered proficient.	Direct Instruction	Tier 1	Monitor	08/22/2018	06/03/2019	$0	Reading Committee
Family Homework	Family homework and/or parent letters in the area of nutrition will be sent home by classroom teachers and healthy habit tips will be included in the school newsletter, school Facebook page or website.	Parent Involvement	Tier 1	Implement	08/22/2018	06/03/2019	$0	Teachers and Principal
Nonfiction Reading	Students will receive additional direct instruction on informational text features at least once per month during guided reading lessons.	Direct Instruction	Tier 1	Monitor	08/22/2018	06/03/2019	$0	CES Teachers and Reading Intervention Staff
Parent Survey	Parents will take a perception survey	Parent Involvement	Tier 1	Implement	08/22/2018	06/03/2019	$0	Principal and teachers
Nutrition integrated into all aspects of curriuculum	Nutrition Instruction will be included in Art, Technology, Physical Education, and Music. Nutrition and healthy habit books will be highlighted in the library.	Direct Instruction	Tier 1		08/22/2018	06/03/2019	$0	Teachers
Scientific Process Assessment	Students will take a pre-test and post-test on the scientific process. Students with 100% will be considered proficient.	Direct Instruction	Tier 1	Monitor	08/22/2018	06/03/2019	$0	Science Committee
Guided Reading Science Books	Students will read science books during guided reading.	Direct Instruction	Tier 1	Implement	08/22/2018	06/03/2019	$0	School Improvement Committees

Math Literature	Students will listen to math literature to connect learning with daily lessons. Teachers will use the math library to acquire necessary materials in lesson planning. Lesson plans are submitted to administrator weekly.	Curriculum Development	Tier 1	Monitor	08/22/2018	06/03/2019	$0	CES staff
Differentiated math games	Differentiated games played within the classroom.	Supplemental Materials	Tier 1	Monitor	08/22/2018	06/03/2019	$0	Classroom teacher
Engage parents, community, and school staff to work together	Students, teachers, parents, the community, and school will work together during Cranbrook Science Night, conferences, and classroom websites.	Community Engagement	Tier 2	Implement	08/22/2018	06/03/2019	$0	Deb Powell & Science Committee
IReady Teacher Toolkit	Students will use materials in interactive lessons two or more times per month in whole group instruction. Teachers will support student needs for intervention using the IReady Teacher Toolkit.	Direct Instruction	Tier 1	Implement	08/22/2018	06/03/2019	$0	Trudy Wright

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Making Words	Students will use the process of making words using manipulative to substitute sounds in known words to make new words.	Direct Instruction	Tier 1	Implement	08/22/2018	06/03/2019	$200	Trudy Wright
STEM Activities	Teachers will implement the use of STEM activities including at least one experiment in each Science Area for their grade levels (3 or 4 experiments per year minimum)	Direct Instruction	Tier 1	Implement	08/22/2018	06/03/2019	$0	Science Committee
Mystery Science	Mystery Science will support the NGSS standards for each grade level.	Academic Support Program	Tier 1	Implement	08/22/2018	06/03/2019	$500	CES Teachers
Extended Day Programs	Parents and students will be educated during parent teacher conferences and through classroom websites. After school and evening programs include Book Bingo, Kindergarten Readiness take home bags, Family Night, and K-2 Baggie Books.	Academic Support Program	Tier 2	Implement	08/22/2018	06/03/2019	$2000	CES Staff, Reading Committee, Trudy Wright
Engineering Process Design Assessment	Students will take a pre-test and post-test on the Engineering Design Process. Students who score 100% will be considered proficient.	Direct Instruction	Tier 1	Monitor	08/22/2018	06/03/2019	$0	Science Committee
Cranbrook Science on the Go	Students will participate in science activities and experiments provided by Cranbrook Science Institute in a traveling field trip experience	Direct Instruction	Tier 1	Implement	08/22/2018	06/03/2019	$0	Principal, Science Committee

math month	Math Month to encourage math fact/numeracy by providing weekly incentives for meeting grade level math goals.	Academic Support Program, Materials	Tier 1	Implement	08/22/2018	06/03/2019	$800	math committee
Science Experiments	Teachers will implement the use of Science manipulatives/activities/experiments, including at least one hands-on activity in each Science Area for their grade level (3 or 4 activities per year minimum).	Direct Instruction	Tier 1	Implement	08/22/2018	06/03/2019	$900	CES Teachers
Non-Fiction Science Literature and Writing	Students will have Science Magazines (National Geographic) for reading and research. Students will write about Science when appropriate.	Supplemental Materials	Tier 1	Implement	08/22/2018	06/03/2019	$1800	Deb Powell and Science Committee
Phonics Manipulatives	Students will utilize hands-on phonics manipulatives to sort, categorize, and play games that increase exposure to, and practice of, phonics skills.	Supplemental Materials	Tier 1	Implement	08/22/2018	06/03/2019	$200	Trudy Wright and Reading Committee
Cranbook Sience on the Go	Students will participate in science activities and experiments provided by Cranbrook in a traveling fieldtrip experience.	Direct Instruction	Tier 1	Implement	08/22/2018	06/03/2019	$1500	Science Committee
Literacy Support	Students will be provided access to Reading Recovery, Literacy Groups and Brooklyn Buddies support as needed, based on formal and informal assessments administered by teachers and support staff.	Academic Support Program	Tier 2	Implement	08/22/2018	06/03/2019	$112000	Grade Level Teachers and Reading Support Staff