



School Improvement Plan

Edgemont Elementary School

Van Buren Public Schools

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The following data was collected and analyzed to determine the comprehensive needs of students.

- *31 A checklists
- *Homeless
- *Below grade level in reading & math
- *Other risk factors
- *RLAC
- *ESGI
- *M-STEP
- *NWEA
- *Basic Phonics Skills Tests through Illuminate
- *DRA2 testing
- *MTSS team meetings

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?

Students are making strides in DRA 2. At this time, a large amount of students are on grade level. As of this report, 75% of kindergarten students are reading at grade level. 54% of first grade students are reading at grade level. 76% of second grade students are reading at grade level. 68% of third grade students are reading at grade level. 50% of fourth grade students are reading at grade level.

According to NWEA data, 72% of first grade, 52% of second grade, 50% of third grade and 25% of fourth grade students have met their reading goal for the 2018/2019 school year.

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 goals reflect the challenges our students face in each subject area along with behavior. As our students become more proficient in the academic areas, we anticipate continued increase in student achievement in DRA 2, NWEA, and state testing.

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?

All of the goals are geared toward all students. There are specific strategies put in place to differentiate instruction purposes in Mathematics and English Language Arts. We have school and district goals to address at-risk students, which we see as student at or near the bottom
SY 2019-2020

30% as well as intervention specifically aimed at the bottom 30% of students.

Component 2: Schoolwide Reform Strategies

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

All of the strategies in the school-wide plan focuses on helping all students. This includes increasing the extent to which all students are proficient in English Language Arts, Writing, Mathematics, Science and Social Studies.

In ELA we have four intervention specialists that work with small groups. We also have Literacy Coaches that work with classroom teachers to differentiate instruction. The goal is to have each student be able to participate in smaller reading groups.

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).

Each strategy in the school-wide plan is based upon research-based methods that will increase the quality and quantity of instruction. For ELA we use Marzano's "Classroom Instruction the Works," Fountas and Pinnell's "Leveled Literacy Intervention." Jan Richardson's "The Next Step Forward in Guided Reading," Pioneer Valley's "Literacy Footprints" and Jennifer Serravallo "The Reading Strategies Book."

For writing, we use Laminick's "Writers ARE Readers," and in grades K-1 Calkins "Units of Study in Opinion, Information, and Narrative Writing."

For Mathematics, we use Carroll and Issacs' "Achievements of Students Using the University of Chicago School Mathematics Project's Everyday Mathematics. We have been trained in and use "Add+ VantageMR" by the Math Recovery Council.

For Science, we use "Battle Creek Area Mathematics and Science Center for Cereal City Science," by BSAMSC.

For MTSS (Multi Tiered Support System), we use "Simplifying Responce to Intervention Four Essential Guiding Principles" by Buffman, Mattos, Weber and "Pre-Referral Intervention Manual" by McCarney, Wunderlich and Bauer.

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

After completing the comprehensive needs assessment, we used the findings to create objectives for our school-wide plan. Each strategy in the school-wide plan is based upon research-based methods.

For ELA, we use Marzano's "Classroom Instruction that Works," Fountas and Pinnell's "Leveled Literacy Intervention," Jan Richardson's "The Next Step Forward in Guided Reading," Pioneer Valley's "Literacy Footprints," and Jennifer Serravallo's "The Reading Strategies Book." We will add "What are the Rest of my Kids Doing? Fostering Independence in the K-2 Reading Workshop."

For Writing, we use Laminack's "Writers ARE Readers" and Calkins' " Units of Study in Opinion, Information, and Narrative Writing," we
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would like to add Serravallo's "The Writing Strategies Book."

For Mathematics, we use Carroll and Issacs' "Achievements of Students Using the University of Chicago School Mathematics Projects's Everyday Mathematics."

For Science, we use "Battle Creek Area Mathematics and Science Center for Cerebral City Science," by BCAMSC.

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.

In our school-wide plan, we have provided intervention through differentiated small groups in both ELA and Mathematics. The reading specialists review achievement data and pull students to work on specific needs, Intervention teachers use "Leveled Literacy Intervention" by Fountas and Pinnell. The MTSS identifies students who need then most help using Basic Phonics Skills Tests, Phonics First tests and ESGI to identify students for Tier 3 skill specific groups.

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

The school determines if the needs are being met by reviewing NWEA, DRA2 and M-STEP.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	Yes, paraprofessionals have an associate's degree or have passed then basic skill test. The Business Office is responsible for maintaining and housing instructional paraprofessional files.	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	Yes, all teachers meet NCLB requirements for highly qualified. The Van Buren Public Schools Human Resource Department is responsible for housing and maintaining teacher certifications and files. All Van Buren Public School teachers have earned at least a Bachelor's degree and full state certification. In addition, staff meets the criteria of at least one of the following: Michigan Test for Teacher Certification, Master's Degree, or Post Graduate Studies.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

We had one teacher retire this year and one teacher transfer into our building. No other movements have taken place this school year.

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

36% of Edgemont's teaching staff have taught 0-10 years. 40% have taught 11-20 years. 24% have taught more than 20 years.

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

Edgemont pairs with Eastern Michigan University to house pre-student teachers. This gives us the opportunity to choose outstanding candidates to be student teachers and hopefully future teachers. The administration works hard to make staff feel valued and important member of the school team. This makes a positive culture in which educators enjoy teaching.

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

Van Buren Schools offer comparable salary and benefits in relation to surrounding districts which helps to attract and keep highly qualified teachers. Teacher's salaries increase to reflect years of experience and advanced degrees. Professional development opportunities are offered to all teachers throughout the school year at the district's expense. The Van Buren Education Association (VBEA) also offers Michigan Education Association workshop pertinent to the professional growth and personal needs. In addition our district is surrounded by colleges and universities that offer many programs for our teachers to develop their professional practices and earn additional degrees. Van Buren holds its own job fair in the spring to attract candidates. Wayne RESA provides a variety of professional development opportunities for teachers throughout the entire year. Our community has three different bodies that offer education grants to our teachers. The staff has been very successful in receiving these grants.

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?

We do not have a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

Staff have received professional learning using Jan Richardson's Next Step Forward in Guided Reading, Literacy Footprints, The Leader in Me, Essential Practices in Early and Elementary Literacy, Jennifer Serravallo's Reading Strategies, the coaches and principal were trained in Instructional Rounds in Education, and Lucy Calkins Units of Study. Next year more teachers will be sent for training with Jan Richardson and we have requested Jennifer Serravallo's Writing Strategies and Lindsey Moses' What are the Rest of my Kids Doing?.

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

The district includes the professional learning plan in its district plan.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	The district includes the professional learning in its district plan.	

Component 6: Strategies to Increase Parental Involvement

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

Parents participate in surveys that help guide our school improvement plan. Parents help communicate with administration, staff, and stakeholders the needs of the students.

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

We have a parent coordinator who helps set up curriculum nights, attended our Leader in Me training, and Leadership Events. Parents are instrumental in the implementation of creating curriculum night and decision making that drives our School Improvement Goals. Parents are volunteers work with our students who need 1:1 support in the classroom. All parents are invited into the classroom to experience first-hand what is happening in their child's education. Parents are also invited to attend field trips, assemblies, classroom hands-on activities, and celebrations of students' accomplishments.

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

The Parent-School partnership survey was made available to parents for their input on decision making, workshops and communication. Results were received and analyzed to improve how parents formally review and revise our plan with parents. We plan to share our SIP at one of the first Parent Teacher Organization (PTO) meetings and set up Muffins with Moms and Doughnuts with Dads next year. Our SIP team will plan and organize these events with our parent coordinator.

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).

Throughout the year, input from parents is encouraged and gathered. In addition to the Title 1 required annual meeting, much of the current information was solicited through formal interviewing of parents when they attend parent-teacher conferences and other community events. Additionally, information is welcomed from written evaluations of current activities. The Edgemont Elementary Parental Involvement Plan (PIP) reflects the needs expressed by parents. The Parental Involvement Plan is discussed and evaluated annually by both parents and staff to meet current needs expressed by parents. The PIP is discussed and evaluated annually by both parents and staff to meet current needs that include ongoing involvement strategies that link to school improvement goals. We work in conjunction with our PTO to provide many activities both during and after school hours. School-wide activities include family game night, Guest Readers from the community, Pumpkin Fest, book swap, Polar Express Night, Language Arts Fair, field day, field trips, and book fairs. We would like to host a family literacy night in the community next year to reach families that are unable to attend school centered activities. We have a parent coordinator that creates bi-

monthly curriculum nights to involve parents in the school's curriculum.

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

Then staff discussed at weekly staff meetings programs to continue to increase parent involvement. The Parent-School Partnership Survey was offered online on our school website and at various school functions for their input on on decision making, workshops and communication. Result were received and analyzed to improve parent communication. Staff continually make parent phone calls and regularly communicates with parents via email, newsletters, questionnaires, Remind 101, Class DOJO, SeeSaw, Twitter and Facebook. We view our building as being effective in parent communication. The School Improvement/Academic Team meets monthly.

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

Following the evaluation the SIT/Lighthouse Team meets and as a result of the survey, we will begin working holding more opportunities for parents to review our SIP and have more input.

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

The compact was developed with staff, PTO and teachers using the Title 1 guidelines and surveys.

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

The compact is passed out at the first conference of the school year. It gives the opportunity to have a conversation with parents about school improvement and our Title 1 program.

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

Edgemont is a K-4 building.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent Compact 2018/19

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

On a daily basis, parents are able to monitor their child's progress and daily activities through the use of daily calendar, and/or communication folder. Parents receive report cards, IRIP (Individual Reading Improvement Plan) and progress reports quarterly that address the State standards. Conference time is also a time for general education teachers, Interventionists, Instructional Coaches and Special

Education teachers to assist parents in understanding the State content standard assessments.

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?

The Principal meets with the Grade School Readiness Program parents once a year to help them transition to Kindergarten. We have three Kindergarten classes in the building that meet daily. Parents are part of our Parent Teacher Organization and are included with all of our special events. The year culminates with a graduation and moving up ceremony.

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?

Transition Activities:

Preschool to K

Preschool parents are given a folder with their "Home School" information, magnet with contact information and enrollment forms to begin preparing for the transition. (March)

Parent orientation at the ECDC Haggerty Preschool in March: Parents and students are invited to meet the elementary principals, teachers, Leader in Me Lighthouse Team members and special education staff in a familiar setting (March)

District-wide Kindergarten round (March)

Schools do Kindergarten Open House (April)

Kindercamp (August)

Staggered start for Kindegarteners (September- first week of school)

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?

Edgemont Elementary provides opportunities for teachers to have input in decisions regarding the use of school-based academic assessment and analysis of students' academic achievement. Edgemont Elementary has a teacher representative from each grade level, as well as special education, and Title I, on the Lighthouse/Leadership Team. As decisions are made, these teacher representatives act as liaisons between the Leadership Team and the Action Teams. In addition, as District-level decisions are made in regard to curriculum, assessment and instruction, weekly staff meetings provide opportunities for input from all teachers. Teachers are provided with data from the assessments that are administered and discussed at staff meetings. The purpose of this data is to provide feedback on instruction, as well as evaluating the alignment between the curriculum, instruction, and the assessment items. The District provides development time for all instructional coaches, as well as Title I Interventionists from across District to meet to discuss curriculum-related activities and decisions.

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

Teachers use designated staff meetings to analyze data and meet in grade level teams to discuss and share strategies for differentiating instruction to improve academic achievement for all students. Teachers and coaches work together to implement and update our data wall, which tracks students DRA and NWEA scores.

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.

Edgemont Elementary's staff administrators state testing, NWEA, ESGI, Basic Phonics Skills, DRA2 at the beginning of the school year. All teachers have been trained on the testing process so consistent results are gathered. This data will indicate if remediation is needed and can be implemented. Every child has the opportunity to receive additional assistance, and all learning styles are addressed in each classroom. This is an on-going assessment process using classroom formative assessments, District test and formal assessments. The classroom teacher uses differentiated instruction. Teachers reteach and utilize diverse strategies to enable the students to advance to a proficient level. If a child still needs additional intervention, students can be accommodated through tiered intervention by a Literacy Specialist, Special Education Teacher, and/or Social Worker. Classroom teachers work in conjunction with reading specialists to assess and identify areas where intervention may be needed. Students who may need intervention will be given an IRIP to help identify specific support and a plan of action of intervention. Students receive additional instruction, in areas or need, based on results and decisions made at MTSS Team meetings. Van Buren Schools have a computer-generated standards-based report cards. This report card gives a substantial amount of timely data on classroom performance on the state standards. By focusing on the standards and reporting our proficiency levels, we are able to address areas of concerns.

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?

The classroom teacher uses differentiated instruction for students to reteach and utilize diverse strategies/interventions to enable the students to advance to a proficient level. If a child still needs additional instruction and support, students are accommodated through our Multi-Tiered Support System. In this MTSS meetings Teachers, Social Worker, Special Education Teacher, and Interventionists work together to create a timely plan of support for the student/teacher. Every few weeks, strategies/interventions are discussed and checked for progress. Strategies/Interventions are changed, as needed. Teachers use nationally normed test to identify students which fall into learning gaps and then the MTSS team schedules weekly/daily times for additional instruction.

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

The classroom teacher uses differentiated instruction for students to reteach and utilizes diverse strategies to enable the students to advance to a proficient level. Small group instruction and centers are used to address students' individual instructional needs. Literacy Specialists and Instructional Coaches work with classroom teachers on providing additional instruction/intervention in the classroom. If a child still needs additional intervention, students/teachers are accommodated through MTSS.

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 programs and resources are coordinated and integrated toward the achievement of the school-wide goals. Edgemont coordinated and integrates funds from State and Federal resources with funds from State and Federal resources, local programs such as PTO fundraisers, community grants, school fundraisers, and community donations of volunteer time. The District coordinated funds from the Federal, State, and local programs and resources are coordinated by the Central Administrative office staff for Van Buren Schools.

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.

Edgemont Elementary will use resources to provide programs to children who are assessed. Of those students assessed, the students with the need for extra support will be given interventions. These programs include: LLI, small group instruction, additional staff, technology supported programs such as Everyday Math Online, RAZ Kids, eSpark Learning, Imagine Math, Moby Max, tutoring, and professional development for teachers and administrators to develop and implement strategies for struggling students.

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

For all students K-4 we provide free and reduced lunch and breakfast for eligible students. Homeless students are provided transportation to and from school with temporary housing or shelters. Through a grant from RESA, Positive Behavior Intervention Support (PBIS) is implemented to teach positive social skills and prevent discipline issues. Edgemont Elementary is in year 2 of the Leader in Me program (based on Franklin Covey's 7 Habits of Highly Effective People) that teaches 21st century leadership and life skills to students, creating a culture of student empowerment based on the idea that every child can be a leader. Our Social Workers are trained in Non-Violent Crisis Prevention through the use of verbal de-escalation. Students age 3 and 4 are eligible to participate in Head State and Great Start. Boys and Girls Club is made available on-site as an after school academic enrichment program.

Evaluation:

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

The school instructional staff evaluates the program by having parents and staff complete surveys. The staff review DRA-2 data, NWEA scores, summative curriculum assessments and State Assessment results, ESGI and Basic Phonics Skills Tests.

Program evaluations are completed every year as part of the School Improvement process as well as post-event evaluation for immediate 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 instructional staff reviews the DRA2 scores, NWEA data, ESGI, Basic Phonics Skills Tests and State Assessment results in order to evaluate students on a quarterly basis, or as needed. The data is used to differentiate the instructional needs of each student, and to plan appropriate interventions to improve academic growth.

Professional Learning Community teams meet regularly to review academic progress and drive future instruction.

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 instructional staff reviews the quarterly data in order to determine individual student growth. The initial scores are compared to current scores in order to determine if the students need continued support and intervention through Title I services. Each intervention group is designed to be fluid and flexible to help meet individual student needs.

This year, our instructional staff created a "Data Wall"- where individual student DRA2 and NWEA scores are tracked, monitored, and analyzed quarterly to see student achievement across grade levels.

The MTSS (Multi Tier Support System) is utilized to support students with specific academic needs and track students progress.

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 Title I Intervention Teachers and Literacy Coaches use the Michigan Department of Education Evaluation tool as a model to annually revise the school wide plan. Collaboration with stakeholders including staff, parents, and students through the use of surveys, meeting with classroom teachers, conferences with parents and ongoing assessments of student will help to determine the effectiveness of the program. The content of instruction (reading and/or math) can be changed based on the needs of the students. These needs will be determined through on-going assessments including DRA2, NWEA scores, ESGI, BPST, local and state assessments.

School Improvement Plan 2019-2020

Overview

Plan Name

School Improvement Plan 2019-2020

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 English Language Arts	Objectives: 2 Strategies: 2 Activities: 19	Academic	\$14410
2	All students will increase proficiency in Mathematics	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$6250
3	All students will increase proficiency in Social Studies	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$2000
4	An increase in culture and student's positive behavior by Spring 2023.	Objectives: 1 Strategies: 3 Activities: 11	Organizational	\$0
5	All students will increase proficiency in Science	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

Goal 1: All students will increase proficiency in English Language Arts

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in comprehension in English Language Arts by 06/30/2023 as measured by state testing, NWEA, DRA2.

Strategy 1:

Differentiated small groups - Teachers will use Literacy Footprints as a resource and The Next Step Forward in Guided Reading in the general education classroom. Teachers will also provide differentiated instruction based on students' needs as determined by state testing data, NWEA data, and DRA 2 that measure progress toward grade level proficiency. The school will use MTSS to identify, monitor, and provide tiered interventions for students at-risk of not achieving core reading standards. DNA Illuminate training will take place to help assist teachers with data gathering and usage. Teachers will use our new book study "What are the Rest of my Kids Doing" Fostering Independence in the K-2 Reading Workshop by Lindsey Moses.

Category: English/Language Arts

Research Cited: Marzano, R. (2004). Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement. New Jersey: Prentice Hall. Provides a number of successful strategies for increasing student achievement, including co-operative learning, reinforcing effort and providing recognition, setting objectives and providing feedback, generating and testing hypotheses.

Fountas & Pinnell (2013). Leveled Literacy Intervention. Portsmouth, NH: Heinemann. Provides research based lesson guides to support effective, well paced teaching at students instructional levels.

The Next Step in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader, Jan Richardson (2009) Scholastic Inc. New York, NY. Next Steps in Guided Reading includes prompts, discussion starters, teaching points, word lists, intervention suggestions, and more to support all students, including dual language learners and struggling readers.

Dufresne, M. & Richardson, J. (2017). Literacy Footprints. Amherst, MA: Pioneer Valley Books. Carefully selected reading vocabulary, easy sentence structure, clear fonts, careful spacing, and attention to line breaks work together to assist in the development of strong reading strategies.

Moses, Lindsey with Ogden, Meridith (2017). What are the Rest of my Kids Doing? Fostering Independence in the K-2 Reading Workshop: Heinemann. This book will help classroom teachers develop small group work that moves beyond assigning busy work and provide purposeful learning experiences that will build independence over the year.

Tier: Tier 1

Activity - ELA Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Three literacy intervention teachers will be utilized for small group leveled reading instruction using LLI. All students K-4 will receive daily 30-45 minutes of guided reading instruction matched to their specific literacy needs and their developmental level. DRA 2 testing quarterly will be used to reassign students in fluid groupings.	Monitor, Academic Support Program	Tier 2	Monitor	07/02/2018	06/30/2023	\$500	Section 31a	Principal, four ELA Interventionists (Title 1), Classroom teachers, Resource Room teacher, Coaches
Activity - Small Group Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement strategies from Jan Richardson's Next Steps in Guided Reading, Jennifer Serravallo's The Reading Strategies Book and Lindsey Moses' What are the Rest of my Kids Doing? (covered through book studies and professional development) within their guided reading groups. Classroom teachers will use the Literacy Footprints program for the leveled readers within the guided reading groups.	Academic Support Program	Tier 1	Monitor	07/02/2018	06/30/2023	\$4000	Title I Part A	Principal, classroom teachers, coaches, resource room teacher, special education teachers
Activity - Professional Development Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchased the Next Step Forward in Reading Intervention: RISE Reading Intervention for Students to Excel (Interventionists) This new approach to intervention provides intensive, short-termed, targeted, instruction that accelerates struggling readers in 6-8 weeks. Written by Jan Richardson & Ellen Lewis (Scholastic, 2018) intended for the staff to use as professional development. The Instructional Coach will facilitate the book study and help support staff as this is being implemented.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	07/02/2018	06/30/2023	\$2500	Title I Part A	Coaches, Principal, Teachers
Activity - Phonics First	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Phonics will be taught daily for thirty minutes using the Phonics First Program. Supplies will be replenished as needed including dry erase markers, red word screens, dry erase boards and red crayons. New staff will receive training and support.	Direct Instruction	Tier 1	Monitor	07/02/2018	06/30/2023	\$200	Title I Part A	Administration, building principal, teachers and literacy coaches

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Activity - Kindergarten Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students enrolled for the fall will be invited to participate in a three hour introduction to Kindergarten. Each building will have Kindergarten teachers work with and assess students entry level skills. The assessment data will be used to provide interventions and instructional support when school starts in the fall and to help group students more effectively.	Teacher Collaboration, Direct Instruction, Academic Support Program	Tier 1	Monitor	07/01/2019	06/30/2023	\$250	Title I Part A	Director of Instruction, building administrator, Kindergarten teaching staff
Activity - ESGI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESGI will be used for kindergarten. This is a computerized, quick assessment that allows for immediate turn-around of data to help teachers plan for small group instruction. Kindergarten teachers have been trained.	Academic Support Program	Tier 1	Monitor	07/02/2018	06/30/2023	\$0	Other	Principal, Kindergarten staff
Activity - Illuminate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaches will attend Illuminate training and then will train all staff. Illuminate will be used for reading, math and grade level common assessments. No substitute teachers will be needed during training.	Teacher Collaboration, Academic Support Program	Tier 1	Monitor	07/02/2018	06/30/2023	\$300	Title II Part A	Building principal, Coaches, Teachers, Special Education Teachers, Interventionists
Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be invited to either (or both) after school tutoring or a summer reading program. Students will work in small groups that will use guided reading techniques, as well as technology. Staff will be provided with materials needed to work with students.	Direct Instruction, Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2023	\$1800	Title I Part A	Building principal, teachers
Activity - Computer Software	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Software programs will be used during small group rotations. Students will work on reading, phonics, comprehension and fluency skills. The school will need a subscription, hardware and headphones.	Academic Support Program	Tier 1	Monitor	07/02/2018	06/30/2023	\$2000	Title II Part A	Principal, classroom teacher, intervention teachers, coaches, special education teachers
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Activity - Essential Practices in Early and Elementary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaches attended training in The K-3 Essential Instructional Practices in Early Literacy in Grand Rapids in September of 2018. The coaches will now facilitate teachers in a series of training and online training modules that include strategies for implementing the 10 practices to improve reading achievement.	Academic Support Program	Tier 1	Implement	07/02/2018	06/30/2023	\$360	Title II Part A	Building principal, K-4 teachers, Interventionist, Special Education Teachers, Coaches

Activity - Reading Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hired a parent liaison to invite families to Reading Nights where they will be instructed on how to use the features of interactive reading programs.	Parent Involvement, Academic Support Program	Tier 1	Monitor	07/02/2018	06/30/2023	\$0	Title I Part A	Principal, classroom teachers, Title 1 teachers, parent liaison

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A book study was used "The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers" by Jennifer Serravallo Heinemann (2015). Through this book study, classroom teachers develop goals for every reader, give students step-by-step strategies for skilled reading, and guide readers with prompts aligned to the strategies and instruction to meet individual needs with coaching tips.	Academic Support Program	Tier 1	Implement	07/02/2018	06/30/2023	\$0	Title II Part A	Principal, Classroom teachers, Coaches, Special Education Teachers

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A book study using "What are the Rest of my Kids Doing?" by Lindsey Moses with Meridith Ogden Heinemann (2017). Through this book study, classroom teachers will develop small group work that moves beyond assigning busy work and provide purposeful learning experiences that will build independence over the year.	Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2023	\$500	Title II Part A	Principal, classroom teachers, coaches
Activity - Skill Specific Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coaches will utilize basic phonic skills testing, RLAC Red Words, MTSS, and other necessary assessments to determine student needs based on specific skills at the Tier 3 level.	Academic Support Program	Tier 3	Monitor	09/03/2019	06/30/2023	\$0	Title I Part A	Instructional Coaches, Principal
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This will be a follow up activity to training in Instructional Rounds in Education that our principal, coaches and a first grade teacher took part in. We will partner with Huron Schools and complete PD centered around our rounds.	Academic Support Program	Tier 1	Implement	09/03/2019	06/30/2023	\$0	Title II Part A	Principal, Coaches, Teachers
Activity - ESL Skill Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers focus on academic vocabulary in small-group setting for ESL students. Weekly support through Wayne County RESA for ESL students is an additional tier of support.	Direct Instruction	Tier 2		09/03/2019	06/30/2023	\$0	Other	classroom teachers, ESL support teacher
Activity - ELA Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing professional development opportunities to ensure the effective implementation and instruction of the ELA Curriculum and other ELA related professional development opportunities to meet high quality instruction standards. Cost for substitutes, stipends, and training fees may be needed.	Professional Learning	Tier 1	Getting Ready	07/30/2019	06/30/2023	\$0	Title II Part A	Teachers and Coaches

Measurable Objective 2:

60% of All Students will demonstrate a proficiency in Writing in English Language Arts by 06/30/2023 as measured by state testing and grade level writing prompts.

Strategy 1:

Professional Development - Professional development given by coaches. Training and co-teaching of Lester Laminack's "Best Friend" collection.

K-1 teachers will continue being trained using Lucy Calkins "Units of Study in Opinion, Information, and Narrative with trade books."

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Category: English/Language Arts

Research Cited: Laminack, L. (2015). Best Friend Collection. Scholastic.

Continue using the book "Writers Are Readers- Flipping Reading Instruction Into Writing Opportunities" by Lester Laminack and Reba Wadsworth (Heinemann, 2015). Through this study, classroom teachers will develop a better understanding on how young readers are able to make deep connections between reading and writing. Teachers will understand how a reader's insights can be the pathway into a more thorough understanding of writing, and how to flip those insights to lead students into a more robust understanding of what it means to be literate.

Calkins, L. "Units of Study in Opinion, Information, and Narrative Writing Grades K and 1 with the trade book packs.

Tier: Tier 1

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement a continued book study using "Writers Are Readers- Flipping Reading Instruction Into Writing Opportunities" by Lester Laminack and Reba Wadsworth and well as using the "Best Friends" reading collection in the classroom. Teachers will have lessons modeled as necessary by the coaches.	Professional Learning	Tier 1	Monitor	07/02/2018	06/30/2023	\$0	Title II Part A	Principal, coaches, classroom teachers, special education teachers

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>4th grade teachers participated in a book study using "Units of Study in Opinion, Information , and Narrative Writing, Grade 4 with Trade Book Pack" by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University. Teachers learned to teach opinion, information, and narrative writing with increasing complexity, foster high-level thinking, including regular chances to synthesize, and critique, develop and refine strategies for content-area writing as well as more. (Three kits needed)</p>	<p>Professional Learning, Direct Instruction, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/02/2018</p>	<p>06/30/2023</p>	<p>\$2000</p>	<p>Title II Part A</p>	<p>Principal, K-1 Teachers, Coaches</p>
<p>3rd grade teachers participated in a book study using "Units of Study in Opinion, Information , and Narrative Writing, Grade 3 with Trade Book Pack" by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University. Teachers learned to teach opinion, information, and narrative writing with increasing complexity, foster high-level thinking, including regular chances to synthesize, and critique, develop and refine strategies for content-area writing as well as more. (Three kits needed)</p>								
<p>2nd grade teachers participated in a book study using "Units of Study in Opinion, Information , and Narrative Writing, Grade with Trade Book Pack" by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University. Teachers learned to teach opinion, information, and narrative writing with increasing complexity, foster high-level thinking, including regular chances to synthesize, and critique, develop and refine strategies for content-area writing as well as more. (Three kits needed)</p>								
<p>1st grade teachers participated in a book study using "Units of Study in Opinion, Information , and Narrative Writing, Grade 1 with Trade Book Pack" by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University. Teachers learned to teach opinion, information, and narrative writing with increasing complexity, foster high-level thinking, including regular chances to synthesize, and critique, develop and refine strategies for content-area writing as well as more. (One more kit needed)</p>								
<p>Kindergarten teachers will participate in a book study using "Units of Study in Opinion, Information, and Narrative Writing Grade K with Trade Book Pack" by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University. One more set of books for first grade and one more set for Kindergarten. (One more kit needed)</p>								

Goal 2: All students will increase proficiency in Mathematics

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Measurable Objective 1:

A 45% increase of All Students will demonstrate a proficiency by showing growth in Mathematics by 06/30/2023 as measured by state testing, NWEA(pre, mid and post) , and formative grade level assessments.

Strategy 1:

Every Day Math CCSS edition Continuation - Everyday Math implementation will continue. There will be an increase in the use of games and the online portion of Everyday Math for school and home.

Category: Mathematics

Research Cited: Carroll, W. M., & Issacs, A. C. (2003). Achievement of students using the University of Chicago School Mathematics Project's Everyday Mathematics.

In S. Senk & D. Thompson (Eds.), Standards-based school mathematics curricula: What are they? What do students learn? (pp. 9-22). Mahwah, NJ: Erlbaum.

Tier: Tier 1

Activity - Math Parent Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hired a parent liaison to invite families to an Everyday Math Parent Night. Parents and Guardians will be instructed on how to use the online features of Everyday Math, Imagine Math, Moby Max, to help enhance their child's skills in mathematics.	Parent Involvement	Tier 1	Monitor	07/02/2018	06/30/2023	\$6000	Title I Part A	Principal, classroom teachers, Title I teachers, special education teachers, parent liaison
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for Teacher Training, such as, MTSS Math Recovery Training. Four teachers and one coach continued to receive training using the process of Math Recovery. Trained teachers use MTSS Math Recovery Training as a screening tool in the Spring to help grouping students who may need extra support before the school year starts, based on student level of mastery of grade appropriate skills.	Professional Learning	Tier 2	Monitor	07/02/2018	06/30/2023	\$0	Title II Part A	Central Office Director of Curriculum, Principal, Teachers, Special Education Teachers
Activity - Staffing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Add an additional Title 1 staff member for math intervention.	Academic Support Program	Tier 2	Implement	07/31/2018	06/30/2023	\$0	Title II Part A	Central Office, Principal, Intervention Staff
Activity - Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase of game/activity materials to replenish and support the implementation of Everyday Math program as needed.	Materials	Tier 1	Monitor	09/03/2019	06/30/2023	\$0	Title I Part A	Classroom teachers, Principal
Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use different forms of technology such as Imagine Math, e-Spark and Moby Max. Imagine Math will take place in the third and fourth grade classrooms two times a week for 30 minutes. E-spark and Moby Max are used daily and will adjust to each student's individual math level.	Academic Support Program	Tier 1	Implement	09/03/2019	06/30/2023	\$0	Other	Principal, Teachers, Coaches
Activity - Kindergarten Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students enrolled for the fall will be invited to participate in a three hour introduction to Kindergarten. Each building will have Kindergarten teachers work with and assess students entry level skills. The assessment data will be shared with teachers and support staff to drive instruction for the fall, thus grouping students effectively.	Teacher Collaboration, Evaluation, Academic Support Program	Tier 2	Monitor	09/03/2019	06/30/2023	\$250	Title I Part A	Director of Instruction, building administrator, Kindergarten teaching staff

Goal 3: All students will increase proficiency in Social Studies**Measurable Objective 1:**

A 50% increase of All Students will demonstrate a proficiency Social Studies in Social Studies by 06/30/2023 as measured by Common grade level assessments.

Strategy 1:

Informational Text - All instructional staff will utilize a variety of informational text, such Scholastic News or Time For Kids.

Category: Social Studies

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Research Cited: Morrow, L. (2006). Magazines make a difference. Scholastic Inc. Magazines are an integral resource for helping students develop strong reading skills.

The content learned is aligned to our standards.

Tier: Tier 1

Activity - Informational Text in the classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use a weekly magazine such as Scholastic News in weekly Social Studies instruction as a basis for informational reading and writing. Teachers will also use grade level text.	Direct Instruction	Tier 1	Implement	07/02/2018	06/30/2023	\$2000	Other	Principal, Classroom teachers

Goal 4: An increase in culture and student's positive behavior by Spring 2023.

Measurable Objective 1:

demonstrate a behavior to increase positive behavior using the Leader in Me and PBIS programs by 06/30/2023 as measured by using PBIS data.

Strategy 1:

PBIS - Daily Positive Behavior Intervention Support-All instructional and support staff will utilize the positive behavior intervention support system for daily, common classroom management. Staff will be trained on this system. A Behavior Interventionist would help support students, teachers and administrators come up with individual behavior plans.

Category: School Culture

Research Cited: Collett, B. (2010). Collaborative home/school interventions. Guilford Press. The latest research on what works in treating internalizing, externalizing, and academic difficulties is translated into clear-cut recommendations for practice.

Kriete, R. (2014). The Morning Meeting Book. Turner Falls, MA: Northeast Foundation for Children.

Tier: Tier 1

Activity - Positive Behavior Intervention Support System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Through a grant from Wayne RESA, Edgemont will continue to use a positive behavior intervention support system for daily classroom management. A Behavioral Interventionist would help support students and an administrator to come up with individual behavior plans.	Behavioral Support Program	Tier 2	Monitor	07/02/2018	06/30/2023	\$0	Title II Part A	Principal, PBIS Team, Classroom teachers, Special Education Teachers, Social Worker, Behavioral Interventionist, Coaches
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Activity - Morning Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students gather daily using the Morning Meeting book by Roxann Kriete, to focus on topics and positive ways to begin the day.	Behavioral Support Program	Tier 1	Monitor	07/02/2018	06/30/2023	\$0	Other	Principal, Classroom teachers, Special Education Teachers

Activity - Anti-Bullying Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bully Prevention in Positive Behavior Support will be implemented using Second Step through classroom lessons.	Behavioral Support Program	Tier 2	Monitor	07/02/2018	06/30/2023	\$0	Other	Principal, Positive Behavior Intervention Support Team, Classroom teachers, Special Education Teachers, Social worker, Coaches

Activity - Monthly Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Through the PBIS program, monthly incentives for all blue as well as purple card celebration will be used to encourage positive behaviors.	Materials, Behavioral Support Program	Tier 1		09/03/2019	06/30/2023	\$0	Other	Classroom teachers, PBIS Leadership Team
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Strategy 2:

Leader in Me - All staff will be trained in the 7 habits and leadership strategies. Each classroom will teach their students the 7 habits and leadership skills. Students will meet twice a month with an additional staff member to practice the 7 habits outside of their designated classroom through Sharpen the Saw and LEAD Time lessons.

The school will use the 7 habits and strategies as a common language to promote positive behavior in the classroom and the school.

Category: School Culture

Research Cited: Covey, S. (2014). The Leader in Me. Simon & Schuster. New York, NY

Tier: Tier 1

Activity - Leader in Me	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Edgemont will continue to use the Leader in Me program to create common language, common management, and leadership skills throughout the building. Staff will receive additional training on the program and will continue to implement the Leader in Me program within the building this school year.	Behavioral Support Program, Other - School Culture	Tier 1	Implement	06/29/2018	01/27/2023	\$0	Other	Principal, Lighthouse Team, Classroom Teachers, Special Education Teachers, Social worker, Behavioral Interventionist

Activity - Training for Parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will take part in a Leader in Me for Parent Leaders.	Parent Involvement, Behavioral Support Program	Tier 1		07/02/2018	06/30/2023	\$0	Title II Part A	Principal, Teachers, Support Staff, Special Education Staff, Parent Leaders

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Activity - LEAD Time and Sharpen the Saw Monthly Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As directed in the Leader in Me program, students choose a designated staff member to meet with monthly for LEAD lessons and "Sharpen the Saw". For LEAD lessons, students meet with a member of the staff once a month for a character-education themed lesson based around the school's monthly habit from Steven Covey's Seven Habits for Highly Effective People. Sharpen the Saw groups focus around student interest and give students a chance to collaborate with staff members and multiple grade/age groups while practicing Habit 7- Sharpen the Saw. Staff members need to provide supplemental materials to support their lesson planning in preparation to sponsor these monthly meetings.	Materials	Tier 2	Implement	09/03/2019	06/30/2023	\$0	Other	Classroom teachers, Interventionists, Specials teachers, Speech and Language teachers, Resource Room teachers, Instructional Coaches, Social Workers

Strategy 3:

Trauma Identification - The social worker/behavioral specialist will work with staff and students to better understand and work with students with trauma, and to help students directly with their trauma. A common area known as the "Reset Room" (mediation space) in the building to deal with issues that take away from learning in the classroom. Students will participate in guided meditation using the Calm App (or other meditation programs) to gain focus and reset their emotional state to return to their academic lessons.

Category: School Culture

Research Cited: Development and Evaluation of the Trauma-Informed System Change Instrument: Factorial Validity and Implications for Use, Richardson, M, Coryn, C., Henry, J., Black-Pond, C., & Unrau, Y.

Tier: Tier 2

Activity - MTSS Training-Trauma	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The social worker will continue to be a part of the MTSS team to help with strategies for individual students. Professional development will also be given to staff for working with students of trauma.	Behavioral Support Program	Tier 2	Monitor	07/02/2018	06/30/2023	\$0	Special Education	Central Office, Principal, Social Worker, Special Education Teacher, Coaches

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Activity - Restorative Practices Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained to use Restorative Practices.	Behavioral Support Program	Tier 2	Implement	07/02/2018	06/30/2023	\$0	Title I Part A	Principal, Social Worker, Classroom Teacher, Special Education, Intervention Teachers, Coaches
Activity - Non-Violent Crisis Prevention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in using Non-Violent Crisis Prevention through the use of verbal de-escalation.	Behavioral Support Program	Tier 2	Getting Ready	07/02/2018	06/30/2023	\$0	Section 31a	Principal, Social Worker, Classroom Teachers, Special Education Teachers, Coaches
Activity - Reset Room- Staffing and Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The purpose of this room is to give students a place to calm down, and think about his/her choices, offering a quiet place to "reset". They will have access to Sensa-Hut, the Calm App, Mindfulness lessons, and other sensory activities. Academic support is also offered to students who would work better in a quiet environment. The reset room will also be utilized as a house for in-school suspension with a certified teacher. Minimum part-time staff member would be necessary to successfully manage and operate the reset room. Materials will be needed to effectively integrate this room into the building's best practices including but not limited to: a certified teacher to monitor students and provide K-4 instruction and support, sensory materials including headphones, sound machines, sensory tents, technology and application subscriptions, weighted blankets and other calming materials to allow students to emotionally "reset".	Materials, Behavioral Support Program, Academic Support Program	Tier 2		09/03/2019	06/30/2023	\$0	Title II Part A	Certified Reset Room Teacher

Goal 5: All students will increase proficiency in Science

Measurable Objective 1:

50% of All Students will increase student growth proficiency in Science by 06/30/2023 as measured by district and state tests.

Strategy 1:

Hands-On Learning - At least two staff, four if possible, will take part in training for The Next Generation Science Standards.

The Next Generation Science Exemplar (or NGSX) is professional learning conducted in face-to-face study groups. Participants explore the major ideas found in the NRC Framework and the Next Generation Science Standards (NGSS), developing tools and strategies to take this new vision back into their classrooms.

The focus of NGSX is integrating three-dimensional learning into science classrooms. Teachers engage in these practices and investigate classroom cases to explore how to bring these approaches into their own classrooms.

Category: Science

Research Cited: The scientific practices in the Next Generation Science Standards (NGSS), as defined by the National Research Council (NRC), include the critical thinking and communication skills that students need for postsecondary success and citizenship in a world fueled by innovations in science and technology. These science practices encompass the habits and skills that scientists and engineers use day in and day out. In the NGSS these practices are wedded to content. In other words, content and practice are intertwined in the standards, just as they are in the NRC Framework and in today's workplace. Findings in cognitive science permeate the Framework for K-12 Science Education and were central to the development of the Next Generation Science Standards (NGSS).

Tier: Tier 1

Activity - Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will use non-fiction texts to help enhance Science in the classroom. Teachers will also use supplemental text to help enhance reading in the content area.	Academic Support Program	Tier 1	Monitor	07/31/2018	06/30/2023	\$0	Title II Part A	Principal, Classroom Teachers, Coaches
Activity - Training for staff for best implementation of Hands-On Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>The NGSS has developed a Kindergarten through Seventh grade inquiry-based science curriculum that is aligned with the Michigan Grade Level Content Expectations. The purpose of the program is to provide good, inquiry-based science instruction in the classroom with opportunities for students to engage in all four strands of science proficiency (physical science, life science, earth science, and inquiry and technology). The curriculum provides teachers with classroom instruction that includes opportunities for interaction in the classroom, where students carry out investigations, talk and write about their observations and emerging understandings, and discuss ways to test them. Each unit undergoes an extensive development and evaluation process.</p>	Academic Support Program	Tier 1	Implement	07/31/2018	06/30/2023	\$0	Title II Part A	Principal, Classroom Teachers, Coaches
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Restorative Practices Training	All staff will be trained to use Restorative Practices.	Behavioral Support Program	Tier 2	Implement	07/02/2018	06/30/2023	\$0	Principal, Social Worker, Classroom Teacher, Special Education, Intervention Teachers, Coaches
Professional Development Book Study	Purchased the Next Step Forward in Reading Intervention: RISE Reading Intervention for Students to Excel (Interventionists) This new approach to intervention provides intensive, short-termed, targeted, instruction that accelerates struggling readers in 6-8 weeks. Written by Jan Richardson & Ellen Lewis (Scholastic, 2018) intended for the staff to use as professional development. The Instructional Coach will facilitate the book study and help support staff as this is being implemented.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	07/02/2018	06/30/2023	\$2500	Coaches, Principal, Teachers
Phonics First	Phonics will be taught daily for thirty minutes using the Phonics First Program. Supplies will be replenished as needed including dry erase markers, red word screens, dry erase boards and red crayons. New staff will receive training and support.	Direct Instruction	Tier 1	Monitor	07/02/2018	06/30/2023	\$200	Administration, building principal, teachers and literacy coaches
Tutoring	Students will be invited to either (or both) after school tutoring or a summer reading program. Students will work in small groups that will use guided reading techniques, as well as technology. Staff will be provided with materials needed to work with students.	Direct Instruction, Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2023	\$1800	Building principal, teachers

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Small Group Reading Instruction	Classroom teachers will implement strategies from Jan Richardson's Next Steps in Guided Reading, Jennifer Serravallo's The Reading Strategies Book and Lindsey Moses' What are the Rest of my Kids Doing? (covered through book studies and professional development) within their guided reading groups. Classroom teachers will use the Literacy Footprints program for the leveled readers within the guided reading groups.	Academic Support Program	Tier 1	Monitor	07/02/2018	06/30/2023	\$4000	Principal, classroom teachers, coaches, resource room teacher, special education teachers
Kindergarten Camp	All Kindergarten students enrolled for the fall will be invited to participate in a three hour introduction to Kindergarten. Each building will have Kindergarten teachers work with and assess students entry level skills. The assessment data will be used to provide interventions and instructional support when school starts in the fall and to help group students more effectively.	Teacher Collaboration, Direct Instruction, Academic Support Program	Tier 1	Monitor	07/01/2019	06/30/2023	\$250	Director of Instruction, building administrator, Kindergarten teaching staff
Skill Specific Groups	Instructional Coaches will utilize basic phonic skills testing, RLAC Red Words, MTSS, and other necessary assessments to determine student needs based on specific skills at the Tier 3 level.	Academic Support Program	Tier 3	Monitor	09/03/2019	06/30/2023	\$0	Instructional Coaches, Principal
Materials	Purchase of game/activity materials to replenish and support the implementation of Everyday Math program as needed.	Materials	Tier 1	Monitor	09/03/2019	06/30/2023	\$0	Classroom teachers, Principal
Math Parent Night	Hired a parent liaison to invite families to an Everyday Math Parent Night. Parents and Guardians will be instructed on how to use the online features of Everyday Math, Imagine Math, Moby Max, to help enhance their child's skills in mathematics.	Parent Involvement	Tier 1	Monitor	07/02/2018	06/30/2023	\$6000	Principal, classroom teachers, Title I teachers, special education teachers, parent liaison
Reading Night	Hired a parent liaison to invite families to Reading Nights where they will be instructed on how to use the features of interactive reading programs.	Parent Involvement, Academic Support Program	Tier 1	Monitor	07/02/2018	06/30/2023	\$0	Principal, classroom teachers, Title 1 teachers, parent liaison
Kindergarten Camp	All Kindergarten students enrolled for the fall will be invited to participate in a three hour introduction to Kindergarten. Each building will have Kindergarten teachers work with and assess students entry level skills. The assessment data will be shared with teachers and support staff to drive instruction for the fall, thus grouping students effectively.	Teacher Collaboration, Evaluation, Academic Support Program	Tier 2	Monitor	09/03/2019	06/30/2023	\$250	Director of Instruction, building administrator, Kindergarten teaching staff

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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
LEAD Time and Sharpen the Saw Monthly Meetings	As directed in the Leader in Me program, students choose a designated staff member to meet with monthly for LEAD lessons and "Sharpen the Saw". For LEAD lessons, students meet with a member of the staff once a month for a character-education themed lesson based around the school's monthly habit from Steven Covey's Seven Habits for Highly Effective People. Sharpen the Saw groups focus around student interest and give students a chance to collaborate with staff members and multiple grade/age groups while practicing Habit 7- Sharpen the Saw. Staff members need to provide supplemental materials to support their lesson planning in preparation to sponsor these monthly meetings.	Materials	Tier 2	Implement	09/03/2019	06/30/2023	\$0	Classroom teachers, Interventionists, Specials teachers, Speech and Language teachers, Resource Room teachers, Instructional Coaches, Social Workers
ESGI	ESGI will be used for kindergarten. This is a computerized, quick assessment that allows for immediate turn-around of data to help teachers plan for small group instruction. Kindergarten teachers have been trained.	Academic Support Program	Tier 1	Monitor	07/02/2018	06/30/2023	\$0	Principal, Kindergarten staff
Morning Meetings	Teachers and students gather daily using the Morning Meeting book by Roxann Kriete, to focus on topics and positive ways to begin the day.	Behavioral Support Program	Tier 1	Monitor	07/02/2018	06/30/2023	\$0	Principal, Classroom teachers, Special Education Teachers
Informational Text in the classroom	All teachers will use a weekly magazine such as Scholastic News in weekly Social Studies instruction as a basis for informational reading and writing. Teachers will also use grade level text.	Direct Instruction	Tier 1	Implement	07/02/2018	06/30/2023	\$2000	Principal, Classroom teachers
ESL Skill Groups	Classroom teachers focus on academic vocabulary in small-group setting for ESL students. Weekly support through Wayne County RESA for ESL students is an additional tier of support.	Direct Instruction	Tier 2		09/03/2019	06/30/2023	\$0	classroom teachers, ESL support teacher
Monthly Incentives	Through the PBIS program, monthly incentives for all blue as well as purple card celebration will be used to encourage positive behaviors.	Materials, Behavioral Support Program	Tier 1		09/03/2019	06/30/2023	\$0	Classroom teachers, PBIS Leadership Team

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Leader in Me	Edgemont will continue to use the Leader in Me program to create common language, common management, and leadership skills throughout the building. Staff will receive additional training on the program and will continue to implement the Leader in Me program within the building this school year.	Behavioral Support Program, Other - School Culture	Tier 1	Implement	06/29/2018	01/27/2023	\$0	Principal, Lighthouse Team, Classroom Teachers, Special Education Teachers, Social worker, Behavioral Interventionist
Anti-Bullying Initiative	Bully Prevention in Positive Behavior Support will be implemented using Second Step through classroom lessons.	Behavioral Support Program	Tier 2	Monitor	07/02/2018	06/30/2023	\$0	Principal, Positive Behavior Intervention Support Team, Classroom teachers, Special Education Teachers, Social worker, Coaches
Technology	Students will use different forms of technology such as Imagine Math, e-Spark and Moby Max. Imagine Math will take place in the third and fourth grade classrooms two times a week for 30 minutes. E-spark and Moby Max are used daily and will adjust to each student's individual math level.	Academic Support Program	Tier 1	Implement	09/03/2019	06/30/2023	\$0	Principal, Teachers, Coaches

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Non-Violent Crisis Prevention	Staff will be trained in using Non-Violent Crisis Prevention through the use of verbal de-escalation.	Behavioral Support Program	Tier 2	Getting Ready	07/02/2018	06/30/2023	\$0	Principal, Social Worker, Classroom Teachers, Special Education Teachers, Coaches

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ELA Intervention Groups	Three literacy intervention teachers will be utilized for small group leveled reading instruction using LLI. All students K-4 will receive daily 30-45 minutes of guided reading instruction matched to their specific literacy needs and their developmental level. DRA 2 testing quarterly will be used to reassign students in fluid groupings.	Monitor, Academic Support Program	Tier 2	Monitor	07/02/2018	06/30/2023	\$500	Principal, four ELA Interventionists (Title 1), Classroom teachers, Resource Room teacher, Coaches
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Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS Training-Trauma	The social worker will continue to be a part of the MTSS team to help with strategies for individual students. Professional development will also be given to staff for working with students of trauma.	Behavioral Support Program	Tier 2	Monitor	07/02/2018	06/30/2023	\$0	Central Office, Principal, Social Worker, Special Education Teacher, Coaches

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Informational Text	All instructional staff will use non-fiction texts to help enhance Science in the classroom. Teachers will also use supplemental text to help enhance reading in the content area.	Academic Support Program	Tier 1	Monitor	07/31/2018	06/30/2023	\$0	Principal, Classroom Teachers, Coaches
Professional Development	Professional Development for Teacher Training, such as, MTSS Math Recovery Training. Four teachers and one coach continued to receive training using the process of Math Recovery. Trained teachers use MTSS Math Recovery Training as a screening tool in the Spring to help grouping students who may need extra support before the school year starts, based on student level of mastery of grade appropriate skills.	Professional Learning	Tier 2	Monitor	07/02/2018	06/30/2023	\$0	Central Office Director of Curriculum, Principal, Teachers, Special Education Teachers

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Training for Parents	Parents will take part in a Leader in Me for Parent Leaders.	Parent Involvement, Behavioral Support Program	Tier 1		07/02/2018	06/30/2023	\$0	Principal, Teachers, Support Staff, Special Education Staff, Parent Leaders
Book Study	Implement a continued book study using "Writers Are Readers-Flipping Reading Instruction Into Writing Opportunities" by Lester Laminack and Reba Wadsworth and well as using the "Best Friends" reading collection in the classroom. Teachers will have lessons modeled as necessary by the coaches.	Professional Learning	Tier 1	Monitor	07/02/2018	06/30/2023	\$0	Principal, coaches, classroom teachers, special education teachers
ELA Professional Development	Teachers will receive ongoing professional development opportunities to ensure the effective implementation and instruction of the ELA Curriculum and other ELA related professional development opportunities to meet high quality instruction standards. Cost for substitutes, stipends, and training fees may be needed.	Professional Learning	Tier 1	Getting Ready	07/30/2019	06/30/2023	\$0	Teachers and Coaches
Book Study	A book study using "What are the Rest of my Kids Doing?" by Lindsey Moses with Meridith Ogden Heinemann (2017). Through this book study, classroom teachers will develop small group work that moves beyond assigning busy work and provide purposeful learning experiences that will build independence over the year.	Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2023	\$500	Principal, classroom teachers, coaches
Reset Room- Staffing and Materials	The purpose of this room is to give students a place to calm down, and think about his/her choices, offering a quiet place to "reset". They will have access to Sensa-Hut, the Calm App, Mindfulness lessons, and other sensory activities. Academic support is also offered to students who would work better in a quiet environment. The reset room will also be utilized as a house for in-school suspension with a certified teacher. Minimum part-time staff member would be necessary to successfully manage and operate the reset room. Materials will be needed to effectively integrate this room into the building's best practices including but not limited to: a certified teacher to monitor students and provide K-4 instruction and support, sensory materials including headphones, sound machines, sensory tents, technology and application subscriptions, weighted blankets and other calming materials to allow students to emotionally "reset".	Materials, Behavioral Support Program, Academic Support Program	Tier 2		09/03/2019	06/30/2023	\$0	Certified Reset Room Teacher

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Book Study	A book study was used "The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers" by Jennifer Serravallo Heinemann (2015). Through this book study, classroom teachers develop goals for every reader, give students step-by-step strategies for skilled reading, and guide readers with prompts aligned to the strategies and instruction to meet individual needs with coaching tips.	Academic Support Program	Tier 1	Implement	07/02/2018	06/30/2023	\$0	Principal, Classroom teachers, Coaches, Special Education Teachers
Illuminate	Coaches will attend Illuminate training and then will train all staff. Illuminate will be used for reading, math and grade level common assessments. No substitute teachers will be needed during training.	Teacher Collaboration, Academic Support Program	Tier 1	Monitor	07/02/2018	06/30/2023	\$300	Building principal, Coaches, Teachers, Special Education Teachers, Interventionists

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<p>Book Study</p>	<p>4th grade teachers participated in a book study using "Units of Study in Opinion, Information , and Narrative Writing, Grade 4 with Trade Book Pack" by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University. Teachers learned to teach opinion, information, and narrative writing with increasing complexity, foster high-level thinking, including regular chances to synthesize, and critique, develop and refine strategies for content-area writing as well as more. (Three kits needed)</p> <p>3rd grade teachers participated in a book study using "Units of Study in Opinion, Information , and Narrative Writing, Grade 3 with Trade Book Pack" by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University. Teachers learned to teach opinion, information, and narrative writing with increasing complexity, foster high-level thinking, including regular chances to synthesize, and critique, develop and refine strategies for content-area writing as well as more. (Three kits needed)</p> <p>2nd grade teachers participated in a book study using "Units of Study in Opinion, Information , and Narrative Writing, Grade with Trade Book Pack" by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University. Teachers learned to teach opinion, information, and narrative writing with increasing complexity, foster high-level thinking, including regular chances to synthesize, and critique, develop and refine strategies for content-area writing as well as more. (Three kits needed)</p> <p>1st grade teachers participated in a book study using "Units of Study in Opinion, Information , and Narrative Writing, Grade 1 with Trade Book Pack" by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University. Teachers learned to teach opinion, information, and narrative writing with increasing complexity, foster high-level thinking, including regular chances to synthesize, and critique, develop and refine strategies for content-area writing as well as more. (One more kit needed)</p> <p>Kindergarten teachers will participate in a book study using "Units of Study in Opinion, Information, and Narrative Writing Grade K with Trade Book Pack" by Lucy Calkins, Teachers College Reading and Writing Project, Columbia</p>	<p>Professional Learning, Direct Instruction, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/02/2018</p>	<p>06/30/2023</p>	<p>\$2000</p>	<p>Principal, K-1 Teachers, Coaches</p>
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	College Reading and Writing Project, Columbia University. One more set of books for first grade and one more set for Kindergarten. (One more kit needed)							
Staffing	Add an additional Title 1 staff member for math intervention.	Academic Support Program	Tier 2	Implement	07/31/2018	06/30/2023	\$0	Central Office, Principal, Intervention Staff
Essential Practices in Early and Elementary Literacy	Coaches attended training in The K-3 Essential Instructional Practices in Early Literacy in Grand Rapids in September of 2018. The coaches will now facilitate teachers in a series of training and online training modules that include strategies for implementing the 10 practices to improve reading achievement.	Academic Support Program	Tier 1	Implement	07/02/2018	06/30/2023	\$360	Building principal, K-4 teachers, Interventionist, Special Education Teachers, Coaches
Professional Development	This will be a follow up activity to training in Instructional Rounds in Education that our principal, coaches and a first grade teacher took part in. We will partner with Huron Schools and complete PD centered around our rounds.	Academic Support Program	Tier 1	Implement	09/03/2019	06/30/2023	\$0	Principal, Coaches, Teachers
Training for staff for best implementation of Hands-On Science	The NGSS has developed a Kindergarten through Seventh grade inquiry-based science curriculum that is aligned with the Michigan Grade Level Content Expectations. The purpose of the program is to provide good, inquiry-based science instruction in the classroom with opportunities for students to engage in all four strands of science proficiency (physical science, life science, earth science, and inquiry and technology). The curriculum provides teachers with classroom instruction that includes opportunities for interaction in the classroom, where students carry out investigations, talk and write about their observations and emerging understandings, and discuss ways to test them. Each unit undergoes an extensive development and evaluation process.	Academic Support Program	Tier 1	Implement	07/31/2018	06/30/2023	\$0	Principal, Classroom Teachers, Coaches

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Positive Behavior Intervention Support System	Through a grant from Wayne RESA, Edgemont will continue to use a positive behavior intervention support system for daily classroom management. A Behavioral Interventionist would help support students and an administrator to come up with individual behavior plans.	Behavioral Support Program	Tier 2	Monitor	07/02/2018	06/30/2023	\$0	Principal, PBIS Team, Classroom teachers, Special Education Teachers, Social Worker, Behavioral Interventionist, Coaches
Computer Software	Software programs will be used during small group rotations. Students will work on reading, phonics, comprehension and fluency skills. The school will need a subscription, hardware and headphones.	Academic Support Program	Tier 1	Monitor	07/02/2018	06/30/2023	\$2000	Principal, classroom teacher, intervention teachers, coaches, special education teachers