



# **School Improvement Plan**

**Kincheloe Elementary School**

**Dowagiac Union School District**

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# TABLE OF CONTENTS

Introduction .....	1
<b>Improvement Plan Assurance</b>	
Introduction .....	3
Improvement Plan Assurance .....	4
<b>Title I Schoolwide Diagnostic</b>	
Introduction .....	6
Component 1: Comprehensive Needs Assessment .....	7
Component 2: Schoolwide Reform Strategies .....	9
Component 3: Instruction by Highly Qualified Staff .....	11
Component 4: Strategies to Attract Highly Qualified Teachers .....	12
Component 5: High Quality and Ongoing Professional Development .....	14
Component 6: Strategies to Increase Parental Involvement .....	15
Component 7: Preschool Transition Strategies .....	19
Component 8: Teacher Participation in Making Assessment Decisions .....	20
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards .....	21
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ...	22
Evaluation: .....	24

# School Improvement 2017-2018

Overview .....	26
Goals Summary .....	27
Goal 1: Students will improve their ability to make connections in reading and writing with special emphasis being placed on making inferences. ....	28
Goal 2: All students will improve their skills in a variety of mathematical concepts. Students at Kincheloe will increase 5% in areas of computation using place value as measured by state and local assessments. ....	32
Goal 3: Students at Kincheloe will increase 5% on the State Assessment in the area related to the application of scientific knowledge. ....	34
Goal 4: Students will improve their skills in the area of Social Studies vocabulary and content. ....	36
Goal 5: All students at Kincheloe Elementary will demonstrate appropriate HERO behaviors as decided upon by stakeholders. ....	37
Activity Summary by Funding Source .....	40

## **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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	We chose the goals and plans in Assist 2017-2018 school year.	

# **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 CNA was completed with staff, students, and parents through our school improvement process. We have at least 3 meetings a year with all stakeholders to discuss data and the information contained in the CNA.

### **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?**

Kincheloe has made progress in all areas and in all subgroups. The area of best achievement was noted in informational text and interpreting information in English Language Arts according to MSTEP. In Math, the area of biggest achievement was angles, measuring angles, and graphing. There are only 2 subgroups that enough data exists to examine. Those areas are gender and economically disadvantaged. According to MSTEP and NWEA there are no significant areas of deficit within those subgroups. It was noted that in third grade ELA, males and economically disadvantaged students achieved below 60%. In third grade Math, females performed below 50%. Fourth grade economically disadvantaged students performed below 50% in both reading and math. In fifth grade both ELA and Math females performed below 60% on both reading and math. Overall, our NWEA growth exceeded the projected growth for our building. Under the ELA umbrella we found our lowest identified area was making inferences. Within math, our identified area was computation using place value. Within science or identified area was the Application of Scientific Process. A more individual student-centered identification of areas was designed for each student who did not pass the MSTEP, or is in the lowest 10% on any standardized test (NWEA, MSTEP). They each have a prescriptive plan in place based on that students identified targeted areas.

### **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.**

Under the ELA umbrella we found our lowest identified area was making inferences. Within Math, our identified area was computation using place value. Within science, our identified area was the application of Scientific Process. Within ELA our objectives address our subgroups, particularly economically disadvantaged males who achieved below the rest of our students. Math identified our females who performed adequately, but were the lowest subgroup. These needs were clearly in both our building and district goals.

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

The goals address the whole school population through staff disaggregation and identification of areas of need. Those areas are known and posted in every classroom in the form of the School Improvement goals. Teachers target these areas of need for every student daily through DOL and emphasizing these sections during their instruction throughout the year. Special recognition is given to meet the needs of all students through our Title I program. An ongoing identification process is utilized to determine which students are not meeting academic achievement standards. The components of this system include, MSTEP, NWEA, teacher recommendation, and running records, as appropriate. These assessments are reviewed and students are identified for appropriate interventions. Additional resources including

## School Improvement Plan

Kincheloe Elementary School

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speech, resource room, physical therapy, occupational therapy, migrant, ELL, as well as other resources are utilized in a best fit method to address student needs as most applicable.

## **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: Differentiated Instruction, Smart Boards, Study Island, Reading Eggs, Success Time and Read Naturally.

In addition to these programs ALL students are always taught using research based instructional practices following the state mandated curriculum. All staff follows the MAISA units for reading and writing instruction and Bridges or Go Math for mathematics 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).**

Research-based methods and strategies include: Reading Recovery is a 15 to 20 week program to accelerate reading and writing progress of the lowest first graders working one-on-one with a trained teacher, Title I small group targeted instruction Read Naturally a reading fluency computer program, Study Island is an MSTEP-like computer program targeting the core content areas, Tier III interventions similar to Reading Recovery with one-on-one work in a specific area, small group Differentiated Instruction using flexible groupings to identify and target students individual needs. Ascend math is an intervention program used with targeted students to identify and re-mediate basic math skills. Special Education small groups and specific programming such as Oorton Gillingham, Migrant supportive small group instruction, Summer school and migrant tutoring are used as well.

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

The research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment are differentiated instruction, Title I, Reading Recovery, tutoring, and others. These programs address the needs in CNA identified in ELA of making connections within and between text. The math programs align with our needs in decimals, fractions and computation.

### **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.**

The strategy in the schoolwide plan that provides enriched and accelerated curriculum for selected students and support progress for all include Differentiated Instruction and Success Time. Research based methods and strategies include: Reading Recovery, a 15-20 week program to accelerate reading and writing progress of the lowest first graders working one-on-one with a trained teacher; Title I small group targeted instructed; Read Naturally, a reading fluency computer program; Study Island, a MEAP-like computer program using NWEA data) targeting the core content areas; an individualized computer program targeting math and reading; Tier III interventions, similar to Reading Recovery, with one-on-one work in a specific area, small group differentiated instruction using flexible groupings to identify and target students' individual needs; Special Education small group and specific programming such as Orton Gillingham; Migrant supportive small group instruction; Summer School; and migrant school day help and after school tutoring.

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

The school determines if the needs of the students are being met in a variety of ways. Pre- and Post-assessments are used. Continuous progress monitoring is also used to monitor reading comprehension and attainment of math skills. Computer programs keep track of data to target lessons to have students work toward mastery. Teachers use the data from these programs, along with classroom data, to tailor teaching to the student's areas of strength and weakness.

**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 of the 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 of the teachers meet the state and federal requirements for highly qualified status. Teachers are only assigned teaching positions in their area of qualifications. Teacher qualifications are available to parents at the district board office, where they are located and reviewed annually.	

## Component 4: Strategies to Attract Highly Qualified Teachers

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

The rate of teacher turnover is zero this year.

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

Kincheloe Elementary staff is an experienced staff. 82% of the teachers have more than nine years of teaching experience. Our average number of years of experience is 15.3, The average number of years at Kincheloe is 11.9. We have 11% of the staff male and 89% of the staff female. Kincheloe has a total of 17 staff members. We have 2 who have taught 0-3 years, We have 2 who have taught 4-8 years., We have 6 who have taught 9-15 years and who have 7 who have taught 15 plus years.

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

District Level: We attract highly qualified teachers through career placement centers at multiple universities. Dowagiac teachers continue to work in Dowagiac because we offer them comparable salaries for our region, and professional development opportunities. The district promotes a collaborative effort among all stakeholders to create the best learning environment for everyone. Dowagiac Union Schools support new teaches through a mentoring program. Each new teacher is provided a mentor (a tenured teacher) for three years. Throughout the three years, mentors and mentees, meet quarterly district-wide, to collaborate on district goals, as well as participate in a professional book study. To encourage teacher retention, the district provides partial tuition reimbursement for state certification requirements, as well as partial certification renewal reimbursement.

School Level: We attract highly qualified teachers through district access at university career placement centers. Teachers continue to work in our building because of the positive learning community among all building stakeholders and our continued strives on behalf of our students. Kincheloe offers the Reading Recovery program with full implementation for our first graders. In addition, the parent involvement through our Parent Teacher Organization is very high.

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

We attract highly qualified teachers through career placement centers at multiple universities. Dowagiac teachers continue to work in Dowagiac because we offer them comparable salaries for our region and professional development opportunities. The district promotes a collaborative effort among all of the stakeholders. Dowagiac Union Schools support new teachers through a mentoring program. Each new teacher is provided a mentor (a tenured teacher) for three years. Throughout the three years, mentors and mentees, meet quarterly district-wide, to collaborate on district goals, as well as participate in a professional book study. To encourage teacher retention, the district provides partial tuition reimbursement for state certification requirements, as well as partial certification renewal reimbursement.

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

Not applicable

## Component 5: High Quality and Ongoing Professional Development

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

The types of professional development that the staff has received include:

Formative Assessment Series; Achievement Training Series IV Process Check; Academic, Cultural, and Emotional Strategies; Writer's Workshop; Health Training; Reading Recovery Training; IPad Training; Smart Board Training; and other 1 day training that correspond with our school improvement plan. This year the staff will receive ongoing training in the newly adopted mathematics series Bridges and Go Math. This professional development targets our math goal which is our main focus for the school year. Ongoing professional development on Understanding Poverty will be received multiple times throughout the year.

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

Professional development is "sustained and ongoing" through re visitation of content and strategies throughout the school year. These programs are sustained and evaluated yearly. Staff continually attends professional development conferences and programs offered within and outside of the district. Reading Recovery is a monthly professional development that targets our most at risk first graders.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Professional Learning Plan 17-18

## **Component 6: Strategies to Increase Parental Involvement**

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

The school stakeholders are engaged in the decision-making process by being invited to school improvement meetings within the building and at the district level. Furthermore, all families are able to participate in educational meetings throughout the year within the building and district to inform them of their student's needs and evaluate the Title I program.

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

Parents are involve through school improvement meetings within the building and at the district level. Furthermore, the families of students identified for additional assistance participate in meetings throughout the year within the building and district to educate and inform them of their student's needs and evaluate the Title I program.

A. Title 1 meetings will be held during flexible times to ensure parent participation in the meetings. Notice of the meetings will be given in written and/or verbal form through letters, emails and synervoice.

B. Title 1 meetings will include a review and explanation of the curriculum, assessments used, and proficiency levels students are expected to achieve and maintain, and the schoolwide plan. Parents will be given opportunities for decision making related to the education of their children. These meeting will include an annual meeting (school open house), the Parent Advisory Committee meetings (which will be held twice a year), as well as general memberships meetings and family activities (e.g. building parent fair) that will be held at least twice a year in the building.

C. Title 1 parents will be invited to review the progress of their child with teachers at least twice during the school year at scheduled conferences. At this time individual student academic assessments will be provided for parents as well as interpretation of those results in a language that the parent can understand. Parents of Title 1 students participating in any extended day or summer school program will receive a report documenting their child's academic progress in the program.

D. Parents will be provided with grade level materials to help them support their child's learning at home.

E. Parent Advisory Committee meetings will provide parents with the opportunity to formulate suggestions, interact, and share experiences with other Title 1 parents. This committee will be comprised of, but not limited to, parents of Title 1 students from grade levels K-5.

F. Title 1 parent suggestions will be responded to in a timely manner by the Title 1 Parent Advisory Committee.

G. Staff will be provided with ongoing professional development in how to effectively communicate and work with parents as partners. This professional development will occur once a month in a staff meeting.

H. Preschool parents will be invited to attend all family activities as well as to become members of the Title I Parent Advisory Committee. The school will work with Head Start and local preschools providing information on upcoming events and activities.

I. A School-Parent Compact, which is an agreement of what schools and parents are each supposed to do to help students achieve will be developed jointly with parents of Title I children, signed by students, parents and teachers and kept on file at the school. This compact will be reviewed yearly with parents during conferences.

J. Our school improvement plan is developed through storyboarding, surveys, input from school

# School Improvement Plan

Kincheloe Elementary School

improvement team (including parents), board work sessions, Parent Advisory Meeting input, and PTO meetings.

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

The school improvement team including parents revises the plan throughout each school year as needed. In particular the team and staff collaborate to interpret the state assessment and NWEA data. They then reevaluate the school improvement goals. Targeted students are constantly being progress monitored. Identified students participate in the Student Assistance Teams (SATs) that include a team of professionals and the student's parents who get together to determine a plan for that individual including various schoolwide programs that are appropriate. This team meets every six to eight weeks to determine the success of these interventions and goals.

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	Building principal, Title 1 teacher, and Title 1 parents will be included in the joint development of the plan and will be involved in a yearly review of the plan. Title 1 meetings will be held during flexible times to ensure parent participation in the meetings. Notice of the meetings will be given in written and/or verbal form through letters, emails and synervoice. Title 1 meetings will include a review and explanation of the curriculum, assessments used, and proficiency levels students are expected to achieve and maintain. Parents will be given opportunities for decision making.	Parent Involvement Policy

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

All stakeholders will meet in the spring to review and revise plan for the next school year. All Title 1 parents will be informed via letter, phone call (i.e. synervoice &/or personal phone contact) or email of meetings held at various times occurring throughout the school year. School Open House, Parents are given the Parent Grade Level Content Expectation books with explanation in family-friendly language, Building and District Title 1 Parent Advisory Committee meetings, Building Parent Fair, District PAC meetings Fall/Spring Conferences and Summer School Report cards and compacts given to parents are in family friendly language. Annual building parent advisory meeting held during fall conferences. Materials will be distributed to parents during Open House, Conferences November and March, and via newsletters and/or Building Title I Parent meetings. An agenda item for each meeting will allow for parents to address concerns or give suggestions. These discussions will be recorded and shared at the next meeting.

Responses to parent concerns will be noted in the minutes of the meeting and any action to the concerns will be addressed accordingly. The principal will allow time once a month at a staff meeting for the Title 1 teacher to share ideas with staff on how to communicate with parents. An email will be sent to area preschool coordinators telling about upcoming events. Compact is given to families at the beginning of school

## School Improvement Plan

Kincheloe Elementary School

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and reviewed as needed with parents during conferences in November and March. At the spring Title 1 meeting, parents will evaluate the plan and assist in revising it for the next school year. At each activity, full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children will be provided in family friendly language.

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

An annual evaluation, using the Schoolwide or Targeted Assistance plan rubric, in addition to an evaluation of the parent involvement policy, family activities and parent surveys, based on the 3 point rubric, will be held at the last Parent Advisory Committee meeting of the year. Building principal, Title 1 teacher, all professional staff, school improvement team, and parents will be included in the joint development of the schoolwide plan and will be involved in a yearly review of the plan. Recommendations for the next school year will be made at this time. The results of the review and recommendations will be published and sent home to parents.

Parent Involvement Rubric:

1. Did not meet the requirements
2. Met the requirements
3. Exceeded requirements

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

The results of the evaluation will be revisited annually and changes to the Title I program will be made as needed.

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

The school-parent compact is developed jointly with parents of Title I children, signed by students, parents, and teachers, and kept on-file in the school.

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

The School-Parent Compact is used at the elementary level parent teacher conference to support teacher, parent, and student unity and collaboration.

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

NA

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

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

User Friendly: We share academic results at conferences, it is available in building offices, classroom teachers making contact through phone calls, e-mails, or letters.

Limited English: Presently we have Spanish translations of the school compact, parent involvement policy, and report cards. Translators are available when necessary during conference time, phone calls, or correspondence.

Parents with Disabilities: The district makes accommodations when necessary and appropriate.

Literacy: The student assessment reports are available in pictograph, written, and verbal format.

## **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?**

At Kincheloe parents are sent an invitation to sign up for Kindergarten Round-Up in April. Parents call to schedule a specific time for their child to have their school readiness skills assessed by the Kindergarten staff. When the family comes to Kindergarten Round-Up they are given paperwork about busing and general school information, in addition to materials to assist them in working with their child. Parents are given the opportunity to tour the school during Kindergarten Round Up. Additional visits can be scheduled with preschools, if requested. Parents are also able to set up individual visits to the school.

### **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?**

Parents are offered documents on Kindergarten readiness to use with their child over the summer to increase their readiness skills for Kindergarten. The first day of school parents are invited to a meeting when they bring their child to school the first day. General school information will be shared with parents. Parents will have the opportunity to ask questions at the meeting. Families are also invited to our Open House, which is held before school begins.

## **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?**

The staff reviews assessment data at least once a year when we disaggregate our State Assessment data. Teachers are also using NWEA data two or three times a year to identify areas of need, and individual student's needs. Teacher are involved monthly in the school improvement process. This team meets regularly to implement any interventions that may have been identified using our data. The data is used to identify students who are in need of additional assistance, or acceleration, and any academic are of need throughout the building or grade level.

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

All staff is involved in our data analysis. The staff takes a day to identify any Common Core Standards that the various grade levels, or school achieved below 70% proficiency. In addition, the staff identified individual student need during this data day. Student Assistance Teams, or SATs, are designed to specifically target students achieving below expectations. These teams meet every six to eight weeks and include the principal, Title I teacher, Special Education teacher, the parents, and any other specialists deemed necessary.

## **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.**

The Differentiation addresses individual need through constant identification of student needs and addressing them at their level. All teachers have designed learning environments where students are taught the various topics within a group that targets where they are at. Students are identified for Title I through a weighted system using teacher recommendation, state assessment results, running records, and NWEA. The students who qualify in the most categories receive Title I services. This list is also used to identify students who should be monitored through the RTI process, our Student Assistance Teams. General education and Title I teachers use differentiated instruction to address the needs of all their students.

### **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?**

For students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level, a variety of assistance is provided including: Title I, Reading Recovery, Read Naturally, SuccessTime, DI, Study Island, Tier II tutoring, Migrant Tutoring, Summer School, Migrant Summer School, and special education. Assistance is offered immediately, upon low achievement on the state assessment, NWEA, or classroom concern.

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

Teachers use pre- and post-tests to identify individual student needs to enhance and inform their Differentiated Instruction. Kincheloe staff meets in grade levels monthly to discuss assessments used at their grade level. Then grade levels share their assessment recommendations with the staff at monthly staff meetings. In addition, the School Improvement committee meets to further identify the school's areas of need and develop school-wide methods of assessing and measuring student's progress. Time is spent during the spring analyzing and interpreting the results and their implications.

## 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.

Available programs help support the improvement initiative of our plan. These programs support the needs of our students as determined by information collected through assessments, observation, registration, and external reports from county agencies. Programs that will be consolidated/coordinated and integrated to support the school-wide program are: Head Start, ECSC, Brookside Learning Center, speech and language development programs, occupational therapy, physical therapy, Lori's Place (grief counseling), school social worker, school psychologist, guidance counseling, migrant services, tutoring services (Pokagon Band), local police/sheriff department, Social Services department, Junior Achievement, Michigan State University (nutrition), Van Buren ISD (nutrition),MSRP and Cass County Health Department, Title I, migrant, Title III, Title IIA, Title IID, At Risk 31a.

### 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.

The District Curriculum Director and Elementary Administrative Staff meet regularly to discuss and plan the use of funds from Title I and other state and federal sources, based on the needs of their buildings and communities. Kincheloe Elementary will use Title I funds, along with state and other federal funds, to enhance the academic achievement of all students.

The following will list the ten schoolwide components, funding source, and programs to support the component. The first is the Comprehensive Needs Assessment (CNA) funded by the District and the program is the School Improvement Teamwork time (3 days). The second component is the schoolwide reform strategy funded by the general fund and the programs are differentiated instruction and the use of manipulatives. The third component is the Highly Qualified Professional staff which is funded by the general fund and the program is that all staff are currently highly qualified. The fourth component is strategies to attract highly qualified which is funded by the general fund and the programs are new teacher orientation program, mentoring and training, and district professional development. The fifth component is Highly Qualified Ongoing professional development and this is funded by the General Fund and Title IIA and the programs are So We Mi, Parent Fair, Reading Recovery, Writing Consultant, Economically Disadvantaged-Ruby Payne, Vocabulary Presentation (Marzano), and Mentor/Mentee Meeting. The sixth component is strategies to increase parental involvement which is funded by General Funds, Title IA, and PTO. The programs to support the 6th component are open houses, parent/teacher conferences, building advisory meetings, PTO meetings, Parent Fair, So We Mi, and PTO night activities. The seventh component is preschool transition strategies and they are funded by the General Fund. Those programs include Kindergarten Round Up screening, substitutes for teachers, preschool visits, meetings with incoming Kindergarten parents, students, and mailings. The eighth component is teacher participation in making decisions, and this is funded by the General Fund. Those programs include curriculum meetings, grade level meetings, and staff meetings. The ninth component is additional assistance to students having difficulty and those areas funded by Title Ia, Title III, Section 31a, General Fund, Special Education and the Health Department. The programs include summer school, Title I teacher, Title I paraprofessional, extended paraprofessionals, extended day programs, Tier III after school programming, migrant programming, guidance counseling, Licenses for Study Island, Social Work services, ISD consultants, Social Worker, School Psychologist, Speech and Language Therapist, Physical Therapist, and integration of federal, state and local funds and resources which is funded by General Fund and Title IA. The program is that the district coordinator works with staff, administration, and Central Office to organize the state and federal levels.

**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.**

The aforementioned programs and services are provided based upon age appropriateness and identified need. Dowagiac offers programs in each of the areas mentioned. The agencies and organizations listed below provide assistance to many of our students and families.

- Lori's Place (Grief Counseling)
- Tutoring Services (Pokagon Band of the Potawatomis)
- Local Police/Sheriff Department
- Social Service Department
- Cass County Department of Human Services
- Woodlands Behavioral Health Center
- Van Buren Cass Vocational Technology Center
- Educational Talent Search through Southwestern Michigan College
- Michigan State University (nutritionist)
- Cass County Health Department
- Van Buren Technological Center
- Nutrition Program (Free and Reduced Breakfast and lunch)

## **Evaluation:**

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

The school annually evaluates the implementation of, and the results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators through our State Assessment disaggregation day. Following receipt of the data, the staff collaborates to identify areas of need and students most at risk using the State Assessment data. NWEA fall and spring data are also used to monitor growth and individual needs of each student. Each program in the building is also evaluated using the state questionnaire to determine the effectiveness, sustainability, changes to be made, and status of all programs.

### **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 annually evaluates the implementation of, and results achieved by, the schoolwide program using data from the State's annual assessments and other indicators through our MSTEP disaggregation day. Following receipt of the data, the staff collaborates to identify areas of need and students most at risk using the MSTEP data. The staff meets together to disaggregate the MSTEP data and identify areas of strength and need. Students are also identified by the NWEA scores and data.

### **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 school improvement team, including parents, determines whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards through interpreting the data and identifying which interventions would be most effective in targeting individual student needs.

### **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, including parents, revises the plan throughout each school year, as needed. In particular, the team and staff collaborate to interpret the MSTEP and NWEA data. They then reevaluate the school improvement goals. Targeted students are constantly being progress monitored. Identified students participate in the Student Assistance Teams, (SATs) that include a team of professionals and the student and the student's parents, who meet together to determine a plan for that individual student including various schoolwide programs that are appropriate. The team meets every six to eight weeks to determine the success of these interventions and goals.

# **School Improvement 2017-2018**

## Overview

### Plan Name

School Improvement 2017-2018

### Plan Description

School Improvement Plan for the 2017-2018 school year

## 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	Students will improve their ability to make connections in reading and writing with special emphasis being placed on making inferences.	Objectives: 2 Strategies: 3 Activities: 17	Academic	\$123582
2	All students will improve their skills in a variety of mathematical concepts. Students at Kincheloe will increase 5% in areas of computation using place value as measured by state and local assessments.	Objectives: 2 Strategies: 2 Activities: 12	Academic	\$62500
3	Students at Kincheloe will increase 5% on the State Assessment in the area related to the application of scientific knowledge.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$500
4	Students will improve their skills in the area of Social Studies vocabulary and content.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$200
5	All students at Kincheloe Elementary will demonstrate appropriate HERO behaviors as decided upon by stakeholders	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$6720

## Goal 1: Students will improve their ability to make connections in reading and writing with special emphasis being placed on making inferences.

### Measurable Objective 1:

A 5% increase of Economically Disadvantaged students will demonstrate a proficiency in making connections, particularly constructed response, in English Language Arts by 06/09/2017 as measured by the State Assessment and NWEA.

### Strategy 1:

Targeted Student Instruction - Students who did not pass the MEAP and/or are below the 10th percentile on NWEA will be identified and will have a prescriptive intervention plan that will be measured as needed. The plan will be designed and adapted until the student increases to above the 20th percentile on the NWEA. Much of this instruction will be provided through differentiated instruction, but some more intensive programs are available as needed.

Category:

Research Cited: Tomlinson

Tier: Tier 2

Activity - Targeted Technology Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will place students using appropriate assessment tools on programs that assist with targeted areas. This includes the Northwest Evaluation Assessment, RAZ kids, Reading Eggs, Read Naturally, a keyboarding program, Brain Pop Jr., and Study Island. Also needed to run these programs are headphones. In addition iPads are utilized to target instruction within the classroom.	Technology	Tier 3	Monitor	09/02/2014	06/08/2018	\$800	Title I Part A	Classroom and Title I staff.
Activity - ELL & Migrant Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with language barriers will receive small group instruction during the day and in an after school tutoring program.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/08/2018	\$20000	Title I Part C	Migrant paraprofessional and certified teachers.
Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Kincheloe Elementary School

Teachers will continue to participate in the Reading Recovery training. In addition, they will service the lowest 20% of first graders through Reading Recovery in a short term, one-on-one, individualized daily instruction.	Academic Support Program	Tier 3	Implement	09/02/2014	06/07/2019	\$4000	Title I Part A	Title I staff, Reading Recovery teachers in training and trained teachers
<b>Activity - Data Disaggregation</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will meet as a schoolwide team throughout the year to disaggregate and interpret the state assessment, NWEA, and other data to identify the needs of all students as well as the targeted students. These meetings will also include time spent on identifying strategies to use with students on challenge areas as identified by the previously mentioned assessments. A data consultant will provide assistance with creating reports.	Curriculum Development	Tier 1	Implement	09/02/2014	06/08/2018	\$450	General Fund	All professional staff
<b>Activity - Summer School</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers and Title Staff will identify students and develop targeted, small group instruction to be provided over the summer.	Academic Support Program	Tier 2	Implement	09/02/2014	06/08/2018	\$17000	Title I Part A	Title I and classroom teachers
<b>Activity - Tier II/Tier III Tutoring</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers and professional staff will provide targeted small group instruction based on student need before, during, and after school.	Academic Support Program	Tier 2	Implement	09/02/2014	06/08/2018	\$5000	Title I Part A	Teachers and professional staff.
<b>Activity - Title I</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The Title I teacher will provide support and supplement the classroom instruction. This will be done for students as needed throughout the school year.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/08/2018	\$52500	Title I Part A	Title I teacher and paraprofessional
<b>Activity - Academic Aides</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Kincheloe Elementary School

Title I, Reading Recovery, and Kindergarten aides will support students in the areas of reading, writing and math.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/08/2018	\$15000	Title I Part A	Kincheloe Title I Staff and Administrator
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Activity - Title I Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplies for student use including paper, markers, folders, and writing books	Materials	Tier 2		09/02/2014	06/08/2018	\$500	Title I Part A	Title I Staff

Activity - Success Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be supported in academic areas as identified by classroom and district assessments. Paraprofessionals will work a total of 14 hours per week for 36 weeks at \$8.00 per hour.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/08/2018	\$4032	Title I Part A	Professional and Administrative Staff

Activity - Michigan Reading Association Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend the Michigan Reading Association conference in March to enhance their professional understanding.	Professional Learning	Tier 1	Implement	03/16/2018	03/18/2018	\$300	Title I Part A	Professional teachers.

### Strategy 2:

Student Assistance Team - Teachers and appropriate staff will meet to devise a plan for any student not achieving above the 10 percentile on NWEA.

Category: Learning Support Systems

Research Cited: Responsiveness to Intervention: A Blueprint for Practitioners, Policymakers, and Parents in Teaching Exceptional Children. Fuchs, Douglas, Lynn S. Fuchs. (2001).

Tier: Tier 2

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will invite parents to attend parent informational meetings and communicate available programs. This programming includes Parent Fair, Parent Advisory Committee meetings, Parent Open Houses and Study Island/Raz Kids/Reading Eggs letters explaining how to utilize these materials at home. We will provide monthly Reading Connections as well as Math and Science Connections Newsletters to families.	Parent Involvement	Tier 2	Monitor	09/02/2014	06/08/2018	\$2400	Title I Part A	Title I

## School Improvement Plan

Kincheloe Elementary School

Activity - Student Assistance Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, principals, parents, counselor, and other needed professionals assemble to address student's strengths and limitations in order to devise a plan to improve student success in academic or behavior. Substitutes to cover classrooms during meeting, as needed.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/08/2018	\$600	Title I Part A	Classroom teacher, Title I, Special Education, Counselor, Principal, Parents, OT, PT, and Speech

Activity - Reading Recovery Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery and some Literacy Support teachers will attend an annual Reading Recovery conference to enrich their understanding of reading strategies.	Professional Learning	Tier 3		09/07/2010	06/08/2018	\$1000	Title I Part A	Reading Recovery teachers and Literacy Support staff

### Measurable Objective 2:

A 5% increase of Kindergarten, First, Second, Third, Fourth and Fifth 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 constructed response across the content areas in English Language Arts by 06/08/2018 as measured by state assessment and NWEA.

### Strategy 1:

Text Connections - Teachers will model how to make text to self, text to text, and text to world connections using a variety of tools.

Category: English/Language Arts

Research Cited: Marzano, R.J., Pichering, D.J., & Pollock, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use graphic organizers to assist students in making text to text connections.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/08/2018	\$0	No Funding Required	Classroom teachers

**School Improvement Plan**

Kincheloe Elementary School

Activity - MAISA Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement the MAISA Units program to enhance the student's understanding of writing instruction and better target student needs.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/08/2018	\$0	No Funding Required	Classroom and Title I teachers
Activity - Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assess student reading levels using Benchmark Assessments.	Academic Support Program	Tier 1	Implement	09/02/2014	06/08/2018	\$0	Title I Part A	Classroom teachers and support staff.

**Goal 2: All students will improve their skills in a variety of mathematical concepts. Students at Kincheloe will increase 5% in areas of computation using place value as measured by state and local assessments.**

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency on the objectives pertaining to decimals, fractions, and computation fluency in Mathematics by 06/08/2018 as measured by State Assessments and NWEA.

**Strategy 1:**

Differentiated Instruction - Staff will provide differentiated instruction to address the math improvement goals.

Category: Learning Support Systems

Research Cited: (Bender, W., 2005) Differentiated instruction is an effective tool to teach mathematics.

Tier: Tier 2

Activity - Smart Board and Projectors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interactive instructional tools used to heighten engagement and understanding of higher level topics through project based learning.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/08/2018	\$1000	Title I Part A	Classroom teachers
Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Kincheloe Elementary School

A computer program that targets specific math curriculum from the Common Core for 3-5 grades.	Technology	Tier 3	Monitor	09/02/2014	06/08/2018	\$0	Title I Part A	Kincheloe Staff and Parents
<b>Activity - Success Time</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Small group differentiated instruction targeted to specific math time needs.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/08/2018	\$6000	Title I Part A	Professional Staff
<b>Activity - Project Based Learning Materials (document camera replacement materials)</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Document cameras will be used for hands on math activities that utilize higher level thinking through project based learning. We will purchase replacement document cameras, projectors and bulbs.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/08/2018	\$500	Title I Part A	Classroom teachers and supportive staff
<b>Activity - Math Time Tutor</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Small group differentiated instruction to target specific skill needs for students.	Academic Support Program	Tier 2	Implement	09/02/2014	06/08/2018	\$8000	Title I Part A	Classroom Teachers
<b>Activity - Bridges Math</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will use the Bridges mathematical curriculum to instruct their students.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/08/2018	\$0	No Funding Required	K-2 instructional staff
<b>Activity - Go Math</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will use Go Math to provide rich mathematical instruction to students.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/08/2018	\$0	No Funding Required	3-5 instructional staff

### Measurable Objective 2:

A 5% increase of Female Economically Disadvantaged students will demonstrate a proficiency in the areas of decimals, fractions, and computation in Mathematics by 06/08/2018 as measured by state assessments and NWEA.

### Strategy 1:

Student Assistance Team - Staff will use state and local assessments to identify students who are at risk in mathematics. Once students are identified, staff will meet

## School Improvement Plan

Kincheloe Elementary School

with a team, including the classroom teacher, principal, parents, school psychologist, Title I teacher, and student where appropriate, to determine a prescriptive plan to assist the student.

Category:

Tier: Tier 2

Activity - Title I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teacher and parapro will work with identified students utilizing their prescriptive plan using research based strategies.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/08/2018	\$20000	Title I Part A	Title I staff
Activity - Migrant Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work after school with identified students using research based strategies to improve identified mathematical skills.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/08/2018	\$5000	Title I Part C	Migrant and ELL tutoring staff
Activity - Math Title I Parapro	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kincheloe will have a math Title I parapro to assist classrooms with differentiate instruction during their math time.	Academic Support Program	Tier 2	Implement	09/01/2015	06/08/2018	\$10000	Title I Part A	Title I staff
Activity - Before and After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted academic instruction before and after the school day. Students are identified through the SAT process.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/08/2018	\$2000	Title I Part A	Instructional staff volunteers
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will participate in a summer program to address their targeted areas in math.	Academic Support Program	Tier 2	Monitor	09/07/2010	06/08/2018	\$10000	Title I Part A	Summer school instructional staff

## Goal 3: Students at Kincheloe will increase 5% on the State Assessment in the area related to the application of scientific knowledge.

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in application of scientific knowledge in Science by 06/08/2018 as measured by the State Assessment and NWEA.

### Strategy 1:

Project Based Learning - Students will explore the scientific method using hands-on materials.

Category:

Research Cited: [http://www.bie.org/research/study/review\\_of\\_project\\_based\\_learning\\_2000](http://www.bie.org/research/study/review_of_project_based_learning_2000)

Tier: Tier 2

Activity - Hands-On Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Real life activities that utilize higher level thinking through project based learning.	Materials	Tier 1	Monitor	09/02/2014	06/08/2018	\$200	Title I Part A	Professional Staff

### Strategy 2:

Scientific Knowledge - Students will use technology and hands on materials to gain a deeper understanding of scientific knowledge and how to apply that knowledge.

Category:

Research Cited: (North Central Regional Educational Laboratory, 2000) The interface between educational technology and science and mathematics instruction is integral and symbiotic.

Tier: Tier 1

Activity - iPads	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology allowing students to research different topics on an interactive medium. Replace broken iPads and update technology.	Technology	Tier 1	Monitor	09/02/2014	06/08/2018	\$0	Title I Part A	Professional Staff

Activity - Monitor Implementation of Content Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement research based vocabulary strategies in the content areas focusing on the needs of the ELL student population.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/08/2018	\$0	Section 31a	Professional Staff

## School Improvement Plan

Kincheloe Elementary School

Activity - Math and Science Connection Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will be provided a monthly newsletter to encourage family involvement in science and math.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/08/2018	\$300	Title I Part A	Title I teacher
Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A computer based program designed to identify, instruct and monitor student knowledge of common core science standards. Used in grades 3-5.	Technology	Tier 1	Monitor	09/02/2014	06/08/2018	\$0	Title I Part A	Professional Staff

## Goal 4: Students will improve their skills in the area of Social Studies vocabulary and content.

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in vocabulary and content in Social Studies by 06/08/2018 as measured by the State Assessment..

### Strategy 1:

Vocabulary Comprehension - All students will increase their comprehension of vocabulary terms related to Social Studies and apply concepts to higher order thinking skills.

Category:

Research Cited: Multiple sources of research and professional development have been dedicated to this strategy, including ongoing opportunities with Kathleen Kryza, who specializes in DI and Co-Teaching.

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use strategies from Kryza's differentiated instructional as presented in previous professional development. Migrant staff will deliver small group and individual instruction to supplement the general classroom instruction.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/08/2018	\$0	Title III	Professional and migrant staff
Activity - Vocabulary Retention Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Kincheloe Elementary School

Staff will preteach content area vocabulary and incorporate vocabulary retention strategies (flash cards, multiple learning strategies, etc.)	Direct Instruction	Tier 1	Monitor	09/02/2014	06/08/2018	\$0	No Funding Required	Professional and migrant staff
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### Strategy 2:

Real World Social Studies Application - Teachers will provide real life experiences for students to engage in. This includes classroom store, field trips, Junior Achievement, Social Studies newspapers and other activities.

Category: Social Studies

Research Cited: Kryza

Tier: Tier 1

Activity - Real World Social Studies Application	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide real life experiences for students. This includes classroom store, field trips, Junior Achievement and other activities.	Community Engagement	Tier 1	Monitor	09/02/2014	06/08/2018	\$0	Title I Part A	Classroom teachers and community members.

Activity - Social Studies Papers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classrooms will provide instruction using various papers including Time for Kids, Traders in Time, and Scholastic News, as well as others to introduce and instruct on current and historical events.	Materials	Tier 1	Monitor	09/02/2014	06/08/2018	\$200	Title I Part A	Classroom teachers

## Goal 5: All students at Kincheloe Elementary will demonstrate appropriate HERO behaviors as decided upon by stakeholders

### Measurable Objective 1:

demonstrate a behavior according to our HERO acronym being honest, earning and giving respect, being responsible, orderly and safe by 06/08/2018 as measured by a decrease in referrals..

### Strategy 1:

Champs - Kincheloe staff and students will follow the HERO acronym in all locations during the school day.

Category:

Research Cited: "Based on the most recent recommendations set forth by the researchers and U.S. Department of Education, CHAMPS is an evidence-based

## School Improvement Plan

Kincheloe Elementary School

approach to classroom behavior management. CHAMPS is not a curriculum or program, but instead a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology." Safe and Civil Schools

Tier: Tier 1

Activity - Lunch Advocate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A staff member will be designated to meet with students during lunch to develop HERO behaviors.	Behavioral Support Program	Tier 2	Implement	09/01/2015	06/08/2018	\$5000	Title I Part A	Lunch Advocate
Activity - Hero Tickets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will award students with HERO tickets when they display HERO behaviors.	Behavioral Support Program	Tier 1	Monitor	09/02/2014	06/08/2018	\$250	Title I Part A	All professional staff
Activity - Friday Award Drawing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be publicly recognized and awarded for HERO behaviors.	Behavioral Support Program	Tier 1	Monitor	09/02/2014	06/08/2018	\$250	Title I Part A	All professional staff
Activity - Hero Assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who receive HERO tickets and display HERO behavior will participate in quarterly assemblies to celebrate their behavioral success.	Behavioral Support Program	Tier 1	Monitor	09/02/2014	06/08/2018	\$250	Title I Part A	Professional staff
Activity - SWIS Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative staff, counselor and school social worker will record and track inappropriate behaviors.	Behavioral Support Program	Tier 1	Monitor	09/02/2014	06/08/2018	\$300	General Fund	Administrative, counselor and social worker.
Activity - Michigan Association for Play Therapy Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Kincheloe Elementary School

Michigan Association for Play Therapy Conference is about the therapeutic power of play to assist children in preventing or resolving psycho-social difficulties.	Behavioral Support Program	Tier 2		02/17/2018	02/18/2018	\$270	Title I Part A	Counselor
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### Strategy 2:

MiBLSi PBIS - Staff will be trained in the PBIS strategies to implement the program and improve overall school culture. Training to be provided through the Lewis Cass ISD and will take place on September 21, October 18, November 16, and March 14. This will include staff training and subs for the staff team participating in the professional development.

Category: School Culture

Research Cited: See MiBLSi

Tier: Tier 1

Activity - PBIS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS training for a staff team.	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/05/2017	06/07/2019	\$400	Title I Part A	Staff team and principal

Activity - Understanding Poverty Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development from Ruby Payne on Understanding Poverty and how best to help our students living in poverty.	Behavioral Support Program, Professional Learning	Tier 1	Implement	08/28/2017	06/08/2018	\$0	Title I Part A	All staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction	All staff will use strategies from Kryza's differentiated instructional as presented in previous professional development. Migrant staff will deliver small group and individual instruction to supplement the general classroom instruction.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/08/2018	\$0	Professional and migrant staff

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of Content Vocabulary	Teachers will continue to implement research based vocabulary strategies in the content areas focusing on the needs of the ELL student population.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/08/2018	\$0	Professional Staff

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Project Based Learning Materials (document camera replacement materials)	Document cameras will be used for hands on math activities that utilize higher level thinking through project based learning. We will purchase replacement document cameras, projectors and bulbs.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/08/2018	\$500	Classroom teachers and supportive staff
Tier II/Tier III Tutoring	Teachers and professional staff will provide targeted small group instruction based on student need before, during, and after school.	Academic Support Program	Tier 2	Implement	09/02/2014	06/08/2018	\$5000	Teachers and professional staff.
Academic Aides	Title I, Reading Recovery, and Kindergarten aides will support students in the areas of reading, writing and math.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/08/2018	\$15000	Kincheloe Title I Staff and Administrator

## School Improvement Plan

Kincheloe Elementary School

Before and After School Tutoring	Targeted academic instruction before and after the school day. Students are identified through the SAT process.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/08/2018	\$2000	Instructional staff volunteers
Lunch Advocate	A staff member will be designated to meet with students during lunch to develop HERO behaviors.	Behavioral Support Program	Tier 2	Implement	09/01/2015	06/08/2018	\$5000	Lunch Advocate
Hero Tickets	Staff will award students with HERO tickets when they display HERO behaviors.	Behavioral Support Program	Tier 1	Monitor	09/02/2014	06/08/2018	\$250	All professional staff
Math and Science Connection Newsletter	Families will be provided a monthly newsletter to encourage family involvement in science and math.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/08/2018	\$300	Title I teacher
Social Studies Papers	Classrooms will provide instruction using various papers including Time for Kids, Traders in Time, and Scholastic News, as well as others to introduce and instruct on current and historical events.	Materials	Tier 1	Monitor	09/02/2014	06/08/2018	\$200	Classroom teachers
Study Island	A computer program that targets specific math curriculum from the Common Core for 3-5 grades.	Technology	Tier 3	Monitor	09/02/2014	06/08/2018	\$0	Kincheloe Staff and Parents
Real World Social Studies Application	Teachers will provide real life experiences for students. This includes classroom store, field trips, Junior Achievement and other activities.	Community Engagement	Tier 1	Monitor	09/02/2014	06/08/2018	\$0	Classroom teachers and community members.
PBIS Training	PBIS training for a staff team.	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/05/2017	06/07/2019	\$400	Staff team and principal
Parent Communication	Title I staff will invite parents to attend parent informational meetings and communicate available programs. This programming includes Parent Fair, Parent Advisory Committee meetings, Parent Open Houses and Study Island/Raz Kids/Reading Eggs letters explaining how to utilize these materials at home. We will provide monthly Reading Connections as well as Math and Science Connections Newsletters to families.	Parent Involvement	Tier 2	Monitor	09/02/2014	06/08/2018	\$2400	Title I
Hero Assemblies	Students who receive HERO tickets and display HERO behavior will participate in quarterly assemblies to celebrate their behavioral success.	Behavioral Support Program	Tier 1	Monitor	09/02/2014	06/08/2018	\$250	Professional staff
Study Island	A computer based program designed to identify, instruct and monitor student knowledge of common core science standards. Used in grades 3-5.	Technology	Tier 1	Monitor	09/02/2014	06/08/2018	\$0	Professional Staff
Title I Supplies	Supplies for student use including paper, markers, folders, and writing books	Materials	Tier 2		09/02/2014	06/08/2018	\$500	Title I Staff

## School Improvement Plan

Kincheloe Elementary School

Summer School	Teachers and Title Staff will identify students and develop targeted, small group instruction to be provided over the summer.	Academic Support Program	Tier 2	Implement	09/02/2014	06/08/2018	\$17000	Title I and classroom teachers
Title I	The Title I teacher will provide support and supplement the classroom instruction. This will be done for students as needed throughout the school year.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/08/2018	\$52500	Title I teacher and paraprofessional
Reading Recovery	Teachers will continue to participate in the Reading Recovery training. In addition, they will service the lowest 20% of first graders through Reading Recovery in a short term, one-on-one, individualized daily instruction.	Academic Support Program	Tier 3	Implement	09/02/2014	06/07/2019	\$4000	Title I staff, Reading Recovery teachers in training and trained teachers
Michigan Association for Play Therapy Conference	Michigan Association for Play Therapy Conference is about the therapeutic power of play to assist children in preventing or resolving psycho-social difficulties.	Behavioral Support Program	Tier 2		02/17/2018	02/18/2018	\$270	Counselor
Targeted Technology Programs	Teachers will place students using appropriate assessment tools on programs that assist with targeted areas. This includes the Northwest Evaluation Assessment, RAZ kids, Reading Eggs, Read Naturally, a keyboarding program, Brain Pop Jr., and Study Island. Also needed to run these programs are headphones. In addition iPads are utilized to target instruction within the classroom.	Technology	Tier 3	Monitor	09/02/2014	06/08/2018	\$800	Classroom and Title I staff.
Reading Recovery Conference	Reading Recovery and some Literacy Support teachers will attend an annual Reading Recovery conference to enrich their understanding of reading strategies.	Professional Learning	Tier 3		09/07/2010	06/08/2018	\$1000	Reading Recovery teachers and Literacy Support staff
Math Title I Parapro	Kincheloe will have a math Title I parapro to assist classrooms with differentiate instruction during their math time.	Academic Support Program	Tier 2	Implement	09/01/2015	06/08/2018	\$10000	Title I staff
Benchmark Assessments	Teachers will assess student reading levels using Benchmark Assessments.	Academic Support Program	Tier 1	Implement	09/02/2014	06/08/2018	\$0	Classroom teachers and support staff.
Understanding Poverty Professional Development	Professional development from Ruby Payne on Understanding Poverty and how best to help our students living in poverty.	Behavioral Support Program, Professional Learning	Tier 1	Implement	08/28/2017	06/08/2018	\$0	All staff
Smart Board and Projectors	Interactive instructional tools used to heighten engagement and understanding of higher level topics through project based learning.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/08/2018	\$1000	Classroom teachers

## School Improvement Plan

Kincheloe Elementary School

Success Time	Small group differentiated instruction targeted to specific math time needs.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/08/2018	\$6000	Professional Staff
Hands-On Activities	Real life activities that utilize higher level thinking through project based learning.	Materials	Tier 1	Monitor	09/02/2014	06/08/2018	\$200	Professional Staff
Summer School	Identified students will participate in a summer program to address their targeted areas in math.	Academic Support Program	Tier 2	Monitor	09/07/2010	06/08/2018	\$10000	Summer school instructional staff
IPads	Technology allowing students to research different topics on an interactive medium. Replace broken IPads and update technology.	Technology	Tier 1	Monitor	09/02/2014	06/08/2018	\$0	Professional Staff
Success Time	Students will be supported in academic areas as identified by classroom and district assessments. Paraprofessionals will work a total of 14 hours per week for 36 weeks at \$8.00 per hour.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/08/2018	\$4032	Professional and Administrative Staff
Friday Award Drawing	Students will be publicly recognized and awarded for HERO behaviors.	Behavioral Support Program	Tier 1	Monitor	09/02/2014	06/08/2018	\$250	All professional staff
Michigan Reading Association Conference	Teachers will attend the Michigan Reading Association conference in March to enhance their professional understanding.	Professional Learning	Tier 1	Implement	03/16/2018	03/18/2018	\$300	Professional teachers.
Student Assistance Team Meetings	Teachers, principals, parents, counselor, and other needed professionals assemble to address student's strengths and limitations in order to devise a plan to improve student success in academic or behavior. Substitutes to cover classrooms during meeting, as needed.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/08/2018	\$600	Classroom teacher, Title I, Special Education, Counselor, Principal, Parents, OT, PT, and Speech
Title I	Title I teacher and parapro will work with identified students utilizing their prescriptive plan using research based strategies.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/08/2018	\$20000	Title I staff
Math Time Tutor	Small group differentiated instruction to target specific skill needs for students.	Academic Support Program	Tier 2	Implement	09/02/2014	06/08/2018	\$8000	Classroom Teachers

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

Kincheloe Elementary School

SWIS Program	Administrative staff, counselor and school social worker will record and track inappropriate behaviors.	Behavioral Support Program	Tier 1	Monitor	09/02/2014	06/08/2018	\$300	Administrative, counselor and social worker.
Data Disaggregation	Teachers will meet as a schoolwide team throughout the year to disaggregate and interpret the state assessment, NWEA, and other data to identify the needs of all students as well as the targeted students. These meetings will also include time spent on identifying strategies to use with students on challenge areas as identified by the previously mentioned assessments. A data consultant will provide assistance with creating reports.	Curriculum Development	Tier 1	Implement	09/02/2014	06/08/2018	\$450	All professional staff

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocabulary Retention Strategies	Staff will preteach content area vocabulary and incorporate vocabulary retention strategies (flash cards, multiple learning strategies, etc.)	Direct Instruction	Tier 1	Monitor	09/02/2014	06/08/2018	\$0	Professional and migrant staff
Go Math	Staff will use Go Math to provide rich mathematical instruction to students.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/08/2018	\$0	3-5 instructional staff
MAISA Units	Teachers will continue to implement the MAISA Units program to enhance the student's understanding of writing instruction and better target student needs.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/08/2018	\$0	Classroom and Title I teachers
Bridges Math	Staff will use the Bridges mathematical curriculum to instruct their students.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/08/2018	\$0	K-2 instructional staff
Graphic Organizers	Teachers will use graphic organizers to assist students in making text to text connections.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/08/2018	\$0	Classroom teachers

### Title I Part C

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Migrant Tutoring	Staff will work after school with identified students using research based strategies to improve identified mathematical skills.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/08/2018	\$5000	Migrant and ELL tutoring staff

**School Improvement Plan**

Kincheloe Elementary School

ELL & Migrant Tutoring	Students with language barriers will receive small group instruction during the day and in an after school tutoring program.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/08/2018	\$20000	Migrant paraprofessional and certified teachers.
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