



School Improvement Plan

Jefferson Elementary School

Warren Consolidated Schools

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TABLE OF CONTENTS

Introduction.....	1
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Executive Summary

Introduction.....	3
-------------------	---

Description of the School.....	4
--------------------------------	---

School's Purpose.....	5
-----------------------	---

Notable Achievements and Areas of Improvement.....	6
--	---

Additional Information.....	7
-----------------------------	---

Improvement Plan Stakeholder Involvement

Introduction.....	9
-------------------	---

Improvement Planning Process.....	10
-----------------------------------	----

School Data Analysis

Introduction.....	13
-------------------	----

Demographic Data.....	14
-----------------------	----

Process Data.....	17
-------------------	----

Achievement/Outcome Data.....	20
-------------------------------	----

Perception Data.....	25
----------------------	----

Summary.....	28
--------------	----

School Additional Requirements Diagnostic

Introduction 30
School Additional Requirements Diagnostic 31

Title I Schoolwide Diagnostic

Introduction 34
Component 1: Comprehensive Needs Assessment 35
Component 2: Schoolwide Reform Strategies 38
Component 3: Instruction by Highly Qualified Staff 40
Component 4: Strategies to Attract Highly Qualified Teachers 41
Component 5: High Quality and Ongoing Professional Development 43
Component 6: Strategies to Increase Parental Involvement 44
Component 7: Preschool Transition Strategies 47
Component 8: Teacher Participation in Making Assessment Decisions 48
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards 49
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ... 51
Evaluation: 54

2016-2017 Jefferson School Improvement Goals/Plan

Overview 57
Goals Summary 58
 Goal 1: All students will meet or exceed state and local standards in the area of Mathematics 59
 Goal 2: All students will meet or exceed state and local standards in the area of Reading 62

Goal 3: All students will meet or exceed state and local standards in the area of Writing.....	67
Goal 4: All students will meet or exceed state and local standards in Science.....	70
Goal 5: All students will meet or exceed state and local standards in Social Studies.	72
Goal 6: All staff will work together to reduce instructional variance to improve student achievement.	73
Activity Summary by Funding Source.....	76

Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Thomas Jefferson Elementary School is in Sterling Heights, Michigan. It is a family centered, multicultural learning community welcoming children from all over the world. Our school is a thriving, ethnically diverse student body of which over 60% of our children come from homes where English is the second language. Over 25 languages are represented at Jefferson, with nearly one-half of our English learners (EL) from the Middle East, Albania, the Balkans, China, and Southeast Asia. In 2014, the Warren Consolidated School District changed boundaries for the elementary schools, and Jefferson gained 80 students. Jefferson now has close to 500 students. Jefferson parents work in the auto industry, the skilled trades, and in small businesses in suburban Detroit. A small minority are college graduates. During the past 30 years, we have forged enduring bonds with neighbors and parents, having taught as many as three or four children from a family. As a family centered K-5 neighborhood school, we value each child as an individual and provide a warm, caring environment, nurturing their spirit and creativity. At Jefferson, we value the person, realizing that all learning is personal, shaping and defining the person we are and will become. Most importantly, we value the success of each child by providing collaborative, multi-level, interdisciplinary instruction, drawn from real life, that appeals to diverse interests and to multiple intelligences and that builds a solid foundation for independent lifelong learning. At the core of Jefferson's success are dedicated teachers and staff members who collaborate in shaping confident, independent learners who take responsibility for their own learning. We have 18 full time classroom teachers. To directly support the classrooms a full-time Title I teacher and a .2 Title I teacher, as well as one and one half Language Acquisition Teachers work with small groups and individual at-risk students. We have one part time EL Paraprofessional. Additionally, we have four part-time allied arts teachers and a full time media specialist. We have also added a family resource liaison one day a week for a half day. We have three part-time special education teachers and one full time resource room teacher who work to support our students. A district psychologist provides services, when needed. The Macomb Intermediate School District also provides us with an occupational and physical therapist, when needed. Finally, we have one administrator and five and a half support staff which include a secretary, a half-time clerk, two custodians, a cook and a cook's helper. Jefferson parents are our greatest partners and take pride in being a part of their child's education by giving their time, energy, and money for school programs. Approximately 90% of our parents take part in activities throughout the school year. Parents play an active role in our school improvement process, classroom activities, Title I program planning, parent-teacher conferences, school/community activities, and much more.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

The fundamental purpose of the Jefferson Elementary School is to ensure high levels of learning for all students.

Mission Statement

The Jefferson School Community is dedicated to the belief that all students can learn. We are committed to providing an environment for learning that meets the changing needs of our students.

Collective Commitments:

We work collaboratively.

We model life skills.

We welcome diversity in its people and ideas.

We support one another.

We consider all points of view and are open to new ideas.

We create a safe, organized, and nurturing environment.

We maintain high expectations.

We treat everyone with respect.

We explore and embrace innovative methods of teaching.

We give all students the opportunities needed to achieve.

We honor time commitments.

Each year the staff revisits our Belief Statements which include Vision, Mission, and Collective Commitments. This is done so teams can build their programming and curriculum around the high achievement and multiple opportunities that can best meet the needs of our current students. In order to do this, staff differentiates curriculum and teaching strategies in Tier I through programs such as Writer's Workshop, Guided Reading, Guided Math, and hands on Science. Tier II and III needs are met through our MTSS programming that is developed through our Title I, Title III and Special Education programming.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In the past three years Jefferson has earned Evergreen School Status. Each year Jefferson has teachers who are nominated by staff, students, and parents for Teacher of the Year. One teacher was nominated this year. The math curriculum has been revised to reflect the common core standards, and more rigorous math tasks are included at each grade level. The Spanish program has been replaced with the STEM program. Jefferson's media specialist renewed the SL 21 Media endorsement. Reading Mastery has been added to meet the needs of Tier II/Tier III students. Tier II and Tier III students have increased reading contacts. The school's science literacy trade book collection has increased. Grade Level Intervention Meetings have become a part of the school's data dialogues and assist in communication between classroom teachers, administration, and the MTSS program staff regarding Tier II/III students. The school has increased the number of laptops, and purchased tablets for student use. To promote a strong sense of community, the school holds a Beats and Eats night in the spring.

Students continue to take the state adopted M-Step assessment, and grades 1-5 continue to take the IOWA. Data shows that a strength lies in the area of math computation. Jefferson EL students in grades K-5 have had the WIDA administered to them, and the data shows that areas of improvement include reading and writing. Our weakness across grade levels is in the area of vocabulary and grammar, especially in our EL subgroups.

Through the school improvement process, the Jefferson Community has decided that the areas for improvement will include reading, writing, math, science, and social studies.

Additional Information

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

The Jefferson Elementary School community changed in the 2014-2015 school year due to the district's boundary changes. Additional students were assigned to Jefferson, while others were reassigned to another elementary. The boundary changes included staffing as well, along with the additional students, five teachers from another elementary were brought to Jefferson, and five from Jefferson were placed in other schools in the district. Over the past few years, there has been an increase in the population overall, and an increase in the number of students from low income families and free/reduced lunch. There has also been an increase in the EL population. The staff work incredibly well together in order to provide a safe, secure and academically challenging school for our students.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Jefferson Elementary invites students, staff, parents, and community members to participate in the School Improvement process through both written and collaborative avenues. Each fall, a Title I survey is distributed to each student to take home. The survey asks for input on current programming and also encourages parents to offer any suggestions or new ideas. Throughout the school year, stakeholders participate in PLC meetings, staff meetings, PTO meetings, school improvement meetings and more. Each spring, an online survey is available through the school website which allows all community members to comment on school programming and initiatives. These surveys are reviewed by our school improvement team which includes Jefferson staff and members of the community. These results are shared with the staff and parents at staff meetings and PTO meetings. Each month, during Parent Teacher Organization (PTO) meetings, the principal shares current data and school programming. Parents are encouraged to help the staff implement the school improvement programming.

Each day, parents are seen during the school day working with students on reading, writing, and math. Programs such as Bag-a-Book and Writer's Workshop run much smoother with parent participation. However, the parents' opportunities for involvement do not end with volunteering in the classrooms. During the school year parenting workshops which focus on reading, writing, and math strategies are offered by the Title I and Title III teachers.

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

Staff

The core SI team, along with parent representation, met throughout the year, to monitor and revise the school improvement plan to fit the needs of our students.

Students

Student's perceptions and opinions were gathered on a student survey in April. The results were analyzed and charted to be used in the creation of the 2016-2017 school improvement plan.

Parents

Parents are encouraged to help the staff implement the SI programming. Parents were also encouraged to complete the spring survey, and provide input. During the Title I Spring Parent Meeting, parents assisted in the formation of our updated Parent Compact.

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

Staff

At the beginning of the year, all staff was given a copy of the school improvement plan which was reviewed at a meeting and expectations of the implementation of the plan were outlined by the school improvement team. Throughout the year, the plan was revisited to gain insight on SY 2016-2017

School Improvement Plan

Jefferson Elementary School

progress. Also, throughout the year all staff participated in the data gathering process. Data was gathered through PowerSchool, Data Director, Bureau of Assessment and Accountability, Data Manager, DRA, sight word assessments, Core Vocabulary, and grade level intervention meetings. Additionally, the school improvement team met to analyze and summarize the staff's findings. These findings were shared during PLC and staff meetings. All staff had the opportunity to voice their opinions on a staff survey.

Parents

In May, the school improvement team invited all parents to the annual Title I Spring Meeting to maximize the opportunity for parents to participate in the SI Process. During this meeting pertinent data was shared. This led into the rationale behind our school wide focus, objectives and instructional methods. An overview of the 2016-2017 SI plan was reviewed and parents were given the opportunity to ask questions and voice their opinions.

Throughout the year, data and strategies are shared through PTO Meetings and weekly newsletters. In the 2016-2017 school year, the SI Team is going to provide important information in the monthly newsletter.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Jefferson Elementary has remained fairly consistent with overall student numbers. However, recently our community has become a bit more transient and we tend to get several students who enroll after school begins. To date our current enrollment shows: kindergarten (73), first (73), second (88), third (92), fourth (74), fifth (91) with a total of 491 students.

Our overall student enrollment trends tends to be stable from year to year, likewise, our staffing tends to be very stable. There has been very little turnover with the faculty at Jefferson over the past 10 years, therefore, very little recommitment has taken place. However because of the boundary shift, Jefferson gained five new teachers.

The budget at Jefferson has remained fairly consistent due to the fact that our enrollment tends to be stable. Our Title I budget, in past years, has increased due to the increasing numbers of free and reduced lunch eligible students. However, in the past three years, several more WCS schools have been added to the Title I list and our Title I fundings have decreased as the overall budget is spread among all 13 elementary schools.

With the changes in the district budget, student enrollment is affected in several areas. Our special itinerant staff is also part time due to special education numbers.

However, with the increase of EL and free and reduced lunch eligible students, our numbers still support a full-time Title I and a .2 Title I teacher, and 1.5 Language Acquisition teachers. We will have an EL paraprofessional, who will work five days a week for half the day. It is likely due to budget challenges we will not have para professionals at Jefferson next year. Jefferson also has a Family Resource Liaison one day a week for a half day. Other resources that are dependent on student enrollment are textbooks, media allocations, and internal supply accounts.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Overall, student attendance is stable. Only a few families that are chronically tardy or absent. These students tend to be less comfortable in school and make much smaller gains, academically. We have identified 23 students who have missed 20+ days.

Individual parent meetings have been held to encourage parents to bring their students to school, on time. Additionally, these students are being supported through the MTSS programming model to help them close the gap and feel more successful at school. Finally, the school social worker is in the process of making connections with these students and families to support any emotional issues that are occurring in school.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Over the past year, a total of 4 students have been suspended, due to disrespectful behaviors. Student discipline becomes a challenge in the area of parental support and follow through. Parents are not always aware of school expectations or appropriate consequences.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Individual parent meetings can be held to encourage parents to work with staff to guide student behavior. Our police officer liaison will also assist the principal and staff with identifying issues within the community and providing resources and strategies for the community. Our school social worker will assist families by providing community resources including CARE, and other family services. Yearly school wide presentations on student internet safety are presented by the Michigan Attorney General's office featuring the Michigan Cyber Safety Initiative (CSI).

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Upon review of teaching experience, school leaders have all been teaching or in education for 10+ years, and our administrator has been in an administrative role for 15 years. Teacher leaders in the building attend various professional development opportunities within the school district, as well as through the Macomb Intermediate School District. Our administrator has also attended the Macomb Intermediate School District's Principal Series, which included Balanced Leadership, Classroom Instruction That Works, and Leadership Learning. All the above professional development lends itself to best practices and research based instructional strategies, which will improve student achievement.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Upon review of teaching experience, the majority of our staff has been teaching for more than 10 years, and our administrator has been in an administrative role for 15 years. Years of teaching, along with professional development opportunities have allowed teachers to acquire skills needed to successfully teach students. All, but one, staff members have been trained in Classroom Instruction That Works, and those strategies will positively effect students in the classroom.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The school leader had minimal absences during the 2015-2016 school year. Student achievement was not impacted.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

We do feel teachers being absent may have a negative impact on student achievement. Guest teachers lacking proper training and being unfamiliar with classroom routines could negatively impact achievement. Long term subs, we feel, should receive professional development and training so that student achievement is not negatively impacted.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

Staff members in grades 3-5 will begin training with the Corrective Reading Program, while staff in grades K-2 will begin training in Reading Mastery. Kindergarten staff will be trained in Language for Learning, and will also be attending Classroom Instruction That Works for ELL. We are in the final phase of having all staff members trained in the Classroom Instruction That Works strategies. All staff will continue trainings on the implementation of math units.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Strengths include the following: Indicator 1.2-The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging , equitable educational programs and learning experiences for all students that include achievement of learning, thinking and, life skills. Indicator 2.1-The governing body establishes policies and supports practices that ensure effective administration of the school. Indicator 2.2-The governing body operates responsibly and functions effectively. Indicator 2.3-The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. Indicator 2.4-Leadership and staff foster an culture consistent with the school's purpose and direction. Indicator 3.3-Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. Indicator 3.4-School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. Indicator 3.5-Teachers participate in collaborative learning communities to improve instruction in student learning. Indicator 3.6-Teachers implement the school's instructional process in support of student learning. Indicator 3.9-The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. Indicator 3.10-Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. Indicator 3.11-All staff members participate in a continuous program of professional learning. Indicator 4.4-Students and school personnel use a range of media and information resources to support the school's educational programs.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Indicator 4.1-Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. Indicator 4.2-Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. Indicator 4.6-The school provides support services to meet the physical, social, and emotional needs of the student population being served. Indicator 4.7-The school provides services that support the counseling, assessment, referral, educational and educational and career planning needs of all students.

12. How might these challenges impact student achievement?

Student achievement may be impacted due to budget cuts at the state level. The school no longer provides counseling services at the elementary level due to budget cuts, therefore, education and career planning needs have to be incorporated through daily instruction from the classroom teacher, as well the allied arts teachers. While qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities, professional development of our Title I/EL aides needs to be consistent and ongoing reflecting current researched based interventions.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Actions that will be taken and incorporated into our 2016-2017 School Improvement Plan to address these challenges include peer to peer observations and coaching. Due to budget cuts, less support staff will be available for the 2016-2017 school year. We will continue to collaborate as a professional community of learners that will strengthen the alignment between curriculum, instruction, assessment, and intervention. Staff will align their instruction with district curriculum and pacing guides. The staff will continue to implement strategies that reflect best practices and are researched based. The staff will create, implement, and analyze building level common assessments and use the results to drive instruction.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

All student data is monitored throughout the year during the PLC process, grade-level meetings, Grade Level Intervention Meetings (GLIM), MTSS meetings, and school improvement meetings. The building administrator, Title I staff, special education staff, and general education staff examine a variety of student-level data. From Data Director, reports are available which contain state assessments, Iowa, Interim Iowa, DRA, and common assessment data. This is supplemented with classroom grades accessible through PowerSchool. All of this data is available for export to an Excel spreadsheet, and, as such, data analysis is a regular part of regularly scheduled PLC meetings where intervention staff, special education staff and general staff come together to determine which students are at risk, and plan appropriate interventions, allowing all students access to the full array of intervention programs available. These Excel lists are monitored throughout the year and compared to "entrance" and "exit" criteria in order to continue to provide services for the most "at-risk."

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Morning Math Tutoring : Grade 5

This program offered extended day learning opportunities for at-risk grade 5 math students. The classroom teacher assisted the students with their math problem solving skills.

Musical instrument instruction: Grade 5

This program offered by the music teacher allowed students in grade 5 time to practice their musical instrument skills.

Art-cartooning class: Grades K-5

This after school program offered students an art enrichment opportunity.

RAZ-kids: Grades K-5

This computer program is offered to all students to assist in reading at home, questions about reading help in comprehension. It can be accessed at home or school.

Star Fall: Grades K-2

This computer program is offered to Jefferson students to assist in practice of reading and math skills. The program can be accessed at home or school.

Summer Bridge Book Program: Grades K-5

This program is offered to Tier II/III students, and will allow students to continue to practice skills during summer months.

Summer Media Center: Grades K-5

This program will allow students to come to the Jefferson Media Center each Wednesday in the summer for reading and checking out books at their reading level.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

All student data is monitored throughout the year during the PLC process, grade-level meetings, MTSS meetings, and school improvement meetings. The building administrator, Title I staff, special education staff, and general education staff examine a variety of student-level data. From Data Director, reports are available which contain State Assessments, Iowa, Interim Iowa, DRA, and common assessment data. This is supplemented with classroom grades accessible through PowerSchool. All of this data is available for export to an Excel spreadsheet, and, as such, data analysis is a regular part of regularly scheduled PLC meetings where intervention staff, special education staff and general staff come together to determine which students are at risk, and plan appropriate interventions, including extended learning opportunities. Parents are notified either by invitation letter or phone of these opportunities.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Administrator ensures curriculum is being implemented through formal observations and walk-throughs, as well as lesson plans, and Grade Level Intervention Meetings (GLIMs). Jefferson staff will continue to follow the Common Core State Standards. We have implemented the ELA and Mathematics curriculum that our district has aligned to the Common Core. The teachers have been shown how to access CCSS and the aligned materials provided by the district.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

Not applicable.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

After analyzing DRA2 results from grades K-5, we have determined that all of our students showed growth from fall to spring. According to our IOWA results from grades 1-5, 92.5 % of students made growth targets. 100% of kindergarten students made gains in letter and sound recognition from fall to spring. IOWA results also showed that the sub set of word analysis is stronger than the other sub sets according to the National Percentile Rank (NPR). Yet, this score is still below the national average.

19b. Reading- Challenges

After analyzing our IOWA results from grades 1-5, our student achievement in the area of vocabulary presents a challenge. Our national percentile rank average is well below average falling below the 30th percentile range for all grade levels.

19c. Reading- Trends

Across grade levels we are seeing 100% of our students are showing growth, from fall to spring, according to our DRA2 results. We still see a need for academic and daily vocabulary development, across all content areas, as well as grade levels. Our Tier II group of students is growing and we are adjusting our teaching accordingly.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our 2016-2017 School Improvement Plan will address the challenges of vocabulary acquisition by the following activities: Tier I-vocabulary study using Marzano or Frayer models of instruction, Benchmark Word Study in grades 3-5, high frequency word study in grades K-3, and using CITW strategies during vocabulary instruction. Tier II/Tier III will focus on small group instructions that includes academic and everyday vocabulary and core vocabulary base on CORE vocabulary assessments. Professional development is planned for staff members in grades K-5 in the area of reading.

20a. Writing- Strengths

Results from the M-Step will not be available until Summer 2016.

20b. Writing- Challenges

Results from the M-Step will not be available until Summer 2016.

20c. Writing- Trends

Results from the M-Step will not be available until Summer 2016.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Results from the M-Step will not be available until Summer 2016.

21a. Math- Strengths

After analyzing IOWA results from fall to spring in grades 1-5, math computation stands out as a strength for Jefferson students across all grade levels.

21b. Math- Challenges

After analyzing IOWA results from fall to spring, a challenge faced by students in grades 1-5 is in the area of mathematical problem solving skills.

21c. Math- Trends

Using data gathered from fall to spring IOWA results for the past two years, students in grades 1-5 show strength in the area of math computation.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our 2016-2017 School Improvement Plan will address the challenge of math problem solving skills in the following ways: Tier I-Number talks, problem solving journals, and daily math groups; Tier II/Tier III-Guided math groups, math centers, walk to math, computer aided instruction, and extended day opportunities and a math instructional block.

22a. Science- Strengths

Results from the M-Step will not be available until Summer 2016. However, after reviewing Fall 2014 IOWA results, Jefferson students scored highest in the subset of physical science.

22b. Science- Challenges

Our goal is to provide students the opportunity to be exposed daily to everyday science vocabulary. Results from the M-Step will not be available until Summer 2016. Once these results are reliable and analyzed, we will review our plan and strategies.

22c. Science- Trends

Results from the M-Step will not be available until Summer 2016, therefore, we are unable to identify trends.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Results from the M-Step will not be available until Summer 2016. Our plan is to align instruction with district curriculum and pacing guides, utilize researched based strategies, create, implement, and analyze common assessments.

23a. Social Studies- Strengths

According to the Fall 2014 IOWA, our strongest area in grades 1-5, is economics. Results from the M-Step will not be available until Summer 2016.

23b. Social Studies- Challenges

Our goal is to provide students the opportunity to be exposed daily to everyday social studies vocabulary. Results from the M-Step will not be available until Summer 2016. Once these results are reliable and analyzed, we will review our plan and strategies.

23c. Social Studies- Trends

Results from the M-Step will not be available until Summer 2016, therefore, we are unable to identify trends.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Results from the M-Step will not be available until Summer 2016. Our plan is to align instruction with district curriculum and pacing guides, utilize researched based strategies, create, implement, and analyze common assessments.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

The areas indicating the overall highest level of satisfaction include the students feel comfortable asking the teacher questions when they do not understand, my teacher helps me learn, my teacher treats me fairly, I try my best to find the answers to questions, and students feel important within their classroom community.

24b. Student Perception Data

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

The area that indicates the overall lowest level of satisfaction among students is that students feel that they do not always make good choices about their behaviors and do not always talk at home about what they are learning.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Actions that will be taken to improve student satisfaction in the area of talking at home about what they've learned in school and communicating with their parents include, but are not limited to, using planners/agendas, communication folders, and newsletters. Actions that will be taken to improve student satisfaction in the area of making good choices about behavior include, but are not limited to, PBIS program and teacher modeling.

25a. Parent/Guardian Perception Data

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

Areas that indicate the overall highest level of satisfaction among parents/guardians include having a clear understanding of how their child is performing academically, teachers communicating with them about their child's progress, Jefferson's safe, secure, and orderly learning environment for their children, their belief that their child is prepared to succeed in the next grade or school setting, the visible at Jefferson, expectations of what their child is to learn, and the school provides sufficient opportunities for parent involvement.

25b. Parent/Guardian Perception Data

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

The area that indicates the overall lowest level of satisfaction among parents/guardians is the area of large class size. Our data also shows that over half of our parents have not attended a PTO meeting.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

The principal and the teachers will continue to advocate for smaller class sizes. The staff will continue to encourage parents to attend PTO meetings and become involved.

26a. Teacher/Staff Perception Data

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

The areas that indicate the overall highest level of satisfaction among teachers/staff are that the staff: uses a variety of teaching strategies and learning activities to help students learn, provides instructional activities that involve students in their learning, holds high expectations for student learning, motivates students to do their best, appreciates the strong leadership and visibility of the principal, and is committed to the continuous improvement focused on improving student learning,

26b. Teacher/Staff Perception Data

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

The area that indicates the overall lowest level of satisfaction among teachers/staff include that they feel they don't receive enough support for their at-risk students.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Actions that will be taken to improve teacher/staff satisfaction in the lowest areas include, but are not limited to, providing staff professional development and educational resources to assist in their teaching of at-risk students.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

The area that indicates the overall highest level of satisfaction among stakeholders/community is that teachers communicate with parents about their children's progress and behavioral expectations are in place in both the classroom and the school, and that Jefferson provides a safe, secure, and orderly environment for their children.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

The area that indicates the overall lowest level of satisfaction is the perception of parents regarding regular parental attendance/active involvement in the school's Parent Teacher Organization.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Actions that will be taken to improve the level of stakeholder/community satisfaction in the lowest area are newsletters, correspondence in Arabic, use of Remind 101, and school sponsored community events.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Our students are eager to learn. They demonstrate that on a daily basis. Math Computation continues to be a strength of our students demonstrated during our IOWA and common assessments. The challenges continue to be in the area of vocabulary, especially everyday vocabulary. More than half of our student population speaks at least two languages. This is the same for our parent community. It is a challenge to communicate the federal, state, district, school and classroom expectations. We continue to utilize our resources and prioritize what is essential for our students and parents to know.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

These challenges have a direct impact on student achievement. Many of our parents express concern that they don't know how to help their child with school work. Many of our students will not read or do anything school related over the summer months which greatly increases the chances of the students academic gains regressing.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The school has implemented some extended day opportunities for students to get extra practice. Communications from the school go home in both English and Arabic languages. The school has implemented RAZ Kids, a web based reading program that the students can log in to from home throughout the school year including the summer months. This year the school is offering a Summer Bridge workbook component to assist students in continuing to practice skills over the summer. There will also be Parent workshops held to show the parents what resources we have to offer and how to access those resources.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Literacy and Math are tested annually with the M-Step grades 3-5 and with the Iowa in grades 1-5. Additionally, K-5 students are assessed in reading, several times throughout the year, with DRA. K-5 students are assessed in math after every math unit using math tasks, district, and common assessments.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.wcs.k12.mi.us/Curriculum/Annual_Report/reports/1415/Jefferson.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	Chief Human Resource Officer 31300 Anita Warren, MI 48093 586.825.2400	

School Improvement Plan

Jefferson Elementary School

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Chief Human Resource Officer 31300 Anita Warren, MI 48093 586.825.2400	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Jefferson Parent Involvement Plan 2016-2017

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Jefferson Home-School Compact 2016-2017

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Professional Development Plan is attached. The school-level PD is located at the bottom of the document.	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Under the direction of the school improvement (SI) chairperson, all stakeholders, which include staff, parents, and administration, took part in the Comprehensive Needs Assessment, and led to the design of the 2016-2017 School Improvement/Title I Plan.

The school improvement team conducted the school data analysis process through regular PLC meetings, staff meetings, Title I and PTO meetings. During these collaborative meetings, Jefferson's strengths and needs were determined based on achievement data including: DRA, MTSS (Multi-tiered System of Support), district writing assessments, math unit assessments, and GLIMs (Grade Level Intervention Meetings). These reports were accessed through Powerschool, Data Director, Data Manager, BAA, CEPI, MiSchool and internal records. Additionally, perceptual and demographic data was gathered throughout the school year. Meetings were held with stakeholders including the parents, staff, and students.

Surveys for all stakeholders (parent/community, student, and staff) are used to gather information and feedback. Information gathered during the school year helps to implement planning, development, monitoring and evaluation of the school improvement plan. Annually, in the spring, the Title I Parent Compact and Parent Involvement Policy is reviewed, revised, and edited.

Achievement gaps were identified in all content areas for all students and sub groups with multiple test results. Staff then looked for connections that aligned with staff/parent/student input, program evaluation, and demographic information. After this, staff members prioritized the areas of greatest need for all, and preliminary priority goals, strategies, and activities were developed. The school improvement team used the results to complete a final alignment to ensure that all data results are aligned with the priority goals. Additionally, the team completed the School Data Analysis diagnostic in Advanc-ED. In May, this information was communicated with staff during a staff meeting, and parents at a PTO meeting to ensure all stakeholders were involved in the process.

Parent representative(s) are invited to be members of the School Improvement Team by the principal. The principal explains the process to each parent. Parents who accept attend as many meetings as possible. We encourage parents to ask questions anytime during the meeting so there is no confusion. They are helpful in providing the parent perspective.

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?

After careful review of Jefferson's student achievement with the results from the IOWA, M-Step, classroom/school-based data, perception data, demographic data, and district assessments including DRA, writing, and unit math assessments, we have concluded that Jefferson Elementary students continue to struggle with vocabulary, non-fiction reading, and problem solving. We believe, after reviewing subgroup data, this is largely due to the growing bilingual population at Jefferson.

The data does show that the Rocket Readers MTSS program, guided reading, Writer's Workshop, the district's revised math curriculum with math tasks, and our district's language arts program all help at-risk learners make large gains throughout the year. With large gaps with the EL subgroup, it is clear that our Tier I strategies need to be enhanced, especially, in the area of reading. We have also determined that we are in need of a program to help fit the needs of our Tier II students. Data gathered after this year's Corrective Reading implementation with Tier III students in grades 3-5 has shown positive results, and has led to the dialogue of program implementation for Tier II students, and classroom teacher training. At least three teachers from grades 3-5 will be trained in the Corrective Reading Program, and some will be trained in Advanced Corrective Reading. Jefferson's EL program--Our EL onsite review found areas that needed to be

improved/strengthened are early common and academic vocabulary and essential literacy skills. This has prompted dialogue within lower
SY 2016-2017

School Improvement Plan

Jefferson Elementary School

elementary staff, and the Reading Mastery Program, that is currently being used with Tier III students. K-2 staff will be trained in the program in the coming year. T Kindergarten staff will be trained in Language for Learning to assist in oral language vocabulary development, and will also attend Classroom Instruction That Works-ELL. The Story Champs program that was implemented by the speech teacher and introduced into the kindergarten classrooms, will continue at that level, and teachers in grade one will be trained as well.

The Superintendent's dropout challenge allowed us to identify students at each grade level that may be falling to unforeseen circumstances that make them a risk for dropping out of school. The school has set up mentors to keep track of students attendance and school work. The staff communicates with parents throughout the school year to monitor student progress.

Our IOWA results show the need for all tiers of vocabulary instruction, non-fiction reading, and math problem solving skills. DRA results show that students are making growth.

Our interim self assessment found that our strengths are in the areas of Governance and Leadership (Indicators 2.1, 2.2, 2.3, 2.4), Teaching and Assessing for Learning (Indicators, 3.3, 3.4, 3.5, 3.6, 3.9, 3.10, 3.11,) Resources and Support Systems (Indicator 4.4). We found that the areas of Teaching and Assessing for Learning (Indicator 3.7) and Resources and Support Systems (Indicators 4.1, 4.2, 4.6, 4.7) are in need of improvement.

The perception data shows that the community and staff support and want to continue with our current strategies. The Jefferson community would like to see some of the same strategies used within the Tier II and III programming, such as those found within the SIOP model, to be used in the classroom.

The School Improvement Team examined demographic data by grade and ethnicity/racial groups, language, and attendance. By examining the IOWA spring scores and local data, we concluded that our students need more support with everyday academic vocabulary.

Causes for the gaps include a high EL population and limited English spoken in some homes.

Our school had made AYP for the past three years prior to the accountability program change, and ranked above being a priority school and was given orange school status.

As we move forward to meet the new proficiency targets we will be focusing on increasing student achievement in all content areas. Sharing the new targets, becoming familiar with the state's new assessments, improving our Tier I and Tier III strategies, and regularly revisiting our school improvement plan and goals, will begin our movement toward reaching the new targets. We are moving forward to put a Tier II system of support in place for all grade levels.

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.

Goal 1: Math is connected to our priority needs and the needs assessment because our data shows that math has been a significant area of deficit based on achievement results and perceptual data. A large reason for this deficit is the lack of problem solving skills. Data shows that students have high achievement in computation, but struggle with problem solving and story problems. Specific sub groups with the largest gaps are with the EL and Economically Disadvantaged students. There is quite a bit of cross-over between these two groups.

Goal 2: Reading is connected to our priority needs and the needs assessment because our data shows that reading is a significant area of deficit based on achievement results. Specific sub groups with the largest gaps are EL and Economically Disadvantaged students. There is quite a bit of cross-over in these two groups.

Goal 3: Writing is connected to our priority needs and the needs assessment because our data shows that writing has been significant area of deficit based on achievement results and are supported by staff and parent concerns. Research shows that writing is the last component in which EL students become proficient. Students will benefit from daily exposure to writing. Specific sub groups with the largest gaps are EL and Economically Disadvantaged students. Although there is an achievement gap in this area, the gap is beginning to close. Jefferson's EL students outperformed the State average in Fourth Grade Writing in 2014.

Goal 4: Science is connected to our priority needs and the needs assessment because our previous years' data showed that science has

been an area of deficit. Academic vocabulary, as well as increased non-fiction reading during guided reading groups, will be focuses within our science goal.

Goal 5: Social Studies is connected to our priority needs and the needs assessment because our previous years' data showed that social studies has been an area of deficit. Academic vocabulary, as well as an increase in non-fiction reading during guided reading groups, will be focuses within our social studies goal.

The goals portray a clear and detailed analysis of multiple types of data because after we examined the diagnostic data (DRA2), summative data (IOWA), and interim district common assessments in conjunction with demographic, perception, and program results, it was determined that we should have five academic goals. Our academic goals are; all students will meet or exceed state and local standards in the areas of mathematics, reading, writing, science, and social studies.

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?

Each goal has been clearly written to identify the needs of all students and identifies the needs of disadvantaged or at-risk students. The goals are aligned with the conclusions drawn from the comprehensive needs assessments. Students have been identified as disadvantaged or at-risk due to significant achievement gaps on the IOWA, M-Step, district and common math unit assessments, and district writing assessments. Additionally, students who are one year below grade level using results from DRA2 are considered at-risk. Our Tier II and Tier III criteria for Title I services and/or EL services include results of DRA2, IOWA and M-Step results. The subgroups most in need of support are EL and Economically Disadvantaged students. All five goals address our students' needs by providing strategies within all three tiers of instruction.

Component 2: Schoolwide Reform Strategies

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

These are our Tier I strategies/activities related to each content area.

Reading: Daily guided reading, high frequency word study, Classroom Instruction That Works implementation, and vocabulary acquisition using Benchmark Word Study and Words Their Way.

Writing: Writer's Workshop, Classroom Instruction That Works implementation, MAISA writing unit implementation, writing portfolios, and research of best practices for grammar instruction.

Math: Math Instruction Block, Classroom Instruction That Works implementation, academic vocabulary acquisition, problem solving journals, math tasks, and number talks.

Science: Implementation of the 8 Science and Engineering Practices, academic vocabulary acquisition, and Classroom Instruction That Works implementation, and guided reading in the content area.

Social Studies: Build academic vocabulary and Classroom Instruction That Works implementation, and guided reading in the content area.

The Tier II strategies that are in place for students who need more support include Double Dose "Walk to Read" into guided groups, one-on-one instruction within the classroom, Marzano's process for acquiring academic vocabulary, and intervention periods with teachers based on need. Guided reading in content areas, writing, and math groups based on need, and web based applications are also Tier II activities in place. Additionally, MTSS (Rocket Readers), which is supported by the Title I teacher, Teacher Consultant, Speech Therapist, Title I aide and the Language Acquisition Teacher; extended day learning opportunities; and family support through the Family Resource Liaison are also considered part of the Tier II programming. During the 2016-2017 school year, staff in grades 3-5 will be trained and begin to implement the Corrective Reading Program, staff in grades K-2 will be trained and begin to implement the Reading Mastery Program, and kindergarten staff will be trained and begin to implement Language for Learning. Kindergarten staff will also be trained in CITW with ELL. The data is showing that our Tier II is growing, and programs are being put into place to address this issue.

Tier II and Tier III strategies include the addition of a .5 Title I Math Intervention teacher. Data will be gathered using a screener in the fall, winter, and spring. Students who are identified with academic concerns will be progress monitored. Groups will be developed based on the results of the screener.

Tier III strategies include oral language programs through Title I/III; one-on-one or small group support from the Teacher Consultant, Speech Therapist, Resource Room teacher, Title I teacher, Language Acquisition teacher, and the Bilingual and Title I Tutors. Corrective Reading and Reading Mastery will be used with Tier III students at their levels.

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).

Guided reading, MTSS (Rocket Readers), Writer's Workshop, Math Instruction Block with Title I intervention, differentiated instruction, Marzano's vocabulary development, Classroom Instruction That Works, and guided math are all research based methods that have been proven to show an increase in the quality and quantity of instruction. In the 2016-2017 school year, Jefferson will have a .5 Title I teacher whose focus will be on teaching math skills to at-risk students in grades K-5. Differentiated instruction across all content areas supports and maximizes learning for all students regardless of their skill level or background. Also, guided reading, guided math and writer's workshop allow all students to work at their highest achievement level.

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

Guided reading, MTSS (Rocket Readers), Writer's Workshop, differentiated instruction, vocabulary development, Classroom Instruction That Works, guided math, and Math Instruction Block are all research based methods that have been proven to show an increase in the quality and quantity of instruction in the areas of greatest need. Additionally, the focus on vocabulary development and guided reading with non-fiction text will help to increase achievement in the areas of science and social studies.

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.

Differentiated instruction, oral language activities, Marzano's Vocabulary Development, guided reading, MTSS (Rocket Readers), guided math groups, Classroom Instruction That Works, Double Dose "Walk to Read," and "Walk to Math," are all strategies that provide intervention for students who need the most instructional support. Additionally, our most at-risk students receive additional time, in a small group setting, in the Title I and/or Title III program, along with extended day programming. Programs such as Reading Mastery, Story Champs, and Language for Learning in lower elementary, and Corrective Reading in upper elementary will be used to enhance our Level II and III students who need additional support.

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

The classroom teachers, in conjunction with, the Principal, Title I and Title III teachers determine if students needs are being met. The progress monitoring tools include DRA (Developmental Reading Assessment), Easy CBM (Curriculum-Based Measurement), San Diego quick, CORE Vocabulary Assessment, Core Phonics Inventory, and Dolch High Frequency Words. Through these assessments, it is determined if students' fluency, comprehension, phonics, sounds, blends and vocabulary recognition are above, at, below benchmark. Common assessments in math are given after each unit, and assist in the data collection process for determining the needs of all students. These assessments help determine programming and daily instructional needs. Also, the staff uses the IOWA and M-Step, as summative assessments to guide long-term planning. With the addition of a .5 Title I Math Intervention teacher, students will be screened in the fall, winter, and spring. Results gathered from the screenings will identify at-risk students, who will then be placed in groups based on need, and progress monitored to determine academic success.

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 staff (teachers and paraprofessionals) have met the criteria for Highly Qualified. Personnel files include a signed statement by each staff member attesting to their status if "highly qualified." The Human Resources Department monitors the personnel files for accuracy.	

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 staff (teachers and paraprofessionals) have met the criteria for Highly Qualified. Personnel files include a signed statement by each staff member attesting to their status if "highly qualified." The Human Resources Department monitors the personnel files for accuracy.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Jefferson Elementary has very little teacher turnover from year to year. A portion of Hatherly Elementary school merged with Jefferson in the fall of 2014. Due to the merge, five teachers were added to the Jefferson staff from Hatherly, and five Jefferson staff were placed in other buildings. During the 2015-2106 school year, a teacher bid into Jefferson due to an opening because of a retirement, and one new teacher was hired due to a retirement in the fall of 2015.

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

0-3 Years: One Teacher

4-8 years: Zero Teachers

9-15 years: Nine Teachers

< 15 years: Fourteen Teachers

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

Jefferson has spent several years cultivating leadership at every grade level. Staff is provided opportunities to develop leadership skills through programs such as the teacher leader cohort through the MISD (Macomb Intermediate School District), Classroom Instruction that Works and SIOF (Sheltered Instruction Observation Protocol). Additionally, there is a high level of participation by the Jefferson staff in district committees as well.

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

Warren Consolidated Schools identifies prospective candidates for hire through an on-line application system which includes a Ventures Self-Assessment and Ventures Interview results. Candidates who meet the job qualifications are selected and building principals determine the candidates for interview. An interview team will make recommendation for hire to the Human Resources Dept. and the Superintendent.

Warren Consolidated offers the following to attract prospective candidates:

1. District Wide Accreditation by AdvancEd
2. Sixteen Blue Ribbon Schools (2 National Blue Ribbon Schools)
3. District Mentoring System
4. New Teacher Academy provided by Macomb Intermediate School District (MISD) and district level training (3 sessions)
5. Curriculum Steering Committee funding staff development for teachers
6. Competitive Salary and Benefits package
7. Classroom computer, interactive white board projector system, MediaCast, and email for each staff member
8. Curriculum and Instructional Technology Specialists to support classroom teachers

School Improvement Plan

Jefferson Elementary School

9. Positive School Climate-shared decision-making through the Professional Learning Communities (PLC) Model of School Improvement
10. Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum Committees, Teacher Leader Academy at (MISD), Teacher Union leadership
11. Media centers with full-time media specialists in each building; distance learning programs
12. Full-time Instructional Technology department and tech support
13. Newly renovated schools
14. District and School-level Professional Development opportunities

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?

N/A

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.

One staff member will receive Classroom Instruction That Works training this summer, and after this, all Jefferson Elementary's staff will be trained. Nine teachers have completed the Teacher Leader Cohort Academy, three staff members will attend Classroom Instruction That Works with ELL, three staff members will attend Language for Learning to assist with oral and language vocabulary development, three teachers will attend the Corrective Reading Program training, and at least three teachers will attend the Reading Mastery Program training. Additional staff will be trained in Advanced Corrective Reading. The staff will continue professional development with the new Common Core Standards through the district's PLC initiative.

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

It has been a focus for Jefferson to participate in sustained and ongoing through PLC meetings and regularly staff meetings, and the district's commitment to professional learning opportunities, especially in ELA. Meetings have focused on school and district level initiatives such as differentiated instruction across all subject areas, guided reading, Classroom Instruction That Works and SIOP. The majority of classroom teachers have been trained in the SIOP model and Classroom Instruction That Works (CITW). Jefferson teachers will continue to focus on strategies outlined in Classroom Instruction That Works for the 2016-2017. school year. One teacher will receive CITW training during the 2016-2017 school year. The district also provides opportunities for professional development in the areas of English Language Arts and Mathematics.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		2016-17 PD Plan

Component 6: Strategies to Increase Parental Involvement

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

The School Improvement team uses findings related to the Comprehensive Needs Assessment to complete a final plan alignment to ensure that all data results are aligned with the priority goals. Additionally, the team completed the School Data Analysis diagnostic in Advanc-ED. SI team leaders communicate with staff at PLC meetings to ensure all stakeholders are involved in the process.

Parent representatives are invited to be members of the School Improvement team by the principal. The principal explains the process for the SI meetings with each parent invited. Parents who accept the position attend as many meetings as possible. We encourage parents to ask questions anytime during the meeting so there is not any confusion. These meetings help the parents to have a clear understanding of the School Improvement Process.

We sought additional input when designing the Parent Compact and Parent Involvement Plan. We also analyzed data from the parent input survey and evaluated the school wide strategies and interventions. Parent representatives are encouraged to share updates at PTO meetings.

In addition, input was gathered from all parents, regarding the School Improvement Plan and Title I Programming through an online survey, and at all parent-school activities, PTO meetings and Parent-Teacher conferences. In May, parents were invited to a Title I meeting to review the year and plan for the 2016-2017 school year.

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

Throughout the year, meetings are led by staff to help parents understand the state standards and assessments and how to monitor their child's progress. Additionally, grade level teachers provide information on state standards and learning during conferences and share effective learning strategies that parents can use at home. This information is also posted on Jefferson's website. These meetings, trainings, materials, and information are shared so parents can work with staff to help reach our goals. Our Title I program also offers fall and spring parent workshops that focus on strategies implemented throughout the school year and a chance to evaluate the program at the end of the year. These workshops focus on essential reading strategies and resources parents can utilize at home with their child.

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

In the spring of each year, the SI team, in collaboration with parents, formally reviews the plan using all four data measures (achievement, program/process, demographic, and perception data). The SI team, along with parents, revises and implements an online survey which asks community members to evaluate the parent involvement component of the school wide plan and to evaluate the effectiveness of the current programming. The results of this online survey are analyzed by the SI team. The conclusions are shared with the general population through the school newsletter and PTO meetings. The results will be used by the school and parent groups to revise and improve the school wide plan. The updated plan will be shared at a Title I and PTO meeting in September of the following school year.

Additionally, all stakeholders have the opportunity to share their comments and offer suggestions for possible changes to improve the plan the following year by attending a Title I Spring Evaluation Meeting, at which time all relevant data is shared with parents, in an understanding
SY 2016-2017

School Improvement Plan

Jefferson Elementary School

and accessible format, in order to fully inform them of the current status of the plan. Using feedback from the meetings, as well as all data examined throughout the school year from all four sources, the SI team, including parent members, will consider all stakeholder ideas when updating the plan for the new school year.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent Involvement Plan 2016-17

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

Jefferson Elementary invites parents and community members to participate in the school improvement process through both written and collaborative processes. Each fall, a Title I survey is distributed to each student to take home. The survey asks for input on current programming and also encourages parents to offer any suggestions or new ideas. Each spring, an online survey is available through the school website which allows all community members to comment on school programming and initiatives. These surveys are reviewed by our SI team, which includes parent representation. These results are shared with the staff and parents at staff meetings, SI meetings, and PTO meetings.

During parent teacher organization (PTO) meetings, the principal shares current data and school programming. At this time, attendees give input and suggestions to improve programming. SI and Title I meetings are held throughout the school year, and during these meetings, the principal and Title I teacher share the latest data, professional development information, school wide goals, accomplishments and challenges. During each school day, parents are seen working with students on reading, writing, and math. Programs such as Bag-a-Book and Writer's Workshop run much smoother with parent participation. However, the parents' opportunities for involvement do not end with volunteering in the classroom.

During the school year parenting workshops, which focus on reading, writing, and math strategies are offered by the Title I program.

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

In May 2016, the SI team revised and implemented an online survey, which will evaluate the parent involvement component of the school wide plan. The results of this online survey were analyzed by the SI team. The conclusions will be shared with the general population through the school newsletter and PTO meetings. The results were used by the school and parent groups during the month of May to revise and improve the school wide plan. The updated plan will be shared at a Title I and PTO meeting in September 2016.

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

The results of the evaluation were analyzed by the principal and SI team. They worked together and decided which areas the ideas, conveyed by the parents, can be implemented to improve our school wide program.

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

School Improvement Plan

Jefferson Elementary School

The SI team, in collaboration with parents, and the Title I teacher created our School-Parent Compact. They reviewed several compacts from other schools and found one to use as a model last year, and revisions were made this year after parent input.

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

The School-Parent Compact is discussed with parents at the fall Parent-Teacher Conferences. Each section is explained to the parents and they are asked to sign if they are in agreement with their section of the compact.

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

N/A

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		2016-2017 Jefferson Home-School Compact

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

School and student information and academic achievement progress will be shared formally and informally throughout the school year. Information will be shared formally through: trimester report cards; Annual Report; monthly newsletters; Fall Curriculum Night; Parent-Teacher Conferences; PTO meetings; classroom newsletters; and weekly Take Home folders. Information will be shared informally through: PTO meetings; email; auto calling system; web pages; Remind 101; phone calls; and parent meetings. Newsletters, parent letters, and other important information will be available in both English and Arabic. Also, translation is readily available during all parent meetings and conferences. Jefferson has a Family Liaison available every Friday to translate all information into Arabic and assist in verbal translation for meetings.

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?

Within our school we provide the following transition opportunities:

1. In the spring of 2016, incoming kindergarten families were invited to a Kindergarten Transition evening. During the evening, children were given materials for summer in order to prepare for kindergarten. A tour of the school completed the night.
2. In August, new kindergarten students are encouraged to meet the kindergarten teachers and be tested for placement.
3. Parents who attend Kindergarten Orientation in September are informed about kindergarten curriculum and meet with the school speech and language therapist, district nurse, district bus drivers, and members of the school's PTO.
4. Kindergarteners who are entering with special needs are invited to participate in the current kindergarten classes during the previous year in the spring. This participation helps to ease anxiety and the entire transition process.

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?

Early childhood grants, Headstart and Great Start Readiness Program (WCS World of Fours Program), provides 10 classrooms of free, quality preschool programs at Green Acres, Holden, Lean, and Siersma elementary schools, to children across the district. The programs focus heavily on building early literacy and math skills to support their success as they prepare for kindergarten. Parent involvement activities are regularly scheduled and an advisory group works cooperatively with early childhood and building staff.

Additionally, WCS offers family-paid preschool opportunities to those families that do not qualify for Headstart or Great Start Readiness programming at Willow Woods, Susick, Wilde, and Siersma elementary schools, which also include parent involvement activities throughout the year to support successful transition to kindergarten.

More formally, a district-level informational meeting is held on two evenings for parents of incoming kindergarteners. Parents are invited through district mailings and through preschool programs. Building level Kindergarten Round-Up events occur each spring after the informational meetings. Our district also offers literacy and oral language training in the spring of each year to preschool parents to support successful summer to fall transitions to kindergarten.

The district offers Transitional Kindergarten for those students who do not meet the September 1 age requirement for kindergarten. This program will offer children "the gift of time" to further their developmental skills before entering the traditional kindergarten classroom.

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?

WCS leadership has given the school administration and teachers the authority to have input into the decisions regarding the use of school based academic assessments. Through the PLC (Professional Learning Communities) process, Jefferson staff are given time to meet to discuss and make decisions. PLC teams meet regularly to focus on increasing student achievement. In addition, Jefferson has a school improvement team that is responsible for monitoring the plan on a regular basis. Additionally, PD is provided for all teachers on school-wide assessment adoptions such as DRA and IOWA assessments. During the 2016-2017 school year, grade level teams will have time to collaborate to learn how to create common assessments across all content areas.

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

Jefferson Elementary teachers use IOWA, M-Step, math unit assessments, DRA, and classroom monitoring tools to assess student achievement. The staff analyzes the data to determine if students are on track. This information drives the instructional focus for Jefferson teachers. If students are not achieving at an acceptable rate, then re-teaching strategies and interventions, based on the three-tiered model are implemented. These students are then progress-monitored using tools such as Easy CBM and the San Diego Quick, to further determine needs and intervention paths.

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.

Jefferson Elementary uses a specific set of criteria to identify those students who are at risk of not meeting state or district standards. In reading students in grades K-5 are progress monitored using DRA, Easy CBM, CORE Vocabulary, CORE Phonics Inventory, San Diego Quick, and the Dolch High Frequency Words. Students who fall at least one year below grade level are considered at-risk. Unit common assessments across grades K-2 give teachers feedback. For all core curriculum areas students in grades 1-5 are assessed multiple times throughout the year with the IOWA. Additional information will be gathered from the M-Step results. Once available, they will be analyzed to determine which students are at-risk.

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?

Ongoing assistance is conducted in a data-driven, tiered intervention model. We utilize a three-tiered approach:

Tier I

Tier I applies to ALL students.

The curriculum /content is presented in a variety of ways based on differentiated instructional strategies. Strategies such as center-based literacy blocks, guided reading groups, guided writing groups, flexible groupings, independent studies, peer tutoring, active learning activities using the rock wall, modified assignments, multi-sensory activities, and reading buddies. The district's curriculum and pacing have been realigned in math and English Language Arts, and staff follows guidelines. Social Studies concepts linked to core democratic values and life skills, center-based activities, thematic activities, and inquiry based science program. Also, Marzano's program for the acquisition of academic vocabulary will be used during the 2016-2017 school year. Warren Consolidated Schools provides professional development to ensure the success of their teachers.

Tier II (Supplemental Services)

Tier II applies to students who fall into the at-risk category using the indicators listed above and do not make gains with Tier I classroom based interventions.

Tier II interventions occur in small groups with intense, targeted and research-based strategies aimed at specific deficit areas at the students' instructional level. Tier II classroom interventions- "double dose" for guided reading and math contacts, guided writing groups, small group assistance within classroom by tutors, bag-a-book, guided math groups, and web based math applications. Programs for K-2 and 3-5 will be in place for the 2016-2017 school year including Reading Mastery and Corrective Reading.

Tier III

Tier III applies to students who do not make gains with Tier I or Tier II interventions.

Tier III consists of one-on-one and small group interventions with the Title I teacher, Title I para-pro, Speech pathologist, and at times the Teacher Consultant. These staff members utilize intense researched based data driven instruction and targeted strategies at the students' instructional level. Students are progress monitored and lessons are driven based on deficit areas. Tier III students who do not progress are entered into a child study program where more data is collected and reviewed by the general education, at-risk, and special education staff. The Reading Mastery and Corrective Reading Programs will also be utilized in the Tier III intervention program.

It is then determined whether or not a child will need further testing to seek out special education services.

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

Differentiated Instruction is an instructional concept that maximizes learning for ALL students--regardless of skill level or background. It's based on the fact that in a typical classroom, students vary in their academic abilities, learning styles, personalities, interests, background knowledge and experiences, and levels of motivation for learning. When a teacher differentiates instruction, he or she uses the best teaching practices and strategies to create different pathways that respond to the needs of diverse learners. Programs such as guided reading, guided math, writer's workshop, center-based activities, and hands-on science give students the opportunity to work at their own level.

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 towards the achievement of the school-wide goals. The plan describes how Warren Consolidated Schools use Federal, State and district resources and programs to implement the Title I Schoolwide Components. Warren Consolidated Schools employs an Administrator of State and Federal Programs to oversee all aspects. The building principal coordinates with the Office of Curriculum and Instruction, Department of State and Federal Programs, the Department of Community Services (Head Start, GSRP and Preschool Programs), and Departments of Nutrition Services, Transportation and Business to ensure that funding and programs are integrated into the school's instructional program and operations.

All programs and resources are coordinated and integrated towards the achievement of the school goals. The plan describes how Warren Consolidated Schools use Federal, State and district resources and programs to implement the Title I components. Warren Consolidated Schools employs an Administrator of State and Federal Programs to oversee all aspects.

1. Comprehensive Needs Assessment-General Fund:

Professional Learning Community meetings

School Improvement team meetings

2. Services for Eligible Students:

Title I/Sec 31a, Title III/Sec 41, General Fund, IDEA, Title Ia, Title VII, General Fund Sec 107/WIA

Core Grants

Title I Aides

Intervention Specialist

Before/After-school tutoring and extended programs

Summer School Program

Elem Sec 31a Language Acquisition teachers and aides

MS, HS Language Acquisition Aides

Credit Recovery Program: E2020, Genesee ISD Program

Professional Development for Newcomer Program, Teacher and Language Acquisition Aides-SIOP, Academic Vocabulary, Reading Strategies, TESOL

Family Resource Assistants to support students and families

Resource Room Teacher

Teacher Consultant Supplemental Literacy/Academic Support

Speech Therapist Instructional Support

After-School

3. Incorporated into Existing School Program Planning:

Program planning, monitoring and evaluation during PLC meetings, SIP team and grade level meetings

Data Director and data warehouse management training

PLC Leadership and SIP training for building leadership teams

Special Education teacher and itinerants determine appropriate assessments for special education students to determine eligibility and academic achievement levels and needs

Title I school annually evaluate the programming and decisions to modify the programs for the following year

Grant/report writing teams for Title I, AdvancED and QAR

School Improvement Plan

Jefferson Elementary School

4. Instructional Strategies-General Fund, Title Ia/Sec 31a

Professional Learning Communities model of SIP based on DuFour's work

Specific strategies are supported with Title I funds

31a Language Acquisition teachers in all elementaries, 34 language acquisition aides in elementary, middle, and high schools

5. Title I and Regular Education Coordination-Title Ia, IDEA, General Fund, Title III, GSRP

Program planning, monitoring, and evaluation during PLC, SIP and grade level meetings

PLC meetings with kindergarten and pre-school, GSRP and ECSE teachers and kindergarten orientation meetings

Speech and Language Therapists work with pre-school /GSRP teachers and kindergarten teachers to support language acquisition needs of EL students

World of Fours pre-school program for at-risk students

Winning Futures (mentoring program at Grissom and Beer Middle Schools)

Safety Bear (2nd grade child abuse intervention program)

Red Ribbon Week/ SAAD Clubs

3 Police Liaisons

School Nurse

Free and reduced breakfast and lunch program

CARE of Michigan Programs--anger (secondary level)

Management, Substance Abuse Programs (secondary level)

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 building principal, in coordination with the Department of State and Federal programs, develop and implement the school leveled budget into the school's instructional program. The chart explains how the resources are allocated under Title IA and other applicable funding sources to implement the required schoolwide plan components.

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.

All programs and resources are coordinated and integrated towards the achievement of the school-wide goals. The plan describes how Warren Consolidated Schools use Federal, State and district resources and programs to implement the Title I Schoolwide Components. Warren Consolidated Schools employs an Administrator of State and Federal Programs to oversee all aspects.

1. Comprehensive Needs Assessment-General Fund:

Professional Learning Community meetings

School Improvement team meetings

2. Services for Eligible Students:

Title I/Sec 31a, Title III/Sec 41, General Fund, IDEA, Title Ia, Title VII, General Fund Sec 107/WIA

Core Grants

Title I Aides

Intervention Specialist

Before/After-school tutoring and extended programs Summer School Program

School Improvement Plan

Jefferson Elementary School

Elem Sec 31a Language Acquisition teachers and aides

MS, HS Language Acquisition Aides

Credit Recovery Program: E2020, Genesee ISD Program

Professional Development for Newcomer Program, Teacher and Language Acquisition Aides-SIOP, Academic Vocabulary, Reading Strategies, TESOL

Family Resource Assistants to support students and families

Resource Room Teacher

Teacher Consultant Supplemental Literacy/Academic Support

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After-School

3. Incorporated into Existing School Program Planning:

Program planning, monitoring and evaluation during PLC meetings, SIP team and grade level meetings

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Safety Bear (2nd grade child abuse intervention program)

Red Ribbon Week/ SAAD Clubs

3 Police Liaisons

School Nurse

Free and reduced breakfast and lunch program

CARE of Michigan Programs--anger (secondary level)

Management, Substance Abuse Programs (secondary level)

Evaluation:

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

All strategies will be monitored throughout the year by the SI team and principal using data and feedback from staff and students. In the Spring, the staff, parents, and students at Jefferson Elementary will annually evaluate the implementation of the school wide plan and programs through the school improvement process. The staff will use data from the M-Step, IOWA, District Writing Assessment, DRA, Easy CBM, CORE Vocabulary, CORE Phonics Inventory, San Diego Quick, Common Math Unit Assessments, and the Dolch High Frequency Words. Students with the greatest need will be identified and their progress will be monitored to determine increase in achievement. Each spring, surveys are used to gather data from parents, staff and students. In April and May, the SI team meets to review all data and adjustments will be made as needed.

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 staff at Jefferson Elementary will annually evaluate the implementation of the school wide plan and programs through the school improvement process. The staff will use data from the M-Step, IOWA, District Writing Assessment, DRA, Easy CBM, CORE Vocabulary, CORE Phonics Inventory, San Diego Quick, Math Common Unit Assessments, and the Dolch High Frequency Words to determine if progress is being made on the school goals. Students with the greatest need will be identified and their progress will be monitored to determine increase in achievement.

Jefferson's school improvement process is a continuous cycle. The team meets throughout the year to review and revise the plan as needed to ensure student improvement. The entire staff is involved in the analysis of the data as it becomes available. These reports will also be made available to the Warren Consolidated Schools Executive Director of School Improvement each trimester. This analysis is the basis for any adjustments made to the school improvement plan. The plan will be reviewed and revised each spring. The review results will become the planning guide for the following year's school improvement plan.

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.

Each Tier II intervention program is evaluated annually. This evaluation is based on achievement growth data, teacher observation, and parent input. Students are benchmarked at the beginning of the program and progress monitored throughout the program. At the conclusion of the intervention or program, students are assessed for growth. The SI team reviews this data to determine if the program was worthwhile, needs to be improved, or needs to be eliminated. Also, for the Tier I strategies, such as guided reading, Writer's Workshop, and differentiated instruction, the SI team looks at the overall school data using M-Step, IOWA, DRA, Easy CBM, CORE Vocabulary, CORE Phonics Inventory, San Diego Quick, Math Common Unit Assessments, and the Dolch High Frequency Words.

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?

School Improvement Plan

Jefferson Elementary School

Each year, the SI team reviews all available data. It has been most beneficial to review data by strand within each subgroup. This is how it was determined that Jefferson students need to focus on academic vocabulary, non-fiction literature, and problem solving strategies. These needs have been incorporated into our school goals.

2016-2017 Jefferson School Improvement Goals/Plan

Overview

Plan Name

2016-2017 Jefferson School Improvement Goals/Plan

Plan Description

Goals, Strategies, and Activities

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 meet or exceed state and local standards in the area of Mathematics.	Objectives: 1 Strategies: 2 Activities: 12	Academic	\$5000
2	All students will meet or exceed state and local standards in the area of Reading.	Objectives: 1 Strategies: 3 Activities: 13	Academic	\$15501
3	All students will meet or exceed state and local standards in the area of Writing.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$600
4	All students will meet or exceed state and local standards in Science.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$7500
5	All students will meet or exceed state and local standards in Social Studies.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$1000
6	All staff will work together to reduce instructional variance to improve student achievement.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$1500

Goal 1: All students will meet or exceed state and local standards in the area of Mathematics.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Mathematics Standards in Mathematics by 06/03/2022 as measured by state and local assessments..

Strategy 1:

Differentiation of Instruction - Differentiated Instruction is an instructional concept that maximizes learning for all students regardless of skill level or background. It is based on the fact that in a typical classroom, students vary in their academic abilities, learning styles, personalities, interests, background knowledge and experiences, and levels of motivation for learning. When a teacher differentiates instruction, he or she uses the best teaching practices and strategies to create different pathways that respond to the needs of diverse learners.

Category: Mathematics

Research Cited: Reis, S.M., Kaplan, S.N., Tomlinson, C.A., Westbert, K.L., Callahan, C.M. & Cooper, C.R. "How the Brain Learns, A Response: equal does not mean identical." Educational Leadership 56 (1989): 3. Ellis, E.S. & Worthington, L.A. "Research synthesis on effective teaching principles and the design of quality tools for educators. University of Oregon (1994): Technical Report No.5 National Center to Improve the Tools of Educators. Tomlinson, C.A. The Differentiated Classroom: Responding to the Needs of All Learners. Pearson, 1999. Marzano, Robert. What Works in Schools. ASCD, 2003.

Tier: Tier 2

Activity - Web Based Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In whole class, small group and individual settings, students will use programs such as Moby Max, StarFall, Learning A-Z, and Fact Monster support appropriate math objectives.	Technology	Tier 2	Implement	09/06/2016	06/09/2017	\$3000	Title I Schoolwide	Classroom teachers, Allied Arts Teachers, Title I, Title III, Special Education, Administrator

Activity - Monitor the Implementation of Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through walk through and program fidelity checks, the Principal will monitor the implementation of the Differentiated Instruction activities.	Implementation	Tier 2	Implement	09/06/2016	06/09/2017	\$0	General Fund	Principal and teaching staff

School Improvement Plan

Jefferson Elementary School

Activity - Guided Math Groups/Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-risk students receive additional support at their level during guided math groups. Students will be taught at their level, as determined by progress monitoring, pre/post tests, and background knowledge.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$1000	Title I Schoolwide	Classroom teachers, Allied Arts Teachers, Title I, Title III, Special Education, Administrator
Activity - Walk to Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on data collected from common assessments, teachers will group students by ability for additional math support. 2-4 times per week, students will "walk to math" for instruction at their level.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$0	Title I Schoolwide	Classroom teachers, Title I/Title III, Allied Arts, Special Education, Administrator
Activity - Math Support Grade Level Intervention Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet with the Title I/III team to review math data based on district assessment and progress monitoring tools.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$1000	Title I Schoolwide	Classroom teachers, Title I/III, Allied Arts, Administration

Strategy 2:

Math Instruction Block - Time allotted for math instruction will be a minimum of 60 minutes per day.

Category: Mathematics

Research Cited: Third International Mathematics and Science study (TIMSS) (Schmidt, McKnight, & Raizen, 1997).

Mokros, Janice R., Susan Jo. Russell, and Karen Economopoulos. "Finding Time and a Place for Math." Beyond Arithmetic: Changing Mathematics in the Elementary Classroom. Palo Alto, CA: Dale Seymour Publications, 1995. N. pag. Print.

Schmoker, Michael J. Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, VA: Association for Supervision and Curriculum Development, 2006. Print

Tier: Tier 1

School Improvement Plan

Jefferson Elementary School

Activity - Math Problem Solving Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on math problem solving skills, with teacher direction. The focus will be on students gaining a greater depth of knowledge of how to solve mathematical problems.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	General Fund	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Activity - Math Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students on math concepts and complete math tasks with students before working with small leveled groups for additional math instruction.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	General Fund	Classroom Teachers, Title I/III, Allied Arts, Special Education, Administrator
Activity - Implementation of Classroom Instruction that Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use strategies from Classroom Instruction That Works, such as Advanced Organizers, Non-linguistic representations, Summarizing, Note-taking, and Identifying Similarities and Differences.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	General Fund	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Activity - Math Academic Vocabulary Acquisition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Vocabulary Acquisition - Building vocabulary involves the utilization of a complete six-step process to teaching vocabulary that includes: teacher explanation, student explanation, student graphic or pictographic representation, review using comparison activities, student discussion of vocabulary terms, and use of games.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	General Fund	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

School Improvement Plan

Jefferson Elementary School

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Five to fifteen minute conversations that builds students' vocabulary, computation, and mental math skills will be implemented. In a structured routine students learn a variety of math strategies using various manipulatives and advance organizers to further their understanding of math concepts.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	General Fund	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Activity - Monitor the Implementation of Classroom Instruction That Works Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Classroom Instruction That Works strategies through walk through and program fidelity checks.	Monitor	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Classroom teachers, Title I/Title III, Allied Arts, Special Education, Administrator
Activity - Math Centers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will begin creating differentiated math centers for students at all levels.	Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/09/2017	\$0	General Fund	Classroom Teachers, Title I/III, Special Education Staff, Specials Staff, Administrator

Goal 2: All students will meet or exceed state and local standards in the area of Reading.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core Reading Standards in English Language Arts by 06/03/2022 as measured by state and local assessments.

School Improvement Plan

Jefferson Elementary School

Strategy 1:

Guided Reading - During Guided Reading, the teacher provides support to small groups of readers with various reading strategies (context clues, letter and sound relationships, word structure, vocabulary development, etc) are explicitly taught. When the proper books are selected, students are able to read with approximately 90% accuracy. This enables the students to comprehend the selection because there is not an overwhelming amount of "road blocks" that interfere with comprehension. Students are able to focus on the meaning of the story with the application of various reading strategies to problem solve when a student happens upon an unknown word. By providing small groups of students the opportunity to learn various reading strategies with guidance from the teacher, they gain the skills and knowledge required to read increasingly more difficult texts. Independent reading is the GOAL - Guided Reading provides the framework to ensure that students are able to apply strategies to make meaning from print. The teacher works with a small group of students who have similar skills and reading processes. The teacher selects and introduces new books and supports children reading the whole text independently, making teaching points during and after the reading.

Category: English/Language Arts

Research Cited: Fountas, Irene and Gay Su Pinnell. 1996. Guided Reading: Good First Teaching for All Children.

Portsmouth, NH: Heinemann.

laquinta, Anita. "Guided Reading: A Research-Based Response to the Challenges of Early Reading

Instruction." Early Childhood Education Journal. 33.6 (2006): 413-418.

Tier: Tier 1

Activity - Daily Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher works with a small group of students who have similar skills and reading processes. The teacher selects and introduces new books and supports children reading the whole text independently, making teaching points during and after the reading. During Guided Reading, the classroom teacher will focus, heavily, on non-fiction material including web based programs such as RAZ Kids/ Learning A-Z.	Direct Instruction, Academic Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$3500	Title I Schoolwide	Classroom Teachers, Title I, Title III and Resource Room Teacher

Activity - High Frequency Word Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with their students on high frequency vocabulary through a variety of activities.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	General Fund	Classroom Teachers, Allied Arts Teachers, Title I, Title III, Special Education, Administrator

School Improvement Plan

Jefferson Elementary School

Activity - Monitor implementation of Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Guided Reading Strategies through walk through and program fidelity checks.	Monitor	Tier 1	Implement	09/06/2016	06/09/2017	\$0	General Fund	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

Activity - Implementation of Classroom Instruction That Works Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use strategies from Classroom Instruction that Works, such as Advanced Organizers, Non-linguistic representations, Summarizing, Note-taking, and Identifying Similarities and Differences.	Implementation	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

Activity - Vocabulary Acquisition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building vocabulary involves the utilization of a complete six-step process to teaching vocabulary that includes: teacher explanation, student explanation, student graphic or pictographic representation, review using comparison activities, student discussion of vocabulary terms, and use of games. Grades K-2 will use the Words Their Way Resource and Mondo Oral Language. Grades 3-5 will utilize the Benchmark Word Study Program.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

Strategy 2:

MTSS - Multi-Tiered Support System (MTSS) is a method of academic intervention designed to provide early, effective assistance to children who are having difficulty learning. MTSS was also designed as a process of diagnosing learning disabilities. This method can be used at the group and individual level. The MTSS method has been developed by researchers as an alternative to identifying learning disabilities with the ability-achievement discrepancy model, which requires children to exhibit a severe discrepancy between their IQ and academic achievement as measured by standardized tests. The MTSS process prevents academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for students who continue to have difficulty. Students who do not show a response to effective interventions are more likely to be in need of special education than students who do respond. Title I Teacher and tutor support, specific and targeted small group assistance in the Tier II model; specific and targeted one-on-one assistance in the Tier III model; Child Study Team support for students who do not respond to interventions.

School Improvement Plan

Jefferson Elementary School

Category: Learning Support Systems

Research Cited: Responsiveness-to-Intervention: A Blueprint for Practitioners, Policymakers and Parents. Douglas Fuchs and Lynn S. Fuchs. Teaching Exceptional Children. Sept/Oct. 2005. Pgs. 57-69.

Centers for Implementing K-3 Behavior and Reading Intervention Models

Preventing Reading Difficulties: A Three-Tiered Intervention Model. Sharon Vaughn, Ph.D., and Jeanne Wanzek, Ph.D.

University of Texas Center for Reading and Language Arts

http://www.nrcld.org/rti_practices/research/k3.html

Tier: Tier 3

Activity - Extended Day Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with small groups or individual students on specific areas of need. Students will be pre-tested and post-tested to monitor progress.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$2500	Title I Schoolwide	Classroom Teachers, Allied Arts Teachers, Title I, Title III and Special Education, Administrator
Activity - Rocket Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Teacher, EL Teacher and tutor support will target specific needs within small group and individual settings based on the Tier II and Tier III models. Programs such as Corrective Reading, Reading Mastery, Leveled Literacy Intervention, or other targeted programs will be used. Child Study Team support for students who do not respond to interventions.	Academic Support Program	Tier 3	Implement	09/06/2016	06/09/2017	\$5000	Title I Schoolwide	Classroom Teachers, Title I, Title II, Special Education, Administrator
Activity - Monitor the Implementation of the MTSS Programming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of MTSS through walk through and program fidelity checks using Easy CBM, Dolch Words, Core Phonics Survey, San Diego Quick, Core Vocabulary, and other data collecting programs shared out at Grade Level Intervention Meetings.	Monitor	Tier 3	Implement	09/06/2016	06/09/2017	\$2000	Title I Schoolwide	Title I/Title III teachers, Special Education, Administrator

School Improvement Plan

Jefferson Elementary School

Activity - Oral Language Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EL (Title III) Teachers will work directly with students new to the English Language through the use of Oral Language Activities (Mondo). Kindergarten staff will be trained in the Language for Learning program to assist in oral language development.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$501	Title I Schoolwide, Title III	Classroom Teachers, Title I/Title III Teachers

Strategy 3:

Differentiation of Instruction - Differentiated Instruction is an instructional concept that maximizes learning for all students regardless of skill level or background. It is based on the fact that in a typical classroom, students vary in their academic abilities, learning styles, personalities, interests, background knowledge and experiences, and levels of motivation for learning. When a teacher differentiates instruction, he or she uses the best teaching practices and strategies to create different pathways that respond to the needs of diverse learners.

Category: Learning Support Systems

Research Cited: Reis, S.M., Kaplan, S.N., Tomlinson, C.A., Westbert, K.L., Callahan, C.M. & Cooper, C.R. "How the Brain Learns, A Response: equal does not mean identical." Educational Leadership 56 (1989): 3. Ellis, E.S. & Worthington, L.A. "Research synthesis on effective teaching principles and the design of quality tools for educators. University of Oregon (1994): Technical Report No.5 National Center to Improve the Tools of Educators. Tomlinson, C.A. The Differentiated Classroom: Responding to the Needs of All Learners. Pearson, 1999. Marzano, Robert. What Works in Schools. ASCD, 2003.

Tier: Tier 2

Activity - Double Dose-Walk to Read	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will "walk to read" to receive additional contacts of small group direct instruction. Staff in grades 1-2 will be trained in the Reading Mastery Program, and staff in grades 3-5 will be trained in the Corrective Reading Program.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$2000	Title I Schoolwide	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher works with a small group of students who have similar skills and reading processes. The teacher selects and introduces new books and supports children reading the whole text independently, making teaching points during and after the reading. During Guided Reading, the classroom teacher will focus, heavily, on non-fiction material.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

School Improvement Plan

Jefferson Elementary School

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer Bridge Literacy Program. Parents invited to attend an informational meeting to learn strategies for helping their children continue academics over the summer months. Parents given Summer Bridge Activity Books for children needing additional summer support.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$0	Title I Schoolwide	Classroom teachers, Title I/III, Allied Arts, Special Education, Administration
Activity - Kindergarten Transitions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming kindergarten parents will be invited to an informational meeting in the spring. Kindergarten staff will offer suggestions for summer literacy. Reading strategies will be modeled, and materials will be given to incoming students so they are able to begin kindergarten readiness activities.	Community Engagement	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Title I Schoolwide	Kindergarten Classroom Teachers, Administration

Goal 3: All students will meet or exceed state and local standards in the area of Writing.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Writing Standards in English Language Arts by 06/03/2022 as measured by state and local assessments.

Strategy 1:

Writer's Workshop - Writer's Workshop is an interdisciplinary writing technique, which can build students' fluency in writing through continuous, repeated exposure to the process of writing. It is a comprehensive approach to teaching primary students writing skills. The teacher utilizes a combination of whole group, small group, and individual instruction along with teacher and peer conferencing to develop all areas of writing. Students become successful writers because the teacher is able to differentiate instruction to meet their individual needs.

In a Writer's Workshop, a topic may be assigned by the teacher or chosen by the student. Students work at their own pace, following the steps of the writing process, to create an authentic piece of writing. This process allows them to internalize effective writing strategies.

This strategy was chosen to support students at all levels of writing. Through the use of mini-lessons and Guided Writing Groups, all students, especially, LEP Students will get the individualized instruction necessary.

Category: English/Language Arts

Research Cited: Lucy Caulkins. The Art of Teaching Writing. Portsmouth, NH: Heinemann Publishing, 1994.

Conroy, Michele, Merchand, Trisha and Webster Matt. Motivating Primary Students to Write Using

School Improvement Plan

Jefferson Elementary School

Writer's Workshop. ERIC ED504817. 2009.

Tier: Tier 1

Activity - Daily Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide time for Writer's Workshop, at least 4 days/week. During workshop time, the teachers will conduct mini-lessons, Guided Writing Groups, and provide guidance during silent writing time.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Classroom Teachers, Allied Arts Teachers, Title I, Title III, Special Education, Administrator
Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use strategies from CITW such as Advanced Organizers, Non-Linguistic Representations, Summarizing, Note Taking and Identifying Similarities and Differences during Writing instruction and activities.	Implementation	Tier 1	Implement	09/06/2016	06/09/2017	\$0	School Improvement Grant (SIG)	Classroom Teachers, Allied Arts Teachers, Title I/Title III, Special Education, Administrator
Activity - Monitor the Implementation of Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Writing Strategies through walk through and program fidelity checks.	Monitor	Tier 1	Implement	09/08/2015	06/03/2016	\$0	General Fund	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Activity - MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Jefferson Elementary School

Teachers will use the Oakland County MAISA Writing Units in conjunction with Writer's Workshop to teach different types of Common Core Writing.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Classroom teachers, Title I/Title III, Allied Arts, Special Education, Administrator
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Activity - Grammar Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will research best practices for grammar instruction to improve students' writing skills.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$600	General Fund	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

Strategy 2:

Differentiated Writing Instruction - Differentiated Instruction is an instructional concept that maximizes learning for all students regardless of skill level or background. It is based on the fact that in a typical classroom, students vary in their academic abilities, learning styles, personalities, interests, background knowledge and experiences, and levels of motivation for learning. When a teacher differentiates instruction, he or she uses the best teaching practices and strategies to create different pathways that respond to the needs of diverse learners.

Category: Learning Support Systems

Research Cited: Reis, S.M., Kaplan, S.N., Tomlinson, C.A., Westbert, K.L., Callahan, C.M. & Cooper, C.R. "How the Brain Learns, A Response: equal does not mean identical." Educational Leadership 56 (1989): 3. Ellis, E.S. & Worthington, L.A. "Research synthesis on effective teaching principles and the design of quality tools for educators. University of Oregon (1994): Technical Report No.5 National Center to Improve the Tools of Educators. Tomlinson, C.A. The Differentiated Classroom: Responding to the Needs of All Learners. Pearson, 1999. Marzano, Robert. What Works in Schools. ASCD, 2003.

Tier: Tier 2

Activity - Guided Writing Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work with at risk students in small guided writing groups. Skills based on need will be addressed in a small group setting, at the students' levels.	Direct Instruction	Tier 2	Implement	09/06/2016	06/09/2017	\$0	General Fund	Classroom Teachers, Title I/III, Allied Arts, Special Education, Administrator

Goal 4: All students will meet or exceed state and local standards in Science.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in the Grade Level Content Expectations in Science in Science by 06/03/2022 as measured by state and local assessments.

Strategy 1:

Academic Vocabulary Acquisition - Classroom teachers will implement CITW teaching strategies to deliver vocabulary instruction to students. The use of Marzano's and Frayer's vocabulary templates will be used in all classrooms to introduce and teach vocabulary during science instruction. The STEM teacher will reinforce vocabulary during weekly instruction. Building vocabulary involves the utilization of a complete six-step process to teaching vocabulary that includes: teacher explanation, student explanation, student graphic or pictographic representation, review using comparison activities, student discussion of vocabulary terms, and use of games.

Category: Science

Research Cited: Marzano, Robert. Building Background Knowledge for Academic Achievement. ASCD, 2004.

Tier: Tier 1

Activity - Classroom Instruction That Works Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use strategies from Classroom Instruction That Works such as Advanced Organizers, Non-Linguistic Representations, Summarizing, Note Taking and Identifying Similarities and Differences during math instruction and activities.	Implementation	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Title I Schoolwide	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

Activity - Science Day/Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited and encouraged to attend a science day or evening where students will participate in a hands on science experience through activities provided by the Ann Arbor Hands On Science Museum.	Community Engagement	Tier 2	Implement	09/06/2016	06/09/2017	\$1500	Title I Schoolwide	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

Activity - Leveled Science Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Jefferson Elementary School

Leveled science trade books will be purchased to enhance Tier II instruction with appropriate reading material.	Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/09/2017	\$0	Title I Schoolwide	Classroom teachers, Title I/III, Allied Arts, Special Education, Administration
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Activity - Guided Reading-Science Content	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use guided reading instruction to introduce and reinforce social studies concepts and vocabulary.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$5000	Title I Schoolwide	Classroom teachers, Title I/III, Allied Arts, Special Education, Administration

Strategy 2:

Implement 8 Science and Engineering Practices - Staff will incorporate the 8 Science and Engineering practices in their science lessons to help students build understanding of key concepts and science vocabulary.

Category: Science

Research Cited: Winokur, J., Worth, K., & Heller-Winokur, M.. (2009). Connecting Science and Literacy Through Talk. Science and Children, 47(3), 46-49. Retrieved January 26, 2010, from Research Library. (Document ID: 1910057331).

Tier: Tier 1

Activity - Investigation and Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will utilize the investigations in the Battle Creek Science kits to provide hands on Science lessons.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Classroom teachers, Title I/III, Allied Arts, Special Education, Administration

Activity - Integrating Reading and Writing into Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Jefferson Elementary School

Classroom teachers will use science journals, read alouds and guided reading materials to introduce and reinforce science concepts and vocabulary.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$1000	Title I Schoolwide	Classroom teachers, Title I/III, Allied Arts, Special Education, Administration
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Goal 5: All students will meet or exceed state and local standards in Social Studies.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in Grade Level Content Expectations in Social Studies by 06/03/2022 as measured by state and local assessments.

Strategy 1:

Academic Vocabulary Development - Classroom teachers will implement Classroom Instruction That Works strategies to deliver vocabulary instruction to students. The use of Marzano's and Frayer's vocabulary templates will be used in all classrooms to introduce and teach vocabulary during social studies instruction. Building vocabulary involves the utilization of a complete six-step process to teaching vocabulary that includes: teacher explanation, student explanation, student graphic or pictographic representation, review using comparison activities, student discussion of vocabulary terms, and use of games.

Category: Social Studies

Research Cited: Marzano, Robert. Building Background Knowledge for Academic Achievement. ASCD, 2004

Tier: Tier 1

Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use strategies from CITW such as Advanced Organizers, Non-Linguistic Representations, Summarizing, Note Taking and Identifying Similarities and Differences during reading instruction and activities.	Implementation	Tier 1	Implement	09/06/2016	06/09/2017	\$0	School Improvement Grant (SIG)	Classroom Teachers, Allied Arts Teachers, Title I, Title III and Special Education
Activity - Monitor the Implementation of Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Jefferson Elementary School

Monitor the implementation of Vocabulary Strategies through walk through and program fidelity checks.	Monitor	Tier 1	Implement	09/06/2016	06/09/2017	\$0	General Fund	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
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Activity - Monitor Classroom Instruction That Works Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring of Classroom Instruction That Works Strategies during the instruction of social studies through walk through and fidelity checks.	Monitor	Tier 1	Implement	09/08/2015	06/03/2016	\$0	No Funding Required	Classroom teachers, Title I/Title III, Allied Arts,, Special Education, Administrator

Strategy 2:

Small Group Instruction-Social Studies Concepts - Staff will provide small group instruction to introduce and reinforce social studies concepts and vocabulary.

Category: Social Studies

Research Cited: Ogle, D., Klemp R. & McBride B.(2007) Building Literacy in Social Studies: Strategies for Improving Comprehension and Critical Thinking

Tier: Tier 2

Activity - Guided Reading-Social Studies Content	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use guided reading instruction to introduce and reinforce social studies concepts and vocabulary.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$1000	Title I Schoolwide	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

Goal 6: All staff will work together to reduce instructional variance to improve student achievement.

School Improvement Plan

Jefferson Elementary School

Measurable Objective 1:

collaborate to reduce the variance of instructional practices by 06/03/2016 as measured by administrator walk throughs and fidelity checks.

Strategy 1:

Professional Learning Community - Staff will collaborate as a professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core and elective content areas.

Category: Other - Professional Learning Community

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker;

Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 1

Activity - Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will align instruction (lesson planning) with district curriculum and pacing guides.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Classroom Teachers, Title I/Title III, Allied Arts, Special Education, Administrator

Activity - Increase Understanding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will increase their understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Classroom teachers, Title I/III, Allied Arts, Special Education, Administration

School Improvement Plan

Jefferson Elementary School

Activity - Assessments for Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will create, implement and analyze building and district-level common assessments' results to drive instruction.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$500	Title I Schoolwide	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Activity - Peer Collaboration/Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate with grade level team members, as well as upper and lower grade level staff members, and spend time observing best practices of instruction in the areas of reading, writing, and mathematics.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$1000	Title I Schoolwide	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Improvement Grant (SIG)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Instruction That Works	Staff will use strategies from CITW such as Advanced Organizers, Non-Linguistic Representations, Summarizing, Note Taking and Identifying Similarities and Differences during reading instruction and activities.	Implementation	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Classroom Teachers, Allied Arts Teachers, Title I, Title III and Special Education
Classroom Instruction That Works	Staff will use strategies from CITW such as Advanced Organizers, Non-Linguistic Representations, Summarizing, Note Taking and Identifying Similarities and Differences during Writing instruction and activities.	Implementation	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Classroom Teachers, Allied Arts Teachers, Title I/Title III, Special Education, Administrator

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Oral Language Activities	The EL (Title III) Teachers will work directly with students new to the English Language through the use of Oral Language Activities (Mondo). Kindergarten staff will be trained in the Language for Learning program to assist in oral language development.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$500	Classroom Teachers, Title I/Title III 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

Jefferson Elementary School

Monitor the Implementation of Vocabulary Development	Monitor the implementation of Vocabulary Strategies through walk through and program fidelity checks.	Monitor	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Implementation of Classroom Instruction that Works	Staff will use strategies from Classroom Instruction That Works, such as Advanced Organizers, Non-linguistic representations, Summarizing, Note-taking, and Identifying Similarities and Differences.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Math Centers	Staff will begin creating differentiated math centers for students at all levels.	Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/09/2017	\$0	Classroom Teachers, Title I/III, Special Education Staff, Specials Staff, Administrator
Math Workshop	Teachers will instruct students on math concepts and complete math tasks with students before working with small leveled groups for additional math instruction.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Classroom Teachers, Title I/III, Allied Arts, Special Education, Administrator
Math Problem Solving Journals	Students will work on math problem solving skills, with teacher direction. The focus will be on students gaining a greater depth of knowledge of how to solve mathematical problems.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Monitor implementation of Guided Reading	Monitor the implementation of Guided Reading Strategies through walk through and program fidelity checks.	Monitor	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

School Improvement Plan

Jefferson Elementary School

Number Talks	Five to fifteen minute conversations that builds students' vocabulary, computation, and mental math skills will be implemented. In a structured routine students learn a variety of math strategies using various manipulatives and advance organizers to further their understanding of math concepts.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
High Frequency Word Study	Teachers will work with their students on high frequency vocabulary through a variety of activities.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Classroom Teachers, Allied Arts Teachers, Title I, Title III, Special Education, Administrator
Grammar Skills	Staff will research best practices for grammar instruction to improve students' writing skills.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$600	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Guided Writing Groups	Staff will work with at risk students in small guided writing groups. Skills based on need will be addressed in a small group setting, at the students' levels.	Direct Instruction	Tier 2	Implement	09/06/2016	06/09/2017	\$0	Classroom Teachers, Title I/III, Allied Arts, Special Education, Administrator
Monitor the Implementation of Writer's Workshop	Monitor the implementation of Writing Strategies through walk through and program fidelity checks.	Monitor	Tier 1	Implement	09/08/2015	06/03/2016	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Math Academic Vocabulary Acquisition	Academic Vocabulary Acquisition - Building vocabulary involves the utilization of a complete six-step process to teaching vocabulary that includes: teacher explanation, student explanation, student graphic or pictographic representation, review using comparison activities, student discussion of vocabulary terms, and use of games.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

School Improvement Plan

Jefferson Elementary School

Monitor the Implementation of Differentiated Instruction	Through walk through and program fidelity checks, the Principal will monitor the implementation of the Differentiated Instruction activities.	Implementation	Tier 2	Implement	09/06/2016	06/09/2017	\$0	Principal and teaching staff
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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Daily Guided Reading	The teacher works with a small group of students who have similar skills and reading processes. The teacher selects and introduces new books and supports children reading the whole text independently, making teaching points during and after the reading. During Guided Reading, the classroom teacher will focus, heavily, on non-fiction material including web based programs such as RAZ Kids/ Learning A-Z.	Direct Instruction, Academic Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$3500	Classroom Teachers, Title I, Title III and Resource Room Teacher
Parent Involvement	Summer Bridge Literacy Program. Parents invited to attend an informational meeting to learn strategies for helping their children continue academics over the summer months. Parents given Summer Bridge Activity Books for children needing additional summer support.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administration
Guided Reading-Science Content	Teachers will use guided reading instruction to introduce and reinforce social studies concepts and vocabulary.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$5000	Classroom teachers, Title I/III, Allied Arts, Special Education, Administration
Extended Day Tutoring	Teachers will work with small groups or individual students on specific areas of need. Students will be pre-tested and post-tested to monitor progress.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$2500	Classroom Teachers, Allied Arts Teachers, Title I, Title III and Special Education, Administration

School Improvement Plan

Jefferson Elementary School

Leveled Science Books	Leveled science trade books will be purchased to enhance Tier II instruction with appropriate reading material.	Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/09/2017	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administration
Guided Reading-Social Studies Content	Teachers will use guided reading instruction to introduce and reinforce social studies concepts and vocabulary.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$1000	Classroom teachers, Title I/III, Allied Arts, Special Education, Administration
Rocket Readers	Title I Teacher, EL Teacher and tutor support will target specific needs within small group and individual settings based on the Tier II and Tier III models. Programs such as Corrective Reading, Reading Mastery, Leveled Literacy Intervention, or other targeted programs will be used. Child Study Team support for students who do not respond to interventions.	Academic Support Program	Tier 3	Implement	09/06/2016	06/09/2017	\$5000	Classroom Teachers, Title I, Title II, Special Education, Administration
Science Day/Night	Parents will be invited and encouraged to attend a science day or evening where students will participate in a hands on science experience through activities provided by the Ann Arbor Hands On Science Museum.	Community Engagement	Tier 2	Implement	09/06/2016	06/09/2017	\$1500	Classroom teachers, Title I/III, Allied Arts, Special Education, Administration
Oral Language Activities	The EL (Title III) Teachers will work directly with students new to the English Language through the use of Oral Language Activities (Mondo). Kindergarten staff will be trained in the Language for Learning program to assist in oral language development.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$1	Classroom Teachers, Title I/Title III Teachers
Double Dose-Walk to Read	Students will "walk to read" to receive additional contacts of small group direct instruction. Staff in grades 1-2 will be trained in the Reading Mastery Program, and staff in grades 3-5 will be trained in the Corrective Reading Program.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$2000	Classroom teachers, Title I/III, Allied Arts, Special Education, Administration

School Improvement Plan

Jefferson Elementary School

Assessments for Instruction	Staff will create, implement and analyze building and district-level common assessments' results to drive instruction.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$500	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Classroom Instruction That Works Implementation	Staff will use strategies from Classroom Instruction That Works such as Advanced Organizers, Non-Linguistic Representations, Summarizing, Note Taking and Identifying Similarities and Differences during math instruction and activities.	Implementation	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Web Based Applications	In whole class, small group and individual settings, students will use programs such as Moby Max, StarFall, Learning A-Z, and Fact Monster support appropriate math objectives.	Technology	Tier 2	Implement	09/06/2016	06/09/2017	\$3000	Classroom teachers, Allied Arts Teachers, Title I, Title III, Special Education, Administrator
Math Support Grade Level Intervention Meetings	Staff will meet with the Title I/III team to review math data based on district assessment and progress monitoring tools.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$1000	Classroom teachers, Title I/III, Allied Arts, Administration
Monitor the Implementation of the MTSS Programming	Monitor the implementation of MTSS through walk through and program fidelity checks using Easy CBM, Dolch Words, Core Phonics Survey, San Diego Quick, Core Vocabulary, and other data collecting programs shared out at Grade Level Intervention Meetings.	Monitor	Tier 3	Implement	09/06/2016	06/09/2017	\$2000	Title I/Title III teachers, Special Education, Administrator
Integrating Reading and Writing into Science	Classroom teachers will use science journals, read alouds and guided reading materials to introduce and reinforce science concepts and vocabulary.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$1000	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

School Improvement Plan

Jefferson Elementary School

Kindergarten Transitions	Incoming kindergarten parents will be invited to an informational meeting in the spring. Kindergarten staff will offer suggestions for summer literacy. Reading strategies will be modeled, and materials will be given to incoming students so they are able to begin kindergarten readiness activities.	Community Engagement	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Kindergarten Classroom Teachers, Administrator
Walk to Math	Based on data collected from common assessments, teachers will group students by ability for additional math support. 2-4 times per week, students will "walk to math" for instruction at their level.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$0	Classroom teachers, Title I/Title III, Allied Arts, Special Education, Administrator
Guided Math Groups/Interventions	At-risk students receive additional support at their level during guided math groups. Students will be taught at their level, as determined by progress monitoring, pre/post tests, and background knowledge.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$1000	Classroom teachers, Allied Arts Teachers, Title I, Title III, Special Education, Administrator
Peer Collaboration/Observations	Staff will collaborate with grade level team members, as well as upper and lower grade level staff members, and spend time observing best practices of instruction in the areas of reading, writing, and mathematics.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$1000	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocabulary Acquisition	Building vocabulary involves the utilization of a complete six-step process to teaching vocabulary that includes: teacher explanation, student explanation, student graphic or pictographic representation, review using comparison activities, student discussion of vocabulary terms, and use of games. Grades K-2 will use the Words Their Way Resource and Mondo Oral Language. Grades 3-5 will utilize the Benchmark Word Study Program.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

School Improvement Plan

Jefferson Elementary School

MTSS	Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Monitor the Implementation of Classroom Instruction That Works Strategies	Monitor the implementation of Classroom Instruction That Works strategies through walk through and program fidelity checks.	Monitor	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Classroom teachers, Title I/Title III, Allied Arts, Special Education, Administrator
Alignment	Staff will align instruction (lesson planning) with district curriculum and pacing guides.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Classroom Teachers, Title I/Title III, Allied Arts, Special Education, Administrator
Monitor Classroom Instruction That Works Implementation	Monitoring of Classroom Instruction That Works Strategies during the instruction of social studies through walk through and fidelity checks.	Monitor	Tier 1	Implement	09/08/2015	06/03/2016	\$0	Classroom teachers, Title I/Title III, Allied Arts,, Special Education, Administrator
Increase Understanding	Staff will increase their understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administration

School Improvement Plan

Jefferson Elementary School

Investigation and Inquiry	Classroom teachers will utilize the investigations in the Battle Creek Science kits to provide hands on Science lessons.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Guided Reading	The teacher works with a small group of students who have similar skills and reading processes. The teacher selects and introduces new books and supports children reading the whole text independently, making teaching points during and after the reading. During Guided Reading, the classroom teacher will focus, heavily, on non-fiction material.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
MAISA Writing Units	Teachers will use the Oakland County MAISA Writing Units in conjunction with Writer's Workshop to teach different types of Common Core Writing.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Classroom teachers, Title I/Title III, Allied Arts, Special Education, Administrator
Daily Writer's Workshop	Teachers will provide time for Writer's Workshop, at least 4 days/week. During workshop time, the teachers will conduct mini-lessons, Guided Writing Groups, and provide guidance during silent writing time.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Classroom Teachers, Allied Arts Teachers, Title I, Title III, Special Education, Administrator
Implementation	Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Implementation of Classroom Instruction That Works Strategies	Staff will use strategies from Classroom Instruction that Works, such as Advanced Organizers, Non-linguistic representations, Summarizing, Note-taking, and Identifying Similarities and Differences.	Implementation	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator