



School Improvement Plan

North Road Elementary School

Fenton Area Public Schools

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance 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: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

At a district level, our Title 1 Coordinator notified each building of their Title 1 allotments. These allotments are based on needs that are determined through the Title 1 leadership team meetings and data review meetings held at the end of year, where data from both formative and summative assessments and perception surveys were used.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

To begin the year, data used was based upon district wide cut scores to identify students eligible for services. Kindergarten students were given the MLPP inventories to begin the year; those that were lagging significantly were added to the intervention groups. After January, DRA was administered to our Kindergarten students; data from this testing was also considered when determining need for intervention. First grade administered the DRA three times throughout the year and this information was used as well. Teachers in grades 2-5 administered the DRA to students that were reading below grade level; this data was considered when recommending to add or remove students from services.

Staff administered local assessments to determine need (as well as using the information provided at the end of the previous school year). In addition, we began administering the NWEA (3 times per year) and using data results of identifying students in need, for math, reading and language skills (writing); RIT Scores were used. Students were identified that were lacking in skills and were provided push-in support during writing. For students in grades 3-5, data from the 2018 M-STEP in the content areas were used to identify at-risk students. Report grades at end of each marking period were also used to determine eligibility.

The identified students received direct supplemental instruction in literacy, writing and math throughout the school day. State assessments and classroom grades/observations helped to identify students who were struggling in science and social studies. These students were provided with additional support in after school learning opportunities in science and writing.

Monthly intervention meetings document classroom Tier 1 interventions and progress monitoring. Each quarter the team met to review data; based on data, students would flexibly enter or exit the program.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

For reading we used the DRA for students in grades K-5. Additionally, MLPP was used for all Kindergarten students to determine mastery in the areas of phonemic awareness, letter ID and sound, rhyme, and concepts. of print. We continued to use assessment pieces from our new math program for determining those students who were at risk of failing (grades K-5). Additionally, we used MAP RIT scores from NWEA assessments to determine need.

Performance on end of unit writing assessments, scores on M-STEP for math and writing, and end of unit assessments for science and social studies were also used to identify students.

For math, we used end of unit assessments to identify students who were not at grade level. MIF RETEACH was used as an intervention for grades 1-2 (pull out) and for 3-5 (push in); SRA was used for Kindergarten. Again, MAP RIT scores were considered as well.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Kindergarten students are assessed using MLPP assessments; specifically Rhyme Choice and Supply and letter-sound identification during first semester along with teacher observation of classroom performance. Second semester additional MLPP assessments are included; Onset/Rime and Blending. At the end of the year, these indicators and the Developmental Reading Assessment are taken into consideration.

First and second grade students not reaching mastery of the MLPP assessments are monitored with these assessments in addition to the MLPP Segmenting and Sight Word list. The Developmental Reading Assessment is also used. Students scoring six months or more behind the expected grade level score are considered eligible for services.

Additionally, this year we began to use the data provided from the NWEA MAP assessments (RIT scores) to determine need and eligibility.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

North Road has an intervention team that currently consists of a Title 1 Interventionist and 2 para-professionals. They are all trained to implement research-based supplemental instruction, and continue to receive training in the tools that are used.

SRA was used for Kindergarten students for math support. Math In Focus (RETEACH) was used for our intervention with 1-5 students; For reading, they used the DRA2. The services provided were push in (3-5), small group pull out (K-2), or after school programs. The literacy teacher and paras focus on math, reading, and writing intervention. Science and social studies are addressed through reading support and writing (relevant content) as well as additional programs after school; this year our building provided 2 after school writing sessions and 2 science sessions.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Program planning is determined through a variety of ways. Teacher input through surveys, school improvement meetings, monthly Tier 1 monitoring meetings, and quarterly intervention meetings are used to determine program implementation as well as define specific goals for at-risk students. Teachers are provided at the beginning of the year with cut scores for consideration at each quarter. Teachers bring data to review at their data intervention meetings which allows for the fluid movement of students in and out of support services.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

To help students reach state standards in core curriculum academic areas, our intervention team uses a variety of models. These include a push in to general education classroom, small group pull out, and after school support groups. Services are provided four days a week for thirty minutes per session. Schedules were created and implemented for each grade level ensuring that support services did not interfere with core instruction. The transition to implementation of the RETEACH component for math series, MIF, helped ensure students were meeting state's standards (1-5). We continued to use SRA for our Kindergarten students. This year we continued to use the research based . LLI was used for reading intervention, to support the DRA levels of students.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

Small group instruction, one-on-one instruction when needed, guided reading, math tubs, math and language centers, (support to) Writers and Readers Workshop within the classroom.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Our reading pull out groups use the research based LLI (Leveled Literacy Intervention Program), SOAR to Success, Cars and Stars, SRA, and Reads Naturally. Our math programs include SRA Number Worlds, the Reteach portion of Math In Focus, and Math Recovery.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Our current Title 1 team worked diligently to create a regular (daily/weekly) schedule that allows students in grades K-2 to attend small group supplemental instruction for up to 30 minutes per week, four times per week. This practice is specifically designed around core instructional time to avoid conflicts. In grades 3-5, support has been push in for math, with assistance after core instruction has been taught. All services for reading, K-5, have been pull out. This is reflected in the Title 1 schedules throughout the year. Writing for the lower grades was push in; upper grades was offered after school.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

With the continued expectation of using learning targets in every class and every grade, teachers were required to complete a brief form on a weekly basis to help the literacy teacher and paras drive their instruction. K-3 teachers recorded the past week's targets so that the following week, those working with students would know what to focus on; teachers in grades 4 and 5 provided learning targets for the upcoming week so that they could be prepared to support their students. Forms were submitted every Thursday. The continued use of the weekly dialogue has continued to prove very helpful in providing skills to target and connecting to general education learning and bridge communication between the support staff and classroom teachers.

Classroom teachers also share information with our ELL teacher from the ISD so that she can support students as well.

The Title 1 staff have assisted in progress-monitoring student achievement. They have assisted in monitoring Tier 1 interventions for the purpose of child studies and special education referrals. These services, as well as the documentation, have increased the efficiency of special education identification.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Due to the unusual nature of the district, students entering kindergarten do not know which building they will attend until mid-August. With that being said, kindergarten tours are made available to parents after our district Kindergarten information night in March. Each of our elementary buildings hosts tours as requested.

Again, we also held a transition day where our district preschool sends all preschoolers out to visit one of the buildings, for a tour and time in a kindergarten class.

Students are not assigned to a building until mid-August. At that time they will be invited to come in and visit their building specific room.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Yes, all Title 1 para-professionals meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Yes, all teachers meet the NCLB requirements for highly qualified.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

All members of the literacy team (Title One Teacher and paraprofessionals) receive a full day of inservice training at the beginning of the year to review all testing materials, screeners, and programs that will be used. This year members of the team were each provided with a binder that included documentation forms, testing procedures, lesson plan formats, and responsibilities. Additionally, collaborative time was provided for the support team to meet on a monthly basis for pertinent training and support provided by the Title 1 Teacher. Teachers were provided with PD on scoring DRAs, as this was a tool for identifying at-risk readers. Time was provided for grade level teams to score writing pieces collegially and interpret the results (common planning time). In addition, new teachers are provided with professional development regarding the programs and assessments in their work with a mentor.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

We will continue to have a P.O.C.(point of contact) at each grade level to assist and support grade level members as needed.

We offered Coffee Talks 3 times throughout the year to provide parents with information about services and ways that they could support students outside of school. Topics included: Understanding the Academic Support Program, Think Central (which supports MIF), summer learning, and supports in Middle School.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	The calendar is attached.	

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

This year, at the building level, parents were invited to attend a number of Coffee Talks (for a total of 3). Throughout the year, our Title 1 Interventionist planned these with specific topics, as well as providing an opportunity for parent input. Parents were provided an opportunity to reflect on how their needs were met, and provide suggestions.

Additionally, at the end of the year, a parent survey was sent out and collected, data is analyzed and then shared with parents at a the last Coffee Talk. There is opportunity for parents to make suggestions to improve the program as well as share successes.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents are notified by letter that their child is eligible to receive additional support services (Title 1 interventions) based on assessments and that working collaboratively, both the classroom teacher and Title 1 Team have created a planned program to ensure their academic success. Parents are then invited to attend an informational meeting where they learn about the programs and services provided and meet the staff. Communication between the Title 1 team and students/parents is ongoing; students are progress monitored and this information is shared. Parents are also invited to Coffee Talks throughout the year, to discuss the program, share concerns and ideas. They also are asked to complete a survey at the end, evaluating their child's progress and the services they received. This information is taken into consideration as we plan for the next year.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Yes; parents are asked to complete a survey annually, as well as provide feedback after each of the Title 1 Parent Coffee Talks. Additionally, parents were able to share concerns at Parent-Teacher Conferences.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

We will continue with the strategies mentioned previously, as well as secure parents to serve on the School Improvement Team, increase the number of Parent Coffee Talks, continue two-way communication, as well as provide opportunities for parents to provide feedback and evaluate the program. We will also hold an informational evening at the building level in the fall.

5. Describe how the parent involvement activities are evaluated.

Parents are asked to complete a brief survey after each event (Title 1 information night and coffee talks); they are asked to share how the event met their needs, what other needs they have, if they would like one-on-one contact, as well as suggestions.

After these have been completed, the Title 1 Team reviews the feedback to determine what needs are being met as well as those that are

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not, and use the information to plan future events. Staff input is then obtained as well, to improve the targeted assistance.

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

The school generated this document and consulted with parents and staff for approval before implementing. It is reviewed each year to see if and what changes need to be made.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	Yes we do, and it is attached.	

8. How does the school provide individual student academic assessment results in a language parents can understand?

At all times staff attempts to keep communication in terms that are jargon-free. Title 1 staff is available during conferencing and can sit in on individual conferences, providing additional support. Staff is sensitive to the diverse needs of our learners and their families. In addition, the bi-lingual support staff from the GISD is available to help interpret/translate as need be.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		Parental Involvement Policy

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

Title 1 Staff is available; they push into the individual parent teacher conferences to distribute and discuss the compact. The expectation is that the parents will take the compact home, share with their child, sign and return it to school. If it is not received back within a few days, a second compact is sent, followed up with a phone call to the parents.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

At North Road we receive federal funds from Title 1 and at-risk funding to service eligible children. Title 1 is coordinated with state programming. Our eligible students are tutored and instructed by Title 1 and at-risk staff to increase performance on state and local standards and assessments, as well as working to reduce the achievement gap.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our Title 1 plan provides services to eligible students in the least restrictive manner, providing equal opportunities to all curricular programs. Title 1 students have access to free and reduced lunch programs. In addition, all students, building wide are eligible for free breakfast on a daily basis. Anti-Bullying presentations are done throughout the year, and targeted at grade levels as necessary. Students are offered to participate in learning opportunities that extend beyond the day when possible; this year we offered writing and science.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

On a monthly basis, staff members meet with Title 1 to review Tler 1 interventions and students progress; at this time they look at both academic and behavioral concerns. This structure facilitates our Response to Intervention services and the potential for increased intervention or special education referral.

On a quarterly basis, staff members meet to review data from district assessments; this identifies progress of students, including students that may transition out, students that will continue with services, and those that will be added to the case load.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

As a targeted Assistance School, we must identify eligible students. This is done at the beginning of the school year through NWEA screening. Students are identified, parents are notified, and students are invited to receive service. This screener is administered at the end of each marking period (quarter), the data is analyzed and reviewed to enter and/or exit students based on need.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Staff has received DRA training; they are able to screen their students and monitor their progress within their classroom setting as well as using data provided from NWEA MAP assessments. They received training in using and analyzing data from NWEA MAP assessments; they will receive additional training next fall. This information can be disaggregated to inform instruction and identify the need for further assistance. Local assessments are also considered; scores are housed in Illuminate. Staff received PD on scoring writing which will help (in consistency) in identifying students who need additional supports.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

On an annual basis, the School Leadership team reviews the progress of our Title 1 program. In addition, our Title 1 team writes an annual report that summarizes the outcomes of the program, noting successes as well as challenges. The report is reviewed collaboratively by the Title 1 staff and administration. Lastly, stakeholders (parents) are surveyed at the end of the year to evaluate the program. All of this information is used to revise the program as needed, to best serve students.

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

The criteria for eligibility include multiple factors; consideration is given state M-STEP scores as an indicator of achievement. Other factors include DRA scores, local assessments and classroom grades. This year we began implementing the NWEA MAP Assessment and used that data as well. These scores are then compared to our Title 1 population's progress. We look for improvements in Title 1 to be predictive of progress on the assessments that are a criteria for eligibility.

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

We look for a correlation between student progress within the Title 1 services to translate to academic progress on local, state, and national assessments that are used to determine eligibility. If students are showing progress on the assessments this indicates a positive relationship to the utilized Title 1 services. We also study the data that indicates the number of students who are able to transition out of services (on grade level in that content area).

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

The School Leadership team reviews the progress of the Title 1 plan on an annual basis. Additionally, at the end of the school year stakeholders are surveyed. The Title 1 team reviews information and writes a summative report. The plan is then modified as needed, based on this information.

18-19 School Improvement Plan

Overview

Plan Name

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Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All North Road students will improve math proficiency.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$450
2	All North Road students will continue to improve self management skills	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
3	All students at North Road Elementary will improve in reading comprehension.	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$10500
4	All students at North Road Elementary will improve in writing.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$3000

Goal 1: All North Road students will improve math proficiency.

Measurable Objective 1:

75% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency of making a years worth of growth using NWEA assessment in Mathematics by 06/15/2018 as measured by fall to spring data..

Strategy 1:

Increasing Rigor through Math CCSS - Teachers will continue to implement the MIF program with fidelity to ensure that all students are receiving quality math instruction.

Category: Mathematics

Research Cited: Research-based math program: Singapore Math

Tier: Tier 1

Activity - Math Vocabulary Word Walls and Calendars	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to utilize the common math vocabulary as identified by the Singapore Math Program. The vocabulary will be posted (changed with each new unit of instruction). Staff will implement the Daily Calendar element of the MIF Program with fidelity.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	No Funding Required	Classroom Teachers, Administrator
Activity - Math Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to develop their use and understanding of math journals. Students will use math journals at least twice a week to demonstrate and reflect on their learning. Math vocabulary will be added for each chapter that is taught and used as a learning tool.	Other	Tier 1	Monitor	09/06/2016	06/14/2019	\$450	Other	Principal, grade level teams, teaching staff
Activity - Numeracy/Fact Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades one through five, will work on math fact fluency, identifying 2-3 personal facts for mastery on a weekly/bi-weekly basis; students will chart their progress. They will utilize a online math fact program on a weekly basis, integrating technology in their learning.	Academic Support Program, Technology	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	No Funding Required	Classroom teachers, Administrator

Goal 2: All North Road students will continue to improve self management skills

Measurable Objective 1:

demonstrate a behavior of positive management skills by 06/14/2019 as measured by a 10% reduction in office referrals for lunch and recess incidents..

Strategy 1:

Essential Agreements - Staff will explicitly teach and post expected classroom behaviors and lunch behaviors

Category: School Culture

Research Cited: PBIS is a research based program

Tier: Tier 1

Activity - Posting and Usage of Self-Management Skills in Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will post and review essential agreements and utilize the identified self-management skills at the beginning of year. They will review them on a monthly basis. Staff will also provide opportunities on a (minimum of) quarterly basis for students to set goals and self-reflect on their self-management skills to improve behaviors.	Direct Instruction	Tier 1	Monitor	09/04/2017	06/14/2019	\$0	No Funding Required	Classroom Teachers, Administrator

Activity - Weekly Student Announcements	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly video announcements that feature a student skit modeling appropriate student behavior.	Behavioral Support Program	Tier 1	Implement	08/23/2018	06/14/2019	\$0	No Funding Required	Classroom teacher, administrator

Strategy 2:

School Wide Positive Behavior Support - Staff will continue to implement the school-wide Behavior Matrix (expectations).

Category: School Culture

Research Cited: PBIS

Tier: Tier 1

Activity - School Wide Assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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We will hold monthly school-wide assemblies to recognize students who exemplify the attributes. This will also provide an opportunity for students to demonstrate their self-management skills beyond the classroom. In addition, quarterly incentives for meeting attendance criteria will be implemented.	Behavioral Support Program	Tier 1	Implement	09/04/2017	06/14/2019	\$0	No Funding Required	Staff, Administrator
Activity - Reflection Room	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All support staff will be trained and utilize the reflection room for students who are unsafe or are not following playground rules. The goal is for the student to self identify the mistake they made and reflect on what changes need to be made to prevent it from happening again. Parent contact will be made.	Behavioral Support Program	Tier 1	Implement	08/28/2018	06/14/2019	\$0	No Funding Required	Classroom teacher, administrator, lunch aides
Activity - Positivity Project	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will implement daily lessons provided through the positivity project around character traits.	Behavioral Support Program	Tier 1	Implement	08/28/2018	06/14/2019	\$0	No Funding Required	Classroom teachers, administrator

Goal 3: All students at North Road Elementary will improve in reading comprehension.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency by achieving a year's worth of growth in in Reading by 06/14/2019 as measured by fall to spring NWEA assessment data..

Strategy 1:

Guided Reading Groups - Teachers in grades K-5 will implement guided reading groups to improve reading comprehension.

Category: English/Language Arts

Research Cited: International Reading Association, National Council of Reading, Daniels (2000), Snow (2002), Vygotsky

Tier: Tier 1

Activity - Next Steps in Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff members may participate in a book club, using The Next Step in Guided Reading.	Professional Learning	Tier 1	Implement	08/28/2018	06/14/2019	\$400	General Fund	Classroom teachers, title 1 support staff, instructional specialist
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Activity - Model Lessons/Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our instructional specialist will work with classroom teachers to coach and model guided reading lessons in the classroom.	Professional Learning	Tier 1	Implement	08/28/2018	06/14/2019	\$0	General Fund	administrator, classroom teacher, instructional specialist

Activity - Guided Reading Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reaching Every Reader with Small Group Instruction (K-3) Differentiated Literacy Instruction (4-5)	Professional Learning	Tier 1	Implement	08/21/2018	06/14/2019	\$1600	Title II Part A	principal, teachers

Activity - Update Guided Reading Library	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase new reading materials to support teachers in implementing guided reading groups	Supplemental Materials	Tier 1		08/21/2018	06/14/2019	\$0	General Fund	administration, teachers, central office

Strategy 2:

Increased reading opportunities - Time and structures will be built into each school day to provide all students opportunities to read and explore literature with peers, teachers and volunteers.

Category: English/Language Arts

Research Cited: Anderson, Wilson, and Fielding 1988; Greaney 1980; Guthrie and Greaney 1991; Taylor, Frye, and Maruyama 1990

Tier: Tier 1

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

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All classroom teachers will select a buddy class. The classes will work together as mentor/mentee. They will read, write and do other activities together in order to support increasing reading opportunities and support for students.	Academic Support Program	Tier 1	Monitor	08/28/2018	06/14/2019	\$0	No Funding Required	classroom teachers, administrators
Activity - Read with Me	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community members will come into the school and read with students.	Academic Support Program	Tier 2	Implement	09/21/2018	06/14/2019	\$0	No Funding Required	Instructional Specialist, administrator
Activity - Peer Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School students will work with K, 1st, 2nd and 3rd grade students during the school day to review early reading concepts and playing literacy games.	Academic Support Program	Tier 2	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	Instructional Specialist, Administrator

Strategy 3:

WIN Time - Each grade level will be assigned a 45 minute chunk of time to provide Tier 2 intervention and enrichment. Classroom teachers, title one staff, at risk staff and special ed. staff will work to ensure students receive the instruction they each need based on their assessment data.

Category: English/Language Arts

Tier: Tier 2

Activity - Collaborative Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will meet to examine data and discuss student needs. They will create intervention plans and instructional cycles. These meetings will happen on a monthly basis for 90 minutes per month	Teacher Collaboration, Professional Learning	Tier 2	Implement	08/21/2018	06/14/2019	\$4000	Title II Part A	classroom teachers, support staff, title 1
Activity - Teacher Training on Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will attend workshops/ training centered around reading and math instruction and intervention strategies.	Professional Learning	Tier 2	Implement	08/21/2018	06/10/2019	\$3500	Title II Part A	Principal, teachers
Activity - Update Math Intervention Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Materials will be purchased to support WIN time intervention	Materials	Tier 2	Implement	08/20/2018	06/14/2019	\$1000	General Fund	teachers, principal
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Goal 4: All students at North Road Elementary will improve in writing.**Measurable Objective 1:**

80% of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency as measured by a years worth of growth in writing in English Language Arts by 06/15/2018 as measured by fall to spring NWEA scores..

Strategy 1:

Staff Professional Development - Teachers will be provided with Professional Development on improving student's use of conventions in writing.

Category: English/Language Arts

Research Cited: CCSS, Caulkins, Lucy

Tier: Tier 1

Activity - Collaborative Dialouge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to discuss scoring of writing pieces, collect and create leveled anchor pieces and discuss daily instruction. They will spend time examining grammar trajectory and adjusting curriculum and instruction to ensure consistency across grade level. Teachers will also, analyze NWEA Language Usage to inform instruction.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2018	\$2600	Title II Part A	Administrator, Staff

Strategy 2:

Opportunities for Students Peer Edit - Classroom teachers will provide opportunities for students to peer edit.

Category: English/Language Arts

Research Cited: The National Writing Project (2001), International Literacy Association

Tier: Tier 1

Activity - Peer Editing Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level Teams will teach students how to peer edit work, providing rubrics specific to each genre as it is taught. Teachers will teach students how to provide feedback. Students will have opportunities to "peer edit" a writing sample provided by teacher.	Academic Support Program, Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2018	\$400	General Fund	Grade Level Teams, Administrator

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Activity - Peer Editing Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in all grade levels will have the opportunity (minimum of once per writing unit) to peer edit with a classmate, using the appropriate rubric and providing feedback focused on conventions.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	No Funding Required	All teaching staff, Administrator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Buddies	All classroom teachers will select a buddy class. The classes will work together as mentor/mentee. They will read, write and do other activities together in order to support increasing reading opportunities and support for students.	Academic Support Program	Tier 1	Monitor	08/28/2018	06/14/2019	\$0	classroom teachers, administrators
Posting and Usage of Self-Management Skills in Classroom	Staff will post and review essential agreements and utilize the identified self-management skills at the beginning of year. They will review them on a monthly basis. Staff will also provide opportunities on a (minimum of) quarterly basis for students to set goals and self-reflect on their self-management skills to improve behaviors.	Direct Instruction	Tier 1	Monitor	09/04/2017	06/14/2019	\$0	Classroom Teachers, Administrator
Peer Editing Practice	Students in all grade levels will have the opportunity (minimum of once per writing unit) to peer edit with a classmate, using the appropriate rubric and providing feedback focused on conventions.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	All teaching staff, Administrator
Weekly Student Announcements	Weekly video announcements that feature a student skit modeling appropriate student behavior.	Behavioral Support Program	Tier 1	Implement	08/23/2018	06/14/2019	\$0	Classroom teacher, administrator
Reflection Room	All support staff will be trained and utilize the reflection room for students who are unsafe or are not following playground rules. The goal is for the student to self identify the mistake they made and reflect on what changes need to be made to prevent it from happening again. Parent contact will be made.	Behavioral Support Program	Tier 1	Implement	08/28/2018	06/14/2019	\$0	Classroom teacher, administrator, lunch aides
Numeracy/Fact Fluency	All students in grades one through five, will work on math fact fluency, identifying 2-3 personal facts for mastery on a weekly/bi-weekly basis; students will chart their progress. They will utilize a online math fact program on a weekly basis, integrating technology in their learning.	Academic Support Program, Technology	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	Classroom teachers, Administrator

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Peer Mentoring	Middle School students will work with K, 1st, 2nd and 3rd grade students during the school day to review early reading concepts and playing literacy games.	Academic Support Program	Tier 2	Implement	09/03/2018	06/14/2019	\$0	Instructional Specialist, Administrator
Read with Me	Community members will come into the school and read with students.	Academic Support Program	Tier 2	Implement	09/21/2018	06/14/2019	\$0	Instructional Specialist, administrator
School Wide Assemblies	We will hold monthly school-wide assemblies to recognize students who exemplify the attributes. This will also provide an opportunity for students to demonstrate their self-management skills beyond the classroom. In addition, quarterly incentives for meeting attendance criteria will be implemented.	Behavioral Support Program	Tier 1	Implement	09/04/2017	06/14/2019	\$0	Staff, Administrator
Math Vocabulary Word Walls and Calendars	Staff will continue to utilize the common math vocabulary as identified by the Singapore Math Program. The vocabulary will be posted (changed with each new unit of instruction). Staff will implement the Daily Calendar element of the MIF Program with fidelity.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	Classroom Teachers, Administrator
Positivity Project	All classroom teachers will implement daily lessons provided through the positivity project around character traits.	Behavioral Support Program	Tier 1	Implement	08/28/2018	06/14/2019	\$0	Classroom teachers, administrator

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Journals	Teachers will continue to develop their use and understanding of math journals. Students will use math journals at least twice a week to demonstrate and reflect on their learning. Math vocabulary will be added for each chapter that is taught and used as a learning tool.	Other	Tier 1	Monitor	09/06/2016	06/14/2019	\$450	Principal, grade level teams, teaching staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Collaborative Dialogue	Teachers will have the opportunity to discuss scoring of writing pieces, collect and create leveled anchor pieces and discuss daily instruction. They will spend time examining grammar trajectory and adjusting curriculum and instruction to ensure consistency across grade level. Teachers will also, analyze NWEA Language Usage to inform instruction.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2018	\$2600	Administrator, Staff
Collaborative Data Dialogues	Teachers and support staff will meet to examine data and discuss student needs. They will create intervention plans and instructional cycles. These meetings will happen on a monthly basis for 90 minutes per month	Teacher Collaboration, Professional Learning	Tier 2	Implement	08/21/2018	06/14/2019	\$4000	classroom teachers, support staff, title 1
Teacher Training on Intervention	K-5 teachers will attend workshops/ training centered around reading and math instruction and intervention strategies.	Professional Learning	Tier 2	Implement	08/21/2018	06/10/2019	\$3500	Principal, teachers
Guided Reading Training	Reaching Every Reader with Small Group Instruction (K-3) Differentiated Literacy Instruction (4-5)	Professional Learning	Tier 1	Implement	08/21/2018	06/14/2019	\$1600	principal, teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Model Lessons/Coaching	Our instructional specialist will work with classroom teachers to coach and model guided reading lessons in the classroom.	Professional Learning	Tier 1	Implement	08/28/2018	06/14/2019	\$0	administrator, classroom teacher, instructional specialist
Update Math Intervention Materials	Materials will be purchased to support WIN time intervention	Materials	Tier 2	Implement	08/20/2018	06/14/2019	\$1000	teachers, principal
Update Guided Reading Library	Purchase new reading materials to support teachers in implementing guided reading groups	Supplemental Materials	Tier 1		08/21/2018	06/14/2019	\$0	administration, teachers, central office
Next Steps in Guided Reading	Staff members may participate in a book club, using The Next Step in Guided Reading.	Professional Learning	Tier 1	Implement	08/28/2018	06/14/2019	\$400	Classroom teachers, title 1 support staff, instructional specialist

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Peer Editing Skills	Grade Level Teams will teach students how to peer edit work, providing rubrics specific to each genre as it is taught. Teachers will teach students how to provide feedback. Students will have opportunities to "peer edit" a writing sample provided by teacher.	Academic Support Program, Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2018	\$400	Grade Level Teams, Administrator
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