



School Improvement Plan

Donley Elementary School

East Lansing School District

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Donley Staff (general education teachers, resource room teacher, speech and language pathologist, Title 1 teacher, and principal) met in May of 2015 to discuss ways that we could better meet the needs of our students. Donley Staff came to the consensus that moving from a Targeted Title One Program to a Schoolwide Title I Program would best meet the needs of our students.

A committee of seven staff members was formed in August of 2015 comprised of three general education teachers (First Grade, Third Grade and Fifth Grade), our speech and language pathologist, our school principal, our Title 1 teacher, and our district's curriculum director. In addition, a parent panel comprised of parents across grade levels including those parents with students currently receiving Title 1 support was formed. The committee met several times throughout the year to review student achievement data, school program/process data, and perception data of students, parents, and teachers.

All staff, parents, and students of Donley Elementary were given the opportunity to complete a perception survey in the Fall of 2015. In addition to the perception data, the elementary staff at Donley contributed to the components of the plan by providing feedback on the progress being made.

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

STUDENT ACHIEVEMENT

WHAT DATA WAS REVIEWED:

Please note that Spring 2015-16 MSTEP data was not completely available to include in this Needs Assessment and decisions needed to be made before the data was available in order to meet the June 1st submission date.

2014-2015 MSTEP Grades 3-5

2012-2013 and 2013-2014 MEAP Data for Grades 3-5

2012-2013, 2013-2014, 2014-2015 AIMSweb Spring Assessments Grades K-2

State's Top to Bottom Ranking for Fall 2013

Proficiency Targets

READING / WRITING / ELA SCORES (MSTEP/ MEAP/AIMSWEB DATA)

FIFTH GRADE:

42% of students passed the ELA portion of MSTEP in 2014-15, 20.6% of ED students passed.

Note: Donley was a K-4 building prior to the start of the 2014-2015 school year. The 14-15 academic year is currently the only year of assessment data for 5th graders attending Donley.

FOURTH GRADE:

SY 2017-2018

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36.7% of students passed MSTEP ELA in 2014-15, 20.8% of ED students passed. 64.1% of students passed MEAP Reading in 2013-14, 44.4% of ED students passed. 72.7% of students passed the MEAP in Reading in 2012-13, 67.5% of ED students passed. 48.4% of students passed MEAP Writing in 2013-14, 30.6% of ED students passed. 47% of students passed MEAP Writing in 2012-13, 32.5% of ED students passed.

THIRD GRADE:

45.6% of students passed the MSTEP ELA in 2014-15, 33.3% of ED students passed. 68.3% of students passed MEAP Reading in 2013-14, 57.7% of ED students passed. 65% of students passed the MEAP in Reading in 2012-13, 43.8% of ED students passed.

SECOND GRADE:

57% of students met benchmark for 2014-15 for AIMSweb RCBM, 43% of ED students met benchmark. 67% of students met benchmark for 2013-14, 50% ED. 67% of students met benchmark for 2012-13, 48% ED met benchmark.

FIRST GRADE:

56% of students met benchmark for 2014-15 for AIMSweb RCBM, 53% of ED students met benchmark. 40% of students met benchmark for 2013-14, 21% ED. 73% of students met benchmark for 2012-13, 62% ED met benchmark.

KINDERGARTEN:

57% of students met benchmark for 2014-15, 55% of ED students met benchmark. 63% of students met benchmark for 2013-14, 54 % ED. 68% of students met benchmark for 2012-13, 59 % ED met benchmark.

MATH SCORES (MSTEP, MEAP, AIMSWEB DATA)

FIFTH GRADE:

25% of students passed the MSTEP in 2014-15, 10.3% of ED students passed.

Note: Donley was a K-4 building prior to the start of the 2014-2015 school year. The 14-15 academic year is currently the only year of assessment data for 5th graders attending Donley.

FOURTH GRADE:

36.7% of students passed the MSTEP in 2014-15, 25% of ED students passed. 43.1% of students passed the MEAP in 2013-14, 18.9% of ED students passed. 40.9% of students passed the MEAP in 2012-13, 25% of ED students passed.

THIRD GRADE:

42.8% of students passed the MSTEP in 2014-15, 28.5% of ED students passed. 40% of students passed the MEAP in 2013-14, 26.9% of ED students passed. 43.3% of students passed the MEAP in 2012-13, 21.9% of ED students passed.

SECOND GRADE:

70% of students met Benchmark for the AIMSweb MComp (math computation) screener in 2014-15, 48% of ED students passed. 68% of students met benchmark for 2013-14, 50 % ED. 77% of students met benchmark for 2012-13, 64% ED met benchmark.

FIRST GRADE:

87% of students met Benchmark for the AIMSweb MComp in 2014-15, 87% of ED students passed. 51% of students met benchmark for 2013-14, 41 % ED. 52% of students met benchmark for 2012-13, 32% ED met benchmark.

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KINDERGARTEN:

88% of students met Benchmark for AIMSweb QDM (Quantity Discrimination Measurement) in 2014-5, 82% of ED students met benchmark. 84% of students met benchmark for 2013-14, 85 % ED. 80% of students met benchmark for 2012-13, 74% ED met benchmark.

SOCIAL STUDIES SCORES (MSTEP/MEAP DATA)

FIFTH GRADE

17.3% of 5th grade students passed the MSTEP in 2014-15, 10.3% of ED students passed.

*Note: Donley was a K-4 building prior to the start of the 2014-2015 school year. The 14-15 academic year is currently the only year of assessment data for 5th graders attending Donley.

SCIENCE SCORES (MSTEP/MEAP DATA)

FOURTH GRADE

6.1% of 4th grade students passed the MSTEP in 2014-15, 4% of ED students passed.

TOP TO BOTTOM RANKING

Donley Elementary was ranked in the 56th percentile in 2011-12, in the 28th percentile in 2012-13, and in the 11th percentile in 2013-2014. In 2012, The Top To Bottom ranking was established based on z scores, versus number of students who were proficient on the MEAP assessment. In 2012, Donley Elementary was given Focus School status based on the new ranking system and has remained in that status. The school was retained as Focus in January of 2016 when the State determined which Focus schools would be retained or released.

WHAT WAS CONCLUDED (Student achievement conclusions and considerations) :

Consistently lower performance of our ED subgroup for standardized tests and screeners across grades. ED students under-performed on the above reading, math, social studies and science measures when compared to the total group for the given year 12 out of 14 times.

Based on the Z score calculations, Donley is average or above on the Achievement and Improvement Measures for 2012-2013 reading and math. It is the achievement gap data, the data on our lowest 30%, which has lowered our standing in the Top to Bottom ranking. In 2013-14, Donley met the ED state targets, but we have retained our Focus School status.

Donley's lowest 30% on MEAP in 2013-14 was comprised of 78.8% ED students for math and 77.4% for reading.

Donley's ED population has risen from 45% in the 2012-13 school year to 49.7% in the 2014-15 school year.

In an effort to improve how the school provides research-based curriculum and instructional methods that facilitate achievement for all students, Donley will implement the newly adopted, research-based math curriculum, Math Expressions, for the 2016-2017 academic year. Donley staff will receive intensive training from representatives from Math Expressions, as well as from our district math coach. Grades K, 1, and 5 piloted the program at Donley during a portion of the 2015-2016 school year and will also serve as a resource for our building. Math instruction will be an ongoing professional development topic. Math, reading, and science will be our first areas of focus. We have allocated a 50 minute science block for grades 3-5 and a 30 minute block for grades K-2 into our daily schedule to ensure that science standards are taught with intention. A science committee of Donley teachers will work collaboratively to develop the scope and sequence for our science curriculum. Teachers will receive ongoing professional development.

PROFICIENCY TARGETS:

SY 2017-2018

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In reading and mathematics, we analyzed the annual increment of proficiency needed to reach proficiency (pass rate) on the spring benchmark screener by 06/10/2019.

In the areas of social studies and science, we analyzed the annual increment of proficiency needed to meet "proficient" or higher on the state standardized social studies and science assessments.

All students at Donley Elementary will become proficient in reading.

A 15% increase of all students will demonstrate proficiency (pass rate) on the spring benchmark screener in Reading by 06/10/2019.

All students at Donley Elementary will become proficient in mathematics.

A 15% increase of all students will demonstrate proficiency (pass rate) on the spring benchmark screener in Mathematics by 06/10/2019.

By 2019, 40% of Donley 5th grade students will meet "proficient" or higher on the state standardized social studies assessment.

By spring 2019, 28% of Donley 4th grade students will meet "proficient" or higher on the state standardized science assessment.

We concluded the following:

All students at Donley Elementary need to become proficient in reading, mathematics, social studies and science.

Students will need to receive differentiated instruction across content areas. Classroom teachers will need to implement the district's Math Expressions and Reading Street Common Core curriculums, as well as teach the social studies and science curriculum within the newly allotted time block. Teachers will need to use the Lucy Calkin's writing curriculum to integrate expository topics of science and social studies.

PROGRAM/PROCESS:

What data was reviewed:

The AdvancedED Self-Assessment was conducted to identify opportunities for improvement. Identified areas needing improvement are as follows:

The school fosters effective communications and relationships with and among its stakeholders.

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

What was concluded:

Our program process data indicated that we need to find ways to foster effective communications and relationships with and among our stakeholders. In effort to improve, Donley teachers and staff will take part in a book study that focuses on the importance of parental involvement. Topics to address include family/school partnerships, creating an inviting culture for families, and supporting families living with trauma. Donley's team will continue to explore topics as the needs of our building dictate.

Donley's School Improvement team will provide teachers and staff members with parent involvement resources at each monthly staff meeting.

Parent involvement is a standing staff meeting agenda item. In an effort to share best practices and keep the outreach to parents in the forefront, staff members will share examples of how parents are involved in their classroom.

PERCEPTIONS:

What data was reviewed:

We analyzed the results of our parent perception survey. The parent survey was conducted during Fall Parent-Teacher Conferences. 56/276 responded, about 20%. 43 of 56 respondents identified themselves as white Caucasian. The results of the survey were analyzed by our School Improvement Team. Overall the results were as follows:

Highlights:

All of my child's teachers provide an equitable curriculum that meets his/her learning needs.

Concerns:

Purpose statement of school is continuously reviewed.

We conducted a survey of our elementary students. The student survey was conducted during the week of Fall Parent-Teacher Conferences. We created two surveys, one survey for K-2 students and a survey for our 3-5 students. The results of the survey were analyzed by our School Improvement Team. Overall the results were as follows:

Highlights:

73% of K-2 students believe that other teachers within the building know them.

76% of K-2 students believe that their families know what they do in school.

85% of students in Grades 3-5 believe that their teachers care about them.

85% of students in Grades 3-5 believe that their teachers inform their families about how they are doing in school.

84% of students in Grades 3-5 believe that their principal and teachers help them to get ready for the next grade.

Concerns:

37% of students were unsure or felt that their families did not enjoy coming to their school.

We conducted a survey of our elementary staff. The staff survey was conducted the week after Fall Parent-Teacher Conferences. The results of the survey were analyzed by our School Improvement Team. Overall the results were as follows:

Highlights:

All teachers in our school use a variety of technologies as instructional resources.

All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.

All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade level and content areas.

Concerns:

41% of teachers disagreed or strongly disagreed with the following statement:

All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams and peer coaching).

38% of teachers disagreed or strongly disagreed with the following statement:

Our school provides sufficient material resources to meet student needs.

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25% of teachers disagreed or strongly disagreed with the following statement:

In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills. Staff indicated having multiple curriculums in mathematics for the 2014-2015 academic was a major concern. Staff expressed the need for a cohesive curriculum for grades K-5.

13% of teachers disagreed or strongly disagreed with the following statement:

In our school, related learning support services are provided for all students

DEMOGRAPHIC DATA:

Donley's demographic information along with our Schoolwide Information System (SWIS) data trends from 2013-present was analyzed.

What was concluded:

William Donley Elementary School was reconfigured from a K-4 building to a K through 5th grade building for the 2014-15 academic year. Donley also began hosting a GSRP classroom on site during the 2014-2015 academic year.

There was a change in boundary lines for each elementary school as East Lansing Public Schools went from four K-4 buildings to five K-5 buildings.

Donley is currently a Targeted Title 1 building composed of 276 students and 11 classroom sections. Unique challenges include ethnically and socio-economically diverse students. Staff consists of two white male teachers, one African-American female instructor, one Asian American female instructor and the remaining staff is Caucasian.

Though our student enrollment has dropped by approximately 30 students with the reconfiguration in 2014-15, we have had an increase of students qualifying for Title I and At-Risk services.

Currently, 18.84% of our student population is African American. 7.97% of our student population is Asian. 13.77% is Hispanic/Latino. 9.78% of our student population identifies as two or more races. 49.64% of our student population is Caucasian. 49.28% of our student population is classified as Economically Disadvantaged. 8.7% of our student population is classified as students with disabilities.

39% of our student population received free and reduced lunch during the 2014-2015 year. Our free and reduced population has increased in the last year. Currently, 54% of our student population receives free or reduced lunch.

Since the 2010-2011 academic year, Donley Elementary and East Lansing Public Schools have undergone several changes. Our district has had three different superintendents and three different curriculum directors. Donley has had three different principals in this time. The constant shift in leadership brought about different school wide reform strategies, many of which were not adopted by each successor. This caused shifts in classroom management expectations, processes for reporting behaviors, processes for obtaining strategic interventions for students and resulted in an overall lack of continuity through the years.

Beginning in the 2015-2016 academic year, Donley Elementary hired a full time behavior interventionist/PBIS coordinator who facilitates the implementation of our schoolwide PBIS initiatives, secures Culturally Responsive PBIS trainings for Donley Staff, and teaches weekly social and emotional behavior lessons using the Second Step Curriculum, as well as services non-special education students with social work support.

SWIS DATA

What was reviewed:

3 year trend for behavior referrals

Weekly referral trends

2015-2016 Summary of SWIS Data

What was concluded:

When analyzing the three year trend for behavior referrals from 2013-2014, 2014-2015, and 2015-2016, the data indicates a pattern often above the national median and an increase for average referrals per day and per month for 3 of 5 months reported. As office referrals are a data collection tool dependent upon school policy, climate, and practice, year-to-year results are variable based on building leadership and PBIS team implementation. Identification of major behaviors is less variable based on people and policy, due to the objectivity associated with events such as fighting, contact, etc. Data suggests that behavioral referrals are generally increased as compared to previous years and above the national median.

The number of office referrals peak significantly on Wednesdays. The most common behavior associated with office referrals on Wednesday's include peer aggression and disrespect in the classroom and on the playground. These behaviors are most often seen during lunch recess and PM recess times during the day.

Although the Donley data does indicate that disproportionality still exists among behavioral incidents and concurrent discipline, there is clear evidence that schoolwide PBIS and behavioral intervention is showing positive changes. Donley's rate of office referrals reflects a trend nationwide across months, where there is a typical peak in October and November and a predicted peak again in March and April. In light of the average trend, Donley experienced a significant spike in the number of office referrals written in November of the 2015-2016 school year. Additionally, Donley's 2015-2016 rate of average office referrals is at or above the national average.

The top five behaviors most commonly represented in office referrals include peer aggression, minor physical contact, minor disrespect, minor disruption, and fighting. Three of the top five behaviors are related to inappropriate physicality and are peer-to-peer related contact. Office referrals are most commonly written in the classroom and playground settings and are represented most often by 3rd or 5th grade students.

The classroom setting is the most common location where referrals are written at Donley. This is due to a variety of factors, including the fact that students spend the majority of the school day in this location. When counting special area classrooms in the total classroom category, the classroom setting comprises 90 referrals alone. When disaggregating the special area classrooms from the general education classrooms, special area classrooms represent 53 of the total 90 referrals or 59% of the total aggregated classroom referrals. This data shows a clear need for additional support in a variety of ways including education on appropriate behaviors (i.e. contact in gym, use of materials in art and music, etc.) and continued use of classroom management strategies.

With continued work on classroom management strategies, culturally responsive behavioral response practices, and emphasis on a strong schoolwide PBIS program, Donley will continue to make positive changes in student behavioral outcomes, academic outcomes, and the schoolwide climate.

CONCLUSIONS-What are the CAUSES for the GAPS?

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Content areas: The content areas english language arts, science, mathematics and social studies are all areas of concern. Donley staff will first address the areas of reading, math and science. Though our student enrollment has dropped by approximately 30 students with the reconfiguration in 2014-15, we have had an increase of students qualifying for Title I and At-Risk services.

Subgroup Concerns: Our economically disadvantaged students perform lower on state standardized tests and AIMSweb screeners across content areas. We have primarily decreasing scores for the total population and subgroups from 2014 to 2015 possibly due to the move from MEAP to MSTEP.

Perception Issues: Our purpose statement of the school needs to be continuously reviewed. Donley staff will work to involve parents and the community in our building, as outlined by our schoolwide parent involvement policy. All teachers at Donley will receive professional development to ensure that all have been trained to implement a formal process that promotes discussion about student learning. The implementation of Math Expressions, a K-5 math curriculum, will aid in providing equity for all students in the development of learning, thinking and life skills in the area of mathematics. In addition, staff indicated a need for sufficient material resources and learning support services to meet the needs of all students.

Demographic Concerns: Donley staff will need to address the top five behaviors most commonly represented in office referrals. Donley staff will need to conduct additional PBIS behavior expectation lessons for 3rd-5th grade students to lessen the number of referrals at these grade levels. With continued work on classroom management strategies and emphasis on a strong schoolwide PBIS program, Donley will continue to make positive changes in student behavioral outcomes, academic outcomes, and the schoolwide climate.

Professional Development Needs: Donley Staff requires professional development on differentiated instruction to ensure that the needs of all learners are met. Donley staff members need professional development on strategic, evidenced based academic and behavior interventions. Donley staff members need training in our newly adopted math curriculum, Math Expressions, as well as the Common Core version of Reading Street. Donley staff requires professional development in the area of science to better understand the scope and sequence of our science curriculum. To further promote science and to strengthen the social studies curriculum, Donley requires professional development on ways to integrate the writing of expository topics around social studies and science standards. Donley will continue professional development training in Schoolwide PBIS, Culturally Responsive PBIS and Second Step curriculum, which promotes social and emotional well-being. In addition, teachers will be trained in trauma based teaching strategies to promote trauma informed teaching. Donley staff requires parental involvement trainings for teachers, which will be addressed at each staff meeting. Donley will promote parental involvement trainings for parents, which will be addressed at Title I reading and math nights.

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.

ALIGNMENT TO GOALS:

Donley has identified closing the achievement gap between economically disadvantaged students and non-economically disadvantaged students across grade levels as our priority. Specific objectives for economically disadvantaged students were created for each goal for grades K-5 with specific strategies and activities to increase the academic outcomes of our economically disadvantaged students.

Donley's school improvement goals are as follows:

1. All students at Donley Elementary will become proficient in mathematics.
2. All students at Donley Elementary will become proficient in reading.

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3. All students at Donley Elementary will become proficient in science.
4. All students at Donley Elementary will become proficient in social studies.
5. All students at Donley Elementary will demonstrate appropriate behavior to ensure a safe learning environment.

Math, Reading and, Science are the priority for the 2016-2017 academic year. The content area of writing was not included as a school improvement goal, as teachers will integrate expository topics of science and social studies into writing lessons.

NOTE: PBIS is also incorporated into all goals because it supports student engagement and decreases class disruption.

Each of the school improvement goals has specific objectives and activities to achieve the goals. The Comprehensive Needs Assessment is comprised of student achievement data, Advanced ED self-assessment, SWIS, perception and demographic data. All were analyzed to develop our school improvement goals and the corresponding objectives, strategies and activities.

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?

Donley has identified closing the achievement gap between economically disadvantaged students and non-economically disadvantaged students across grade levels as our priority. Specific objectives for economically disadvantaged students were created for each goal for grades K-5 with explicit strategies and activities to increase the academic outcomes of our economically disadvantaged students. These strategies and activities address not only the needs of our entire school population, but specifically the needs of our economically disadvantaged students, which make up the majority of our bottom 30% and focus identification. The book, "A Framework for Understanding Poverty" by Ruby K. Payne, Ph.D. was used as a framework for understanding the needs of our students.

Members of Donley's School Improvement Team also researched instructional strategies designed to help all students, but specifically designed to help ED students succeed. Strategies to be used are listed in the following books:

"Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap" by Paul Gorksi

"Engaging Students with Poverty in Mind," By Eric Jensen

Component 2: Schoolwide Reform Strategies

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

All of the strategies and activities in the school-wide plan focus on helping all students reach the State's standards. The strategies for each content area are listed below:

READING:

All teachers will engage in a daily 90-minute literacy block that includes small group instruction and flexible grouping based on students' needs.

WRITING:

All teachers will utilize a writer's workshop model to teach writing. Teachers will administer a pretest and posttest for Narrative, Opinion and Informational writing. The pre-test is used to flexibly group students and provide them with needed intervention in small groups.

MATH:

All teachers will implement the Math Expressions curriculum, which is an evidenced-based math curriculum for K-5 aligned to the Common Core Standards. The math program will integrate the eight standards of mathematical practice into daily math instruction.

Teachers will engage students in a daily 10-minute fact fluency exercise across grade levels.

SCIENCE:

Teachers in grades 3-5 will engage students in 50 minutes of science or social studies instruction each day. Teachers in grade K-2 will engage students in 30 minutes of science or social studies instruction daily.

Teachers will utilize the district adopted science curriculum and use pre and post assessments to monitor student understanding. Beginning in the 2016-2017 school year, we will begin transitioning to the Next Generation Science Standards. Additionally, teachers will integrate expository writing into science and social studies instruction.

SOCIAL STUDIES:

Teachers in grades 3-5 will engage students in 50 minutes of science or social studies instruction each day. Teachers in grade K-2 will engage students in 30 minutes of science or social studies instruction daily.

Teachers will use the Oakland Atlas Rubicon / MAISA curriculum to teach the grade level content expectations. Additionally, teachers will integrate expository writing into science and social studies instruction.

BEHAVIOR:

In addition to meeting student academic needs, behavior needs are also specifically addressed. We have a building behavior interventionist/PBIS Coordinator.

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wide expectations including hallway, bathroom, cafeteria, morning assembly, arrival/departure and bus behavior expectations as a part of our school-wide positive behavior supports. Donley staff will recognize positive behavior by distributing PRIDE slips to students who are meeting those expectations.

As part of our PBIS, we have an all-school assembly twice a week to teach and reinforce the CHAMPS behavior expectations being taught in the classroom. Once a week, one student from each class is chosen from all of the students who received PRIDE slips during the week. This student then has an opportunity to select a reward to use in the upcoming week (i.e. extra computer time, lunch with staff, special seating, etc.). After analyzing our trend data for behavior referrals, we implemented a special Reward Day with an extra reward drawing to increase positive behaviors on our most difficult day. Three slips are chosen on this Reward Day. These three students earn a reward for their entire class, such as five extra minutes of recess, a pajama day, or a popsicle party.

Classroom teachers, with the support of our behavior interventionist/PBIS coordinator, will teach weekly Second Step lessons within their classrooms to support the social and emotional needs of students.

To ensure that the needs of the whole child are met, teachers will receive on-going training in trauma informed teaching.

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).

FOCUS ON IMPROVING INSTRUCTION

Our school wide plan allows for numerous research-based ideas and strategies aimed at increasing and improving our instruction. By focusing on differentiated instruction, we will be able to provide more instruction tailored to individual students' needs. Implementation and training in Math Expressions will improve instruction through vertical and horizontal alignment of the common core and math practices. Implementation and training in Reading Street Common Core will allow teachers to target the individual needs of students while addressing the ELA common core standards.

FOCUS ON INCREASING INSTRUCTION

By integrating writing into other content areas, we will be able to provide more instruction in science and social studies. Work with Positive Behavior Interventions, Second Step, and trauma-based teaching strategies in conjunction with an increased effort on positive parental involvement will increase the amount of time focused on instruction.

We have intentionally crafted a building wide schedule to increase instructional time by limiting the number of transitions. We have also designated a thirty minute Intervention block, known as Good Fit. During Good Fit time, every grade level works together to flexibly group students based on need in order to provide more differentiated instruction, including enrichment opportunities as well as targeted instruction for our most struggling students.

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

According to Ellis and Worthington (1994), the more time students are actively participating in instructional activities, the more they learn. The authors state that optimized engage time is one of the principles of effective instruction. Our devoted time blocks for reading and math are providing students with more time to actively participate in these content areas. Both Math Expressions and Reading Street Common Core call for daily instructional group activities for grades K-5. Research from the article, "Research synthesis on effective teaching principles and the design of quality tools for educators" (1994), indicates that the more time students participate in teacher-led, skill-level groups versus one to one teaching or seat work activities, the more instruction they receive and the more students learn.

Ellis and Worthington (1994) also explain that increasing content coverage is a key principle of effective instruction. By moving to a 50 minute science/social studies block for grades 3-5 and a 30 minute block for grades K-2, we will increase content coverage.

Reading Street Common Core provides engaging differentiated lessons that include brief question and answer sessions within the concept talk and comprehension components of each lesson grades K-5. Reading Street Common Core and Math Expressions both integrate student led discussions within lessons K-5 and both provide numerous differentiated hands on activities. According to the University of Washington's Center for Teaching and Learning (2016), "Active learning requires students to participate in class as opposed to sitting and listening quietly. Strategies include, but are not limited to, brief question and answer sessions, discussion integrated into the lecture, impromptu writing assignments, hands-on activities, and experiential learning."

Caitlin Tucker, author of "Blended Learning in Grades 4-12" (2012) suggests the following, "Differentiated instruction insights the brilliant student to uncover deeper layers of learning, while simultaneously structuring curriculum to support lower level students or students with learning disabilities, both identified and unidentified." Across all content areas, teachers provide students with differentiated instruction.

Sources Cited:

Ellis, E. S., & Worthington, L. A. (1994). "Research synthesis on effective teaching principles and the design of quality tools for educators (Technical Report No. 5)". Eugene: University of Oregon, National Center to Improve the Tools of Educators.

"Engaging students in learning". (University of Washington's Center for Teaching and Learning.). Retrieved May 19, 2016, from <http://www.washington.edu/teaching/teaching-resources/engaging-students-in-learning/>

Tucker, C. R. (2012). "Blended learning in grades 4-12: Leveraging the power of technology to create student-centered classrooms". Thousand Oaks, CA: Corwin Press.

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.

Interventions are provided during "Good Fit" time. Good Fit is a 30 minute block of time set aside each day to address the needs of all students. Good Fit times are scheduled throughout the day by grade level, for all grades K-5. For the 2015-16 school year, Donley has one part time Title I teacher along with 3 full time Title I paraprofessionals providing reading interventions to Title I students. Intervention groups take place four days/week and progress monitoring occurred on the fifth day. Math support was provided within the classroom during core instruction time. The plan for the 2016-17 school year is to have 2 full time Title I teachers and 2 paraprofessionals implementing interventions during "Good Fit" and providing assistance during core instruction as well.

School Improvement Plan

Donley Elementary School

In addition to Title I support, Donley also has a part-time ELL teacher, part-time ELL paraprofessional, and a half time 31A Interventionist that is funded through 31A At-Risk. Our 31a interventionist is a certified teacher who provides services for students that demonstrate the needs based on the 31A At-Risk indicators and academic assessments. Discussion takes place among these service providers to determine which intervention best meets the needs of the student. Progress monitoring data is continuously reviewed throughout the year in order to make necessary program adjustments based on student need.

In addition to meeting student academic needs, behavior needs are also specifically addressed. We have a building behavior interventionist/PBIS Coordinator.

ENGLISH LANGUAGE ARTS

READING

Grade Span: K-5

Classroom instruction is differentiated to meet the needs of all students. In order to master grade level core concepts, students who are below grade level receive support during whole group instruction and also receive small group support. In addition, depending on their level of need, students may also participate in small group instruction with Title I staff (or other support staff as mentioned above.) The group size and duration of the support varies and is based on student need.

WRITING

Grade Span K-5

Classroom instruction is differentiated to meet the needs of all students. Those who are below grade level receive additional support during whole group instruction and also receive small group support.

MATH

Grade Span: K-5

Classroom instruction is differentiated to meet the needs of all students. In order to master grade level core concepts students who are below grade level receive support during whole group instruction and also receive small group support. Students demonstrating the greatest need receive additional support from the Title I staff (or other support staff as mentioned above.) The group size and duration of the support varies and is based on student need.

SCIENCE

Grade Span K-5

Classroom instruction is differentiated to meet the needs of all students. Those who are below grade level receive additional support during whole group instruction and may also receive small group support.

SOCIAL STUDIES

Grade Span K-5

Classroom instruction is differentiated to meet the needs of all students. Those who are below grade level receive additional support during whole group instruction and may also receive small group support.

BEHAVIOR

Grade Span K-5

Donley's behavior interventionist/PBIS Coordinator uses Second Step curriculum to teach weekly social and emotional behavior lessons, conducts small groups to work on social and behavioral areas of concern, teaches Tier I behavior expectations, teaches students the CHAMPS management strategies, provides school social work services, completes think sheets, creates behavior plans, and conducts the

Check in Check Out intervention to students qualified as at-risk students.

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

In the fall, winter, and spring of each year, Donley administers a series of AIMSweb screeners to collect data for each student in reading and math. Then, Donley conducts a data day. During data day, staff reviews the progress of all Donley students. Discussion takes place among intervention service providers (Title I, III and 31A) to determine which intervention best meets the needs of the student. Students performing in Tier III and Tier II are then progress monitored weekly using AIMSweb probes in order to assess growth. Progress monitoring data is continuously reviewed throughout the year in order to make necessary program adjustments based on student need.

Classroom teachers at every grade level will administer a variety of formative and summative assessments in all subject areas. These assessments will be used to continually collect data on student progress, guide instruction, and inform our decision-making. To further support the needs of students, grade levels meet monthly to discuss goals that target areas of weakness noticed in grade level data. Grade level teams discuss researched based strategies to improve these areas of weakness.

Student assessment data for Math Expressions and Reading Street units tests are stored on Illuminate Ed. Writing pre and post scores for Narrative, Opinion, and Informational texts are also housed on Illuminate Ed. The information on Illuminate Ed is analyzed in PLCs to identify the needs of students.

Our Good Fit Instruction works on a six to eight week Instructional Learning Cycle from MI Excel. Using student data, teachers identify targeted areas of instruction for each group of students. At the end of each cycle, students are reassessed and new groups and goals are established for the next cycle of Good Fit.

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	Yes. All instructional paraprofessionals at Donley meet the NCLB requirements for highly qualified.	

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

82% of Donley's teachers remained for the 2015-2016 school year, this percentage is due in part to promotion. We were able to replace each of the staff members with Highly Qualified experienced teachers.

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

The years of experience for the current Donley Staff are listed below:

- 5 - Teachers with 0-4 years of experience
- 1 - Teacher with 5-10 years of experience
- 4 - Teachers with 11-15 years of experience
- 3 - Teachers with 16-20 years of experience
- 5 - Teachers with 20 or more years of experience

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

Partnership with Michigan State University to host MSU courses at Donley, Donley staff members serve as host to MSU student teachers. Donley partners with businesses in the community to enhance the learning experience of our students. Our community partnerships have contributed to our Science nights and field trips. Our school parent association offers grants to support teachers in our classroom, annually provides teachers with a \$100 stipend, are highly involved in the learning environment of our school, provide books for our students and other materials that are requested.

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

Competitive salaries, salary packages, numerous professional development offerings, our high school's national ranking of Silver by the U.S. News & World Report and our strong partnership with Michigan State University are all initiatives implemented by our district to attract and retain highly qualified teachers.

In addition, our district maintains a presence at Michigan State University's job fair.

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

NOT APPLICABLE

Component 5: High Quality and Ongoing Professional Development

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

For the 2016/2017 academic year, Donley will implement the newly adopted math curriculum, Math Expressions. Staff will receive intensive training from the Math Expressions representatives, as well as training from our district's math curriculum coach.

Donley teachers will also implement the Common Core version of our previously adopted Reading Street curriculum. Staff will receive training in the newly revised version of the program district-wide throughout the year.

Donley teachers will begin training in the new science standards, Next Generation Science Standards (NGSS) throughout the 2016-2017 academic year and will work along with our school's science committee to adapt one to two units of our current curriculum to meet the Next Generation standards.

To support student behavior, we will continue to work with our school's behavior interventionist/PBIS coordinator (hired 2015/16 school year) to continue P.B.I.S., Second Step and C.R.-P.B.I.S. professional development. In addition, staff will continue to receive support in C.H.A.M.P.S. classroom management strategies. To ensure that the needs of the whole child are met, teachers will receive ongoing training in trauma informed teaching.

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

All of the professional development topics have numerous meetings to ensure that training is ongoing. Math and reading professional development will be ongoing district-wide. District-wide grade level teams will meet monthly to focus on learning targets and best practices in both reading and math. At Donley, teachers have 51 minutes of planning time with their grade level partners. This time is used to discuss student performance and assess student outcomes.

During the 2017-2018 academic year, our professional development focus will be on integrating NGSS standards into the area of science, teaching expository writing in topics of science and social studies, and differentiated instruction across content areas.

In addition, we will continue professional development in the areas of trauma based teaching strategies, parental involvement, best practices for teaching learners that are economically disadvantaged and areas of literacy and math.

We will continue to collect data each year to revise our comprehensive needs assessment to determine our areas of need. Staff members will receive professional development in areas where a need is found.

The current plan for the 2018-2019 year is that Donley will hire a full time science teacher and staff will undergo training in project based learning. Our professional development will continue to focus on integrating NGSS standards into the area of science, teaching expository writing in topics of science and social studies, and differentiated instruction across content areas.

teaching learners that are economically disadvantaged and areas of literacy and math.

We will continue to collect data each year to revise our comprehensive needs assessment to determine our areas of need. Staff members will receive professional development in areas where a need is found.

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

Component 6: Strategies to Increase Parental Involvement

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

Parents have been involved in the design of the schoolwide plan. A parent panel was comprised of parents across grade levels, including parents with students currently receiving Title 1 support, to create the parent compact and to discuss the school-wide parent policy. In addition, all parents were given the opportunity to complete a perception survey in the Fall of 2015. The data gathered from the perception survey and additional phone survey data gathered from parents was vital data for the Comprehensive Needs Assessment.

Parent representatives will continue to serve on a parent panel and meet throughout the year in order to review the school-wide plan and provide feedback on what is working and needs to be improved. In addition, a parent perception survey will be given annually in the spring of each year in order to assess the needs of our building.

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

COMPONENT 1: COMPREHENSIVE NEEDS ASSESSMENT

A parent panel was comprised of parents across grade levels including parents with students currently receiving Title 1 support to create the parent compact and to discuss the school-wide parent policy. A panel of parents will work alongside Donley's School Improvement Team each year to review and improve the schoolwide compact and policy. In addition, all parents will be given the opportunity to complete a perception survey in the spring of each year.

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES

Parents are involved in schoolwide reform strategies as parent volunteers in the classroom. In addition, they provide additional resources to classroom teachers. The parent association purchases RAZ-Kids accounts for K-1 classroom teachers. They fund busing for all K-5 field trips, annually provide tickets for one performance at Michigan's State Wharton Center, and host several events for families throughout the year.

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED STAFF

Parents are involved in the hiring of highly qualified teachers. Parents are members of the interview teams for new staff hires at Donley Elementary.

In addition, parents allow their children to participate in the second round of the interview process, which is the teaching of a sample lesson.

COMPONENT 4: STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS

Parents play a major role in retaining highly qualified staff by providing a tremendous amount of resources to staff members. Donley's parent association provides staff with a \$100 stipend annually for classroom resources. In addition, the parent association pays for all busing for all K-5 field trips. The parent association also pays for the school to attend a performance at Michigan State's Wharton Center each year. The parent association raises funds for our library to ensure that students have books that interest our student population.

COMPONENT 5: HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

Parents attend Title I supported trainings to learn strategies for helping their children at home. Parents attend the annual Title I meeting where they learn what Title I is, its history, what it is and what it is not, and how students qualify for and exit the program.

COMPONENT 6: STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

Parents have been involved in the design of the schoolwide plan. A parent panel was comprised of parents across grade levels, including parents with students currently receiving Title 1, support to create the parent compact and to discuss the school-wide parent policy. In addition, all parents were given the opportunity to complete a perception survey in the Fall of 2015. The data gathered from the perception survey and additional phone survey data gathered from parents was vital data for the Comprehensive Needs Assessment.

Parent representatives will continue to serve on a parent panel and meet throughout the year in order to review the school-wide plan and provide feedback on what is working and needs to be improved. In addition, a parent perception survey will be given annually in the spring of each year in order to assess the needs of our building.

COMPONENT 7: PRESCHOOL TRANSITION STRATEGIES

Parents are involved by bringing their children to school sponsored events, such as attending Kindergarten Round Up. At Round Up, Kindergarten teachers share Kindergarten Common Core Standards and resources with parents. Teachers and staff also discuss the entry skills desired for incoming Kindergartners. Parents receive ideas and resources to help their child meet the desired entry skills.

The parent association hosts a back to school Popsicle Playdate for all Donley Families. The parent association invites incoming GSRP and Kindergarten families to attend. At the playdate, GSRP and Kindergarten parents have an opportunity to meet staff and play on the playground for an hour prior to the 1st-5th families arriving. This provides our GSRP and Kindergarten families an opportunity to ask questions and make connections with other families and join parent committees prior to the entire school's arrival for the last hour of the event.

COMPONENT 8: TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISION

Parents participate in parent assessment results at parent-teacher conferences.

Parents participate in child study team meetings.

COMPONENT 9: TIMELY AND ADDITIONAL ASSISTANCE TO STUDENTS HAVING DIFFICULTY MASTERING THE STANDARDS

Parent classroom volunteers provide additional assistance to students having difficulty mastering the standards. Many K-2 parents assist with fact fluency, reading, and sight word practice.

COMPONENT 10: COORDINATION AND INTEGRATION OF FEDERAL, STATE AND LOCAL PROGRAMS AND RESOURCES

The parent panel, parent association, parent volunteers, and parents that sit on interview committees all work to provide resources to our school.

EVALUATION

Feedback received from parents, from parent surveys, at parent involvement meetings and parent association meetings will be used to help determine whether or not we have carried out the parent involvement policy.

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

A panel of parents will work alongside Donley's School Improvement Team each year to review and improve school-wide compact and policy. In addition, all parents will be given the opportunity to complete a perception survey in the spring of each year.

School Improvement Plan

Donley Elementary School

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

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

1118(e)(1): Provide information and assistance to parents regarding the state and local academic standards, assessments and monitoring their child's progress:

Donley staff will provide information and assistance to parents regarding the common core standards, assessments, and monitoring their child's progress at Curriculum Night and Parent Teacher Conferences. Classroom teachers will also provide information and assistance to parents regarding their child's progress throughout the year. All information provided to families will be written in parent friendly language. Visuals may be requested as needed.

Donley staff will host a Title 1 meeting during Curriculum Night to share how Title1 was developed and how students qualify and the goals for exiting the program.

A hard copy of the Common Core Standards will be provided to parents at Curriculum Night. A link to the Common Core Standards will be available on our school website.

1118(e)(2): Provide materials and training to parents:

Classroom teachers provide parents with a curriculum guide written in parent-friendly language at the start of the year.

The district's reading, writing and math curriculum each provide parents with parent letters explaining the skills being taught within each unit.

Teachers provide parents with resources to use with their children throughout the year.

A minimum of two Parent Nights are held by staff in the fall and winter to provide parents with materials and training specific to their child's needs.

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

In the fall of every year, Donley teachers and staff will take part in a book study that focuses on the importance of parental involvement. Topics to address include family/school partnerships, creating an inviting culture for families, and supporting families living with trauma. Donley's team will continue to explore topics as the needs of our building dictate.

Donley's School Improvement team will provide teachers and staff members with parent involvement resources at each monthly staff meeting.

School Improvement Plan

Donley Elementary School

Parent involvement is a standing staff meeting agenda item. In an effort to share best practices and keep the outreach to parents in the forefront, staff members will share examples of how parents are involved in their classroom.

1118(e)(4): Coordinate parental involvement activities with other programs (like GSRP, Special Ed, Title III or others):

Donley staff coordinates with the parent association to host both the Spring Sing musical performance with the Spring Fling picnic for all current and incoming families.

Donley staff coordinates with the parent association to host both our annual Curriculum Night and Ice Cream Social.

Kindergarten Round Up is offered to help familiarize preschoolers to the elementary setting.

Kindergarten and GSRP teachers meet with GSRP families to help familiarize parents with the Kindergarten curriculum and expectations.

Families transferring to Donley Elementary receive a tour of the building and are able to view their child's classroom prior to starting school.

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

Parents are informed of school and parent programs via weekly school emails and classroom communication written in parent friendly language in a language parents can understand. Information to parents is provided both electronically and through hard copies. Parents may also request to meet with their child's teacher or receive a phone call in order to better understand the information being shared.

1118(e)(14): Provide support for parental involvement at their request:

Parents are able to contact school personnel to request reasonable support for parent involvement. Donley staff will respond to parents in a timely manner.

Parents should contact the school secretary to request reasonable support for parent involvement. The request will be relayed to the principal who will respond to parents in a timely manner. The current secretary at Donley School is Connie Cannon, the principal is Tracey Barton, and our school phone number is 517-333-7392.

1118(f): Parent Involvement activities accessible to all parents, including those with disabilities, migratory and parents who use English as their second language in a language they understand

Donley staff will work with the Ingham ISD to make activities accessible to all parents. Translators will be provided upon request.

Phone conferences and/or flexible meeting times are provided to parents as requested.

Our facility is handicapped accessible. Other handicapped accommodations can be provided with the guidance of our central office and ISD or local agencies.

While we do not currently have migrant students, we would refer to MDE and the Ingham ISD should our student population change.

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

Donley staff will host an annual informational meeting in the fall of each school year during our Curriculum Night. All parents will be invited to attend. Ample notice will be given to parents regarding the date and time of the meeting. During this meeting, staff will explain Title I to parents; its history, what it is and is not, and how students qualify for and exit the program. They will also share the current list of parent involvement opportunities so that parents are aware of the many different ways that they can be involved in their child's education. In addition, staff will review the components of the School-Wide Parent Involvement Policy. Parents will have the opportunity to provide input and to ask questions regarding the policy at this time as well as throughout the year.

In the spring of every year, a parent survey will be provided to parents to gather feedback about how well the plan meets the needs of their children and their needs as parents. A portion of the survey will discuss the current parent involvement activities at Donley and parent satisfaction with what is offered to them. This data will also be discussed at our School Improvement Meetings with team members and parent representatives. Changes will be made as needed.

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

Feedback will be gathered via comments relayed to teachers at parent teacher conferences, parent meetings, as well as parent perception survey feedback. Parents and staff will review and analyze feedback to make changes that will strengthen the program.

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

Representatives of parents from multiple grade levels and staff of Donley Elementary worked together to develop this School-Wide Title I Parent Involvement Policy and compact in the spring of 2016.

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

The parent compact will be introduced at the Fall Curriculum Night as part of an informational meeting. Teachers will share the school-parent compact at Fall Parent-Teacher Conferences. Parents and teachers will sign the compact to show agreement.

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

Not applicable, we are a K-5 elementary building.

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

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

Teachers will discuss academic assessment results in parent-friendly language at parent-teacher conferences which are held in the Fall and Spring of each school year.

Donley staff will work with the Ingham ISD to make activities accessible to all parents. Translators will be provided upon request.

Phone conferences and/or flexible meeting times are provided to parents as requested.

Our facility is handicapped accessible. Other handicapped accommodations can be provided with the guidance of our central office and ISD or local agencies.

We will provide assessment data in visual and auditory form as needed. Our building is compliant with ADA regulations.

While we do not currently have migrant students, we would refer to MDE and the Ingham ISD should our student population change.

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?

A Great Start Readiness Program is hosted in our elementary building. The Great Start Readiness students participate in school events such as morning assembly, PBIS lessons, March is Reading Month activities, and events hosted by the parent association.

Kindergarten Round Up occurred on March 22, 2016 in which parents and students met the Kindergarten teachers and toured the building. Our building principal discussed the Kindergarten curriculum with parents, while students were assessed by K-2 teachers and our building speech and language pathologist. Parents and students were provided with ample opportunities to ask questions.

Invitations were mailed to families announcing Kindergarten Round Up. Email reminders were sent to families with an email address on file and phone calls were made to other families by building administration..

In late May of each year all current and incoming families are invited to attend our Spring Fling, a school-wide playground and picnic event. The goal of the event is to allow parents and students to meet the Donley staff, provide parents an opportunity to join the parent association, and allow families to get to know each other.

In August of each year, Donley Staff participates in a Staff Popsicle Bike Ride. During this event Donley staff bikes to three locations where teachers meet their incoming students and provide each student a popsicle. Invites are provided to parents via email and also mailed to families.

Prior to school starting, Kindergarten teachers send an introduction letter to incoming Kindergarten families to welcome them.

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?

Throughout the year Kindergarten teachers meet with GSRP teachers to discuss the Kindergarten Common Core Standards and the entry skills desired for incoming Kindergartners.

At Round Up, Kindergarten teachers share Kindergarten Common Core Standards and resources with parents. Teachers and staff also discuss the entry skills desired for incoming Kindergartners. Parents are provided with ideas and resources to help their child meet the desired entry skills. This includes alphabet and number flashcards, literacy and math activities, and suggestions for helping children adjust to school.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers use assessments to make decisions in many different ways: need for reteaching, grouping of students, informing parents, setting goals for small group instruction, and determining need for additional interventions. Teachers use a variety of different assessments to gather information about students to use in the instructional process. On a school-wide level, teachers use MSTEP, AIMSweb screeners for math and reading three times per year, unit tests for reading (approximately every 6 weeks), and on-demand writing samples (both pretest and posttest) for each writing unit. Additionally, classroom teachers use many different formal and informal assessments of student learning.

Monthly district-wide grade level staff meetings are hosted. Teachers have an opportunity to provide input in the decision making process regarding the use of school and district based academic assessments.

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

Every staff member participates in building wide data analysis three times per year. During these meetings, we establish academic achievement goals, group according to needed intervention or enrichment, and analyze movement within the tiers.

Every 4-6 weeks Donley teachers conduct targeted interventions using the Instructional Learning Cycle Model. Teachers are provided time at each monthly staff member to review the data from the ILCs with their grade level partner and interventionists in our buildings. Teachers share out on how they are using the ILC results to inform their instruction.

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.

ENGLISH LANGUAGE ARTS

READING

Grade Span: K-2

Identification/Criteria for Selection: Reading Street Assessments and AIMSweb reading assessments are analyzed to determine which students are performing at the lowest level (Tier III/ "red" level) and score in the bottom 10% on the Reading Street Assessments. Teacher input is provided through a needs assessment. Students receive a score based on formative and summative assessments.

Grade Span: 3-5

Identification /Criteria for Selection: Reading Street Assessments, AIMSweb reading assessments and M-Step (beginning Fall 2016 for grades 3-5) are analyzed to determine which students are performing at the lowest level. Tier III/"red" level on AIMSweb, score in the bottom 10% on the Reading Street Assessments, and "not proficient" on the MSTEP. Teacher input is provided through a needs assessment. Students receive a score based on formative and summative assessments.

Reading Street Assessments include a Fall Baseline measure followed by 4-6 Unit tests (depending on grade level) throughout the year, and an End of Year summative assessment. AIMSweb reading benchmark assessments are given three times per year. MSTEP (grades 3-5) is completed in the Spring of each school year. This data is combined with the classroom teacher's needs assessment data to identify which students are performing at or above grade level and which students need additional support.

WRITING

Grade Span: K-5

Identification/Criteria for selection: Students complete writing samples with a pre/posttest for narrative, informational and opinion units of writing three times per year and are evaluated using a district-wide grade level rubric. In addition, classroom writing samples are also analyzed to determine if students are performing below, at, or above grade level.

MATH

Grade: Kindergarten

Identification/Criteria for selection: AIMSweb math assessments are analyzed to determine which students are performing at the lowest level (Tier III/"red" level). Teacher input is provided through a needs assessment. Students receive a score based on formative and summative assessments.

Grade: 1-2

Identification/Criteria for selection: AIMSweb math assessments and Math Expressions unit assessments (beginning in Fall 2016) are analyzed to determine which students are performing at the lowest level. Tier III/"red level on AIMSweb and scores in the bottom 10 % on the Math Expressions' assessments. Teacher input is provided through a needs assessment. Students receive a score based on formative and summative assessments.

School Improvement Plan

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Grade Span: 3-5

Identification/Criteria for selection: M-Step math scores, AIMSweb math assessments, and Math Expressions unit math assessments (beginning in Fall 2016) are analyzed to determine which students are performing at the lowest level. Tier III/"red" level on AIMSweb, scores in the bottom 10% on the Math Expressions' assessments, and "not proficient" on the M-Step. Teacher input is provided through a needs assessment. Students receive a score based on formative and summative assessments.

At all grade levels, AIMSweb math benchmark assessments are given three times per year. Monthly unit assessments occur in grades 1-5. In addition, the M-Step math assessment (grades 3-5) is given each spring. These assessments along with teacher input, based on formative and summative assessments, are used to identify specific areas of need.

SCIENCE

Grade Span: K-5

Identification/Criteria for selection: Classroom formative and summative assessments are evaluated to determine which students are struggling with the concepts presented in each unit.

SOCIAL STUDIES

Grade Span: K-5

Identification/Criteria for selection: Classroom formative and summative assessments are evaluated to determine which students are struggling with the concepts presented in each unit.

BEHAVIOR

Grade Span: K-5

Identification/Criteria for selection:

Donley staff complete the 31A At-Risk criteria worksheet to identify students needing additional behavior support. The criteria include 1 area of state and summative assessment/local assessments, 1 area of risk factor or in an absence of state and local assessments 2 areas of risk factors.

The criteria breakdown is as follows:

For State and Summative Assessment/Local Assessments, a student must meet one of the following:

Did not achieve proficiency on ELA, mathematics, science or social studies content area assessment.

At risk for not meeting district core curricular objective in ELA, mathematics, science or social studies.

For Factors for Risk, students must meet one of the areas. The areas include victim of child abuse or neglect, family history of school failure, incarceration or substance abuse, pregnant teen or teen parent, and priority or priority successor schools.

In the absence of state or local assessments, two risk factors can be used to identify 31A At-Risk students for behavioral support. These risk factors include absence greater than 10 percent of the enrolled days or 10 school days during school year, eligible for free or reduced breakfast, lunch or milk, migrant, homeless, English Language Learner, immigrant within past three years, or did not complete high school in four years and is still continuing in school.

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?

Interventions are provided during Good Fit time. Good Fit is a 30 minute block of time set aside each day to address the needs of all students. Good Fit times are scheduled throughout the day by grade level, for all grades K-5. For the 2015-16 school year, Donley has one part time Title I teacher along with three full time Title I para professionals providing reading interventions to Title I students. Intervention groups take place four days/week and progress monitoring occurred on the fifth day. Math support was provided within the classroom during core instruction time. The plan for the 2016-17 school year is to have two full time Title I teachers and two paraprofessionals implementing interventions during Good Fit and providing assistance during core instruction as well.

In addition to Title I support, Donley also has a part-time ELL teacher, part-time ELL paraprofessional, and a half time 31A Interventionist that is funded through 31A At-Risk. Our 31A interventionist is a certified teacher who provides services for students that demonstrate the needs based on the 31A At-Risk indicators and academic assessments. Discussion takes place among these service providers to determine which intervention best meets the needs of the student. Progress monitoring data is continuously reviewed throughout the year in order to make necessary program adjustments based on student need.

In addition to meeting student academic needs, behavior needs are also specifically addressed. We have a building behavior interventionist/PBIS Coordinator.

ENGLISH LANGUAGE ARTS

READING

Grade Span: K-5

Classroom instruction is differentiated to meet the needs of all students. In order to master grade level core concepts students who are below grade level receive support during whole group instruction, and also receive small group support. In addition, depending on their level of need, students may also participate in small group instruction with Title I staff (or other support staff as mentioned above.) The group size and duration of the support varies and is based on student need.

WRITING

Grade Span K-5

Classroom instruction is differentiated to meet the needs of all students. Those who are below grade level receive additional support during whole group instruction and also receive small group support.

MATH

Grade Span: k-5

Classroom instruction is differentiated to meet the needs of all students. In order to master grade level core concepts students who are below grade level receive support during whole group instruction, and also receive small group support. Students demonstrating the greatest need receive additional support from the Title I staff (or other support staff as mentioned above.) The group size and duration of the support varies and is based on student need.

SCIENCE

Grade Span K-5

Classroom instruction is differentiated to meet the needs of all students. Those who are below grade level receive additional support during whole group instruction and may also receive small group support.

SOCIAL STUDIES

Grade Span K-5

Classroom instruction is differentiated to meet the needs of all students. Those who are below grade level receive additional support during whole group instruction and may also receive small group support.

BEHAVIOR

Grade Span K-5

Donley's behavior interventionist/PBIS Coordinator uses Second Step curriculum to teach weekly social and emotional behavior lessons, conducts small groups to work on social and behavioral areas of concern, teaches Tier I behavior expectations, teaches students the C.H.A.M.P.S. management strategies, provides school social work services, completes think sheets, creates behavior plans, and conducts the Check in Check Out intervention to students qualified as at-risk students.

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

Teachers address the individual needs of students in a variety of ways. Teachers flexibly group students based on both formal and informal assessments. Teachers flexibly group students for each unit to provide instruction, remediation, and extension. Groups change regularly based on needs. Within groups, students are provided instruction, remediation, and enrichment. Tiered assignments and compacted assignments are examples of how teachers do this. Technology is used in a variety of ways to meet student needs. Programs such as Front Row and Reading A-Z are used to offer differentiated practice. Additionally, teachers utilize interactive Whiteboards and document cameras to create highly engaging lessons. In addition to meeting student academic needs, behaviors needs are also specifically addressed. We have a building behavior interventionist/PBIS coordinator.

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.

In order to meet the needs of the diverse learners at Donley Elementary, the East Lansing School District works closely with the building based team to coordinate programs and support for Donley Elementary Title I students.

The East Lansing School District uses Title I funds to support students that demonstrate the highest need based on a combination of local assessments, State assessments, teacher input, and parent concerns. The funds are allocated for students in grades K-5. The Title I funds are used to support the district wide initiatives and programs that focus on the state common core standards to improve the teaching and learning of Title I students.

All of the programs at Donley Elementary are coordinated to support our school-wide goals that are based on the overall district initiatives and the common core standards.

FEDERAL:

Title IA, Title IIA, Title III, IDEA, Free and Reduced Lunch Program

The Donley Title I program provides students with support through Title I teacher(s)/paraprofessional(s) who provide additional support in all core subject areas to students identified with need. Title I Summer School is also provided for students who qualify free of charge to reduce "summer slide."

Title IIA Instructional Coaches

Instructional Coaches provide direct support to teachers to enhance teacher instruction and reinforce best practices for targeted population.

Title III- ELL Instruction

Title III - Title III supplies

Title III - ELL Summer School teachers (3) and paras (2)

GrapeSEED Curriculum for K-3 to support ELA CCSS

Supplemental iPads and literacy apps to support ELA CCSS

Imagine Learning licenses to support ELA CCSS

Title III funds are used to fund the summer ELL staffing and supplies needed to support the instruction facilitated by our ELL instructor and paraprofessional throughout the year.

STATE: 31A t-Risk, Great Start Readiness Program

31A At-Risk Funds are used to provide additional support to students to increase student learning and achievement. These supports

included 31A Teacher Consultants, Behavior Interventionist, At-Risk Interventionist, Great Start Readiness teacher and paraprofessional.

LOCAL: WDSA (parent support group), Ingham Intermediate School District (IISD), East Lansing Education Foundation (ELEF), Michigan State University (MSU), Meemic Insurance, Kiwanis, Delta Dental, Jackson National Bank, local church groups.

WDSA provides all field trip busing, Wharton Center programming, \$100 stipend per teacher annually, and volunteering. They also provide financial support for our school library and school events. IISD provides MTSS support, professional development, and Focus School Support. The ELEF makes grants available to teachers to enhance and enrich teaching and learning in the classroom. MSU provides intern grants for mentor teachers and Donley also houses TE 301 in which MSU students work directly with students on reading skills. Meemic Insurance offers several grants for teachers throughout the year for classroom use. Kiwanis supports students with snacks for the classroom and weekend food packs. Delta Dental supports student learning with library grants. Jackson National Bank and local church groups provide support (food, clothing, and holiday gifts) to families during extended vacation times.

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.

1. Comprehensive Needs Assessment Process: General Funds, Title I funds, 31a At-Risk, Title II
2. Schoolwide Reform Strategies: General Funds, Title I, 31a At-Risk, Title II
3. Highly Qualified Staff: General Funds, Title I, Title II, IDEA, 31a At-Risk
4. Attract and Retain Highly Qualified Staff: General Funds, Title I, Title II, 31a At-Risk, WDSA, ELEF
5. Professional Development: General Funds, Title I, Title II, Title III
6. Parental Involvement: General Funds, Title I, WDSA
7. Preschool Transition: General Funds, Great Start Readiness
8. Assessment Decisions: General Funds, Title II
9. Timely & Additional Assistance: General Funds, Title I, Title II, Title III, 31a At-Risk
10. Coordination & Integration of Federal, State & Local Resources: Schoolwide status will allow us to utilize all funds.

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.

Donley Elementary has a free and reduced lunch program offered to families that fit the requirements that are established by Federal guidelines. Families complete the required form and it is sent to the food service coordinator who then sends the information to the State for approval. The percentages of students that receive free/reduced lunch at Donley Elementary has increased yearly over the last three years. To fit the needs of these students, we also have a partnership with Kiwanis that provides snacks for the classrooms and weekend food packages for families on a bi-weekly basis. During the winter break, we have several local agencies such as Delta Dental, Jackson National Bank, and several church organizations that provide many families with food and other supplies to assist them. Donley also houses a Great Start Readiness Program that provides students with the foundational skills needed to enter Kindergarten. Donley's building wide Positive Behavior Intervention and Support program promotes a positive building culture that is based on showing Donley P.R.I.D.E. and being safe, respectful, and a learner. Our Behavior Interventionist works with students on a daily basis to support students in making choices that increase their chance of academic success. The program also has weekly lessons and celebrations to reinforce the cultural expectations.

Evaluation:

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

Our School Improvement team will meet monthly to ensure the implementation of the school-wide plan is carried out. Additionally, the principal will determine if individual teachers are implementing the school-wide plan with fidelity. At the end of each school year, parents will be surveyed to assess how they felt the plan was implemented. Members of the parent panel, as well as data collected from our parent survey, will be used to determine whether or not we have carried out the Parent Involvement Policy.

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.

Numerous data points are used to determine the impact of the plan on student achievement. Three times a year, AIMSweb screeners are given to all students. End of units tests for both reading and math are also used as well as state assessments (MSTEP). All of the data points will be evaluated to see if the gap between the top scores and the bottom 30% is decreasing. At the end of each intervention cycle (every 4-6 weeks), parents will receive documentation regarding their child's progress. Parents will also receive suggestions as to how to continue to support their child.

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.

At the start of the school year, previously identified students will begin interventions to ensure that our lowest achieving students immediately receive support. These students were identified from our spring benchmark assessments, needs assessments and teacher input. After fall benchmark AIMSweb screeners are conducted, any additional students are quickly identified for service. Students are progress monitored weekly to determine growth and the type of intervention that is most appropriate. Staff will focus on the progress of the economically disadvantaged subgroup to evaluate the effectiveness of the program. Child Study Teams are held monthly, where all involved staff as well as parents, are invited to discuss student progress.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

At the end of each school year, the School Improvement team will revisit the school-wide plan to determine what revisions need to be made. We will determine what we have learned has gone well with the plan, as well as discuss what changes need to be made.

Donley Goals for 2017-18

Overview

Plan Name

Donley Goals for 2017-18

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	*All students at Donley Elementary School will demonstrate appropriate behavior to ensure a safe learning environment.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$45500
2	*All students at Donley Elementary will become proficient in mathematics.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$26000
3	*All students at Donley will become proficient in reading	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$213000
4	*All students at Donley Elementary will become proficient in Science	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$1000
5	*All students at Donley Elementary will become proficient in Social Studies	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: *All students at Donley Elementary School will demonstrate appropriate behavior to ensure a safe learning environment.

Measurable Objective 1:

demonstrate a proficiency which results in a reduction of office referrals to 1 or less per day per month by 06/12/2017 as measured by SWIS, Building Self-Assessment, BoQ, and CICO progress monitoring data.

Strategy 1:

CR-PBIS - The School-Wide CR-PBIS is intended to teach, model, and recognize the skills and behavior expectations in a culturally responsible way resulting in an improvement of student behavior and a reduction in the number of office referrals for physical behavior.

Category: School Culture

Research Cited: MTSS MiBIsi

Tier: Tier 1

Activity - School-wide CR-PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Donley staff will use CHAMPS (Conversation, Help, Activity, Movement, Participation and Success) to explicitly teach classroom and school-wide expectations including hallway, bathroom, cafeteria, morning assembly, arrival/departure and bus behavior expectations as a part of our school-wide culturally responsive behavior supports.	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	General Fund	Donley staff
Activity - Student Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-wide behavior incentives using Donley PRIDE slips with weekly rewards assembly to recognize students that are meeting behavior expectations.	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/16/2017	\$500	General Fund	All Staff
Activity - Second Step	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training and materials in the implementation of the Second Step Curriculum	Behavioral Support Program	Tier 1	Getting Ready	09/05/2016	06/12/2017	\$5000	General Fund	Teachers, building principal
Activity - Behavior Interventionist/PBIS Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Behavior Interventionist will provide Tier 2 support to students that demonstrate need.	Behavioral Support Program	Tier 2	Implement	09/05/2016	06/12/2017	\$35000	Section 31a	Behavior Interventionist/PBIS Coordinator, building principal
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Strategy 2:

Professional Training - Teachers will be trained in trauma based strategies to ensure the needs students are met.

Category: School Culture

Research Cited: Hoffman, L.L., Hutchinson, C.J., Reiss, E. (2005). Training teachers in classroom management: evidence of positive effects on the behavior of difficult children. *Strate Journal*. 14(1) p. 36-43.

Caldarella, P., Page, N. W., & Gunter, L. (2012). Early childhood educators' perceptions of Conscious Discipline. *Education*, 132(3), 589-599.

Osher, D., Spier, E., Kendziora, K., & Cai, C. (2009). Improving academic achievement through improving school climate and student connectedness. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA. This paper describes a study demonstrating that academic achievement could be improved by addressing school climate and student connectedness.

Tier: Tier 1

Activity - Conscious Discipline	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive on-going training in Conscious Discipline.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2016	06/12/2017	\$5000	Title I Part A	All staff

Goal 2: *All students at Donley Elementary will become proficient in mathematics.

Measurable Objective 1:

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate student proficiency (pass rate) on the spring benchmark screener in Mathematics by 06/10/2019 as measured by the MCOMP (1st-5th) and the QDM (K).

Strategy 1:

CCSS Curriculum Implementation - Teacher will implement a new aligned math curriculum (Math Expressions) based on the common core standards.

Category: Mathematics

Research Cited: MiBilisi

National Center for Education Statistics (NCES). "The Nation's Report Card: Mathematics

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2011." Washington, DC: Institute of Education Sciences, U.S. Department of Education, 2011.

National Research Council. Adding it Up: Helping Children Learn Mathematics. Washington, DC: National Academy Press, 2001

Tier: Tier 1

Activity - Professional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the new CCSS-Aligned core curriculum math materials. This new training will also provide specific strategies to target our economically disadvantaged population.	Academic Support Program	Tier 1	Implement	09/05/2016	06/12/2017	\$25000	General Fund	Curriculum Director, teachers, building principal

Strategy 2:

Math Computation - Teachers will dedicate a 10 minute block of time daily for math computation.

Category: Mathematics

Research Cited: Promise; National Mathematics Panel, Common Core State Standards

Tier: Tier 1

Activity - Math Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will dedicate 10 minutes to daily math computation practice (ex: Rocket Math, XtraMath.org, Math Magician) to improve student math fluency. Teachers will be encouraged to implement student self-monitoring on progress.	Academic Support Program	Tier 1	Monitor	09/05/2016	06/12/2017	\$1000	General Fund	Teachers, building principal

Goal 3: *All students at Donley will become proficient in reading

Measurable Objective 1:

A 6% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on ELA M-Step in Reading by 06/12/2017 as measured by Michigan State Assessment .

Strategy 1:

CCSS Curriculum Implementation - Teachers and staff will use new Common Core aligned Reading Streets instructional materials to deliver Tier I instruction.

Category: English/Language Arts

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Research Cited: Michigan's Integrated Behavior and Literacy Support Initiative (MiBLSi)

Tier: Tier 1

Activity - Core Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will utilize updated CCSS core curriculum materials for literacy instruction.	Implementation	Tier 1	Implement	08/29/2016	06/12/2017	\$23000	General Fund	Principal, Teaching Staff
Activity - Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement a 90 minute dedicated Reading block.	Direct Instruction	Tier 1	Monitor	09/05/2016	06/12/2017	\$0	No Funding Required	All teachers, building principal

Strategy 2:

Research Based Instructional Strategies - Student will receive strategic instructional interventions at their academic level.

Category: English/Language Arts

Research Cited: Center for Research on Learning, University of Kansas

Cognitive Coaching research, Jenny Edwards, PhD

Tier: Tier 2

Activity - Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 teacher and paraprofessionals will provide reading intervention in small groups for students who are not meeting district and national reading benchmarks using both push-in and pull-out models. The teacher and paraprofessionals will support reading in all core content areas.	Direct Instruction	Tier 2	Implement	09/06/2016	06/16/2017	\$125000	Title I Part A	Title 1 teacher(s) and paraprofessionals
Activity - Professional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on differentiated instruction and the implementation of the new CCSS-aligned core curriculum literacy materials. This professional training will target our economically disadvantaged population.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$20000	Title I Part A	Teaching staff, principal, curriculum director

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Activity - Good Fit Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A block of time is set aside each day to address the needs of all students with additional support given to economically disadvantaged students. Support will be given by Title I teacher(s), Title I paraprofessionals, and 31A interventionist.	Academic Support Program	Tier 2	Monitor	09/05/2016	06/12/2017	\$45000	Section 31a	Title I teacher, Title I paraprofessional, 31A interventionist, teachers, building principal

Goal 4: *All students at Donley Elementary will become proficient in Science

Measurable Objective 1:

A 40% increase of Fourth grade students will demonstrate student proficiency (pass rate) on the assessment in Science by 06/10/2019 as measured by state standardized test.

Strategy 1:

Curriculum Implementation - Teachers and staff will use the district adopted curriculum to deliver Tier I instruction.

Category: Science

Research Cited: The Effects of BCAMSC Science Kits on Student Achievement in Science

Evaluation & Measurement Specialist, Inc | May, 2010

Michigan Mathematics and Science Network Final Report, 2006

Tier: Tier 1

Activity - Science Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement a 30 minute science block (K-1) and 50 minute science block 2-5 to ensure science instruction.	Direct Instruction	Tier 1	Implement	09/05/2016	06/12/2017	\$0	No Funding Required	Teachers, building principal

Strategy 2:

Professional Training - Teachers will receive training in the new science standards.

Category: Science

Research Cited: NGSS

Tier: Tier 1

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Activity - NGSS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the NGSS.	Professional Learning	Tier 1	Getting Ready	09/05/2016	06/12/2017	\$1000	General Fund	Teachers, building principal

Goal 5: *All students at Donley Elementary will become proficient in Social Studies**Measurable Objective 1:**

A 45% increase of Fifth grade students will demonstrate student proficiency (pass rate) on the assessment in Social Studies by 06/10/2019 as measured by state standardized social studies test.

Strategy 1:

Curriculum Implementation - Teachers and staff will use the district adopted curriculum to deliver Tier I instruction.

Category: Social Studies

Research Cited: MC3 Curriculum

Tier: Tier 1

Activity - Social Studies Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement a 30 minute social studies block (K-1) and 50 minute social studies block 2-5 to ensure instruction.	Academic Support Program	Tier 1	Implement	09/05/2016	06/12/2017	\$0	No Funding Required	Teachers, building principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
NGSS Training	Teachers will receive training on the NGSS.	Professional Learning	Tier 1	Getting Ready	09/05/2016	06/12/2017	\$1000	Teachers, building principal
Core Curriculum	Teachers and staff will utilize updated CCSS core curriculum materials for literacy instruction.	Implementation	Tier 1	Implement	08/29/2016	06/12/2017	\$23000	Principal, Teaching Staff
Math Fluency	All teachers will dedicate 10 minutes to daily math computation practice (ex: Rocket Math, XtraMath.org, Math Magician) to improve student math fluency. Teachers will be encouraged to implement student self-monitoring on progress.	Academic Support Program	Tier 1	Monitor	09/05/2016	06/12/2017	\$1000	Teachers, building principal
School-wide CR-PBIS	Donley staff will use CHAMPS (Conversation, Help, Activity, Movement, Participation and Success) to explicitly teach classroom and school-wide expectations including hallway, bathroom, cafeteria, morning assembly, arrival/departure and bus behavior expectations as a part of our school-wide culturally responsive behavior supports.	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	Donley staff
Professional Training	Teachers will receive training on the new CCSS-Aligned core curriculum math materials. This new training will also provide specific strategies to target our economically disadvantaged population.	Academic Support Program	Tier 1	Implement	09/05/2016	06/12/2017	\$25000	Curriculum Director, teachers, building principal
Student Incentives	School-wide behavior incentives using Donley PRIDE slips with weekly rewards assembly to recognize students that are meeting behavior expectations.	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/16/2017	\$500	All Staff
Second Step	Teachers will receive training and materials in the implementation of the Second Step Curriculum	Behavioral Support Program	Tier 1	Getting Ready	09/05/2016	06/12/2017	\$5000	Teachers, building principal

Section 31a

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Good Fit Time	A block of time is set aside each day to address the needs of all students with additional support given to economically disadvantaged students. Support will be given by Title I teacher(s), Title I paraprofessionals, and 31A interventionist.	Academic Support Program	Tier 2	Monitor	09/05/2016	06/12/2017	\$45000	Title I teacher, Title I paraprofessional, 31A interventionist, teachers, building principal
Behavior Interventionist/PBIS Coordinator	Behavior Interventionist will provide Tier 2 support to students that demonstrate need.	Behavioral Support Program	Tier 2	Implement	09/05/2016	06/12/2017	\$35000	Behavior Interventionist/PBIS Coordinator, building principal

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Studies Block	Teachers will implement a 30 minute social studies block (K-1) and 50 minute social studies block 2-5 to ensure instruction.	Academic Support Program	Tier 1	Implement	09/05/2016	06/12/2017	\$0	Teachers, building principal
Science Block	Teachers will implement a 30 minute science block (K-1) and 50 minute science block 2-5 to ensure science instruction.	Direct Instruction	Tier 1	Implement	09/05/2016	06/12/2017	\$0	Teachers, building principal
Reading Block	Teachers will continue to implement a 90 minute dedicated Reading block.	Direct Instruction	Tier 1	Monitor	09/05/2016	06/12/2017	\$0	All teachers, building principal

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Conscious Discipline	Staff will receive on-going training in Conscious Discipline.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2016	06/12/2017	\$5000	All staff

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Reading Intervention	Title 1 teacher and paraprofessionals will provide reading intervention in small groups for students who are not meeting district and national reading benchmarks using both push-in and pull-out models. The teacher and paraprofessionals will support reading in all core content areas.	Direct Instruction	Tier 2	Implement	09/06/2016	06/16/2017	\$125000	Title 1 teacher(s) and paraprofessionals
Professional Training	Teachers will receive training on differentiated instruction and the implementation of the new CCSS-aligned core curriculum literacy materials. This professional training will target our economically disadvantaged population.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$20000	Teaching staff, principal, curriculum director