



School Improvement Plan

Glencairn 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 Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Glencairn School Building Leadership Team, consisting of 11 members, including classroom teachers, ELL teacher, speech teacher, special education teacher, building principal and parents, met throughout the school year to examine ways to better meet the needs of our students. We reviewed and analyzed student achievement data, discussed programs and instruction, and reviewed process and perception data. It was determined the Glencairn needs at least one full time Title One teacher, to support students in the areas of reading and mathematics.

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

We used multiple student assessment measures, including AIMSweb, Running Records, end-of-unit assessments and MSTEP, to identify our most academically at-risk students. A Data Wall was created, which allowed teachers/staff to compare the academic proficiency levels of all students in grades K-5. Teachers participated in formal and informal Data Meetings throughout the school year to study and compare the data, using this information to determine support services for our most at-risk students.

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

Reading/Writing/Literacy/ELA Kindergarten through 5th grade - AIMSweb Screeners.

Kindergarten: Letter Sound Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency

First Grade: Nonsense Word Fluency, R-CBM (Reading Curriculum Based Measurement)

Second Grade: R-CBM

Third Grade: R-CBM, MAZE

Fourth Grade: R-CBM, MAZE

Fifth Grade: R-CBM, MAZE

In addition, we used the spring M-Step State Assessment for the following subjects, at each grade level.

Grade 3: M-Step ELA & Math

Grade 4: M-Step ELA, Math & Science

Grade 5: M - Step ELA, Math & Social Studies

MATH - AIMSweb screeners

First Grade: Quantitative Discrimination Measurement and Missing Number Measurement and Math Computation (M-Comp)

Second Grade: M-Comp

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Third Grade: M-Comp

Fourth Grade: M-Comp

Fifth Grade: M-Comp

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

N/A

Component 2: Services to Eligible Students

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

A Title One teacher will be placed at Glencairn School, full time, for the 2017-2018 school year, to support our most academically at-risk students in the area of reading and mathematics. The Title One teacher will support individual or small groups of students (group size ranging from 2-6), in the areas of reading and math.

Component 3: Incorporated Into Existing School Program Planning

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

Program planning for eligible students is incorporated through the data team process. The data team meets to examine the school-wide data and determine which of our students are at-risk for failing or not making adequate yearly progress. At our school-wide data days, which occur in the fall, winter, and spring, the grade level teachers, with the assistance of our support staff, create action plans for math and literacy. These plans identify the most at-risk students, and include specific instructional strategies to meet their needs. The Building Leadership Team uses academic data as a reference when creating our school improvement plan.

Component 4: Instructional Strategies

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

The following instructional strategies will help students reach the standards.

Glencairn teachers will follow MTSS implementation. In reading, all students will participate in a 90-minute reading block. Reading groups will be formed, based on academic skill levels. Teachers will utilize non-fiction texts integration, data analysis and action planning. The Title One teacher will support reading intervention.

In mathematics, all students will participate in a 60-minute math block, 10-minute fact fluency work, and data analysis and action planning. In writing, writer's workshop will focus on integrating core content through informational, opinion, and narrative writing. We will work on integrating all subject matter, especially science and social studies into math and ELA.

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

MTSS Implementation

Tier II and III interventions

Progress Monitoring and using Data to drive instruction

Title One Reading Intervention, includes use of a variety of programs, including My Sidewalks, LLI, Words Their Way, and 6 Minute Fluency, to ensure academic achievement.

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

The Title One teacher will progress monitor all of her students on a weekly basis to ensure that the interventions they are receiving are effective. Her schedule with students will begin right away in the fall, in order to establish a baseline for monitoring the effectiveness of the program. Each student will have a specific set of intervention tools that they will use during the extended learning program and a specific set of assessments that will be used to monitor them regularly. Assessments will include Running records, LLI, My Sidewalks, Reading Street Unit and Weekly tests and MSTEP.

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

Title I and ELL teachers understand that it is district policy that students may NOT be pulled during core instruction in order to receive intervention or support services. We work together as a staff to create an intervention schedule that will not interfere with the classroom teachers core academic instructional periods.

Component 5: Title I and Regular Education Coordination

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

Our Title One teacher and ELL teacher will communicate weekly with classroom teachers, regarding the services and instructional goals she has developed for each student. The Title One teacher will meet regularly with classroom teachers, to discuss student progress and needs as indicated by the data.

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

We hold a Kindergarten Parent Information event in the spring for the following year's kindergarten students and their families. At this event information is shared about the district, each elementary school building, kindergarten classrooms, curriculum and registration. We also hold a kindergarten Round-up Event at which students and parents meet the kindergarten teachers and other building staff. The principal talks with parents and shares information about the school and our kindergarten program, while students interact and work with the classroom teachers. Throughout the year, the principal and parent volunteers offer tours and meetings with parents who have children who will be of kindergarten age within the next year or two.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Currently we do not have any Title I Part A instructional paraprofessionals.	

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

Component 7: High Quality and Ongoing Professional Development/Learning

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

District professional development opportunities are provided by the district curriculum director. We also participate with and attend the Ingham ISD professional development sessions. We have monthly building staff meetings which often include various professional development topics, grade level meetings, and other district provided professional development.

District-wide PD and monthly grade level meetings will focus on math and reading instruction and our relatively new math curriculum. Grade level teachers also have a daily 55 minute common planning time. In addition, as a building we will continue our focus on equity and culturally relevant teaching.

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

In addition to our curriculum night in September, our Title One teacher will offer parents/students professional development three times a year.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	It is currently being written by the district's central office. Professional Development Days - August 30, and August 31, 2017. Every month there is at least one staff meeting, one grade level meeting, and one district provided professional development. These occur on Tuesdays, from 4:00-5:30.	

Component 8: Strategies to Increase Parental Involvement

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

Parents will be involved through the three parent educational meetings held by our Title One teacher throughout the school year. The Title One teacher will hold an annual meeting at the beginning of the year, where feedback from parents about the design will be solicited. There is an Elementary School Title One Parent Involvement Survey Template

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

Parents are involved by meeting with the Title One Teacher and agreeing to the components of the program. This happens at the three Title One meetings and through parent involvement plan.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents are involved in the evaluation of the Targeted Assistance Title One program through the three Title One parent meetings held by the Title One teacher and the Parent Involvement Survey. The survey is attached.	

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

The Title One teacher will ensure parental involvement occurs at our Glencairn Elementary.

Parent Teacher Conferences. Individual parent-teacher conferences will be held twice annually. During those conferences, classroom teachers will discuss student progress and achievement. Title One teachers will attend parent-teacher conferences, to the extent feasible, at the request of either classroom teacher or parent. In addition, our Title One teacher will maintain open office hours, during district scheduled parent teacher conference times, in order to answer questions and be of assistance to parents.

The Glencairn Annual Parent Night will explain the Title 1, Part A requirements, and the right of parents to be involved in Title I, Part A Program.

Included will be a discussion about the rights and responsibilities of schools, teachers, parents, and students as outlined in the Parent-School-Compact. In addition, the Glencairn Title One teacher will offer a minimum of two additional Parent Nights annually. These Parent Nights will provide training and materials to help parents work with their children to improve their children's achievement. Topics may include, literacy training, writing, math, phonology, and parenting strategies.

The school website will be maintained as a resource for parents. This is done in collaboration of the technology department and school office and administration. The Title I teacher will use her web site to stay in with parents. The Title teacher will use it to update parents between conferences, facilitate planning among faculty, and provide a window into the classroom. It will connect students, parents, teachers, and the administrator. It will also create a community built around student work and ensure security and privacy while sharing by managing permissions.

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School Improvement goals will be addressed through Title One support programs. This plan is shared with the community through the school website and parent council.

Parent-School Compact

A parent- school compact will include both school and parent responsibilities. This is shared with parents at one of the three Title One meetings

5. Describe how the parent involvement activities are evaluated.

The Title One teacher will annually collect data from parents regarding their satisfaction with the services and experiences provided to their child by the Title One program.

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

The compact is developed by Title One and is reviewed yearly.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		

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

This is coordinated with the ELL program and teachers. Translators are arranged whenever needed.

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

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

At our annual Title One meeting, the parent compact will be shared with parents by the Title One teacher. The parents will meet with the Title One teacher three times a year to discuss student progress. Individual parent teacher conferences will be held twice annually and include the classroom teacher, Title One teacher and parents. During the conferences, classroom teachers will discuss student progress and achievement.

Component 9: Coordination of Title I and Other Resources

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

Our Title One teacher and ELL teacher will coordinate and create a plan to serve eligible children. Our school data team, which includes our Title One teacher, the ELL teacher, multiple classroom teachers, and the principal, meet throughout the year to analyze and review student achievement data in order to coordinate programs and interventions to serve eligible students

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

Our school social worker collaborates with classroom teachers, support staff, Title I and III, and the school principal to provide resources to families as needed.

Component 10: Ongoing Review of Student Progress

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

The Title One teacher progress monitors students on a weekly basis using grade level and skill level appropriate AIMSweb probes. In addition, the Title One teacher uses Running records and word analysis assessments to collect more student achievement data. This is reviewed weekly by the Title One teacher and three times a year by the building data team and school as a whole.

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

This past summer every elementary school in our district, including Glencairn, offered a summer learning program. The summer learning program (summer school) was offered to students entering 1st through third grades. It included small group instruction and intervention in literacy. The program was taught by highly qualified elementary teachers and ran for four weeks. The children who participated were selected based on need, using the same process we use to qualify students for Title One. This intensive learning opportunity will support students in academic achievement in order to better meet the State's challenging student achievement standards.

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

Teachers use the MTSS model and this year participated in intensive intervention by our district curriculum coach on how to create, use and maintain a student assessment Data Wall. Teachers used the Data Wall to identify students who needed additional assistance. Teachers created action plans to address the needs of the targeted students.

Evaluation

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

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

The implementation of the Targeted Assistance program will occur through administrative walk-throughs, and the agendas and minutes from all Title One meetings and school improvement meetings. In addition, reviewing student growth measures for students who received Title One intervention occurs three times a year.

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

The results achieved by the Targeted Assistance program will be evaluated by the data from our MSTEP assessment. We can use the data from 2016-2017 as our baseline date. When we receive this year's M-Step results from grades 3 - 5, we will be able to analyze the data and evaluate the effectiveness of the program.

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

This is done through the progress monitoring of these students. The progress monitoring occurs weekly by the Title One teacher using appropriate AIMSweb probes and Running Records. We service the students who are furthest from achieving the standards more intensely and prioritize them first.

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

Our Building Leadership Team meets to review the plan and revise it as necessary, based on the data. We will meet at the beginning of the school year to review the SIP and then monthly to evaluate how the plan is working and determine what additional strategies may be needed to support students in academic achievement.

Goals and Plans for 2016-2017

Overview

Plan Name

Goals and Plans for 2016-2017

Plan Description

Goals for 2016-17

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 Glencairn students will demonstrate safe and culturally responsive behaviors, to ensure a safe and positive learning environment for all..	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$6000
2	All Glencairn students will demonstrate proficiency in reading	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$350
3	All Glencairn students will demonstrate growth in writing achievement	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
4	All Glencairn students will demonstrate proficiency in mathematics	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
5	All Glencairn students will demonstrate proficiency the area of science	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

Goal 1: All Glencairn students will demonstrate safe and culturally responsive behaviors, to ensure a safe and positive learning environment for all..

Measurable Objective 1:

demonstrate a proficiency in appropriate school behaviors through the use of PBiS. SWIS data will indicate a more balanced representation of student gender and ethnicity by 06/02/2017 as measured by office referrals..

Strategy 1:

Positive Behavior Intervention Supports - All Glencairn staff will participate in Culturally responsive PBIS training at the building level and through the ISD. Staff will review and reteach the Glencairn Behavior Lessons to all students at the beginning of the year, in January (following winter vacation), and in April, (following spring vacation). Lessons will include teacher and student modeling of desired behaviors.

All staff will continue to be actively involved in school-wide CR-PBIS.

Category: School Culture

Research Cited: Randy Spick, Safe and Civil School, MiBLiSi Garrison, M: Interventions, Evidence Base Behavioral Strategies for Individual Students

MTSS & MiBLSI, Crone, D. Hawken., L., and Horner,R.: Responding to Problem Behavior in Schools, the Behavior Education Program

Boynnton, M. and Boynnton, C.: The Educators' Guide to Preventing and Solving Discipline Problems

Tier: Tier 1

Activity - Building Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Good News Post Cards (written by staff), will be sent home to families throughout the school year, Bucket Filler Cards will be given to students who demonstrate positive behavior, Golden Boot Awards will be awarded to classrooms during the winter months, Morning Celebration will take place daily (including saying the Pledge, greeting each other, student/staff birthday recognition, videos of students modeling behavior expectations, singing the Peace Pledge, etc.) A check-in check-out program, along silent mentoring of at risk students will be established early in the school year.	Behavioral Support Program	Tier 1	Monitor	09/20/2016	06/09/2017	\$500	General Fund	All staff, administration and students
Activity - Behavior Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in the delivery of explicit instructional behavior lessons, multiple times throughout the year (in September, January and April).	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All Staff and administration

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Activity - Special Interest Clubs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have opportunities to participate in a variety of special interest clubs/groups, including debate team, Student Leadership Team, Hula Hoop Squad, Jump Rope Team, Safety Patrol, Green Team, Chess Club, STEM Club, Homework Club, and Art Club.	Technology, Community Engagement, Extra Curricular, Behavioral Support Program, Teacher Collaboration, Supplemental Materials	Tier 1	Monitor	09/20/2016	06/02/2017	\$2000	General Fund	All Staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in CR-PBIS professional development at the building and district level. Teachers will also implement the Second Step Program.	Teacher Collaboration, Professional Learning	Tier 1		09/06/2016	06/09/2017	\$3500	General Fund	All Staff

Goal 2: All Glencairn students will demonstrate proficiency in reading

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading Comprehension and Fluency in English Language Arts by 06/02/2017 as measured by State assessment.

Strategy 1:

Core Reading Program (Reading Street) 31a interventionists, Common Planning Time, ELL intervention - Teaching staff will implement the Core Reading Program utilizing a 90 minute reading block, 5 days a week. Classroom teachers will administer multiple assessments throughout the year to assess students' progress towards proficiency. These may include running records, AIMSweb fluency and comprehension assessments, and Reading Street unit assessments. Teaching staff will work with the district coach to further increase the effectiveness of their instructional practice.

Students who perform within the Tier II range will receive additional classroom intervention. Those performing within the tier III range will receive intensive reading intervention.

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Category: English/Language Arts

Research Cited: MTSS, MiBLSi

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During common planning time and data meetings, staff will use data to identify students who fall in the Tier II and Tier III range. Using data they will problem solve and create formal/informal action plans to meet individual student's needs through differentiated instruction.	Teacher Collaboration, Direct Instruction, Academic Support Program		Monitor	09/06/2016	06/02/2017	\$0	General Fund	All Staff
Activity - 31a Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL, and 31a staff will support students who are identified as needing Tier III and possibly Tier II intervention. Glencairn special area teachers will also provide classroom support to students who are identified as needing intervention support, during their allocated intervention time. General education teachers will provide additional interventions for students within Tier II.	Teacher Collaboration, Direct Instruction, Academic Support Program	Tier 3	Monitor	09/06/2016	06/02/2017	\$0	Section 31a	All staff
Activity - Six Minute Solution, My Sidewalks, Grapeseed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to provide differentiated instruction and implement the use of intervention strategies that support reading fluency. Reading interventionists will use the Reading Street "My Sidewalks" program to support students in Tier II or Tier III. ELL staff will use the "Grape seed" program with ELL students	Supplemental Materials, Direct Instruction, Academic Support Program		Monitor	09/06/2016	06/02/2017	\$0	Section 31a	Classroom teachers, special area teachers when providing intervention support, ELL and 31a support staff.
Activity - Attendance at ELL Special Population Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Title III teacher and paraprofessional will attend the Special Populations conference in September 2016 to gain professional training on Title III rules, regulations, and updates.	Professional Learning			09/06/2016	06/09/2017	\$150	Title III	Title III Teacher, Title III paraprofessional
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Activity - Attendance at MABE Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title III teacher will attend Michigan Association for Bilingual Education (MABE) conference to increase knowledge and strategies for supporting English learners.	Professional Learning			09/06/2016	06/09/2017	\$200	Title III	ELL teacher

Goal 3: All Glencairn students will demonstrate growth in writing achievement

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the components of writing skills in English Language Arts by 06/10/2016 as measured by District Writing Prompts and 4th & 5th grade M-Step.

Strategy 1:

Writers' Workshop - General education teachers will implement a 45-60 minute period for writing instruction, 4-5 days per week. They will use the Writer's Workshop model and the district writing units.

Category:

Research Cited: MiBLSi, CCSS, Lucy Calkins

Tier:

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach (with fidelity) all units within the district's writing program for their grade level (aligned with the common core state standards).	Academic Support Program	Tier 1		09/08/2015	06/10/2016	\$0	General Fund	General education teachers and the principal

Activity - Small Group & Individual Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will differentiate writing instruction through the implementation of small-group and individual instruction during the independent writing time of writer's workshop.	Academic Support Program			10/13/2015	06/10/2016	\$0	No Funding Required	All general education teachers

Goal 4: All Glencairn students will demonstrate proficiency in mathematics

Measurable Objective 1:

A 3% 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 in math fact fluency in Mathematics by 06/02/2017 as measured by State assessment.

Strategy 1:

Targeted Math Instruction - All classroom teachers will teach 60 minutes of math instruction, 5 days per week, focused on the district's mathematics curriculum and the CCSS.

Category: Mathematics

Research Cited: PROMISE, National Mathematics Panel, CCSS

Tier:

Activity - 10 minutes targeted math fact fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 teachers will implement a 10 minute period of daily math fact fluency practice.	Monitor, Direct Instruction, Academic Support Program	Tier 1	Implement	09/06/2016	06/02/2017	\$0	Other	All general education teachers, interventionists and instructional support staff.

Activity - Differentiated Instruction for Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review data and create differentiated math groups for students. These math groups will be flexible. Formal and informal assessments will determine student movement within the math groups. Teachers will provide instruction that is differentiated according to student needs.	Teacher Collaboration, Direct Instruction		Implement	09/06/2016	06/02/2017	\$0	Other	All general education teachers, interventionists and instructional support staff.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will seek professional development focusing on differentiation in mathematics, and how to deliver math instruction using effective and engaging strategies, with an emphasis on computation.	Professional Learning		Implement	09/06/2016	06/02/2017	\$0	No Funding Required	All general education teachers, interventionists and instructional support staff.
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Goal 5: All Glencairn students will demonstrate proficiency the area of science

Measurable Objective 1:

A 8% increase of Fourth grade students will demonstrate a proficiency in their grade-level outcomes in Science by 06/02/2017 as measured by M-Step.

Strategy 1:

Science Instruction - Science will be taught by all general education teachers a minimum of 3 days per week, for a period of no less than 30 minutes.

Category: Science

Research Cited: Next Generation Science Standards, National Association of Science Teachers, National K-12 Science Framework

Tier: Tier 1

Activity - Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach science 2-3 days per week for a minimum of 30 minutes per session at grades K-2 and 45 minutes per session at grades 3-5.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/06/2016	06/02/2017	\$0	General Fund	All K-5 general education teachers

Activity - Science Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will integrate their grade-level science concepts across all other content areas where appropriate. Teachers will seek the assistance of our district curriculum coach for strategies on science content integration.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	09/06/2016	06/02/2017	\$0	General Fund	K-5 general education teachers, interventionists, and the district curriculum coaches

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group & Individual Instruction	Teachers will differentiate writing instruction through the implementation of small-group and individual instruction during the independent writing time of writer's workshop.	Academic Support Program			10/13/2015	06/10/2016	\$0	All general education teachers
Behavior Lessons	All staff will participate in the delivery of explicit instructional behavior lessons, multiple times throughout the year (in September, January and April).	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All Staff and administration
Professional Development	Teachers will seek professional development focusing on differentiation in mathematics, and how to deliver math instruction using effective and engaging strategies, with an emphasis on computation.	Professional Learning		Implement	09/06/2016	06/02/2017	\$0	All general education teachers, interventionists and instructional support staff.

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Six Minute Solution, My Sidewalks, Grapeseed	Teachers will continue to provide differentiated instruction and implement the use of intervention strategies that support reading fluency. Reading interventionists will use the Reading Street "My Sidewalks" program to support students in Tier II or Tier III. ELL staff will use the "Grape seed" program with ELL students	Supplemental Materials, Direct Instruction, Academic Support Program		Monitor	09/06/2016	06/02/2017	\$0	Classroom teachers, special area teachers when providing intervention support, ELL and 31a support staff.

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31a Intervention Support	ELL, and 31a staff will support students who are identified as needing Tier III and possibly Tier II intervention. Glencairn special area teachers will also provide classroom support to students who are identified as needing intervention support, during their allocated intervention time. General education teachers will provide additional interventions for students within Tier II.	Teacher Collaboration, Direct Instruction, Academic Support Program	Tier 3	Monitor	09/06/2016	06/02/2017	\$0	All staff
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Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance at MABE Conference	Title III teacher will attend Michigan Association for Bilingual Education (MABE) conference to increase knowledge and strategies for supporting English learners.	Professional Learning			09/06/2016	06/09/2017	\$200	ELL teacher
Attendance at ELL Special Population Conference	Title III teacher and paraprofessional will attend the Special Populations conference in September 2016 to gain professional training on Title III rules, regulations, and updates.	Professional Learning			09/06/2016	06/09/2017	\$150	Title III Teacher, Title III paraprofessional

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction	During common planning time and data meetings, staff will use data to identify students who fall in the Tier II and Tier III range. Using data they will problem solve and create formal/informal action plans to meet individual student's needs through differentiated instruction.	Teacher Collaboration, Direct Instruction, Academic Support Program		Monitor	09/06/2016	06/02/2017	\$0	All Staff
Science Integration	Classroom teachers will integrate their grade-level science concepts across all other content areas where appropriate. Teachers will seek the assistance of our district curriculum coach for strategies on science content integration.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	09/06/2016	06/02/2017	\$0	K-5 general education teachers, interventionists, and the district curriculum coaches

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Building Community	Good News Post Cards (written by staff), will be sent home to families throughout the school year, Bucket Filler Cards will be given to students who demonstrate positive behavior, Golden Boot Awards will be awarded to classrooms during the winter months, Morning Celebration will take place daily (including saying the Pledge, greeting each other, student/staff birthday recognition, videos of students modeling behavior expectations, singing the Peace Pledge, etc.) A check-in check-out program, along silent mentoring of at risk students will be established early in the school year.	Behavioral Support Program	Tier 1	Monitor	09/20/2016	06/09/2017	\$500	All staff, administration and students
Professional Development	Staff will participate in CR-PBIS professional development at the building and district level. Teachers will also implement the Second Step Program.	Teacher Collaboration, Professional Learning	Tier 1		09/06/2016	06/09/2017	\$3500	All Staff
Direct Instruction	Teachers will teach (with fidelity) all units within the district's writing program for their grade level (aligned with the common core state standards).	Academic Support Program	Tier 1		09/08/2015	06/10/2016	\$0	General education teachers and the principal
Science Instruction	Teachers will teach science 2-3 days per week for a minimum of 30 minutes per session at grades K-2 and 45 minutes per session at grades 3-5.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/06/2016	06/02/2017	\$0	All K-5 general education teachers
Special Interest Clubs	Students will have opportunities to participate in a variety of special interest clubs/groups, including debate team, Student Leadership Team, Hula Hoop Squad, Jump Rope Team, Safety Patrol, Green Team, Chess Club, STEM Club, Homework Club, and Art Club.	Technology, Community Engagement, Extra Curricular, Behavioral Support Program, Teacher Collaboration, Supplemental Materials	Tier 1	Monitor	09/20/2016	06/02/2017	\$2000	All Staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Differentiated Instruction for Mathematics	Teachers will review data and create differentiated math groups for students. These math groups will be flexible. Formal and informal assessments will determine student movement within the math groups. Teachers will provide instruction that is differentiated according to student needs.	Teacher Collaboration, Direct Instruction		Implement	09/06/2016	06/02/2017	\$0	All general education teachers, interventionists and instructional support staff.
10 minutes targeted math fact fluency	All K-5 teachers will implement a 10 minute period of daily math fact fluency practice.	Monitor, Direct Instruction, Academic Support Program	Tier 1	Implement	09/06/2016	06/02/2017	\$0	All general education teachers, interventionists and instructional support staff.